



Introduction

The 3As Plan 2024–26 has been developed to deliver the second obsession set out in the Leeds Children and Young People’s Plan 2023–2028 (CYPP): “Young people in Leeds attend school, achieve, and attain well, and continue their route of a sustained education, apprenticeship or employment destination”.

Building on previous years’ plans, we have been keen to hear the views of people working in early years provision, our schools and colleges. Stakeholders participated in consultation events and told us of their concerns and what they need from the local authority. We aim to reflect their needs in this plan.

Our Leeds vision, as expressed in the council’s equality and diversity policy, is to tackle poverty and reduce inequalities that still exist. We recognise some groups such as those with English as an additional language, special educational needs and disabilities and children from disadvantaged backgrounds have been disproportionately affected in recent times.

The 3As Plan 2024–2026 is Leeds City Council’s way of marshalling our combined forces and energy, so we can help education leaders to do what they do in the service of young people in the city. It outlines the services that the local authority will provide to education settings, which support them to improve outcomes for children and young people.

“The 3As Plan has **five** priorities and details how Leeds City Council will focus on some key areas to support education settings to support all children and young people’s learning.”

PRIORITY



All children and young people in Leeds are supported to improve their communication, language and literacy so they develop into strong readers taking into account their individual needs.

Agreed service actions

- **Action 1:** A communication and language audit to review practice across all early years (EY) settings (nurseries and childminders) will be developed and launched to all settings.
- **Action 2:** A targeted communication and language programme will be offered to settings in areas of the city where children experience deprivation and tend to have lower than average outcomes for communication and language, at the end of the early years foundation stage (EYFS). This will reach at least 10% of settings.
- **Action 3:** Universal literacy training will be offered to all Leeds EY settings.
- **Action 4:** Language, communication and literacy continuing professional development (CPD) programmes will be offered to all schools that will include development of disciplinary knowledge, critical thinking, questioning and vocabulary development at key stage 1 (KS1) and key stage 2 (KS2).
- **Action 5:** Secondary schools will be offered key stage 3 (KS3) reading reviews to ascertain progress in reading skills in year 8.

Impact over time

- Improvement in outcomes in communication and language data (EYFS) especially in settings in areas of high deprivation.
- Improvement in outcomes in reading and writing at KS2.
- Secondary schools are supported to have strong provision in place to address weaknesses in reading on entry.

PRIORITY



Support education providers to ensure children and young people regularly attend.

Agreed service actions

- **Action 1:** All schools will be offered register checks and access to targeted support meetings.
- **Action 2:** Establish significant absence panels when pupils have not attended for 15+ days and ensure schools are advised and supported with next steps.
- **Action 3:** Review code of conduct for use of fixed penalty notices and school attendance orders.
- **Action 4:** Co-produce a revised strategy for alternative provision and reinforce a city-wide shared commitment to find alternatives to exclusion.
- **Action 5:** Termly SENCO forums and partnership working with colleagues from SENIT and the STARS team to focus on developing practice and meeting the needs of children with SEND to encourage attendance.

Impact over time

- Attendance headline data improves, particularly for children and young people with SEND.
- Rates of persistent absence decrease.
- Improved outcomes for vulnerable learners.



PRIORITY

3



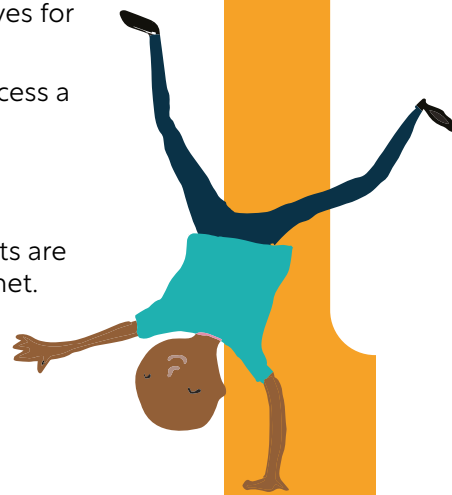
Support education settings to meet the needs of children and young people with special educational needs and disabilities (SEND).

Agreed service actions:

- **Action 1:** Support implementation of the graduated approach toolkit for SENCOs will ensure children have clearer pathways for support and will be further developed to be accessible to all phases.
- **Action 2:** Ensure clear communication and alignment of service objectives with ongoing development through the Department for Education change programme pilot.
- **Action 3:** Complete school SEND curriculum reviews using the SEND review curriculum toolkits.
- **Action 4:** Undertake a review of SEND and Inclusion funding arrangements.
- **Action 5:** Improve the timeliness of the Education, Health and Care plan (EHC plan) needs assessment process, developing effective strategies where delays occur and ensuring a provision offer of 'waiting well' which supports children and settings.

Impact over time

- Children and young people have clear pathways for support for identified SEND needs.
- Provision of and access to SEND support improves for children and young people and families.
- Children and young people are supported to access a curriculum which enables them to succeed.
- Children and young people have access to the resources which enable them to succeed.
- Children and young people awaiting assessments are supported to ensure their potential needs are met.



PRIORITY

4

All children and young people and staff in learning settings feel safe and supported with their wellbeing.



Agreed service actions:

- **Action 1:** Launch an effective online platform for staff in schools that brings together a range of support for wellbeing.
- **Action 2:** Continue to work in partnership with colleagues in health and social care to embed a city-wide trauma-informed service that provides support to education professionals working with traumatised children in schools and settings.
- **Action 3:** Engage Leeds schools/settings with the My Health, My School survey, supporting them to improve pupil wellbeing, with a particular focus on pupil examination stress.
- **Action 4:** Support school leaders in dealing with gang related violence and knife crime in their settings.

Impact over time

- School leadership teams and staff feel supported and reassured that they have access to a service when needed.
- Improved early identification of need, support for vulnerable learners and improved outcomes for learners.
- Pupils feel that their concerns are being shared and listened to and that effective action is being taken to address their wellbeing priorities through a whole-school approach to wellbeing.
- School leaders feel more effectively supported in managing the impact of increasing gang related violence on their school community and specific students.

PRIORITY

5



Ensure all young people in Leeds participate in education, employment and training after statutory school age and progress to a positive destination.

Agreed service actions:

- **Action 1:** Engage an interim strategic lead to focus on reducing not in education, employment or training (NEET) and achieving full participation for young people aged 16–18 (or 25 for young people with EHCPs).
- **Action 2:** Ensure sufficiency of post-16 places for young people across all levels of education through involving all providers in the city with provision place planning.
- **Action 3:** Ensure wider understanding of the changing nature and impact of post-16 curriculum and qualification reforms.
- **Action 4:** Review and develop digital careers education, information advice and guidance which meet the needs of young people and professionals.
- **Action 5:** Develop a risk of NEET indicator to identify and target support to those who most need it.

Impact over time

- Young people have clear pathways to sustained positive destinations.
- Educational providers are supported in designing an effective post-16 curriculum offer which meets the needs of learners and provides access to further positive pathways.
- Young people have access to clear, accurate and inspirational careers education, information, advice and guidance.
- Reduction in the number of young people who are NEET.