



**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS
REPORT TO SCRUTINY BOARD
DATE: April 2009**

SUBJECT: Leeds Inclusive Learning Strategy

1.0 PURPOSE OF REPORT

- 1.1** The purpose of the paper is to update Scrutiny on progress to date regarding Recommendations 1 and 2 of the Leeds Inclusive Learning Strategy.

2.0 BACKGROUND

- 2.1** At its meeting in October 2007, Scrutiny Board considered the draft Leeds Inclusive Learning Strategy and appointed a working group to give more detailed consideration to two of the objectives:

- The further development of specialist provision, including the role of the SILCs;
- The further development of the behaviour continuum and provision, including the role of the pupil referral units.

The working group was also commissioned by the Board to review progress in implementing the recommendations made by the Scrutiny Board (Children's Services) in April 2006 arising from its inquiry into Specialist Inclusive Learning Centres (SILCs). The working group met on three occasions: 5th December 2007, 27th January and 6th March 2008. Following presentation of the working group's findings to the full Scrutiny Board, the Board agreed six recommendations. Four of the six recommendations have since been signed off.

- 2.2** Two recommendations, 1 and 2 are outstanding and are the subject of this report.

- Recommendation 1: That Education Leeds report quarterly to the Scrutiny Board (Children's Services) on any concerns regarding schools' use of delegated SEN funding raised through the school improvement process, and how schools have responded to challenge.
- Recommendation 2: That Education Leeds commits to early consultation with parents and professionals on any proposals for changes in the location of specialist SEN provision.

3.0 PROGRESS ON THE SPRING TERM ACTIVITIES (LEEDS INCLUSIVE LEARNING STRATEGY)

- 3.1** The programme plan is currently focusing on the further development of specialist provision, including the role of the SILCs and the development of the behaviour

continuum and provision, including the role of the PRUs. The LILS Project Team and Programme Board continue to meet monthly to move the programme forward.

- 3.2** The LILS Strategic Partnership Consultative Forum met for the first time in February 2009. It provides an opportunity for key stakeholders to influence and shape provision. A key function is also to ensure synergy across other key strategies e.g. the Disability Strategy, 14-19 Strategy and to ensure an effective joint agency partnership approach. It includes representatives from a wide range of stakeholders including a parent.
- 3.3** The specialist provision for learners with SEN made in SILCs and in specialist resourced provision in mainstream schools are under discussion. Proposals are being shared for learners with social, emotional and mental health needs, that is provision currently made in the BESD SILC, in Pupil Referral Units, and in other targeted provision.
- 3.4** During February and March 2009 a presentation entitled 'The further development of city wide provision to meet the needs of all learners with learning difficulties and disabilities' was delivered to the LILS Programme Board, meetings of the Area Inclusion Partnerships, Head teachers Forum, Specialist Inclusion Provision Group, SILC Governors and the LILS Strategic Partnership Consultative Forum. The presentation was delivered by Carol Jordan, Director Integrated Children's Services and by Pat Toner, Director, Organisational Improvement, who has been providing additional programme management capacity to the programme.
- 3.5** These groups were identified as they comprise key stakeholders and include those involved in the delivery of specialist provision. The participants provided feedback on the views of stakeholders on a range of options. Stakeholders were also given the opportunity to forward comments on the presentation following these meetings. The presentation was redrafted after each feedback session so that it was an active and organic process.
- 3.6** Further work is underway now to shape and refine these proposals in conjunction with the Executive Team of Education Leeds. They will be considered further by these key stakeholders prior to finalising draft proposals. A revised timescale recognises the need to engage further with key stakeholders including children, young people and families across the city before taking proposals forward. The Parent Information Officer is working hard to establish an effective mechanism for engaging with parents across the city, recognising the size and diversity of the population Leeds serves.
- 3.7** Colleagues involved in the delivery of the Leeds Inclusive Learning Strategy are also working closely with those involved in the delivery of the 14+ Strategy to consider how provision can be planned for 14-25 learners with learning difficulties and disabilities. An initial launch event with partners was held on 12th February 2009 to identify strengths and gaps in current 14+ provision for LLDD across the city and consider current patterns of 16+ destinations. This was the first of such partnership events and delegates welcomed the opportunity to come together, share knowledge and experience. A further event was held on 11th March 2009 focusing on good and outstanding practice and how existing partners can help to ensure better outcomes for LLDD in the future. Future planned activities have been agreed.

3.8 During March 2009 both Michael Purches and John Fryett will be returning to their substantive roles. Additionally Pat Toner will no longer be providing additional programme management capacity. Alternative programme arrangements for April 2009 to September 2009 are under development.

4.0 RESPONSE TO RECOMMENDATIONS FOLLOWING SCRUTINY INQUIRY – APRIL 09

4.1 Recommendation 1

4.1.1 (a) Recruitment to vacant SEN Monitoring Officer posts has been completed and all posts are now filled. This capacity will enable increased pace of improvement regarding the monitoring and evaluation of outcomes for children. Through improved scrutiny of Annual Reviews, schools and settings will be challenged to demonstrate the impact of provision resulting in improved outcomes for children. Collaboration and partnership working between the Integrated Psychology and Support Service and SEN Statutory Assessment and Provision is targeted on supporting and challenging schools at a whole school and cluster level to improve practice for children with SEN.

4.1.2 (b) Data on pupil outcomes has been collected and analysed as part of the annual standards report. This was tabled at the Education Leeds Board earlier this term. Further work is required to agree how reports will be presented in the future so as to give increased focus on cluster and locality data.

4.2 Recommendation 2

4.2.1 The Scrutiny Board working group met on 8th December 2008 and again on 22nd January 2009. At the February 2009 Scrutiny Board meeting, the Board received confirmation of the appointment of a Parent Information Officer, and a revised parent carer consultation activity plan (attached as annex 1). The Board agreed to revert to quarterly monitoring of progress.

4.2.2 The Parent Information Officer (PIO) is in post and is based at Merrion House. The focus of her activity includes the delivering of those actions outlined in the parent carer consultation activity plan. She is working with colleagues in the Education Leeds Communications Team on the next phase of information to be communicated (1.1) Children's Services are currently refreshing the existing Parent Participation Group and the PIO has arranged ongoing discussions with the Parenting Commissioner in order that she is engaged with parents at the refreshed group (1.2). The Family Support and Parenting Board have been updated on 25th February 2009 (1.3.). The PIO is working with the Parenting Unit to ascertain where the existing parenting groups are in localities and how they may be extended for formal consultation processes (1.4). Early indicators are that the City Learning Centres will be the most suitable venues for any formal consultation within the localities but further information will be sought from parents themselves (1.6). The Parent Partnership Service are to produce an action plan outlining how they may *impartially* offer support, advice and guidance to parents and carers through any formal consultation phase (1.8). A telephone number has been identified for parents and carers to make direct contact with the PIO 0113 395058 (1.11). The PIO has been invited to sit on the Project Group in order to provide continual progress updates for monitoring by the Programme Board

(1.12).

5.0 RECOMMENDATION

5.1 Scrutiny Board is invited to

- note the progress in relation to the delivery of the further development of specialist provision and the further development of the behaviour continuum
- note the progress to date on recommendations 1, and 2.