



REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 14 October 2009

SUBJECT: The Development of Specialist Provision and Support for Special Educational Needs in Learning Environments – a discussion document

EXECUTIVE SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 The report provides an overview and summary of the recent activity undertaken as part of the Leeds Inclusive Learning Strategy (LILS). It notes significant developments which have taken place and seeks to accelerate the implementation of the 2007 strategy.
- 1.2 The report introduces a new discussion document and accompanying appendices which will progress the strategy.

2.0 BACKGROUND INFORMATION

- 2.1 The Leeds Inclusive Learning Strategy (2007) defined a clear set of principles and values. This built on the excellent practice in Leeds, Raising Barriers to Achievement (2004) which is the Government's strategy for special educational needs, and serves to set the scene for enabling all children to be able to learn, play and develop alongside each other in their local community.
- 2.2 The previous highly successful No Child Left Behind Strategy and the SEN Strategy in Leeds have been incorporated into the Leeds Inclusive Learning Strategy in 2007. This has brought a more integrated and co-ordinated strategic approach towards improvements in learning and behaviour for all young people.

3.0 MAIN FINDINGS

- 3.1 During 2008/9 there have been considerable developments in Leeds to support more children and young people with SEN and to set creative solutions to meeting their needs locally in community schools.
- 3.2 The Area Management Boards have begun to respond flexibly to inclusion of a wider range of children's needs, beyond behaviour, and are setting new and diverse patterns of local provision.

- 3.3 We need to continue to narrow the achievement gap for children with special educational needs and to focus on this as a priority across the city.
- 3.4 There are insufficient local pathways to learning for supporting children with moderate learning difficulties and emotional and behaviour difficulties in mainstream settings.
- 3.5 There needs to be a well – planned and well-co-ordinated continuum of provision locally in each wedge to provide for the full range of special educational needs, building on the early successes of the SILCs and maximising the existing investment in a range of SILC partnerships, resource bases and other similar types of local provision.
- 3.6 The continuum of provision needs to be planned now to take account of the projection for increases in children and young people with SEN over the next five to ten years.
- 3.7 The current specialist provision for Behaviour, Emotional and Social Difficulties (BESD SILC) requires a more focussed integrated approach with other agencies overseen by a fresh behaviour strategy for learning environments in Leeds.
- 3.8 Taken overall, there are eight specific recommendations in the discussion paper which will be subject to broad stakeholder discussions, including with parent/carer(s) during the Autumn term 2009. A set of developmental priorities and an annual action plan are underway.

4.0 RECOMMENDATIONS

- 4.1
- Members are asked to note the current and ongoing discussions with stakeholders to make progress with the implementation of LILS.
 - Members are asked to note the developmental priorities and Action Plan for 2009-10.