

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 14th October 2009

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

<p>Electoral Wards Affected:</p> <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block; margin-right: 10px;"></div> <p>Ward Members consulted (referred to in report)</p>	<p>Specific Implications For:</p> <p>Equality & Diversity <input checked="" type="checkbox"/></p> <p>Community Cohesion <input type="checkbox"/></p> <p>Narrowing the Gap <input checked="" type="checkbox"/></p>
<p>Eligible for Call-in <input checked="" type="checkbox"/></p>	<p>Not Eligible for Call-in (Details contained in the Report) <input type="checkbox"/></p>

1.0 **PURPOSE OF THIS REPORT**

- 1.1 The purpose of this report is to bring to the attention of the Executive Board a paper which sets out for discussion the development opportunities for the future role and function of specialist educational provision for pupils with Special Educational Needs within Leeds schools.

- 1.2 The paper is designed to accelerate the implementation of the Leeds Inclusive Learning Strategy by setting out for discussion with key stakeholders the progress made, a number of key issues, a set of recommendations with outcomes for the next five years supplemented by the 2009/10 Action Plan.

2.0 **BACKGROUND INFORMATION**

- 2.1 In 2004 special school provision was reshaped. Special schools were renamed SILCs (Specialist Inclusive Learning Centres) to emphasise their change of role; creating a new vision for the future role of Special Schools in Leeds. Five centres were created, one in each wedge, to meet the needs of pupils with complex learning, physical and care needs. A sixth centre was established to meet the needs of pupils with complex behavioural, emotional and social difficulties, serving pupils from throughout the city. This development predates national best practice defined in Removing the Barriers to Achievement (2004), which was the Government Strategy for SEN (Special Educational Needs). It set out the agenda

for enabling all children, wherever they are educated, to be able to learn, play and develop alongside each other within their local community of schools.

2.2 The 'Leeds Inclusive Learning Strategy, 2007-2008' defined a clear set of principles and values:

- Personalisation;
- Devolved governance;
- Collaborative and effective partnership working;
- Local service delivery locally managed;
- Equality of opportunity, provision and access;
- Robust accountability and quality assurance frameworks;
- Choice and diversity for children, young people and families;
- Continuum of responsive, high quality services whose staff champion the needs of children and families.

2.3 Education Leeds and Children's Services have developed some important initiatives to improve provision and service delivery to children and young people with SEN. There has been considerable investment in the delivery of specialist provision within Children's Centres and continuing investment in specialist provision in mainstream schools as well as SILC Partnerships and Resourced Provision.

2.4 Since 2007 a number of actions have been undertaken to progress the development of the Leeds Inclusive Learning Strategy.

- Leeds has been at the forefront of developing local working. The original driving force of the 'No Child Left Behind Project' introduced the concept of the Area Management Boards. These were transformed during 2008/9 into Area Inclusion Partnerships (AIPs). The Area Inclusion Partnerships have developed as key vehicles for the delivery of local services for local behaviour provision and will encompass the new statutory duty for behaviour and attendance.
- The high quality of the five generic SILCs has been noted nationally and reflected in OfSTED reports which identify exceptional and outstanding achievements.
- The East SILC has taken on the extended role of managing the Hospital and Home Teaching Service which was judged as outstanding in a recent OfSTED inspection.
- The North East SILC has worked very closely with the Area Inclusion Partnership to develop outreach for behaviour and manage the Behaviour provision for pupils in the primary phase and at Key Stage 3. Again, this provision was considered outstanding by OfSTED.
- The North West SILC has managed and developed the STAR programme for pupils on the Autistic Spectrum Disorder and delivers this service across the city.

3.0 **MAIN ISSUES**

3.1 Despite the significant developments identified in Section 2 of this report, recent analysis has shown that there is still much to be done. It is appropriate that the Leeds Inclusive Learning Strategy is refreshed with a clear focus for the immediate and medium term whilst not losing the long term aims agreed in 2007.

- 3.2 The attached paper is intended to be a part of the process of accelerating the implementation of the strategy by highlighting key issues, setting clear objectives and engaging key stakeholders in discussion.
- 3.3 The paper provides an historical context, a national context and an analysis of the local issues within a framework of 'Principles and Characteristics'. The 'Principles and Characteristics' were developed by the SILC Principals, representative headteachers from mainstream schools, representatives from the Area Inclusion Partnerships and Education Leeds. They have been discussed with a wide range of stakeholders including parents. The paper finally sets out a series of recommendations for the next phase of work. There is a consequent Action Plan which sets out timeframes, targets and responsibilities.
- 3.4 On pages 5, 6 and 7 of the attached document fifteen issues are identified. Many of these issues have linked themes. In summary the major themes are:
- i. The need to develop accountability frameworks for Area Inclusion Partnerships and also for Resource Base Schools and SILCs. These need to clearly identify the respective roles and responsibilities of all partners. It is also important to ensure there are effective quality assurance mechanisms.
 - ii. The need to develop greater consistency across the Area Inclusion Partnerships to ensure equality of access and service. This should be informed by the identification of best practice and outcomes for young people.
 - iii. Despite smaller numbers of young people with statements, there is a continuing rise in the money spent on Special Educational Needs via 'Funding for Inclusion' (FFI).
 - iv. There has been an insufficient 'narrowing of the gap' in terms of achievement between those pupils with SEN and those without.
 - v. Demographic projections indicate that there will be a rise of approximately 700 pupils with Statements or with attached FFI Level 2 funding over the next 10 years.
 - vi. There are proportionally more pupils in Leeds with statements for Moderate Learning Difficulties (MLD) and Behaviour, Emotional and Social Difficulties (BESD) than nationally.
 - vii. Despite the outstanding achievements of the majority of SILCs, they have not been able to fully realise the vision of acting as centres of excellence in SEN supporting their local community of schools and as centres of excellence supporting the wider community across the city.
 - viii. There is an insufficiency of local pathways within each locality to provide fully for the range of special educational needs.
 - ix. The BESD specialist provision for pupils with statements is over 4 sites and jointly managed by the BESD SILC and the North East SILC. There are different types of provision emerging in each AIP which potentially replicate those centrally managed Pupil Referral Units.

- 3.5 The paper finally sets out 8 recommendations which are directly based upon the issues raised. In summary, the 8 recommendations are:
- i. The development of accountability frameworks for all areas of working.
 - ii. SILCs to become core members of the AIPs and provide a full range of services to their community of schools.
 - iii. Reviewing the current arrangements for the organisation of support services and building capacity at a local level.
 - iv. Each SILC developing an area of expertise in addition to its generic role. This area of expertise will be used to provide advice, guidance and best practice across the city.
 - v. The development of a city wide Behaviour Strategy.
 - vi. A reorganisation of the specialist provision for BESD (behaviour).
 - vii. The development of a city wide MLD Strategy.
 - viii. Developing a new model for 'resourced' or 'partnership schools' which will ensure a local continuum provision within a quality assured framework.
- 3.6 A Communications Plan has been written to support this paper.
- 3.7 An Action Plan has been written to support implementation of the recommendations.
- 4.0 **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**
- 4.1 The Children and Young People's Plan clearly identifies that Leeds will develop effective multi-agency locality working. This is integral to the recommendations set out in this paper. The recommendations outlined in the discussion document will also significantly contribute to the council's narrowing the gap and equalities priorities.
- 5.0 **LEGAL AND RESOURCE IMPLICATIONS**
- 5.1 The LILS programme will review current and proposed provision and practice to ensure that the principles of value for money are adhered to. New provision will be funded via existing work streams and any capital proposals will link to opportunities and constraints as they apply at the time.
- 6.0 **RECOMMENDATIONS**
- 6.1 To note and approve the current and ongoing discussions with partner(s), stakeholder(s) and parent/carer(s) during the Autumn Term 2009 on the discussion document.
- 6.2 To note the developmental priorities and emerging Action Plan for 2009-10.
- 7.0 **BACKGROUND PAPERS**
Leeds Inclusive Learning Strategy 2007-2008 (Education Leeds 2007)