July 2019

Plan for the development of Special Educational Need provision 2018-20

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Inclusion Review Update

Summary

The Inclusion Review has focused on developing an understanding of the needs of children and young people with special educational needs and disabilities (SEND), how they are supported in mainstream and specialist education settings and how we plan for the future. In looking at education for children and young people with SEND we are looking at provision 2-25 years. York is committed to offering an inclusive education community where children and young people are at the heart of decisions. Listening to and engaging with families allows us to understand key pressures for children and to ground our decisions in what is important to the wellbeing, progress and academic achievement for children and young people.

The landscape is a complex one that aims to take account of all children with SEND and to work within the political and financial environment. As we have noted before in papers on SEN provision, there are increasing pressures on education settings with numbers of:

- those entitled to an Educational, Health and Care Plan (EHCP) have increased from around 500 to over 900 in 5 years;
- children and young people attending our two special schools, and the main hub for alternative provision, have increased well past the original capacity they were designed for.
- children and young people with profound and multiple needs are living longer
- school age children with autism as a primary need in January 2019 was 370,which is a 48% increase since January 2016. In January 2019 children with autism as their primary need accounted for 11.9% of all pupils with SEND. Children with autism as their primary need are more likely to have an EHCP (246) than to be identified as SEN support (124).
- children with SEMH as their primary need has risen by 31% since January 2016. Children with SEMH as their primary need are more likely to be identified as SEN support (638) than to have an EHCP (87).

The proposals outlined in this paper have been developed in response to that complexity and will need to be further developed through a co-produced approach involving all stakeholders to ensure that there is a shared responsibility for achieving the intended outcomes of the review. The intended outcomes are that:

- There is a shared vision for the inclusion of children and young people across the City
- We use our resources wisely to make the most effective provision for our children and young people with special educational needs
- There is a 'meeting in the middle' between achievement and inclusion; recognising outcomes for children and young people in terms of academic progress (rather than attainment) as well as engagement.
- There are clear and agreed pathways for children and young people with SEND
- These pathways are described across a continuum of support from early years settings, mainstream schools, Enhanced Resource Provision, central provision, satellite and special school.
- Appropriate and sufficient alternative provision is in place which

ensures that children and young people are supported in the most appropriate provision to meet their needs.

- Remodelled support arrangements to increase capacity, confidence and skills across staff in the education community so that more children and young people can remain in mainstream settings and schools, including systematically sharing best practice
- Reviewed pathways will secure positive longer-term outcomes in terms of learning, health and preparation for adulthood.

Consultation and engagement

In planning provision for children and young people with special educational needs, we have continued to consult young people, parents and professionals through a variety of ways. We have been out to meet children/young people in schools and through Access4All the young people Participation group. We have attended parent carer meetings including York Parent Carer Forum and York Inspirational Kids, met parents at school engagement events and run another survey monkey. Parents were able to respond in person, send in a hard copy of the survey or respond on line. Summarised feedback is found below.

Feedback from Parents:

92% of parents reported positively that the capital developments in York will help to meet the needs of children and young people with SEND in York and that they are targeted to meet a wide range of needs. The continued need for development was recognised as being needed across the whole age range with parents prioritising different age groups (31% choosing post 16, 27% secondary school, 20% primary school and 225 early years).

When asked where we needed to focus future capital development 31% said it should be focused on mental health needs, equal importance was given to developing provision for children with autism, learning difficulties and those in mainstream school (20 or 21% each) and a lower number asked for the focus to be on special school (8%).

Priorities for parents re capital development included:

- Post 16 provision for young people with autism
- Enable young people to stay in secondary mainstream
- New satellite provision- It would be fantastic to have another satellite

Feedback from Children and Young People

Children and Young People have told us they feel their views are included in plans and they are listened to. They want to be included in decisions about them. They would like a shorter summary of their Education, Health and Care plan. While all children and young people have been asked to share their views for their plan, not all know the content of the rest of their plan- a number have not seen their EHCP. Children say how important it is to have Teaching Assistants who are kind and listen to them.

Feedback from Professionals

Professionals are committed to the importance of including children and young people within their local community with the focus on ensuring that they live the best life they can live as adults. They also recognise that 'one size does not fit all', that different provision is needed to meet the varied needs of children and young people with Education, Health and Care plans. This includes mainstream early years settings, schools, colleges; satellite classes; Enhanced Resource Provision; provision within alternative provision including Danesgate; and provision within a special school. All forms of provision will continue to be needed for the foreseeable future.

There are concerns about the rising numbers needing specialist support, and about how best to deal with unfamiliar social and behavioural issues that staff are now facing which is the focus of the review of early help arrangements in the city.

What are we doing in York?

We have agreed to a number of **capital projects** that will enhance and extend our current provision for children and young people with SEND. Very brief descriptions are below.

1. York has opened a provision for young people with profound and multiple needs or complex autism post 19 at Askham Bryan College- The Minster Provision. This is supported by the SEN capital fund. Applefields School staff this inclusive provision and young people are able to access a wide range of facilities on site. It is going into its second year September 2019.

2. A 'Job Shop' run by Blueberry Academy opened last year with some adaptations from the capital grant. Young people are able to access this central location for advice, guidance or training as part of a supported

internship. This is helping young people to successfully move into employment, building their confidence and skills.

3. Clifton Green Primary School now have the adaptations for ramped access to some external areas allowing children with physical disability to be fully included.

4. Osbaldwick Primary School have a new hygiene suite at each site to enable children with continence needs to be fully supported in school.

5. Hob Moor Oaks Special School has a bespoke provision Woodlands, to support children with complex needs who need a personalised programme and more quiet space away from the busy school. This has enabled children with complex needs who have previously struggled to come into school to reduce their anxiety and have access to their own space, both indoors and outside.

6. Agreement to develop a sensory room at Fulford Enhanced Resource provision. This will allow young people with autism to go to a quiet space where they can find sensory resources that will help them to be calm and re-centre themselves when stressed.

7. September 2019 will see the opening of the second secondary satellite provision. The satellite at Manor is oversubscribed and working well to support young people with learning needs to have specialist teaching within a mainstream school and to access some mainstream lessons as appropriate to their needs. The second satellite will open at Millthorpe in September 19 and be run by Applefields staff. Young people will be on Applefields roll, but part of the Millthorpe community and wear their uniform.

8. Agreement to develop mainstream provision for children identified as SEN support with Special Emotional and Mental Health Needs as their primary need. This Kestrel type provision will support children short term who have struggled to manage the demands of mainstream and then support them back into mainstream when they are ready.
9. Agreement to develop a second primary Enhanced Resource Provision (ERP) for children with communication and interaction needs, including autism. The Haxby Road ERP successfully enables children with speech,

language and communication needs to be part of specialist provision in the mornings and return to their home school in the afternoon. Children with autism generally stay at Haxby Road Academy in the afternoon, as their need for stability and consistency would make travel back to their local school very challenging. This model has helped children make significant progress, but is oversubscribed. A second ERP is planned, but details not finalised.

What other developments will support our early years providers, schools and colleges to be more inclusive?

1. The Local Offer for SEND has been reviewed by parents and children and improved as a result of some very helpful suggestions. This website includes a wealth of information about what is available in York around education, health, care, leisure, preparing for adulthood, parent support groups. It also includes information about how children, young people and parents have worked with staff to co produce plans to improve what is available in York: Shaping SEND Together. The Local Offer facebook page provides up to date information on exciting one off events. www.yor-ok.org.uk/localoffer
   Our priority is to increase awareness of the Local Offer through increased sharing of information by professionals and parent Local Offer champions.

2. In order to better understand the needs of children with SEND it is important that we have a focus on improving the professional development of staff in mainstream settings and schools. Currently work is taking place in early years to improve the identification of and interventions for children with speech, language and communication needs. Addressing these needs pre-5 can make a significant difference to children being able to thrive when they reach statutory school age. York has been successful in gaining support from the national Early Years SEND Partnership which has been contracted by the Department for Education to improve outcomes for SEND children in the early years and promote social mobility. As part of this project we have secured expert support from The Communication Trust to begin to develop a Speech

Language and Communication Needs Pathway.

3. Training is also going to be provided to staff, so they can understand more about why some children have challenging behaviour- often an indication of other needs. York is developing a focus on trauma-informed practice, both through the training provided by the educational psychologists and the commissioning of training from Pivotal Education. Understanding the impact of trauma on children's behaviour and the significant barriers to learning that this creates is central to ensuring that children receive the teaching and interventions that they need. We aim to promote the regional Whole School SEND offer which supports peer review, training and increased CPD. This provides a wider understanding of SEN and how good practice supports inclusion.

4. SENCos access a wide range of training through their forums and the Local Authority share updates, policies and procedures with them. A wide range of training/support programmes have been funded for whole schools by City of York Council and delivered through Pathfinder. For example The School Writing Project saw significant improvements in the schools undertaking it. From 2016 to 2018 pupils with SEND in the writing project schools improved by 22.4% whilst non-project schools improved overall by 5.5% and disadvantaged pupils improved by 30.7% compared to 8.5% in schools not part of the project. Collaboration with "Inclusion Expert" has supported a number of schools to develop action plans, update school systems, provide bespoke resources and work with senior leaders to achieve improvement for children with SEND

5. York Special Schools Partnership: This project has been born out of the inclusion review work done in York over the past 3 years looking to develop provision for complex additional needs now and in the future and to address the lack of teacher training routes in the local area for special schools teachers. There will be focused, specialist training for staff to better enable them to provide for the complex and varied needs of pupils and operational and strategic development work at leadership level. The purpose will be to give more flexible skills to existing staff to allow for partnership delivery, supporting improved transition between Hob Moor Oaks and Applefields School.

6. Improved information about what is normally available in mainstream

settings and about specialist provision for children with SEND, admission criteria and processes is now on the Local Offer.

7. There has been over a 60% rise in school aged children identified with a primary need of autism and many more seeking diagnosis. This has placed a significant challenge on local services to provide timely assessments. The local area has, against a very challenging financial background, invested in autism assessments to reduce waiting times:
   - 2017/202018: CCG invested £50K one-off for additional autism assessments
   - 2018/19: TEWV invested additional recurring £60K into autism and neuro developmental work
   - CCG invested £120K one off for additional autism assessments
   - 2019/2020: CCG investing £189K recurrent in neurodevelopmental pathway.

   This recurrent investment will reduce waiting times further.

1. The School Wellbeing Service support children and young people with emerging mental health needs, such as anxiety. Each cluster of schools has a designated Wellbeing Worker supporting children and advising staff, so that their needs are met early, before they escalate, needing to move to specialist support through CAMHS. A smaller minority is referred on to CAMHS as needed.

Conclusion

The vision for inclusion in York is that all children and young people can access appropriate provision to meet their needs, building the skills they need to live successful lives fully included in their local community.

The recent changes to the Ofsted Education Inspection Framework have highlighted the importance of leaders having “a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice”. This is consistent with the vision for inclusion in York.

In order to ensure that we have the right provision in place work has been taking place to review the effectiveness of our current provision and to identify the gaps to better support children and young people, their parents and carers, early years settings, schools and colleges.

The review of current provision has shown that York already has many successful elements in place however, the growth in the numbers of children identified with SEND, combined with the introduction of education, health and care plans, and pressures on school funding mean that some of our current systems and provision are under increasing pressure.

The vast majority of children with SEND in York continue to be taught in mainstream schools. This is central to the reforms introduced by the Children and Families Act in 2014 and also to the vision we have for maintaining an inclusive education system. The work we have done has identified that the mixed provision we have built over time has demonstrated good practice e.g. enhanced resource provision, satellites and kestrel classes in supporting inclusion in mainstream. The city's education leaders remain committed to working closely with children young people and families to ensure that they keep as many children and young people as possible learning alongside their peers in mainstream settings. York offers an extended number of places in specialist provision for those who need additional support.

The SEND development plans and use of capital grant have supported mainstream and specialist provision to ensure we are able to meet the needs now and into the future.

All children and young people will achieve
their potential, become confident individuals,
live fulfilling lives and successfully transition into adulthood.

'safe, resilient, achieving and included'

SEN Strategy (2016-2020)