

SEND INCLUSION PLAN ANNUAL REPORT

2018/19

Foreword

Welcome to our Special Education Needs and Disabilities (SEND) Inclusion Plan Annual Report for 2018/19.

Our SEND Inclusion Plan was co-produced with North Lincolnshire Council, North Lincolnshire Clinical Commissioning Group (CCG) and the Parents' Involvement and Participation (PIP) Forum.

This annual report provides an opportunity to summarise the work we have undertaken in 2018/19 to implement our SEND Inclusion Plan and it is also an opportunity to celebrate our shared successes.

In 2019/20 we will be working with our partners to create a new plan for the next 4 years. Find out how you can get involved by visiting our [SEND local offer](#).



Cllr David Rose

Cabinet Member for
Children, Families,
and Culture



Headline Strengths

- Quality of provision for children and young people with special education needs and/or disabilities (SEND)
- Outcomes for children and young people with special education needs and/or disabilities
- Strong political and executive leadership and robust governance with clear vision and strategies in place
- Child, young person and family voice and co-production have gone from strength to strength
- Well established integrated partnership working across the local authority
- Successful completion and compliance with SEND reforms

“The local drive towards even better outcomes for children will be characterised by child centred approaches, improving outcomes for vulnerable and disadvantaged children, and embedding the sector led system” - North Lincolnshire’s Education Plan [All Our Children 2020](#) (AOC 2020)

In North Lincolnshire there are 35,714 children and young people aged between 0 and 17

- 24,660 children of compulsory school age
- **15.7%** have some form of special education need or disability, **3.1%** have an Education, Health and Care (EHC) Plan
- We have 53 primary schools, 4 junior schools, 5 infant schools, 13 secondary schools and 2 special schools, 1 pupil referral unit and 1 alternative learning setting
- 36 of the primary and infant schools have nursery provision
- 3 of the secondary schools have sixth forms offering a wide range of courses and quality post 16 provision
- We also have 2 colleges in North Lincolnshire, a University Technical College and a University Campus (UCNL)
- We have four independent special schools (**all judged ‘good’**), two of which also provide post 16 education
- In addition, we have 12 children’s centres and community wellbeing hubs which provide advice and support to vulnerable adults and families in North Lincolnshire
- We also have 93 childminders and 79 private, voluntary and independent (PVI) settings
- There are two children’s homes in North Lincolnshire, one mainstream and one specifically for short breaks for disabled children and young people, both have been **graded good or outstanding by Ofsted** in recent years
- **89% of schools** are judged good or outstanding, and this is now **better than national**,*
- **99.18%** of early years childcare settings are rated **good or better** by Ofsted**
- **100%** of our special schools are rated **good or better** by Ofsted*
- **No education provision** in North Lincolnshire is judged inadequate**



Outcomes Framework

North Lincolnshire's community has agreed a shared ambition for children and young people in North Lincolnshire, based on **equity of opportunity** and **excellence in achievement** for all. At the heart of our plans is the strategic framework for improving the outcomes for children and young people.

Outcomes for children

- Children feel safe and are safe
- Children enjoy good health and emotional wellbeing
- Children recognise and achieve their potential

Partnership ambitions

- Ensuring children and young are prepared for adulthood
- Ensuring vulnerable children achieve outstanding outcomes
- Ensuring equity of expectation, access and support

Drivers

- Empowering children
- Building family and community capacity
- Developing the workforce

We are striving to achieve top quartile performance for children and young people so that by 2020, North Lincolnshire will be amongst the best local authority areas in England for:

- attendance and inclusion measures
- the quality of provision
- learning outcomes

Developing SEND Provision

Headway is a new inclusion support provision which has opened at Baysgarth School in [Barton-Upon-Humber](#). Funded by **Department For Education (DFE) SEND Capital Funding**, Headway includes a new two-classroom extension and a refurbishment of the Skills Centre on the site, to make the facility more practical and adapted to pupils' needs.

With space for up to 30 pupils when it is at its full capacity, the centre includes an intervention room, an IT suite, a gym, a motor vehicle room and a beauty room, as well as the more traditional classroom spaces and will support young people with social, emotional and mental health needs. **Further funding has been allocated to develop two new inclusion support provisions in Scunthorpe and the Isle of Axholme. These will mainly support young people with Social, Emotional and Mental Health (SEMH) needs to successfully access mainstream school provision.**



Beauty Room at the Headway Centre, Baysgarth School

Development is underway on a Key Stage 2 provision for children with social emotional and mental health needs - due to open in Spring term 2020

In partnership with the **DFE** we are developing a **new Free School**. The new school will be for students over the age of 16 who have:

- Severe learning disability
- Profound and multiple learning disability
- Speech and language communication needs
- Autism Spectrum Disorder
- Potentially challenging and complex behaviours

Governance and Accountability – the SEND Standards Board

The SEND Standards Board is the main governance forum of *collective accountability* amongst partners and agencies for supporting children and young people with SEND to achieve outstanding outcomes.

The SEND Standards Board ensures a clear line of sight for holders of statutory responsibilities on the duties of the local area for children and young people aged 0-25 years with SEND.



- Annual reporting
- Cross - cutting quality assurance and audit
- Well targeted scrutiny and challenge



Stakeholder Engagement – the Partnerships

Our Partnerships have a role in SEND strategy development and through annual reporting have direct connectivity to the SEND Standards Board

The SEND Partnership

- Is a multi-agency stakeholder engagement group which has a central role in the development of strategy and initiatives in relation to SEND.
- Includes North Lincolnshire's Parents' Involvement and Participation (PIP) Forum, the Youth Council and representatives from across education, health, care, housing, leisure and transport.



The Inclusion Partnership

- Is a multi-disciplinary partnership group that includes representatives from across the range of educational settings – mainstream and specialist - pre and post 16.
- Focuses upon championing inclusion and challenging exclusion, improving attainment and achievement and ensuring quality and sufficiency of education.

Children feel Safe and are Safe

100% of North Lincolnshire schools have been judged effective for safeguarding in their most recent inspection by Ofsted. All of our schools complete an Annual Safeguarding Audit, which is overseen by the Multi-Agency Resilience and Safeguarding (MARS) Board.

“School leaders are adept in identifying any students at risk of harm, and engaging with the local children’s safeguarding board and other partners, to respond appropriately.”

“The care and wellbeing of pupils is a high priority; leaders ensure that pupils are safe at school and know how to stay safe outside school.”

“Pupils are keen to take responsibility for tasks around the school, such as safety checks each half term and acting as Safeguarding Buddies. Members of the school council take their responsibilities seriously.”

“Pupils are clear about how to adopt safe practices when working with technology and using the internet.”

“Leaders are extremely vigilant keeping pupils safe and acting promptly but appropriately if any concerns arise.”

Pupils say there is no bullying in school, but they are proud to serve as anti-bullying ambassadors to ensure that this remains the case.

Pupils are aware of all forms of bullying and say that ‘bullying used to happen, but it doesn’t anymore’. Those pupils who talked to inspectors expressed great confidence that should an incident occur, there is a trusted adult in whom they can confide.

“Pupils spoke positively about how adults help them to do well, have fun and make friends. They have a clear understanding of personal safety, particularly when using the internet, because it is built into so many lessons.”

“Specialist governors are appointed to many aspects of the school’s work. For example, there is a group of governors, led by the designated safeguarding governor, who ensure that all safeguarding requirements are fully met and that the school is a safe place for its pupils and staff.”

Pupils are adamant that there is no bullying in school. They have a good understanding of what can constitute bullying, including bullying related to race and gender. All parents who responded to Parent View are confident that their children are well looked after and that bullying is not an issue.

A Winterton Community Academy pupil has been appointed as a national ambassador on the **Diana Award National Youth Board**. Leys Farm Junior School buddies were trained as **Diana Award Anti-Bullying Ambassadors** in 2018 and have been using their new skills in school.

Pupils told me that ‘there is always someone there to help us’ and that bullying is extremely rare. When they have a worry, they are confident that adults will listen.

“Pupils receive extensive guidance to help them keep safe.”

Children enjoy good health and emotional wellbeing

Significant progress has been made to support children and young people to enjoy good health and emotional wellbeing. Our initiatives include:

- Undertaking **medical needs audits** across all providers to inform support and commissioning requirements.
- Identifying **Mental Health Champions in all our settings** as part of the Emotional Health and Well-Being Plans and Child and Adolescent Mental Health Services (CAMHS) Transformation.
- Launching our **neuro-developmental diagnostic pathway** in relation to Autism, Attention Deficit Hyper-Activity Disorder (ADHD) and/or Learning Disabilities.
- Improving our **referral processes** to ensure equity of access to specialist support.
- Developing our **Key Stage 2 provision** and focussing the **SEND Capital Grant** to support locality based **Social, Emotional and Mental Health (SEMH)** provision at **Key Stage 3 and 4**.
- Co-ordinating a streamlined service between health and education to ensure **standardised delivery of the Integrated Health Check**.
- Working with **parents and professionals** across education, health and care to **implement a Sensory Needs Framework** which builds upon the existing multi-disciplinary/multi-agency approach to sensory needs assessment and intervention in North Lincolnshire.
- Developing a **learning disabilities 'health check register'** of patients **aged 14 and over** with learning disabilities. **All 19 GP practices have signed up to deliver the Learning Disabilities Annual Health Check Enhanced Service for 2019/20**.



Children recognise and achieve their potential

Where children and young people are vulnerable or disadvantaged it is our ambition that we will all go the extra mile to ensure that they reach their individual potential

Attendance at school for children and young people with SEND has improved significantly resulting in children being safe and well placed to learn effectively. Overall absence in special schools is ranked **3rd best in the country**, whilst the overall percentage of special school pupils classed as persistent absentees was ranked **best in the country**.

The **fixed period exclusion rate** for special schools in North Lincolnshire for 2016/17 was **2.07%**, which is lower than the England average rate of 13.03%. This outcome is in the **top 25% of all local authorities**.

In 2019, the proportion of children at **SEND Support** in North Lincolnshire achieving a **Good Level of Development** in the Early Years Foundation Stage (EYFS) Profile is higher than the national average.

In 2019 at KS1 **more than twice as many children with an EHCP** achieved the expected standard or above in reading and maths compared to their peers nationally, and **almost twice as many** children achieved the expected standard in writing.

In 2019 **8.0% of young people with an EHCP** were NEET or not known compared to 40.4% nationally. **4.8% of young people with an EHCP** were in supported internships compared to 0.5% nationally.

In 2019 at Key Stage 2, the result for children with SEND Support meeting the expected standard in reading, writing and mathematics combined increased compared to the previous year. **Children at SEN Support achieved above their national peers in writing and maths.**



At Key Stage 4 the percentage of young people at SEN Support and those with an EHCP achieving a Grade 5 or above in English and maths, has increased year on year.

Ensuring children and young people are prepared for adulthood

Working with partners we have developed our new [Preparing for Adulthood policy](#).

Preparing for Adulthood was the focus of both our Annual SEND Conferences for schools and colleges and also our SEND Conference for parents and carers.

Good Health We have

- Supported young people to manage their own health as they move into adulthood.
- Continued to develop opportunities for young people to participate in physical activity and make healthier lifestyle choices that will improve their long-term health and well-being.
- Developed a learning disabilities 'health check register' of patients aged 14 and over with learning disabilities. All 19 GP practices have signed up to deliver the Learning Disabilities Annual Health Check.

Friends, Relationships and Community We have

- Introduced activities to the Short Break programme through a range of identified topics - using public transport, shopping, preparing meals.
- Worked with other providers who can offer additional experiences such as creative music and leisure activities.
- Developed a volunteer scheme to enable young people who have left short breaks to support and mentor those still accessing activities.

Employment and Careers We have

- Ensured the Skills and Employability Plan is developing clear progression pathways for groups who have vulnerabilities.
- Supported and challenged schools to provide access to excellent careers education, information, advice and guidance (CEIAG)
- Included a special school as one of the 6 North Lincolnshire schools in the Humber Careers Hub
- The council's Careers and Progression team achieved the Matrix Standard for their delivery of CEIAG
- Continued to drive the confidence and capability of businesses to recruit and retain people with additional needs.

Independent Lives We have

- Developed a supporting housing scheme incorporating assistive technology for people with a learning disability/autism.
- Linked a local Community Hub with a new supported housing scheme to ensure young adults with learning disabilities/autism are involved in their local communities.
- Worked with schools, colleges, post-16 and independent providers to promote housing advice about specialist schemes and ensure independent living is explored during EHCP reviews.
- Co-produced transport guidance with the Learning Disability Partnership and the Youth Council.

Ensuring equity of expectation, access and support

Our Good to Great for SEND tool supports SENCOs to analyse and judge the **progress and attainment** of pupils with SEND and **make decisions** about **future provision**.

North Lincolnshire Council

North Lincolnshire Council

Ordinarily Available Education Provision

for children and young people with Special Educational Needs and Disabilities (SEND)

• September 2019 Refresh



SAFE WELL PROSPEROUS CONNECTED

We agreed **new arrangements** for **funding EHCPs** to specify and quantify the type of support provided and link this to a **tiered banding system** and an appropriate school setting. This will give **education settings** more freedom to meet the child/young person's needs in a range of ways, rather than only providing hours of Teaching Assistant support. Thus, the **funding may enable a range of interventions** identified within the EHCP - training, specialist support, group activities and/or some 1 to 1 support which may be from a teacher or support staff. The effectiveness of the EHCP would be judged by the achievement of outcomes.

Ordinarily Available Education Provision

- This **guidance** has been created from a working party of SENCOs working with children and young people aged 0 - 25, our local Parent Involvement and Participation (PIP) Forum, SEND Information, Advice and Support Service (SENDIASS), Governors, and Practitioners.
- It will **help schools and Local Authority to make decisions at a setting level** as plans are made to meet pupil or student needs, and **at a Local Authority level** when the Special Educational Needs and Disability Advisory Panel (SENDAP) considers whether there is evidence provision is needed for the pupil that is over and above what is ordinarily available in school.

Empowering children and young people

We are committed to engaging with children, young people, parents and carers at an individual, service and strategic level

Individual – children and young people are involved in decisions that affect their lives (including assessments, plans and reviews).
Service – children and young people have an opportunity to feedback on services and are consulted upon service changes (including service review and service redesign).
Strategic – information gathered from individual and service level engagement is fed into priority setting, strategies and plans and children and young people are supported and encouraged to get involved in things that matter to them.

Children, young people and their families have also contributed to and been involved with:

- The SEND Standards Board
- The SEND Partnership
- Local Offer and Needs Assessments
- Re-commissioning and commissioning of service provision
- Recruitment and selection
- Conferences, seminars and workshops

We recognise that using a **multimedia** approach can create a better platform for sharing information and experiences and impact upon shared outcomes and involvement in decision-making.

Our **EHC Hub** is a new online area for families, professionals and education settings **to work together and contribute** on EHC assessments, plans and reviews.

The EHC Hub puts children and their families at the heart of these processes and provides secure access to anyone who needs to be able to contribute and view information. It has been designed to support local processes and to work alongside existing systems.

It offers:

Children, young people and families a voice so they can contribute, view information and track their case.

The **statutory assessment team** a secure platform to coordinate assessment, planning and reviews.

Professionals who are involved, a simple way to contribute advice easily and securely.

Education settings an intuitive hub for managing all EHC assessment and review cases.

Our digital-first platform will **transform the way we work** with partners and is the key to driving meaningful engagement and providing the best outcomes for children and young people with special educational needs and disabilities. Implementation from January 2020.

Building family and community capacity

Families know themselves and their children the best so it is important that any support provided encourages self-resilience and self-reliance, builds upon strengths and self-solution-finding and removes the potential for dependency and intrusive intervention. In order to build family and community capacity we have:

- Completed a new **Joint Strategic Needs Assessment (JSNA)** specifically for SEND to increase understanding of populations, localities and communities. This will inform the SEND Inclusion Plan 2020-2024.
- Provided young people, parents and carers with high quality information on our refreshed [Local Offer website](#).
- **Developed a digital EHC Hub so families can access their own information and contribute to the EHC Process (from January 2020).**
- Encouraged young people and their families to access **Community Wellbeing Hubs** for advice and support and basing some **short breaks sessions in locality Hubs**.



Developing the workforce

A key factor to ensuring improved outcomes for our SEND children and young people is that we have a workforce that is equipped with the appropriate skills, knowledge, experience and qualifications to meet the needs of our children and young people with SEND

We have:

- Developed a [SEND e-learning package](#) at universal level for education, health and care practitioners.
- **Promoted** local and national continued professional development on our [SEND local offer](#).
- Developed and piloted training with **Mental Health Champions** so that professionals working directly with children and young people with SEND have a good understanding of child development and attachment.
- Agreed **guidance** on what provision should [ordinarily be available](#) in our education settings.
- Developed a range of [toolkits](#) to support children and young people in mainstream provision.
- Developed **training opportunities for Governors** in relation to SEND, particularly in relation to scrutiny and challenge.
- Introduced a North Lincolnshire-wide **SEND training and development programme** specifically for Teaching Assistants (TAs) and Mentors.



“The Autism Spectrum Education Team ASET toolkits are an invaluable resource to the academy. They provide useful checklists that are easy to administer and use. The strategy documents that support the checklist provide practical ideas and activities that can support teachers in class in meeting the needs of their pupils, most of which require no specialist equipment or tools. The fact that they are on the Local Offer means I can access them anytime.”
(School SENCo)

Commissioning for children and young people with SEND

Effective commissioning in North Lincolnshire is about shaping place, creating and developing the **right support**, at the **right time**, in the **right place**, delivered by the **right people** in response to the changing population and changing needs.

During 2018-2019 we have:

Transformed group based **short breaks** so that:

- New group based activities are **based within localities**.
- **Community wellbeing hubs**, and other **community based venues** are being utilised.
- **Age appropriate activities** have been made available, for example age 14+ specific activities, including **independence work**.
- Short breaks will be **integrated within mainstream** activities.
- Activities will focus on **fun**, with **young people being involved in the continual development**/reviewing of activities.
- Activities will be available on an **evening, weekend and throughout holidays**.
- **Discrete activities** for children with disabilities will be made available as required.
- A **range of activities** will be on offer, including art, music and social evenings.



*“Children who have disabilities receive an excellent service in North Lincolnshire. Assessments are thorough and support clear **child-focused plans**. There is **effective multi-agency working** that ensures that children’s complex needs are met. Social workers are **ambitious** for their children and they know them well. Their work successfully balances an analysis of risk and enablement” – Ofsted, June 2017*

Commissioning for children and young people with SEND

We have

- Jointly commissioned an **All-Age Carers' Service** which will help create **seamless support** as young people transition into adulthood
- Agreed a new **Speech and Language Therapy specification** which will support children and young people aged 0 – 25 and work with education settings to further develop their knowledge and improve outcomes
- Commissioned **individualised short breaks** and **homecare support** where there is an assessed need
- Continued the development of a range of **independent living** and **supported housing** provision and options for young adults with more complex needs
- Agreed a new **neurological pathway** to support children and young people with autism, ADHD and learning disabilities
- Continued to fund **Supported Internships** so that more young people with SEND can access learning and training opportunities in the workplace
- Continued to invest in the **Complex Care Play Scheme** during the Easter and Summer holidays



You Said, We Did

Our fifth **You Said, We Did** report provides information on how our [Local Offer](#) has been shaped by the views of children, young people and their families

We consult about the Local Offer using our:

- Local Offer online feedback button
- Local offer online questionnaire
- Local Offer Annual Questionnaire, which is posted to all families of children and young people with an EHCP/distributed by our education providers to families of children and young people at SEND Support. **We hold co-production workshops with children and young people and parents and carers to review and develop the SEND Local Offer.**



Engagement activities co-produced with our PIP Forum include:

- Parents and Carers SEND Conferences
- SEND Conference for Schools – Preparing for Adulthood
- Developing and implementing the Sensory Needs Toolkit
- Developing the Local Offer
- Commissioning the digital EHC Hub



NORTH LINCOLNSHIRE
SPECIAL EDUCATIONAL
NEEDS & DISABILITY (SEND)

LOCAL OFFER



Headline areas for further development

- Continue to improve outcomes, particularly in the context of **Preparing for Adulthood** (health, care, community/independence) and **how these are recorded** within **Education Health & Care Plans**, including longer term outcomes.
- **Further improve education outcomes** (end of the Early Years Foundation Stage, Key Stage 2, attainment at age 19).
- **Ensuring equity of expectation, access and support** across all providers (e.g. *What is ordinarily available education*) and to continue support and challenge providers in relation to specific areas of practice (e.g. school exclusion).
- **Further strengthen the Local Offer** to ensure stability for specific needs (e.g. Social, Emotional and Mental Health/Post-16 specialist provision and 5 day offer/Autistic Spectrum Disorder (ASD) transition programme).
- Further develop the Integrated Children's Trust (ICT) arrangements for place-based commissioning for children.

Our **SEND Inclusion Plan** sets out ambitions for children and young people with SEND from 2017-2020. Our drive towards **even better outcomes** for children and young people is characterised by child centred approaches, improving life chances for vulnerable and disadvantaged children and young people with SEND.

We will work with all our partners to agree a **new plan** for the next four years.

If you would like to get involved please visit our North Lincolnshire SEND [local offer website](#).

Contact us:

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North Lincs Local Offer

www.northlincslocaloffer.com

