

NORTH LINCOLNSHIRE LOCAL OFFER CONSULTATION AND FEEDBACK ANNUAL REPORT 2019-2020

‘YOU SAID, WE DID’

Introduction

Welcome to our 2019-20 'You said, we did' Annual Report.

This report is our opportunity to share with you how North Lincolnshire Council has collected and responded to the views of its partners, families, parents and carers, and children & young people with special educational needs and disabilities (SEND) about our Local Offer.

The **Local Offer** is the name we give to the services and provisions which are available in our local area to support families and children or young people with SEND.

Although the academic year 2019-20 came to be dominated by the sudden and unexpected rise of the Covid-19 pandemic, this report will show how well placed we were in North Lincolnshire to be able to engage with the radical changes that the pandemic required and enable children, young people and families to remain safe, well, prosperous and connected.

You can find lots of information about our Local Offer by visiting our website: [The North Lincolnshire SEND Local Offer](#).



Through consultation with our partners and families we have:

Made sure that everyone was focused on making a real difference to children, young people and families’ lives so that:

We had passionate and committed staff who are clear about their purpose and the people they serve.

We provided high quality accessible education and childcare, close to home which met children’s and their families’ needs and circumstances, so that parents were able to go to work knowing their children were safe, cared for and had their emotional and learning needs met.

Put in place universal high quality provision which was supported by:

A tiered comprehensive training programme with progression routes which incorporated pedagogy, good practice, knowledge of SEND and child development.

Joined up planning and delivery linked to community approaches.

Overarching statutory universal characteristics i.e. sufficiency, health visitors and midwifery services.

Children and young people who were more likely to have:

Been educated in highly inclusive mainstream early years settings, schools or colleges.

Been educated in early years settings, schools or colleges which were judged good or better by Ofsted.

Experienced excellent childcare – Ofsted having judged our early years settings as being some of the best in the country.

Felt included in their community.

Enabled well-managed transitions with:

Agreed transition documentation; settings and schools met to share information before and after transitions.

Joint work; settings, schools, colleges, community groups and children’s centres have shared information, strategies and models of support.

Early identification right from the start, including midwives who are integral to families accessing early help.

Agreed expectations on focus for ‘School Readiness.’

Developed strong systems of leadership through:

A single strategic plan.

Collaborative approaches with a common understanding of how everyone contributes.

Strong effective settings and practitioners who have been able to support others to improve practice through peer to peer support.

Engaged in effective integrated working that included:

0-19 practitioners delivering integrated services to families.

A community offer which met the needs of parents and children.

Use of phone-ins and drop-ins by, for example, Speech and Language, Behaviour and Child development teams.

Partnership planning and working with the voluntary sector to understand and reach families who didn’t access mainstream services.

The North Lincolnshire Youth Council and Young Voice

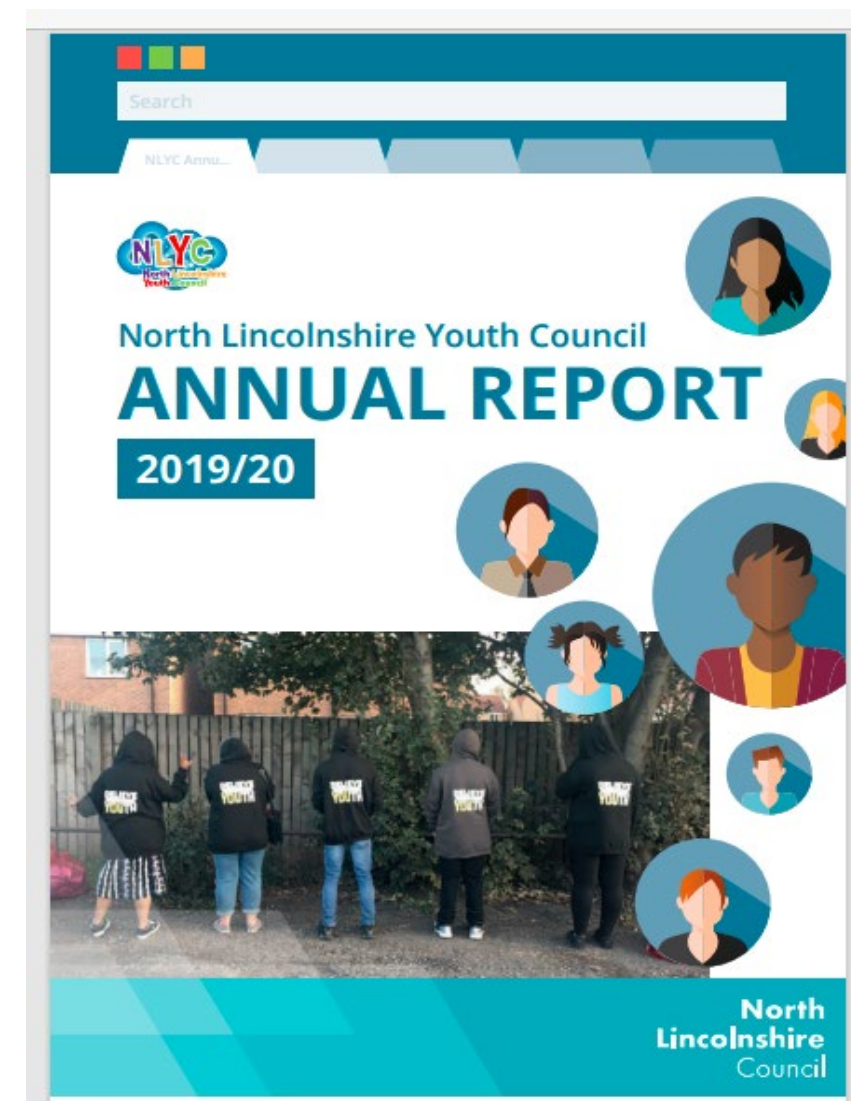
The North Lincolnshire Youth Council provides a forum for young people to have their say on things that matter to them. It represents their views to the people who make decisions and to the wider community.

Despite the disruptions caused by the Covid-19 pandemic, the Youth Council managed to hold four meetings during 2020 and produced their own [NLYC Annual Report 2019/20](#)

The [NLYC Annual Report 2019/20](#) provides lots of information about how the Youth Council works and the many projects and activities council members became involved with during the year. Just one of the many stand-out developments was the creation of the **Young People's Emotional Health and Wellbeing – The Positive Steps group** in response to rising demands for support, not just at a regional and national level but also from the local community.

Although social restrictions meant that not every ambition could be achieved, the voice of young people was still heard and continued to be influential, as demonstrated by following the comments from a young councillor:

'As needs changed in the face of the pandemic NHS Stairways at the end of April began discussing a return to education plan. I was asked to sit as a young person to try and help write the framework. We put together a framework with ideas of good practice to deal with a range of concerns as young people return to education. I was glad to have been asked to help with this piece of work.' (NLYC Annual Report 2019/20, p15)



Special Educational Needs and Disability (SEND) Conference 2019 for Parents and Carers

Friday 15th November 2019

at the Baths Hall Scunthorpe

9.30am to 2.45pm
(registration from 9.00am)



An opportunity to share ideas and find out more about how we are improving outcomes for children and young people with special educational needs and disabilities.

'I really liked Pat Bullen's workshop What works for PfA...she's a very interesting and engaging speaker. The update on SEND in North Lincolnshire was useful. The choir was amazing, what a different but lovely addition to the day - more of this type of thing please.' (feedback from parent)

This successful conference was organised and hosted at The Baths Hall by the North Lincolnshire Parent In Partnership (PIP) Forum.

Its aims were to:

- Provide an update on progress in relation to SEND over the past year and outline our key priorities for the forthcoming year.
- Share ideas with parents which had a particular focus on Preparation for Adulthood and providing consistent support to children and young people.

The day included:

- Presentations from national speakers Pat Bullen and Natalie Packer
- A selection of songs performed by the North Lindsey College Hands In Harmony Choir, incorporating British Sign Language
- Local young people and parents' perspectives
- Networking
- Interactive workshops
- Exhibits and marketplace stalls
- Information to support parents
- Opportunities for parents and carers to ask questions, make comments and give us feedback

The Covid-19 Pandemic

Our response

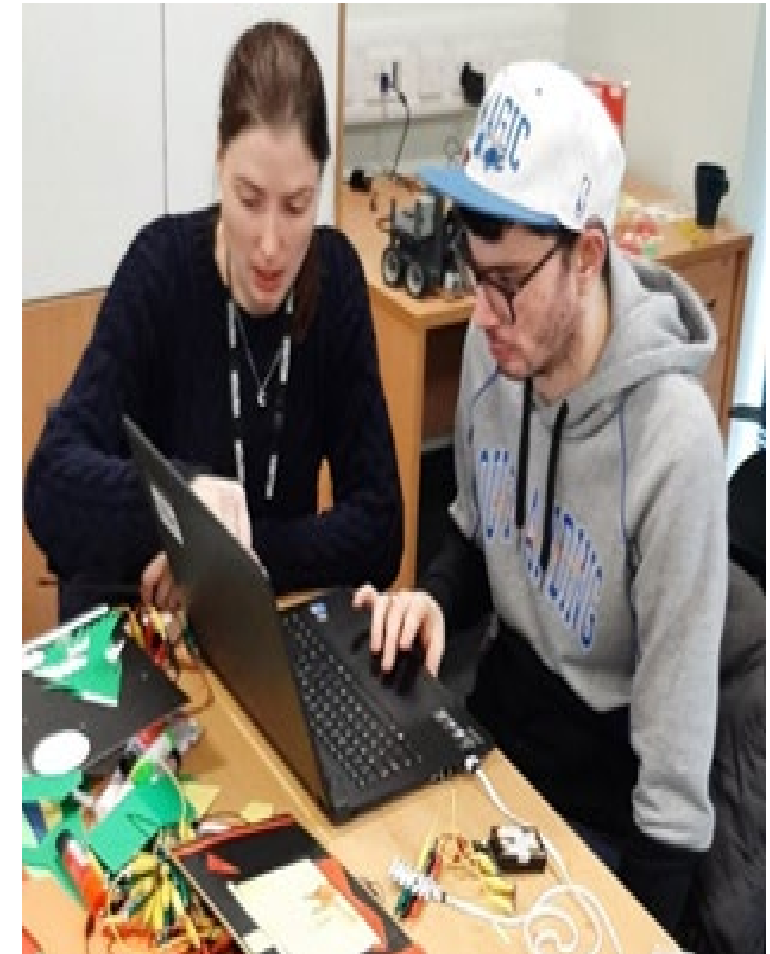
- During Covid-19 our mainstream and independent schools remained open and our most vulnerable children and young people were supported to attend education.
- We worked hard to enable the outcomes and provisions identified in Education, Health and Care (EHC) Plan could continue to be delivered to homes and education settings. We made contact with families to ensure they understood how the EHC Plan would be delivered and whether services would be delivered remotely or face to face.
- We also used our [Local Offer](#) as a platform to keep in touch with families and professionals and produced a wealth of helpful information and resources to support parents and carers. We used remote group chats such as WhatsApp and face-to-face where this was appropriate.
- We dropped off resources to family homes and worked with families to develop transition plans for those children and young people returning to school or college, moving placement or key stage. These included laptops, computers, food vouchers and resources such as *'First steps to get ready for transition'* which included a workbook and an activity called *'My Lockdown Experience'* which captured the thoughts and feelings of children and young people.
- We worked to identify new and emerging needs and how best to support children, young people and their families through the pandemic.



The Covid-19 Pandemic

What was it like for our children and young people?

- The vast majority of children and young people successfully transitioned back into schools, settings and colleges
- Children adapted well to their bubbles and responded well to changes in the structure of the school day
- The schools workforce resilience remained high. For example, 98% of staff in maintained schools were available to teach (snapshot data source: October 5th, 2020)
- Online learning provision remained accessible
- There was a sharp focus on children and young people's emotional health and wellbeing, which included:
 - working with the Youth Council on the Well-being for Education Return roll out, with local adaptations for early years settings and for children's centres
 - emotional literacy training for support assistants
 - the Mentoring School for pastoral leads, focusing on social and emotional development
 - bereavement support training for mental health champions
 - hosting an emotional health and well-being conference



Ensuring children and young people are prepared for adulthood

<p>Working with partners and families we developed our new Preparing for Adulthood policy.</p> <p>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.</p>			
<p>Employment and Careers</p> <p>We have</p> <p>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. 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. Agreed a framework for a 5 Day Local Offer in North Lincolnshire. Begun the development of a new adult service provision at a local college to enable young people to progress from education to adult based activities in a familiar setting. Continued to offer supported internships to young people as a pathway into employment - one young person was placed at a council recycling facility and has secured permanent employment.</p>	<p>Friends, Relationships and Community</p> <p>We have</p> <p>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.</p>	<p>Good Health</p> <p>We have</p> <p>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.</p>	<p>Independent Lives</p> <p>We have</p> <p>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.</p>

We are committed to engaging in different ways with children, young people, parents and carers

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

Our **EHC Hub** has provided a new online area for families, professionals and education settings **to work together and contribute** to 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.

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



Engagement activities co-produced with our Parents Forum included:

- Developing and implementing the Sensory Needs Toolkit
- Developing the Local Offer
- Commissioning the digital EHC Hub

The ‘lived experiences’ of children, young people and families are reflected in what they and their families tell us. These have helped us to create the right type of support.

Case Study:

This young person is 10 years old and attends a local primary school. He recently engaged in an Annual Review of his Education, Health and Care Plan (EHCP) and told us about his experiences:

He described himself as a very active boy who loved to do practical things. At home, cleaning was important to him. He said he liked to do jobs to help his mum. He would like to enjoy writing. He also felt that his behaviour had got better, and he was making friends. He would like to behave most of the time and be in the army when he is old enough.

Parents felt positive about their son, his school and his education. His mother said that he was much more positive about school and had come on in leaps and bounds. She hoped, with the continued support of the EHCP and school, that he would continue to develop greater control of his emotions, behaviour and concentrate more. His Mum said that he liked to read familiar books to his sister. And, although he didn’t have specific friends, he was a people person, he can go from person to person making all kinds of different friendships. Mum shared that she hoped he will achieve big dreams when he is older.

In response to these comments by this young person and his mum, he will be given opportunities to increase his confidence and build his self-esteem. He will be supported by key adults to engage in activities that will help him to be able to co-regulate his emotions at times of stress, resulting in a reduction in challenging behaviours. He will also be given the right additional support to develop his independence as a learner, and to improve his literacy skills, particularly in reading and writing.



Positive



Ambitious

Our plans for the next 12 months

Through further consultation and co-production we will:

- Continue the further development of integrated commissioning and service provision in line with the One Family Approach (OFA).
- Continue to improve outcomes particularly in the context of Preparing for Adulthood (health, care, community/independence and employability) and how these are recorded within EHC Plans, including longer term outcomes.
- Continue to improve education outcomes (e.g. SEN/D Support 'shine a light' focus across all key stages of learning; average Attainment 8 scores for children with an EHC Plan at the end of Key Stage 4 and attainment at age 19 for young people with an EHC Plan).
- Continue to ensure equity of expectation, access and support across all providers (e.g. What should ordinarily be available in settings, schools and colleges) and continue to support and challenge in relation to specific areas of practice (e.g. secondary schools where fixed term and permanent exclusion rates are high).
- Further strengthen the Local Offer in certain areas of provision to ensure that there is stability in school and the community and for specific needs (e.g. SEMH, Post-16 specialist provision/5-day offer, next stage of neuro-diversity pathway and Personal Budget/market-place review).

We actively encourage feedback on our Local Offer, either via our 'Local Offer Survey – Have Your say' link on the website www.northlincslocaloffer.com or by contacting the Special Education Needs Team at:

special.needssection@northlincs.gov.uk

Tel: 01724 297148

