

# **CHILDREN AND YOUNG PEOPLE'S SERVICE**

## **Executive Members**

**1<sup>st</sup> May 2018**

### **The North Yorkshire Strategic Plan for SEND Education Provision 0-25**

#### **1. Purpose of report**

**1.1** The purpose of this report is to:

- Update Executive Members on the Strategic Plan for SEND Education provision 0-25 (the Strategic Plan)
- Explain the proposal to have a phased approach to formal consultation and implementation of the Strategic Plan.
- Seek agreement from Executive Members for the Strategic Plan to go to formal consultation.

#### **2. Background**

**2.1** The LA has a statutory responsibility under the Children and Families Act 2014 to keep its special educational provision under review, to ensure sufficiency in placements to meet the needs of children and young people with special educational needs and/or disabilities (SEND), working with parents/carers, young people and providers

**2.2** In order to meet this responsibility, the LA has been developing the Strategic Plan to address the needs of children and young people with SEND in North Yorkshire. The approach taken has been to consider SEND provision in its widest sense across the continuum of universal, specialist and targeted provision and across the full range of needs. The Strategic Plan will be a longer term strategy document and will need to include capital planning to support the actions to be delivered by the plan.

**2.3** The LA has the high needs budget of £44.8 million to spend on special educational provision. There is significant pressure on this budget – this amount allocated by central government is insufficient to meet current and expected demand. At the moment the LA expects to spend £48.6 million on SEND provision in 2018/19 and this includes an underlying overspend of around £4 million. Work on the strategic plan includes reviewing how the high needs budget is spent to make sure it has the most positive impact on outcomes for children and young people and considering how we can sustainably make the best provision we can using the funding we have.

**2.4** The Strategic Plan will feed into the overarching SEND strategy which will also draw on ongoing work in respect of the Disabled Children's Service and SEND Transport. The proposed overarching strategy will require approval by full Council in due course.

### **3. Developing the Strategic Plan**

**3.1** The original intention was to publish the Strategic Plan in March 2018, following a period of formal consultation. However the decision was taken in December 2017 to delay formal consultation and publication of the plan to ensure feedback from informal consultation could be incorporated and pending the completion of further specific areas of work. This would ensure a more robust plan overall.

**3.2** The resulting draft Strategic Plan has been discussed by both CYPLT and Management Board on two occasions prior to being presented to Executive Members.

**3.3** Ongoing discussions at the Strategic Plan Project Board, CYPLT and Management Board have highlighted the need for significant capital investment to secure a number of the proposals and benefits from the strategic plan. It is recognised that further work is required in respect of capital investment. There is a pressing need, however, to make as much progress as possible with the plan in order to:

- Develop more local provision for children and young people with SEND across the County in order to reduce the number of more expensive out of area placements as well as transport costs.
- Reshape the existing continuum of provision to better meet needs and address gaps in provision – especially at the targeted level.
- Maximise the use of the High Needs Budget and reduce the significant overspend.
- Mitigate the reputational risk of not progressing with the plan following the high profile ISOS review and extensive engagement and informal consultation around draft proposals in the summer and autumn of 2017.
- Uphold and deliver the principles and outcomes identified for the plan.

**3.4** It is therefore proposed to take forward the plan in two phases as follows:

#### **Phase 1**

Phase 1 will cover the majority of the proposals in the plan, which should be delivered through existing resources across staffing, High Needs Budget and capital funding (including the Special Provision Capital Funding.)

Following the recent publication of the DfE document 'Creating opportunity for all: Our vision for alternative provision' which sets out key milestones for reform of alternative provision, it will also include:

- A bid to the Alternative Provision (AP) Innovation fund in respect of improving transition between Key Stages 1 and 2
- An application for a special/AP free school in the Selby area

## **Phase 2**

Phase 2 will cover proposals where additional capital or other funding is required, or where further work needs to be completed before more detailed consultation takes place.

**3.5** The first formal consultation would cover the detailed proposals for Phase 1, and broad proposals for Phase 2. There would then be further detailed work to develop proposals for Phase 2 alongside Phase 1 implementation. This would include work on capital funding, targeted provision and early years provision. There would then be a further formal consultation on phase 2 proposals before implementation.

## **4. The draft Strategic Plan**

**4.1** The draft Strategic Plan is at Appendix 1 and Appendix 2 shows the proposed implementation plan. The Equality Impact Assessment is at Appendix 3.

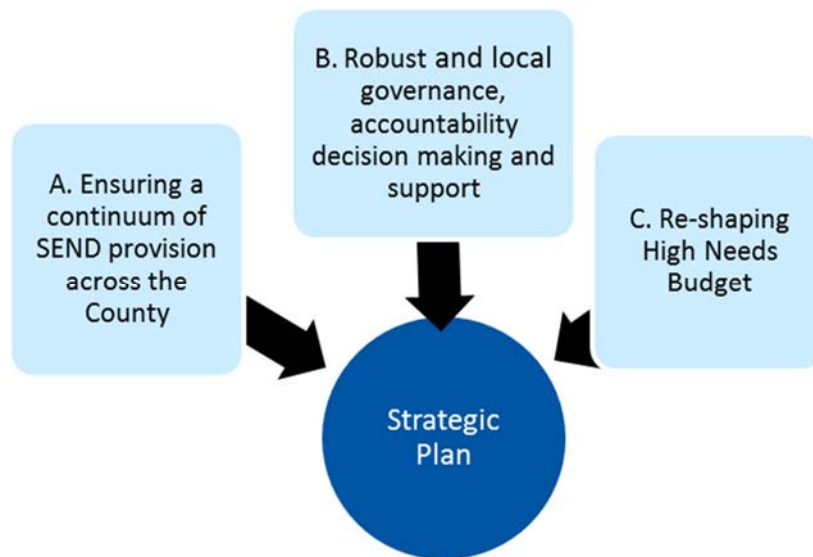
**4.2** The draft Strategic Plan covers the following areas:

- A background section about the plan
- Our vision for the plan including the principles and outcomes we will be working to
- Plan on a page – an overarching summary of the plan
- The North Yorkshire context – data, information and implications
- The locality context – the report uses the 5 locality areas as in the ISOS reviews:

- Craven
- Hambleton/Richmondshire
- Harrogate/Knaresborough/Ripon
- Scarborough/Whitby/Ryedale
- Selby

This sets out data/information and implications for each locality, as well as information about the continuum of need, the current special school offer and the current central service offer.

- Information from informal engagement, consultation and feedback
- The proposed actions for the plan. These are set out in three areas as follows:



The section also indicates the impact of the proposed actions for each locality.

- The proposed implementation plan
- Monitoring of the plan and performance indicators.

**4.3** The layout and design are in draft format and both will be developed further for formal consultation.

## **5. Timescales for the Strategic Plan**

**5.1** The timescales currently being worked towards (subject to democratic process) are:

- Approval to go to formal consultation by Executive Members 1<sup>st</sup> May 2018
- Formal consultation period 18<sup>th</sup> May 2018 – 28<sup>th</sup> June 2018.
- Approval of plan by The Executive 4<sup>th</sup> September 2018
- Publication of the plan before the October half term holiday 2018.

A full timeline is included at Appendix 4.

**5.2** This timescale allows for the six week formal consultation to be completed prior to the school summer holidays.

## **6. Recommendations**

**6.1** Executive Members note the update on the Strategic Plan.

**6.2** Executive Members consider the content and proposals in the draft Strategic Plan including the proposals for a phased approach.

**6.3** Executive Members approve the timescales for the Strategic Plan.

**6.4** Executive Members' approve the draft Strategic Plan including the phased approach for formal consultation.

**Jane Harvey**

**Strategic Planning and Development Officer (SEND)**

**24<sup>th</sup> April 2018**

# Strategic Plan for SEND Education Provision 2018 – 2023



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# 1. About the plan

This plan is for all children and young people in North Yorkshire who have special educational needs and disabilities (SEND), for their families and for all those working with them.

The Council has a statutory responsibility under the Children's Act 2014 to keep its special educational provision under review and to make sure there is the right type of provision and enough places to meet the needs of children and young people with SEND.

This plan sets out what we will do to develop and improve education provision for children and young people with SEND in North Yorkshire. We will make sure it is monitored and reviewed regularly so that we know things are getting better for children and young people. We will also need to develop and refine the plan as time goes on, if we need to, so that the actions in it are the right ones.

The plan focuses specifically on educational provision for children and young people with SEND, but we know that a number of services including health and social care services will need to work together to support them. We will promote and secure this. This plan is underpinned by the findings of an independent review carried out by an organisation called ISOS in 2016.

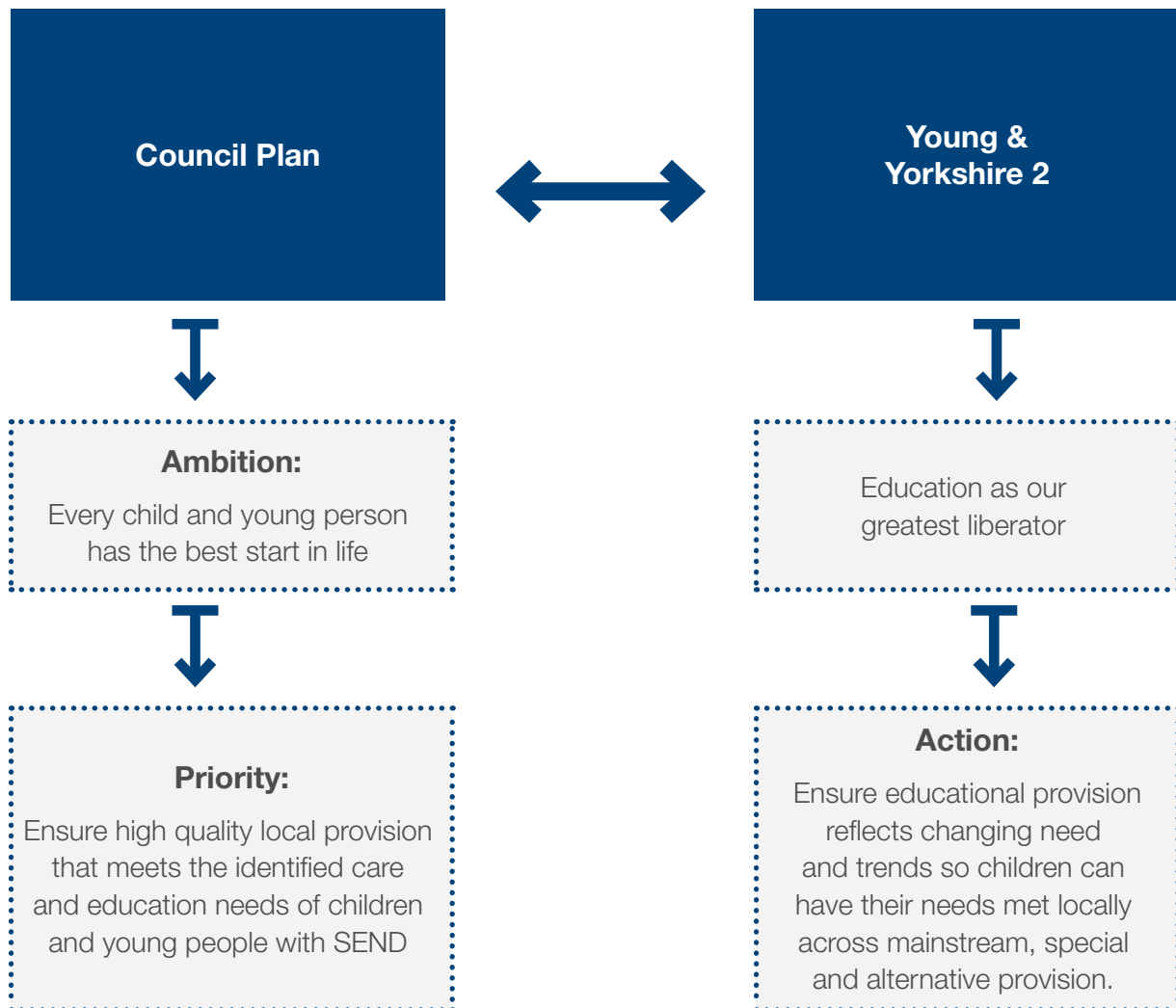
We have worked with parents and carers, schools and other education providers, professionals working in the area of SEND, and children and young people themselves to develop this plan. It is the result of many conversations and opportunities to share views and opinions, and has been shaped over time. The plan is now ready to share for formal consultation.



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## 2. Our vision

Our vision for education provision for children and young people with SEND builds on both the Council Plan and the Young and Yorkshire 2 Plan. The Council Plan sets out the Council priorities and Young and Yorkshire 2 is the key strategic plan for all children, young people and their families living in North Yorkshire.



We want all children and young people with SEND in North Yorkshire:

- To have the best educational opportunities so that they achieve the best outcomes.
- To be able to attend a school or provision locally, as close to their home as possible, where they can make friends and be part of their local community.
- To make progress with learning, have good social and emotional health, and to prepare them for a fulfilling adult life.

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## Our Principles

As we have been developing the plan we have been asking the question: **Is this provision good enough for my child?** This question should underpin the approach of all those working with children and young people with SEND. We have also developed three important principles

which are the foundation of this plan. They have been co-produced with parents and carers and professionals working with children and young people with SEND through informal engagement and consultation. They are described here.

Strategic Plan Principles		
An inclusive culture and ethos	Joint commitment and accountability to children and young people	Right support, right time, right place.

### An inclusive culture and ethos

As stated in the Young and Yorkshire 2 plan, we will promote a culture of inclusion and tolerance and will not give up on any child or young person. We will have a consistent and shared approach so that children and young people’s needs are met locally and they are supported to improve their outcomes.

### Joint commitment and accountability to children and young people

The Council, schools, settings and partners (including parent and carers) will have a clear understanding of roles and responsibilities. There will be joint commitment and accountability for children and young people. There will be strong, clear governance arrangements and local decision making wherever possible. There will be support and challenge to ensure the best possible provision for children and young people with SEND.

### Right support, right time, right place

We will make sure there is early identification and intervention for children and young people with SEND. It will be easy to access support which will respond quickly to children and young people’s needs. Support will be flexible and local. There will be support for children and young people transferring between phases of education and different schools. Early identification and intervention will reduce the risk of pupils needing more specialist provision. Our aim is that most children and young people should attend a school in North Yorkshire, as close to their home as possible.

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## Outcomes for the Strategic Plan

We will work towards achieving the following outcomes as we carry out the actions in this plan. Again, these outcomes have been shaped by much discussion, engagement and co-production through informal consultation.

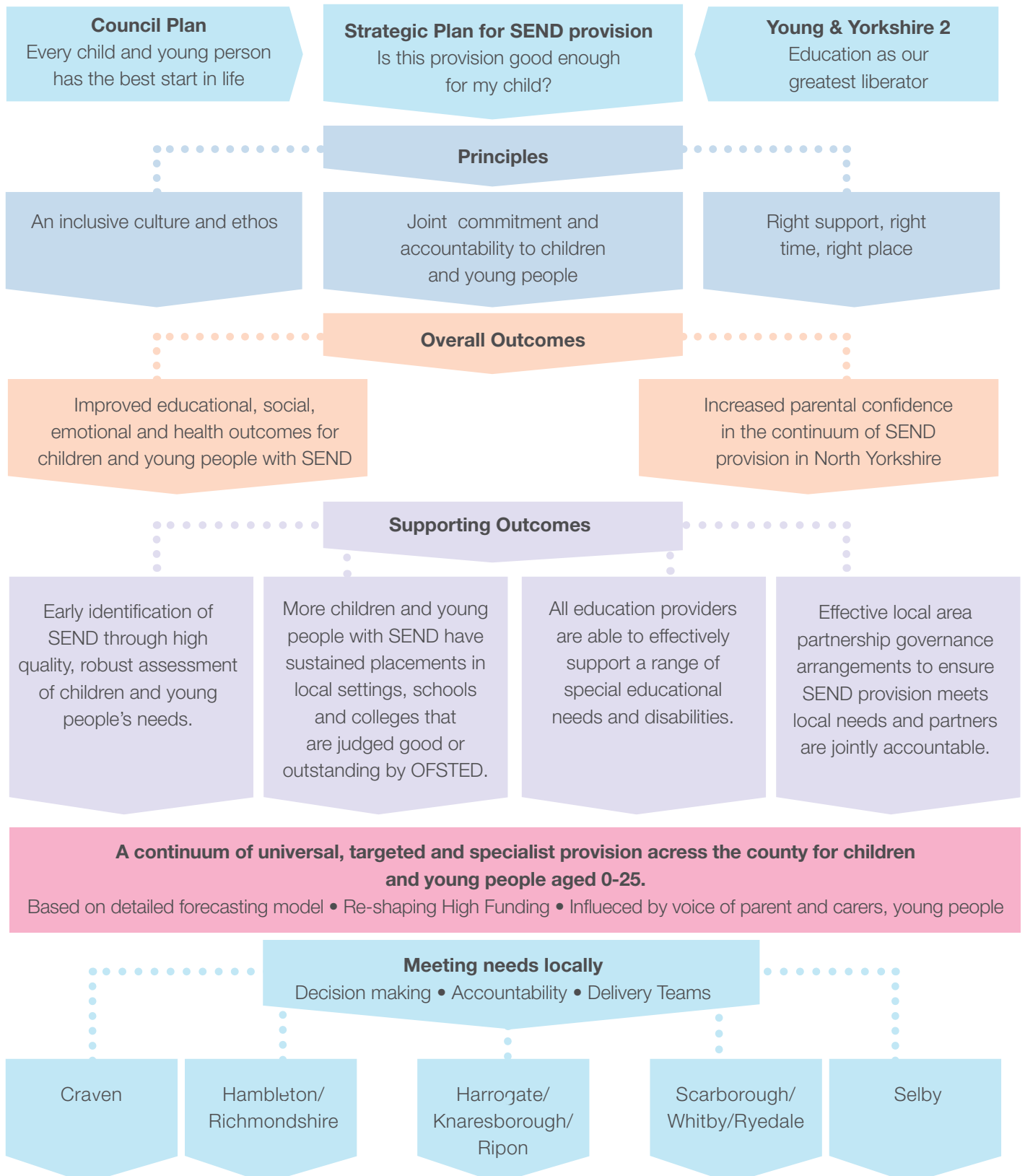
<b>Overall outcomes</b>
Improved educational, social, emotional and health outcomes for children and young people with SEND.
Increased parental confidence in the continuum of SEND provision in North Yorkshire.
<b>Supporting outcomes</b>
Early identification of SEND through high quality, robust assessment of children and young people's needs.
More children and young people with SEND have sustained placements in local settings, schools and colleges that are judged good or outstanding by OFSTED.
All education providers are able to effectively support a range of special educational needs and disabilities.
Effective local area partnership governance arrangements to ensure SEND provision meets local needs and partners are jointly accountable.

We will regularly check on progress being made towards meeting these outcomes. More information about this is included in section 9.

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# 3. Plan on a page

This diagram gives an overview of the strategic plan.



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## 4. SEND in North Yorkshire – what do we know about our county?

There are almost **163,000** children and young people aged **0-25** in North Yorkshire.

**10.1%** of our school population is at SEN Support. There is a higher % of children in primary schools (**11.8%**) than at secondary schools (**7.8%**). We expect the number at SEN support to go up, especially in secondary schools.

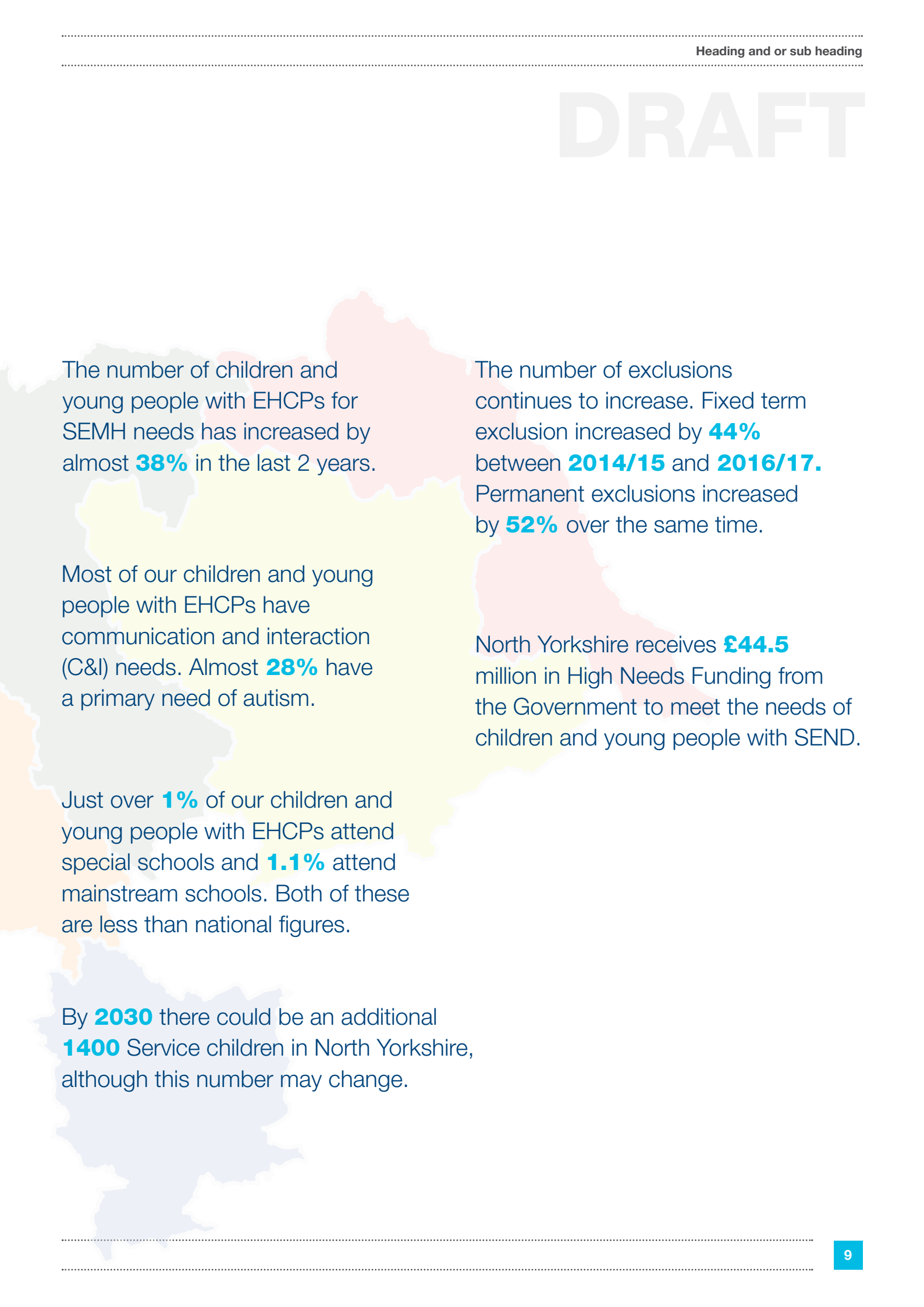
Just over **1.5%** of children and young people aged **0-25** have statements of SEN or Education Health and Care Plans (EHCPs). Most of these children and young people are of school age.

**2.3%** of our school population have EHCPs.

We have fewer children and young people at SEN support and with EHCPs than nationally. However the number of children and young people with EHCPs in the county is rising. There are **2507** now and this is predicted to rise to **3450 by 2022**, an increase of over **37%**.

If things stay the same we expect to need around **480** special school places by **2027**.

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The number of children and young people with EHCPs for SEMH needs has increased by almost **38%** in the last 2 years.

Most of our children and young people with EHCPs have communication and interaction (C&I) needs. Almost **28%** have a primary need of autism.

Just over **1%** of our children and young people with EHCPs attend special schools and **1.1%** attend mainstream schools. Both of these are less than national figures.

By **2030** there could be an additional **1400** Service children in North Yorkshire, although this number may change.

The number of exclusions continues to increase. Fixed term exclusion increased by **44%** between **2014/15** and **2016/17**. Permanent exclusions increased by **52%** over the same time.

North Yorkshire receives **£44.5** million in High Needs Funding from the Government to meet the needs of children and young people with SEND.

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# What does this mean for North Yorkshire?

We know that there are more children and young people being identified as having special educational needs in North Yorkshire, particularly in the areas of communication and interaction (C&I) and social, emotional and mental health (SEMH). Meeting the needs of these children is a priority for education leaders.

Academic outcomes for children and young people with EHCPs or statements in North Yorkshire tend to be better than national benchmarks, however those at SEN support tend to perform less well than this cohort nationally.

We are expecting the numbers of children and young people with EHCPs to continue to rise based on our collective intelligence and forecasting information. We therefore need to make sure that we have the right type of provision in the right place to meet need across mainstream, targeted and specialist provision (see page 11 for further information). At the moment we know that a number of our children and young people have to attend school outside North Yorkshire – this is often as a result of not enough places in the county or some local gaps in provision.

To support the planning of future SEND provision in North Yorkshire work has been carried out to establish a detailed forecasting model. The model uses various sources of information and established trends to predict the likely number of children and young people with EHCPs and to give primary needs profiles for the county and identified localities. From this we can understand the likely demand for mainstream and special school places as well as those needs which are most prevalent.

We have a budget of £44.8 million to spend on special educational provision. This is called the High Needs Budget. There is significant pressure on this budget – this amount that we are allocated by central government is insufficient to meet current and expected demand. At the moment we are spending around £48.6 million on SEND provision. This plan has helped us review how we spend this money to make sure it has the best impact on outcomes for children and young people. We have no plans to reduce the High Needs Budget, but we do need to make sure we can sustainably make the best provision we can using the funding we have. This plan aims to do this.

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The aims within this plan will also result in a need for capital investment in new and improved facilities. As proposals for specific locations are explored we will work to identify a cost effective and affordable strategic approach to how we can achieve this.

This plan sets out how we intend to develop provision for children and young people with SEND in North Yorkshire, particularly to meet C&I and SEMH needs. This means:

- Early identification of the needs of children and young people, and appropriate interventions to meet their needs delivered by a highly skilled and confident workforce
- Our continuum of education provision for children and young people with SEND provision – from universal (mainstream) through targeted to specialist provision – is able to meet the needs of children and young people (There is more information about the continuum of provision on page 11).
- Enough places in targeted and specialist provision in North Yorkshire
- Local provision, so that children and young people can attend school as close as possible to their home
- A clear offer of support for families, schools and other providers from the Council SEND services
- Everyone understands their responsibilities for children and young people with SEND.



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## 5. SEND in North Yorkshire – what do we know about our localities?

During the work we have done to develop the strategic plan for SEND provision, people have told us that it is important to consider the different areas of the county when we are planning SEND provision. North Yorkshire is the largest county in England and so to make our plan more meaningful we have developed it across the five localities which reflect the reviews carried out by the ISOS organisation in 2015-16. These are:

- Craven
- Hambleton/Richmondshire
- Harrogate/Knaresborough/Ripon
- Scarborough/Whitby/Ryedale
- Selby

We have continued to use the locality approach for the development of the strategic plan. This section illustrates what we know about these local areas.

There is information in this section about the types of provision we currently have in North Yorkshire. This includes:

- **Enhanced mainstream schools (EMS)** – these are mainstream schools providing an enhanced offer to children and young people with SEND. This is generally an offer of outreach support to other schools, although some schools provide ‘in reach’ places where pupils can attend on a part time basis.
- **Pupil Referral Service (PRS)** – this is a school established and maintained by a local authority to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.
- **Special School** - A special school is specifically organised to make special educational provision for pupils with SEN. Pupils attending a special school will have an Education, Health and Care Plan.

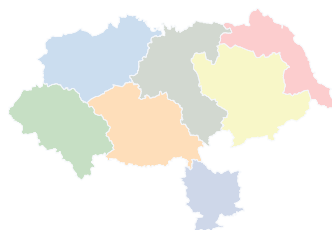
In North Yorkshire we refer to a ‘continuum of provision’ for children and young people with SEND. This continuum includes universal, targeted, and specialist provision.

**Universal provision** – is education provision available to everyone, often called mainstream education.

**Targeted provision** – is provision that is more specialist than mainstream schools, providing a higher level of support for children and young people with SEND, but not a special school. This may be shorter term provision to support a child into the most appropriate provision, or a longer term placement attached to a mainstream school. North Yorkshire EMS and PRS are part of targeted provision. At the moment, however, EMS do not provide a longer term option for placement, which means that children and young people may move straight from mainstream to special school when their needs could be met in a longer term targeted mainstream placement. This is a gap in our provision.

**Specialist provision** – is provision which is specifically organised to make special educational provision for pupils with SEN. Special schools are specialist provision.

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**8.9%** of children and young people with North Yorkshire EHCPs are in Craven. This is the lowest in the county.

**8.6%** of pupils with SEN Support in North Yorkshire are educated in Craven.

**30%** of Craven children and young people with EHCPs have a primary need of autism and **16%** have SEMH needs.

The Craven area is amongst the least deprived areas in the County (*Office of National Statistics 2015*).

Craven has the lowest prevalence of exclusions in the county.

Currently there is the following North Yorkshire SEND provision in Craven:

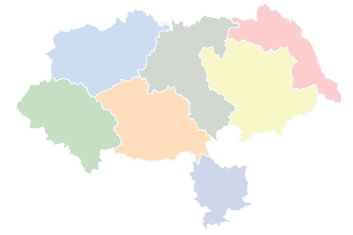
Targeted		Specialist
Enhanced Mainstream Schools	Pupil Referral Service	Special Schools
1 primary - Communication and Interaction	1 PRS – exclusions, medical needs, outreach, preventative work	Brooklands School - wide range of complex SEN
1 primary – Social, Emotional and Mental Health		
1 secondary - Autism		

**What does this mean for the Craven area?**

The greatest areas of need in Craven relate to autism and SEMH and this reflects the county-wide picture. We need to make sure that the provision at stages of the continuum can meet these needs. In particular at present there is no targeted provision for pupils of secondary age with SEMH needs.

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# Hambleton and Richmondshire



Just over **22%** of children and young people with North Yorkshire EHCPs live in Hambleton/Richmondshire.

The Hambleton/Richmondshire area is amongst the least deprived areas in the County (*Office of National Statistics 2015*).

**25%** of pupils with SEN Support in North Yorkshire are educated in Hambleton/Richmondshire.

Hambleton/Richmondshire has the highest proportion of Service pupils, significantly higher than any other locality.

Just over **28%** of children and young people in the area with EHCPs have a primary need of autism and just over **17%** have SEMH v eds.

Currently there is the following North Yorkshire SEND provision in Hambleton / Richmondshire:

Targeted		Specialist
Enhanced Mainstream Schools	Pupil Referral Service	Special Schools
1 early years - Communication and Interaction	1 PRS – exclusions, medical needs, outreach, preventative work	Mowbray School – wide range of complex SEN
1 primary - Communication and Interaction		The Dales School – severe and complex learning needs
2 primary – Social, Emotional and Mental Health		
1 secondary Cognition and Learning		

## What does this mean for the Hambleton/Richmondshire area?

As for the whole county, there are significant numbers of children and young people with EHCPs who have autism or SEMH. Further information indicates that the areas with the highest density of EHCPs are around Northallerton in Hambleton and Catterick Garrison in Richmondshire.

There are a significant number of Service pupils in this area and this has to be taken into account in the strategic plan proposals for this area in order to meet the particular needs of this group.

There is a lack of targeted enhanced provision at for secondary age pupils with SEMH needs.



# Harrogate, Knaresborough and Ripon

Over **28%** of children and young people with North Yorkshire EHCPs are in this area. This is the highest in the county.

Overall levels of deprivation in the area are relatively low, however there are identified areas of higher deprivation. (Office of National Statistics, 2015).

**23%** of pupils with SEN Support in North Yorkshire are educated in this area.

This area has the second highest proportion of Service pupils in North Yorkshire.

Over **34%** of children and young people with EHCPs in this area have a primary need autism and **18%** have SEMH needs.

The area has the county's highest percentage of pupils with English as an additional language.

Currently there is the following North Yorkshire SEND provision in Harrogate/ Knaresborough/Ripon:

Targeted		Specialist
Enhanced Mainstream Schools	Pupil Referral Service	Special Schools
1 primary Communication & Interaction	See below	Forest Moor School – SEMH
2 primary Social Emotional and Mental Health		The Forest School – wide range of complex SEN
1 secondary Autism		Springwater School – severe/ complex learning needs

The Council does not maintain a PRS in this area. The PRS is an academy and the Council commission places for pupils who are excluded and who have medical needs from this PRS academy.

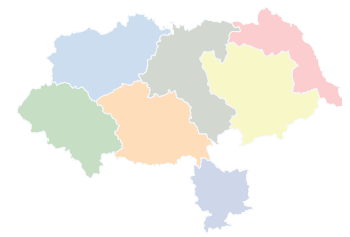
## What does this mean for the Harrogate/Knaresborough/Ripon area?

As for the whole county, there are significant numbers of children and young people with EHCPs who have autism or SEMH. Further information indicates that the areas with the highest density of EHCPs are in the northern area of Harrogate and in Ripon.

We need to think about the following for this area:

- The need to have enough provision for the high number of children and young people with EHCPs, especially those with autism and with SEMH needs.
- Any effect of deprivation for the area
- The number of Service pupils, and those with English as an additional language.

There is a lack of secondary EMS provision for SEMH needs.



# Scarborough, Whitby and Ryedale

Almost **26%** of children and young people with North Yorkshire EHCPs are in this area.

Pupils in this area account for over **28%** of those at SEN support. This is the highest in the county.

The percentages of children and young people with EHCPs who have a primary need of autism and who have SEMH are similar at around **20%** each. This is different from all the other areas where the percentage is higher for autism.

This area includes amongst the most deprived areas in the county and there are identified areas in the locality that have relatively high levels of deprivation nationally (*Office of National Statistics, 2015*).

The highest number of children eligible for free school meals live in this area.

This area has the highest prevalence of exclusions in the county.

Currently there is the following North Yorkshire SEND provision in Scarborough/ Whitby/Ryedale:

Targeted		Specialist
Enhanced Mainstream Schools	Pupil Referral Service	Special Schools
1 primary Communication & Interaction	1 pupil referral service (Scarborough)	Brompton Hall School – SEMH (including residential provision)
3 primary Social Emotional & Mental Health	2 alternative provisions (Whitby and Ryedale)	Springhead School – severe/ complex learning needs
1 secondary Autism	All – exclusions, medical needs, outreach, preventative work	Welburn Hall School – wide range of complex SEN (including residential provision)
1 secondary Cognition & Learning		

There is also a special academy in this area. The council commissions places from this academy.

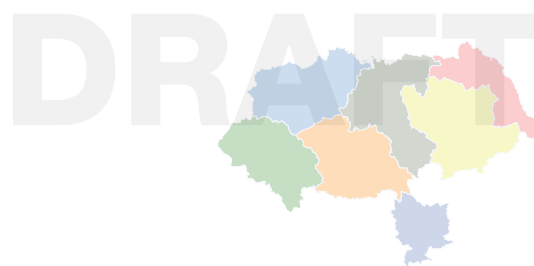
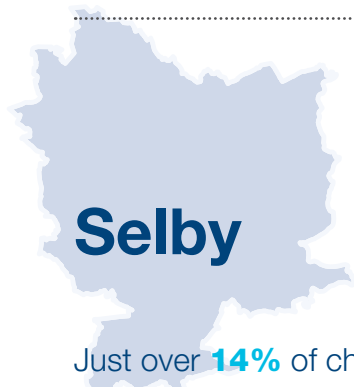
## What does this mean for Scarborough/Whitby/Ryedale?

Autism and SEMH are the greatest needs in this area, though numbers are more similar than elsewhere in the county.

Although there are a number of EMS provisions and special schools there are some important points to be made:

- There are no enhanced mainstream schools or special schools in the Whitby area. This means children and young people in the town do not have easy access to such provisions.
- Whitby and Ryedale do not have pupil referral service provision. Instead this is made through alternative provision overseen by a school.

There is a lack of SEMH provision at secondary level.



Just over **14%** of children and young people with North Yorkshire EHCPs are in Selby.

**15%** of pupils with SEN Support in North Yorkshire are educated in this area.

Over **27%** of children and young people with EHCPs in this area have a primary need of autism and just over **17%** have a primary need of SEMH.

This locality includes identified areas which are amongst the most deprived in the county (*Office of National Statistics, 2015*).

The second highest number of children eligible for free school meals live in this locality.

Currently there is the following North Yorkshire SEND provision in Selby:

Targeted		Specialist
Enhanced Mainstream Schools	Pupil Referral Service	Special Schools
1 primary Communication & Interaction 1 primary Social Emotional and Mental Health 1 secondary Autism	1 pupil referral service - Exclusions, medical needs, outreach and preventative work	None

### What does this mean for Selby?

The most significant point to make is that the Selby area does not have a North Yorkshire special school. This means that children and young people from the area who need a special school have to travel out of Selby either to another part of North Yorkshire, or out of the county. For example there are 45 children and young people who travel to other local authority maintained special schools.

This must be addressed as part of the strategic plan.

The pattern of high numbers of children and young people with autism or SEMH continues in this area.

There is a lack of SEMH provision at secondary level.

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## Special School provision in North Yorkshire

The information about localities shows where North Yorkshire special schools are and what type of provision they make.

The majority of our special schools are judged Good or better by OFSTED.

At the moment there are not enough places in our special schools to meet the needs of North Yorkshire children and young people with EHCPs. In addition, there are some particular issues linked to the overall special school offer in the county:

- There is no North Yorkshire special school provision in Selby (as noted above).
- In the east of the county there is no special school provision for girls with SEMH needs. The SEMH school in that area, Brompton Hall School, is for boys only.
- There are two schools with residential provision – Brompton Hall School and Welburn Hall School. A review of this provision has shown that we need to be very clear why a child or young person needs a residential educational placement. At the moment there are no criteria or robust processes to support decisions about residential places.
- Our special schools are in need of capital investment. Special school buildings need updating so that the schools can better meet the needs of children and young people. This includes providing the space for our special schools to respond to developments in therapeutic approaches and to manage personalised equipment for children and young people.

There are currently 394 pupils attending schools outside of North Yorkshire. 62 attend other local authority special schools (45 of these pupils live in Selby), whilst 73 attend independent and non-maintained schools. A further 25 pupils attend Special Free Schools or Special Academies outside of North Yorkshire. This means these pupils are

often not being educated close to their home. It also puts more pressure on the budget, both for special school provision and for transport. The remainder of these pupils attend a range of establishments such as Further Education Colleges and other local authority mainstream schools.

Through this plan, we want to develop and improve further the good offer from our special schools to meet the needs of more North Yorkshire children and young people.

## Central SEND services from North Yorkshire County Council

In addition to the provision in localities and from special schools there is a centrally employed team of specialists who carry out the following functions:

- Input to the statutory assessment process
- Support to schools in meeting the needs of children and young people with SEND
- Delivering SEND training to schools and families
- Direct and indirect casework, teaching and Portage services for children with all SEND needs
- Specialist habilitation services for children and young people with sensory needs
- SEND consultancy to the Council as a whole.



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# 6. SEND in North Yorkshire

## – what you have told us

As we have developed this plan, we have listened carefully to the voice of parents and carers, young people with SEND, and a range of educational and other professionals across North Yorkshire. We made sure we have taken feedback from the different areas of the county and used the feedback to help us shape the proposals.

Overall, feedback from around 380 parents/ carers, children and young people and colleagues from across the county has informed the development of the plan. We have received

feedback through conversations, emails, online surveys, and face to face meetings and events. There have been specific pieces of work, such as the reviews by the ISOS Partnership organisation in 2016, engagement events on the four areas of need (social emotional and mental health , communication and interaction, cognition and learning and sensory and physical) and an informal consultation on draft proposals for the plan.

Some clear themes have emerged as shown in this diagram:





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## Importance of early intervention

Early intervention and the ability to respond to, and meet, young people's needs when they need it is essential. This should include identifying needs for children in the early years. Importantly, many parents and carers said that support should be well-planned with regular reviews to ensure it is still relevant to their child's needs as long as they need it. Parents and carers recognised and supported the link between early intervention and better outcomes for their children and young people.

*"Targeted intervention needs to start from pre-school to prevent the high needs issues presenting themselves later on where provision is difficult for certain children." Education Professional*

*"The strategy recognises the current inadequacies and by early identification of SEND children will get better outcomes." Parent/carer*

## Strengthen the voice of the parent/carer

The voice of parents and carers in shaping provision locally and for the county is essential. It is important that parents and carers are 'valued advocates' and are represented on locality groups to strengthen their voice in local decision making. Wherever possible parents and carers and professionals should engage in co-production to take forward proposals in the strategic plan.

Parents and carers were clear that the voices of parents in different localities must be heard to get a true picture of the needs of children, young people and families in each locality and to help develop provision for that area and across the county.

*"Parents and community based people must be on this panel to present a collective, community based voice. This is to ensure parents can offer their suggestions to steer the provision in the correct way. As this has not happened before. Parents are the experts on their own children and their routine." Parent/carer*

## Listening to children and young people

It was good to hear that many children and young people whose views we gathered felt positive about their education. Most were happy with their school.

Children and young people have told us that they like being treated with respect. They like teachers who are supportive and caring and want teachers to be aware of the difficulties some pupils have, so this is not seen as bad behaviour.

They worry about travelling to a different town or place away from their friends and about what is available for them for education and support after they are 16.

More needs to be done with employers so young people have more options for work experience and careers.

*"I enjoy it here at school and it's a nice place to be and our Headteacher is really nice and creative and he has enough time to say good morning to everyone." Young person*

*"What I am learning about now is helping me with my independence- travel training, going to the shops. I have been on a bus for the first ever time. I am doing things that are valuable for my life for the first time Sixth form student during ISOS review."*

*"Being close to home, close to my local area is important to me" Sixth form student during ISOS review.*

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## Local decision making and local provision

From the early work by the ISOS partnership through to informal consultation in 2017, there has been a clear message that the particular needs of each locality should be considered when developing the strategic plan. There has also been strong support for local decision making processes about provision in each area.

Another strong message has been that there should be provision for children and young people in their local area. Parents and carers in Selby, for example, have made clear the need for specialist provision in that area, as there is none at the moment. There are concerns about travel time and distance that some young people currently experience to attend their education provision. Parents and carers expressed their concerns about how this isolates their child, and themselves, from their own community and the ability to build friendships and networks. Education professionals agreed with these concerns.

*“Teams that can work together in the local area to support schools and children has to be a positive thing, each area of North Yorkshire has such an individual character that local knowledge and building up local links can only benefit the service.” Parent/carer*

*“The proposals for the development of locality hubs, which provide an increase in the level of locally based solutions, is a positive development.” Education professional*

## Meeting changing needs

Feedback has indicated that special educational needs of children and young people are changing, and becoming more complex. The two greatest areas of need are seen as SEMH and communication and interaction, particularly autism.

It is felt that the provision necessary to meet the needs of some children and young people is not available in North Yorkshire. Some parents and carers have suggested, for example, that their children and young people’s needs could be better met in a mainstream school, with the right level of support, but they are actually attending a special school.

*“.....with the new proposals it sounds like you have considered that not everyone fits neatly into a category and are willing to flex to better meet the needs of all children.” Parent/carer*

*“Proper work needs to be done to make sure that the children who really need to go to special school get there and then the places wouldn’t be so sought after.” Parent/carer*

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## Preparation for adulthood

Across the county there is a desire for better opportunities to support young people to prepare for adulthood. A further consistent message was to ensure young people have early planning in readiness for provision after they are 16, and that there is information about the options available. Post 16 and post 19 options and provision were highlighted as needing strengthening to provide a wider range of education and training opportunities for young people.

*“Very little provision in the post 14, post 16 and post 19 age group that ensures equal opportunities and options for pupils with SEND on a par with their non-SEND peers”. Parent/carer*

*“Concern about leaving education and the need for more support to get into apprenticeships /jobs...causing stress and lack of self-esteem...” Feedback from young people*

## Meaningful outcomes across education, health and care

Outcomes must be considered across education, health and care. Young people should be supported and encouraged to achieve the best outcomes they can, taking into account to their own ability and aspiration.

A clear message from across all parents, carers and colleagues was that outcomes in the strategic plan must be measurable to ensure they are meaningful, and to ensure the success of the plan can be monitored.

*“Outcomes should ensure ‘appropriate individual progress seen’ for each child From parent/carer event.”*

*“Thoughts from a parent/carer event... outcomes should be meaningful and measurable to ensure parents and carers can see the progress of their child.”*

## Need to ensure mainstream schools are equipped to meet needs

There is also a desire to ensure school staff are better equipped by being trained to support young people with SEND. The proposal to ensure staff are trained in evidence-based interventions was welcomed across the county, although there was less clarity on which interventions these should be. Parents/carers and educational professionals provided examples of a range of evidence-based approaches that had been used and had resulted in extremely positive outcomes.

There was a concern expressed by parents/carers and education professionals about the possible conflict of being able to effectively support more young people with SEND in mainstream schools versus the pressure for schools to achieve their required level of performance.

*“Mainstream was bad. I liked going to mainstream but they did not know what to do..I left and went to special school.” Young person*

*“Additional work in whole school SEND provision is also needed to change cultures and attitudes to SEND in mainstream schools as schools are under so much pressure to deliver and meet data targets and to deliver a curriculum that doesn’t suit a lot of young people.” Education professional*

## Clear accountability around funding decisions

Everyone involved in engagement and feedback has been extremely understanding of the financial position. There is recognition that provision needs to be delivered within the budget available. However, another consistent message was the need to have clear accountability for future funding arrangements under any new governance structures.

*“Without this reallocation of funding across North Yorkshire, the most deprived areas...will continue to be underfunded and as a result be unable to further develop support for students.” Education professional*

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# 7. SEND in North Yorkshire

## – what we are planning to do

There are three core areas which feed into the strategic plan as shown below:



The next sections provide more detail on these areas.

All of the information in these sections sets out what we are aiming to deliver through this plan. We will always make sure that the actions are financially responsible, and will delivering sustainable arrangements.

We are intending to consult on and deliver the proposals in these sections in two phases:

- Phase 1 (pages...to add) will cover the majority of the proposals in the plan, which should be delivered through existing resources across staffing, High Needs Budget and capital funding.

- Phase 2 (pages...to add) will cover proposals where additional capital or other funding is required, or where further work needs to be completed before more detailed consultation takes place.

Proposed dates for implementation and consultation can be found in the implementation plan in section 8.

The next section covers Phase 1.

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## Strategic Plan – Phase 1

### A. Ensuring a continuum of SEND provision across the county for children and young people aged 0-25.

This strategic plan will deliver support for children and young people with SEND across the continuum of universal, targeted and specialist provision. Please see page 11 for an explanation of the continuum.

The following sections set out our plans for the continuum of provision. Later in the plan there is information about what this means for each locality (pages to add).

#### Phase 1 - Universal provision

### A Skilled Workforce

We will

- Provide guidance on appropriate levels of continuous professional development (CPD) for school leaders and SEND and Inclusion staff
- Co-ordinate the development of a county wide directory of CPD opportunities for education staff offered by local authority, teaching alliances, MATs, the voluntary sector and health
- Reorganise central SEN support services to provide locality based multi-disciplinary team working closely with schools and CYPS to enhance early help and intervention (for further detail see page to add).
- Working with local area steering groups, map outreach requirements across localities and develop a revised model for funding and commissioning these

### Culture and Ethos

We will

- Reintroduce the Inclusion Quality Mark to quality assure inclusive practice across the county
- Clarify key contacts for settings, schools and colleges so they know who to contact to support them to meet the needs of children and young people with SEND.
- Establish a single point of contact via e-mail for professionals.
- Continue to provide information on evidence based interventions for schools to support children and young people with SEND, and support schools to use these. We will explore opportunities for working with academic and research organisations to evaluate and validate this work.
- Specifically promote and support the use of restorative approaches in schools across the primary and secondary age range. We will pilot these approaches with a small number of schools then develop them across the county.
- Work with schools to develop and implement a 'ladder of intervention' for children and young people with SEMH needs. We will then develop similar approaches for other areas of need.
- Work with schools and parents/ carers to refresh and relaunch the 'My Support Plan' to strengthen consistency of approach at SEN support.
- Continue to deliver SENCO network meetings and work with Local Area Steering groups and SENCOs to ensure these cover information relevant for each locality.

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**Information for parents and carers.**

We will establish and promote clear communication and information routes for parents and carers, including a SEND helpline, so they can get information easily.

**Post 16/19**

We will:

- Extend the SEND mainstream guidance to cover 16-25 and deliver training for Further Education (FE) providers so that they have access to the same supportive information as settings and schools.
- Recommend that FE providers identify a member of staff to take on a ‘SENCO’ role according to good practice and support them to do this.
- Provide support for those taking on the ‘SENCO’ role through the locality FE SEND Networks.
- Improve information we share with post 16 providers about the interests and abilities of young people from Year 11 by introducing a leaver preference process. This will tell us about young people’s preferences for future provision and we can work with providers to secure this.

- Include a higher level of specialist staffing to meet need and a therapeutic offer of support and intervention including speech and language therapy
- Prioritise the two greatest areas of need: Communication and Interaction (including autism) and SEMH
- Provide a small number of ‘flexible’ places at primary level to support the specific needs of identified groups of pupils who may require shorter term placements. ‘Flexible’ places would provide a quick response and short term placements to give pupils enhanced support to be included in mainstream school or to assist in identifying appropriate provision to meet the needs of pupils.

In Phase 1 we will:

- Initially commission this new model from current EMS schools
- Further develop our plan for commissioning additional targeted mainstream provision in localities across the county.
- Explore interest from schools who may wish to host targeted provision

**Alternative provision for primary pupils**

Numbers of permanent exclusions of primary age children are very low and the aspiration of North Yorkshire is to reduce this to zero and maintain that. By proposing to invest resources in locality outreach support, and increased numbers of in reach targeted school based provision, we expect that all primary children would have their needs met appropriately within local provision and that permanent exclusion would not be necessary in all but the most extreme circumstances. In the highly unlikely event a permanent exclusion is deemed necessary provision will be negotiated via the local inclusion steering group in line with the Fair Access Policy.

**Phase 1 - Targeted provision**



**Model for targeted mainstream provision**

We will begin to recommission a new targeted mainstream provision model with a greater emphasis on highly supported in-reach provision (based on places) for a small number of children. This will:

- Be small group provision, for both boys and girls, attached to mainstream schools
- Provide for primary and secondary pupils



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## Alternative provision for secondary students

As our plans for SEND provision are implemented, there should be little, if any, need for a young person to be permanently excluded from school. Our plans for alternative provision (AP) take this into account.

We will work with local area inclusion steering groups and secondary Headteachers to ensure that the investment of high needs funding for alternative provision is having an impact on reducing exclusions and improving outcomes for children.

We will submit an application for the national DfE AP Innovation Fund to support work to secure successful transition for young people in AP from Key Stage 4 to Key Stage 5 and implement the proposed actions if this bid is successful.

## Pupil Referral Services and Alternative provision (Ryedale and Whitby)

We will:

- Continue to commission pupil referral services (PRS) and alternative provision providers but the role of these provisions will change. We will strengthen their partnerships with schools in meeting the needs of children and young people who are at risk of exclusion
- Change the name of the PRS to reflect their change in role and to remove stigma attached to the current term
- No longer commission outreach provision from the PRS/AP into schools. We will expect local arrangements for this to be made through local area steering groups, which may include services commissioned from PRS/AP
- Commission a set number of places from these providers for the following purposes:
  - Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented
  - Flexible and preventative approaches

for pupils who may need some additional support. This will enable schools to use the places flexibly to meet the needs of their children who are potentially at risk of exclusion

- Agree a traded element of the PRS whereby schools pay an affordable contribution for flexible placements
- Strengthen the therapeutic offer for young people attending the PRS

We want to reform accountability for alternative provision so that school leaders are more empowered and accountable for local arrangements. We will therefore encourage secondary school heads to have greater involvement in the management committees for their local PRS/AP and to influence further development of the alternative provision model for the area, in partnership with the local area inclusion steering group.

## Alternative Provision Commissioned by schools

We will:

- Revise the local alternative provision directory for schools
- Establish a provider forum chaired by the local authority to provide advice and guidance to alternative providers operating in North Yorkshire and surrounding area
- Establish a forum for alternative provision with neighbouring local authorities to ensure illegal schools can be identified quickly
- Work closely with local area inclusion steering groups, schools, colleges, PRS and employers to develop a work based vocational alternative programme for 14+ years.

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## Education of children with medical needs

We will:

- Update and strengthen the guidance for schools about pupils with medical needs to clarify and emphasise the responsibilities of both the school and the local authority
- Develop and implement a clear pathway for pupils with medical needs. This will include guidance on referrals and who should make these. It will include a staged approach to meeting medical needs and how education provision should be provided at each stage. This will include work with health colleagues to revise the referral process for children with mental health needs where this is impacting on their ability to access education
- No longer commission home tuition for pupils with medical needs from the PRS/AP and will expect schools to deliver this responsibility instead.
- Facilitate the development of a partnership approach with reputable supply agencies which schools could use to provide home tuition if required
- Recommission the provision for children who are unable to access education due to mental health needs to ensure they have access to a strong agreed curriculum offer ( academic and social) and a full time entitlement to education
- Introduce a financial contribution from schools to support the education of children with medical needs who cannot access their curriculum offer but remain on their roll.
- Strengthen the current monitoring arrangements and establish a ‘virtual school’ for children and young people with medical needs to monitor and oversee provision and progress. This will be overseen by the lead for Sensory, Physical and Medical needs in the local authority.

## Phase 1 - Specialist provision

### Current special school provision

We will:

- Revise the designation of special schools and where appropriate encourage dual placements between mainstream and special schools to meet needs
- Increase the number of specialist places in North Yorkshire special schools to ensure that children requiring specialist places can be educated locally
- Implement the approved plan for year 1 of the Special Provision Capital Funding (see <https://www.northyorks.gov.uk/send-specialist-support-and-provision>) to increase special school places and improve facilities at Springwater School, Springhead School and The Dales School and to carry out a feasibility study at The Forest School.

### Additional specialist provision

We will:

- Commission places from the PRS for pupils in KS4 who have a EHCP whose needs can best be met in that provision. Places will be secured in each locality.

### Residential provision

We will:

- Strengthen local authority decision making processes across social care and education for children with EHCPs or undergoing statutory assessment who may require an extended day or residential curriculum
- Implement clear robust criteria to support the decision making on residential placement at North Yorkshire’s residential special schools – Brompton Hall and Welburn Hall. This will be alongside a new service specification detailing the additional outcomes expected specifically in relation to the residential element of each school.



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- Strengthen the monitoring of outcomes for children and young people receiving residential provision, including through the annual review process.

## **New special school provision**

We will:

- Submit a bid for a new special/AP free school in the Selby locality in line with requirements and timescales from the Department for Education
- Explore establishing satellite specialist provision in the Ripon area.

## **The offer from special schools**

We will:

- Expect special schools to develop and implement a clear offer of support to families of children and young people on their roll. This will include a team around the child approach, and an offer of training for parents/carers. Wherever possible it should also include an extended day offer (e.g. breakfast club/after school clubs) which could be purchased by parents/carers.
- Work with special schools to commission a minimum therapeutic offer for children and young people, including speech and language therapy and occupational therapy.

## **Preparing for adulthood**

We will:

- Implement the Preparing for Adulthood guide from year 7 to strengthen the involvement of young people in planning for their future and making choices.
- Make sure preparing for adulthood is considered in all young people's annual reviews and plans from year 7.
- Develop and implement a model for independent travel training working with schools, voluntary groups and parents in order to increase the number of young

people who can have travel training.

- Work through the Locality SEND FE Networks to continue to develop a range of education and training options for young people.
- Develop links between specialist and mainstream education providers to enable the sharing of expertise, promote better understanding of SEND and ensure educational progress remains a priority. This will support the development of the sixth form offer from special schools (see below).

## **Specialist provision**

We will:

- Review and develop the post 16 (sixth form) offer across all North Yorkshire maintained special schools to ensure that:
  - The offer promotes preparing for adulthood outcomes for all young people
  - There are clear links with the community, employers, FE providers and other organisations in the delivery of the curriculum.
  - The offer is flexible across learning and other activities making up the curriculum for each student. This includes the proposed length of courses and placements.
  - There are regular reviews of progress to ensure the curriculum offer is appropriate for each young person and to consider whether outcomes have been met.
  - The focus is always on meeting needs in the young person's community.

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## North Yorkshire County Council Adult Learning and Skills Service

We will:

- Redesign our learning offer across the whole of North Yorkshire to integrate life skills training, including developing independent living skills, access to leisure opportunities and volunteering and work-placement experience. A therapeutic offer will also be included.
- Increase the places on the personalised learning programme (PLP) by at least 20 places over the course of this plan.
- We will increase supported internships delivered by ALS by 50% year on year so that by the end of the programme 12 young people will be supported on internships
- We will improve the offer of entry level provision for young people by developing a new foundation learning programme able to accommodate 12 learners in two new locations.

## Supported internships

We will:

- Increase the number of supported internships in North Yorkshire. We plan to more than double these by 2020, to more than 60 internships.



In order to support the proposals for the continuum of need we will:

- Implement the approved plan for year 1 of the Special Provision Capital Funding (<https://www.northyorks.gov.uk/send-specialist-support-and-provision>).
- Consult on the proposals for using years 2 and 3 of the Special Provision Capital Funding during phase 1.
- Request Schools Condition Grant Capital funding for work to improve facilities and increase places by 25 at The Forest School.
- Explore additional options for securing capital funding to support the delivery of the strategic plan, including through the School Condition Grant.

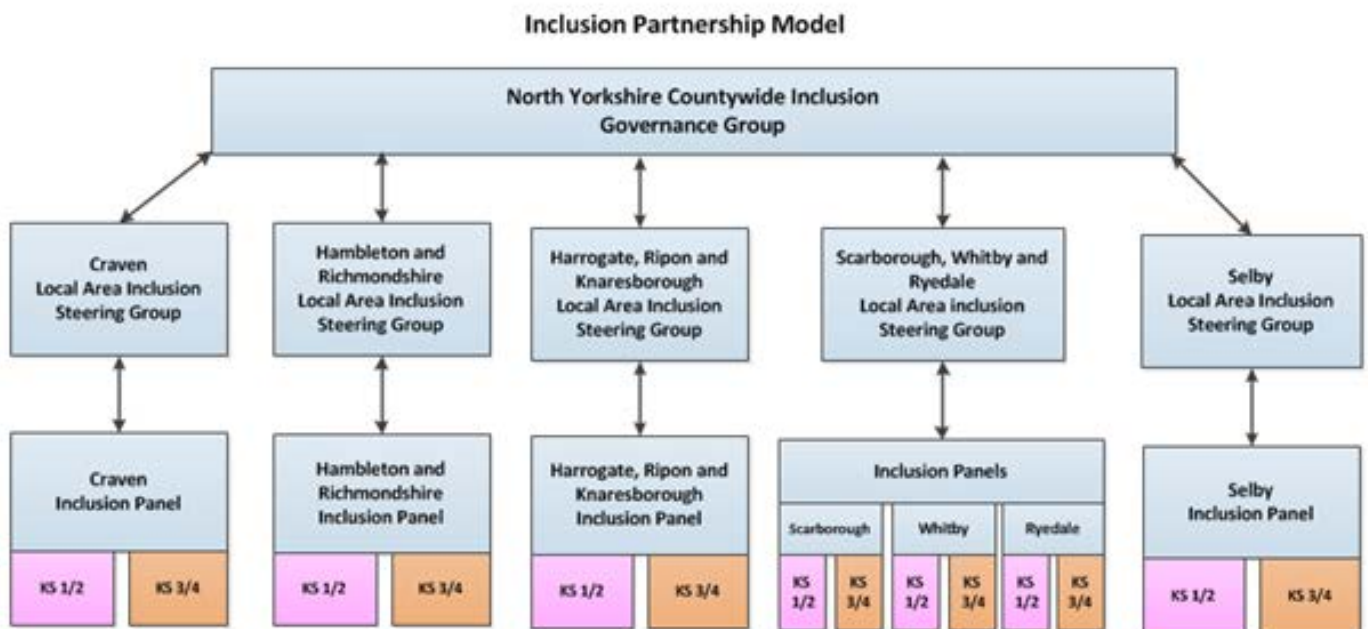
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## B. Robust and local governance, accountability, decision making and support

### The North Yorkshire Inclusion Partnership

North Yorkshire County Council has the strategic overview for children and young people with SEND in the county, and has a number of duties it must carry out. As noted in section 6, however, there has been strong support for local decision making processes for each area. We will therefore develop the North Yorkshire Inclusion Partnership which will include local decision making, as well as strengthening local accountability and responsibility for children and young people with SEND. The principles of this plan (see page 5) will underpin the work of this partnership.

The diagram below shows how we plan to organise the partnership.



### The County-wide inclusion governance group will:

- Make sure there is a strategic vision across North Yorkshire for county and local priorities
  - Check the progress being made to the outcomes in this strategic plan
  - Review this plan each year and make changes to it if they are needed
  - Check how all localities are making progress to agreed priorities and provide challenge and support where it is needed
  - Provide advice to help the Local Authority and Schools Forum make sure that financial resources are managed and distributed fairly across localities.
  - Look at information about children and young people with SEND to identify any trends, forecast need, make plans to make sure provision is right to meet needs
  - Share good practice across the county and between localities
  - Make sure the partnership knows about new national developments and changes in the law and the right action is taken
  - Review the provision across the continuum to ensure quality is high, outcomes are improved and value for money is achieved.
- The membership of this group will include local authority senior officers, Headteachers and representation from parents/carers.

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**The Local Area Inclusion Steering Groups** will:

- Develop a local area plan with schools, partners and LA which shows how the area will develop the support available to children and young people with SEND
- Adopt and promote the key principles of the SEND Strategic Plan and actively challenge practice that is not in line with them.
- Analyse key performance data and identify areas of strength and areas for improvement to help the development and review of the local area plan
- Identify area CPD needs in relation to SEND and coordinate this for the area.
- Identify and implement evidence based practices which support the strategic and local plans
- Commission services and develop the alternative provision offer to meet identified needs within the locality and reduce exclusion, with the aim of a ‘no-exclusion’ approach in the area.
- Ensure resources are used efficiently and fairly within the locality and within the available funding.
- Prepare and submit regular reports to the county wide SEND Governance Group.

The membership of these groups will include local authority officers, Headteachers and representation from parents/carers.

The **Local Area Inclusion Panels** will replace the current collaborative model across North Yorkshire. These panels will:

- Identify appropriate support packages for children and young people with SEND within their area
- Work to reduce the numbers of young people at risk of exclusion and poor attendance
- Monitor progress to key performance indicators such and report on these to the Local Area Steering Group
- Make timely decisions around the use of commissioned services and resources to support young people with SEND, for example ensuring access to specialist services for children with low incidence needs.
- Monitor and understand the profile of needs within the locality
- Ensure efficient and fair use of financial and physical resources
- Provide appropriate peer challenge to ensure decision making is robust
- Share good practice and develop capacity within schools to better meet identified SEND.

Membership of the Inclusion panels will include school senior leaders and local authority officers. We will expect members of the panel to act with delegated authority from their Head Teacher or Senior Manager to make decisions and take appropriate action during panel meetings.

We will develop clear terms of reference for each of the groups in the partnership and work with partners to set up the steering groups and inclusion panels in each locality.

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## Creation of SEND Multi-Disciplinary Locality based teams

To support local approaches and decision making, we will review and reshape provision from the local authority central SEND support services. We will:

- Create multi-disciplinary teams of specialist staff for each locality area.
- Make sure each team has an overall manager who will coordinate the work across the team.
- Strengthen joint working between local authority services (including services to support families) in each area to improve support to children, young people and families.

The locality based teams will:

- Be a local presence for service delivery.
- Provide an access point for children, young people, families and education providers, including an enquiry and referral point.
- Provide a minimum free core offer of support for children and young people with SEND at key points including transitions.
- Offer outreach to settings and schools in response to referrals. A core or traded offer will be made, based on agreed criteria. (see above and below), The focus will be on early intervention and transition points.
- Deliver early intervention advice and support so that the needs of children and young people can be identified and met as early as possible
- Use a key working approach to working with families
- Include a therapy offer (speech and language therapy and occupational therapy).
- Offer opportunities for education providers to purchase additional support above the minimum offer.
- Organise and coordinate the local SENCO network to make sure key central messages are communicated

and to respond to local priorities.

- Offer targeted group sessions and training for children and young people and parents/carers across all areas of needs, as part of the locality local offer.
- Provide targeted rapid response for crisis/urgent needs based on clear agreed criteria.

## C. Re-shaping the High Needs Budget

The High Needs Budget supports SEND provision. North Yorkshire receives £44.8 million for this budget. In order to deliver the strategic plan, we will carry out a review and reshaping of the systems and processes for allocating this budget in line with the actions in the plan. The review and reshaping of high needs funding will take place through engagement with education sector leaders through the North Yorkshire Schools Forum. The School Forum was established under the Education Act 2002 to provide schools with more involvement in the allocation of funding.

As part of this work we will:

- Reshape the High Needs Funding model to support the proposed continuum of needs, the SEND partnership approach and the locality teams.
- Create opportunities for local decision making on identified high needs funding through the Local Area Inclusion Steering Groups (see page to add).

The next section covers Phase 2.

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## Strategic Plan – Phase 2

This section gives an overview of broad proposals for phase 2 of the strategic plan. There will be further work on these proposals and a further formal consultation will be undertaken before these are implemented. Further information about timescales can be found on page (to add)

### A. Ensuring a continuum of SEND provision across the county for children and young people aged 0-25.

#### Phase 2 - Universal provision

##### Early years' provision

We will work with Early Years providers, parents/carers and health providers to develop and implement a multi-agency approach for identification, assessment and meeting the needs of children in the early years, from birth, over the whole continuum of needs.

We will explore options for developing the Area SENCO role to support early years settings in meeting needs.

The Government have capped the amount of DSG funding that be kept by the local authority to ensure delivery of Early Years services in the county. A review of Early Years services is underway in 2018 and so this part of the plan will be in phase 2.

#### Phase 2 - Targeted Provision

##### Model for targeted mainstream provision

We will:

- Commission additional targeted mainstream provision in localities across the county.
- Aim to create at least 250 places in total from provision commissioned in phases 1 and 2 however this number will reviewed as phase 1 of the plan is implemented.

#### Phase 2 – Specialist provision

##### New special school provision

In phase 1 we will submit a bid for a new special free school in the Selby locality. We hope that this will be successful. Should this not be the case we will explore other options for creating specialist provision in the Selby locality during phase 2.

We will:

- Implement proposals for years 2 and 3 of the Special Provision Capital Grant
- Continue to explore opportunities for securing additional capital funding to support the strategic plan.

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## What do our plans mean for each locality?

This section sets out what our plans over phase 1 and phase 2 will mean for each of the localities in the County. In addition to the information in each table we will continue to work with Headteachers to develop alternative provision offers specific to each local area, building on work during the development of this plan.

### Craven

	Phase 1	>> Phase 2
<b>Targeted mainstream provision</b>	During phase 1 and phase 2 we plan to establish: <ul style="list-style-type: none"> <li>1 primary nurture provision (SEMH)</li> <li>1 secondary nurture provision (SEMH)</li> <li>1 primary C &amp; I provision</li> <li>1 secondary autism provision</li> </ul>	
<b>Alternative provision</b>	We will commission from the PRS provision for: <ul style="list-style-type: none"> <li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li> <li>• Flexible and preventative approaches for pupils who may need some additional support</li> </ul>	
<b>Specialist provision</b>	We will commission additional places from Brooklands special school.  We will commission places for KS4 pupils with EHCPs from the PRS provision.	
<b>Governance, accountability and decision making</b>	We will establish a: <ul style="list-style-type: none"> <li>• Local area inclusion steering group</li> <li>• Local area inclusion panel</li> </ul>	
<b>Support</b>	We will establish a multi-disciplinary locality team	



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Hambleton/Richmondshire

	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	<p>During phase 1 and phase 2 we plan to establish:</p> <ul style="list-style-type: none"> <li>1 primary nurture provision (SEMH) in the Catterick garrison area</li> <li>1 primary nurture provision (SEMH) elsewhere in the area</li> <li>1 secondary nurture provision (SEMH)</li> <li>1 primary C &amp; I provision</li> <li>1 secondary autism provision</li> </ul>	
<b>Alternative provision</b>	<p>We will commission from the PRS provision for:</p> <ul style="list-style-type: none"> <li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li> <li>• Flexible and preventative approaches for pupils who may need some additional support</li> </ul>	
<b>Specialist provision</b>	<p>We will commission additional places from The Dales special school.</p> <p>We will implement the approved plans for work from the SPCF in the Dales school with an increase of at least 6 further places.</p> <p>We will commission places for KS4 pupils with EHCPs from the PRS provision.</p>	
<b>Governance, accountability and decision making</b>	<p>We will establish a:</p> <ul style="list-style-type: none"> <li>• Local area inclusion steering group</li> <li>• Local area inclusion panel</li> </ul>	
<b>Support</b>	<p>We will establish a multi-disciplinary locality team</p>	



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Arrow -

**Harrogate/Knaresborough/Ripon**

	<b>Phase 1</b> >>	<b>Phase 2</b>
<b>Targeted mainstream provision</b>	<p>During phase 1 and phase 2 we plan to establish:</p> <ul style="list-style-type: none"> <li>2 primary nurture provisions (SEMH)</li> <li>1 secondary nurture provision (SEMH)</li> <li>2 primary C &amp; I provisions</li> <li>1 secondary autism provision</li> </ul>	
<b>Alternative provision</b>	<p>We will commission from the PRS academy for:</p> <ul style="list-style-type: none"> <li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li> <li>• Flexible and preventative approaches for pupils who may need some additional support</li> </ul>	
<b>Specialist provision</b>	<p>We will commission additional places from Springwater and Forest Moor special schools.</p> <p>We will implement the approved plans for work from the SPCF in Springwater school.</p> <p>We will complete the feasibility study funded through SPCF for an increase of 25 places at The Forest School. Based on this study we will request Schools Condition Grant Capital funding for work to be completed.</p> <p>We will commission places for KS4 pupils with EHCPs from the PRS academy.</p> <p>We will explore establishing satellite specialist provision in the Ripon area.</p>	
<b>Governance, accountability and decision making</b>	<p>We will establish a:</p> <ul style="list-style-type: none"> <li>• Local area inclusion steering group</li> <li>• Local area inclusion panel</li> </ul>	
<b>Support</b>	<p>We will establish a multi-disciplinary locality team</p>	

Scarborough/Whitby/Ryedale

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	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	<p>During phase 1 and phase 2 we plan to establish:</p> <p><b>Scarborough</b></p> <ul style="list-style-type: none"> <li>1 primary nurture provision (SEMH)</li> <li>1 secondary nurture provision (SEMH)</li> <li>1 primary C &amp; I provision</li> <li>1 secondary autism provision</li> </ul> <p><b>Whitby</b></p> <ul style="list-style-type: none"> <li>1 primary nurture provision (SEMH)</li> <li>1 secondary nurture provision (SEMH)</li> <li>1 primary C&amp;I provision</li> <li>1 secondary Autism provision</li> </ul> <p><b>Ryedale</b></p> <ul style="list-style-type: none"> <li>1 primary nurture provision (SEMH)</li> <li>1 secondary nurture provision (SEMH)</li> <li>1 primary C&amp;I provision</li> </ul>	
<b>Alternative provision</b>	<p>We will commission from the PRS provision in Scarborough and the AP provision in Whitby and Ryedale for:</p> <ul style="list-style-type: none"> <li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li> <li>• Flexible and preventative approaches for pupils who may need some additional support</li> </ul>	
<b>Specialist provision</b>	<p>We will commission additional places from Springhead special school.</p> <p>We will implement the approved plans for work from the SPCF in Springhead school with an increase of at least 6 further places.</p> <p>We will strengthen local authority decision making processes for extended day or residential provision and implement clear robust criteria to support the decision making on residential placement at Brompton Hall and Welburn Hall. There will be a new service specification detailing the additional outcomes expected specifically in relation to the residential element of each school.</p> <p>We will remodel the offer at Welburn Hall sixth form in line with the development of sixth form provision in special schools across the county.</p> <p>We will commission an increased number of places from the Woodlands Academy.</p> <p>We will commission places for KS4 pupils with EHCPs from the PRS provision in Scarborough.</p>	
<b>Governance, accountability and decision making</b>	<p>We will establish a:</p> <ul style="list-style-type: none"> <li>• Local area inclusion steering group</li> </ul> <p>There will be separate inclusion panels for Scarborough, Whitby and Ryedale.</p>	
<b>Support</b>	<p>We will establish a multi-disciplinary locality team</p>	

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Selby

	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	During phase 1 and phase 2 we plan to establish: 1 primary nurture provision (SEMH) 1 secondary nurture provision (SEMH)  1 primary C & I provision 2 secondary Autism provisions	
<b>Alternative provision</b>	We will commission from the PRS provision for: <ul style="list-style-type: none"> <li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li> <li>• Flexible and preventative approaches for pupils who may need some additional support</li> </ul>	
<b>Specialist provision</b>	We will submit a bid for a new special/AP free school in the Selby locality in line with requirements and timescales from the Department for Education.	Should the free school bid not be successful we will explore other options for creating specialist provision in the Selby locality.
<b>Governance, accountability and decision making</b>	We will establish a: <ul style="list-style-type: none"> <li>• Local area inclusion steering group</li> <li>• Local area inclusion panel</li> </ul>	
<b>Support</b>	We will establish a multi-disciplinary locality team	

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# 8. SEND in North Yorkshire

## - when are we planning to do this?

This strategic plan will be implemented over at least five years, and will be reviewed each year and updated to make sure it is up to date and the actions are the right ones. The following table shows when we are planning to carry out the actions in the sections above.

### Proposed Implementation Plan

Key: Phase 1  Phase 2 

Action		Page	Academic Years				
			Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22	Year 5 22/23
<b>Universal</b>							
<b>A skilled workforce</b>	<b>We will:</b>						
	<ul style="list-style-type: none"> <li>Provide guidance on appropriate levels of continuous professional development (CPD) for school leaders and SEND and Inclusion staff.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Co-ordinate the development of a county wide directory of CPD opportunities for education staff.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Reorganise central SEN support services to provide locality based multi-disciplinary teams.</li> </ul>		◆	◆			
<b>Culture and ethos</b>	<ul style="list-style-type: none"> <li>Working with local area steering groups, map outreach requirements across localities and develop a revised model for funding and commissioning these.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>Reintroduce the Inclusion Quality Mark.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Clarify key contacts for setting, schools and colleges.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Establish a single point of contact via e-mail for professionals.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Continue to provide information on evidence based interventions for schools to support children and young people with SEND, and support schools to use these. Explore opportunities for working with academic and research organisations to evaluate and validate this work.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Promote and support the use of restorative approaches in schools.</li> <li>Pilot these approaches with a small number of schools then develop them across the county.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Develop and implement a 'ladder of intervention' for children and young people with SEMH needs. Develop similar approaches for other areas of need.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Refresh and relaunch the 'My Support Plan'.</li> </ul>		◆				
<ul style="list-style-type: none"> <li>Continue to deliver SENCO network meetings and work with Local Area Steering groups and SENCOs to ensure these cover information relevant for each locality.</li> </ul>		◆					

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Action		Page	Academic Years				
			Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22	Year 5 22/23
<b>Universal</b>							
<b>We will:</b>							
	<ul style="list-style-type: none"> <li>Improve information we share with post 16 providers about the interests and abilities of young people from Year 11 by introducing a leaver preference process to assist in securing future provision.</li> </ul>		◆	◆			
<b>Targeted</b>							
<b>Targeted mainstream provision</b>	<ul style="list-style-type: none"> <li>Begin to recommission a new targeted mainstream provision model emphasising in-reach provision:                             <ul style="list-style-type: none"> <li>Initially commission this from current Enhanced Mainstream Schools.</li> <li>Further develop our plan for commissioning additional targeted provision across the county.</li> <li>Explore interest from schools who may wish to host targeted provision.</li> </ul> </li> </ul>		◆	◆			
			◆				
			◆				
<b>Alternative provision for secondary students</b>	<ul style="list-style-type: none"> <li>Commission additional targeted mainstream provision in localities across the county.</li> </ul>			◆	◆	◆	
	<ul style="list-style-type: none"> <li>Work with local area steering groups and secondary Headteachers to ensure that the investment of funding for alternative provision reduces exclusions and improves outcomes for children.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Submit an application for DfE AP Innovation Funding focussing on transition between KS4 and KS5. Implement actions if this application is successful.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Continue to commission pupil referral services (PRS) and alternative provision providers with a changed role.</li> <li>Strengthen their partnerships with schools in meeting the needs of children and young people who are at risk of exclusion.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Change the name of the PRS.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>No longer commission outreach provision from the PRS/AP into schools. We will expect local arrangements for this to be made through local area steering groups.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>Commission a set number of places from these providers for specific purposes.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Agree a traded element of the PRS where schools contribute to flexible placements.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Strengthen the therapeutic offer for young people attending the PRS.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>Encourage secondary school heads to have greater involvement in the management committees for their PRS and to influence further development of the alternative provision model for the area.</li> </ul>		◆				
<b>Alternative provision commissioned by schools</b>	<ul style="list-style-type: none"> <li>Revise the local AP directory for schools.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Establish a provider forum chaired by the local authority to provide advice and guidance to alternative providers operating in North Yorkshire and surrounding area.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Establish a forum for alternative provision with neighbouring local authorities to ensure illegal schools can be identified quickly.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Develop a work based vocational alternative programme for 14+ years.</li> </ul>			◆			

Action		Page	Academic Years				
			Year 1	Year 2	Year 3	Year 4	Year 5
			18/19	19/20	20/21	21/22	22/23
<b>Universal</b>							
<b>We will:</b>							
<b>Education of children with medical needs</b>	<ul style="list-style-type: none"> <li>Update and strengthen the guidance for schools about pupils with medical needs.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Develop and implement a clear pathway for pupils with medical needs.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>No longer commission home tuition from the PRS and expect schools to deliver this responsibility instead.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>Facilitate the development of a partnership approach with reputable supply agencies which schools could use to provide home tuition if required.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>Recommission the provision for children who are unable to access education due to mental health needs.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>Introduce a financial contribution from schools to support the education of children with medical (mental health) needs who cannot access their curriculum offer but remain on their roll.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>Strengthen the current monitoring arrangements and establish a 'virtual school' for children and young people with medical needs.</li> </ul>		◆				
<b>Specialist</b>							
<b>Current special school provision</b>	<ul style="list-style-type: none"> <li>Revise the designation of special schools and where appropriate encourage dual placements between mainstream and special schools to meet needs.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Increase the number of specialist places in North Yorkshire special schools to ensure that children requiring specialist places can be educated locally.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Implement the approved plan for year 1 of the Special Provision Capital Funding.</li> </ul>		◆				
<b>Additional specialist provision</b>	<ul style="list-style-type: none"> <li>Commission places from the PRS in each locality for pupils in KS4 who have a EHCP whose needs can best be met in that provision.</li> </ul>		◆	◆			
<b>Residential provision</b>	<ul style="list-style-type: none"> <li>Strengthen local authority decision making processes across social care and education for children with EHCPs or undergoing statutory assessment who may require a residential or extended day curriculum.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Implement clear and robust criteria to support the decision making on residential placement in North Yorkshire's residential special schools.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Develop and implement a new service specification detailing the additional outcomes expected specifically in relation to the residential element of each school.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Strengthen the monitoring of outcomes for children and young people receiving residential provision, including through the annual review process.</li> </ul>		◆	◆			
<b>New special school provision</b>	<ul style="list-style-type: none"> <li>Submit a bid for a new special/AP free school in the Selby locality.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Should the Selby free school bid not be successful - explore other options for creating specialist provision in the Selby locality.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Explore establishing satellite specialist provision in the Ripon area.</li> </ul>		◆	◆			



Action		Page	Academic Years				
			Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22	Year 5 22/23
<b>Universal</b>							
<b>We will:</b>							
<b>The offer from special schools</b>	<ul style="list-style-type: none"> <li>Expect special schools to develop and implement a clear offer of support to families of children and young people on their roll.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Work with special schools to commission a minimum therapeutic offer for children and young people, including speech and language therapy and occupational therapy.</li> </ul>		◆	◆			
<b>Preparing for adulthood</b>	<ul style="list-style-type: none"> <li>Implement the Preparing for Adulthood guide from year 7</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Make sure preparing for adulthood is considered in all young people's annual reviews and plans from year 7.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Develop and implement a model for independent travel training.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Work through the Locality SEND FE Networks to continue to develop a range of education and training options for young people.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Develop links between specialist and mainstream education providers to enable the sharing of expertise, promote better understanding of SEND and ensure educational progress remains a priority.</li> </ul>		◆				
<b>Capital plans</b>							
<b>Special Provision Capital Funding</b>	<ul style="list-style-type: none"> <li>Implement the approved plan for year 1 of the Special Provision Capital Funding.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Consult on the proposals to use years 2 and 3 of the Special Provision Capital funding.</li> </ul>		◆				
<b>Wider capital funding</b>	<ul style="list-style-type: none"> <li>Implement years 2 and 3 of the Special Provision Capital Funding.</li> </ul>			◆	◆		
	<ul style="list-style-type: none"> <li>Request Schools Condition Grant capital funding for work at the Forest School.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Explore additional options for securing capital funding to support the delivery of the strategic plan, including through the Schools Condition Grant.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Continue to explore opportunities for securing additional capital funding.</li> </ul>				◆	◆	◆
<b>Governance / support</b>							
<b>SEND partnership model</b>	<ul style="list-style-type: none"> <li>Membership and terms of reference of groups.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Implementation of groups:                             <ul style="list-style-type: none"> <li>County level</li> </ul> </li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Local area inclusion steering groups</li> <li>Inclusion Panels</li> </ul>		◆	◆			
<b>Locality teams</b>	<ul style="list-style-type: none"> <li>Locality teams - establishment</li> </ul>			◆			
<b>High Needs Budget</b>	<ul style="list-style-type: none"> <li>Review and reshape the systems and processes for allocating the High Needs Budget, in line with the Strategic Plan.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Reshape the High Needs Budget model to support the proposed continuum of needs, the SEND partnership approach and the locality teams.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Create opportunities for local decision making on identified high needs funding through the Local Area Steering Groups</li> </ul>		◆	◆			
<b>Phased approach for Strategic Plan</b>							
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Implementation and ongoing review of Phase 1 proposals.</li> </ul>		◆	◆	◆		
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Formal consultation on detailed Phase 2 proposals.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Implementation and ongoing review of Phase 2 proposals.</li> </ul>			◆	◆	◆	◆



# 9. SEND in North Yorkshire – how will we know if things are getting better?

The county wide governance group and the local area steering groups will monitor the progress made to achieving the outcomes we have set for this strategic plan.

These are the measures we will use to do this:

<b>Overall outcomes</b>
<p><b>Improved educational, social, emotional and health outcomes for children and young people with SEND.</b></p> <ul style="list-style-type: none"> <li>• Improved progress and attainment data of children and young people with SEND</li> <li>• Increased attendance rates</li> <li>• Reduced levels of exclusion</li> <li>• Improved data from ‘Growing Up in North Yorkshire’ returns</li> <li>• Reduction in number of those at risk of exclusion</li> </ul>
<p><b>Increased parental confidence in the continuum of SEND provision in North Yorkshire.</b></p> <ul style="list-style-type: none"> <li>• Parent and carer feedback collected annually and through provider reviews is positive</li> <li>• Compliments and complaints analysis</li> <li>• More children maintained in mainstream provision</li> <li>• Increase in parental preference requests for NYCC provision</li> <li>• Reduced incidences of mediation and tribunal</li> <li>• Reduction in numbers of young people Electively Home Educated</li> </ul>
<b>Supporting outcomes</b>
<p><b>Early identification of SEND through high quality, robust assessment of children and young people’s needs.</b></p> <ul style="list-style-type: none"> <li>• Numbers of children with SEND support plans and EHCP’s are in line with national average</li> <li>• Increase in the number of children being supported in mainstream provision</li> <li>• Trends in those young people with specific diagnosis</li> </ul>
<p><b>More children and young people with SEND have sustained placements in local settings, schools and colleges that are judged good or outstanding by OFSTED.</b></p> <ul style="list-style-type: none"> <li>• Monitoring of OFSTED ratings</li> <li>• Reduction in Fixed and Permanent Exclusions</li> <li>• Reduction in the average distance travelled to access appropriate provision</li> <li>• Out of area placement reduced</li> </ul>
<p><b>All education providers are able to effectively support a range of special educational needs and disabilities.</b></p> <ul style="list-style-type: none"> <li>• Confidence survey of schools via SENCOs</li> <li>• Increased numbers of children having needs met within mainstream provision</li> <li>• Trends in demand for special school placements remains stable</li> </ul>
<p><b>Effective local area collaborative governance arrangements to ensure SEND provision meets local needs and partners are jointly accountable.</b></p> <ul style="list-style-type: none"> <li>• Return of Young People from PRS provision back into sustained mainstream education</li> <li>• Reduced rates of exclusion in all localities across North Yorkshire</li> <li>• Increased numbers of young people with SEND having their needs met locally</li> <li>• Reduced number of children on part time timetables and only when a medical need prevents full time attendance</li> <li>• Improved attendance of Children with SEND</li> <li>• Reduced numbers of parents requesting Elective Home Education</li> </ul>

## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm  
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If you would like this information in another language or format please ask us.

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## Appendix 2

### PROPOSED IMPLEMENTATION PLAN

Key:

	Phase 1
	Phase 2

	Action	Page	Academic Years				
			Year 1	Year 2	Year 3	Year 4	Year 5
			18/19	19/20	20/21	21/22	22/23
<b>Universal</b>							
<b>A skilled workforce</b>	<b>We will:</b>						
	<ul style="list-style-type: none"> <li>Provide guidance on appropriate levels of continuous professional development (CPD) for school leaders and SEND and Inclusion staff.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Co-ordinate the development of a county wide directory of CPD opportunities for education staff.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Reorganise central SEN support services to provide locality based multi-disciplinary teams.</li> </ul>		♦	♦			
<b>Culture and ethos</b>	Working with local area steering groups, map outreach requirements across localities and develop a revised model for funding and commissioning these.			♦			
	<ul style="list-style-type: none"> <li>Reintroduce the Inclusion Quality Mark.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Clarify key contacts for setting, schools and colleges.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Establish a single point of contact via e-mail for professionals.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Continue to provide information on evidence based interventions for schools to support children and young people with SEND, and support schools to use these. Explore opportunities for working with academic and research organisations to evaluate and validate this work.</li> </ul>		♦	♦			
	<ul style="list-style-type: none"> <li>Promote and support the use of restorative approaches in schools.</li> </ul>		♦	♦			
	<ul style="list-style-type: none"> <li>Pilot these approaches with a small number of schools then develop them across the county.</li> </ul>		♦	♦			
	<ul style="list-style-type: none"> <li>Develop and implement a 'ladder of intervention' for children and young people with SEMH needs. Develop similar approaches for other areas of need.</li> </ul>		♦	♦			
<b>Information for parents and carers</b>	<ul style="list-style-type: none"> <li>Refresh and relaunch the 'My Support Plan'.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Continue to deliver SENCO network meetings and work with Local Area Steering groups and SENCOs to ensure these cover information relevant for each locality.</li> </ul>		♦				
<b>Early years</b>	<ul style="list-style-type: none"> <li>Establish and promote clear communication and information routes for parents and carers, including a SEND helpline.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Develop and implement a multi-agency approach for identification, assessment and meeting the needs of children in the early years.</li> </ul>			♦	♦		
<b>Post 16 / 19</b>	<ul style="list-style-type: none"> <li>Explore options for developing area SENCO role.</li> </ul>			♦			
	<ul style="list-style-type: none"> <li>Extend the SEND mainstream guidance to cover 16-25 and deliver training for providers.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Recommend that Further Education (FE) providers identify a member of staff to take on a 'SENCO' role according to good practice and support them to do this.</li> </ul>		♦				
	<ul style="list-style-type: none"> <li>Provide support for those taking on the 'SENCO' role through the locality FE SEND Networks.</li> </ul>		♦	♦			

	<ul style="list-style-type: none"> <li>Improve information we share with post 16 providers about the interests and abilities of young people from Year 11 by introducing a leaver preference process to assist in securing future provision.</li> </ul>		♦	♦				
	<b>Targeted</b>							
<b>Targeted mainstream provision</b>	<ul style="list-style-type: none"> <li>Begin to recommission a new targeted mainstream provision model emphasising in-reach provision: <ul style="list-style-type: none"> <li>Initially commission this from current Enhanced Mainstream Schools.</li> <li>Further develop our plan for commissioning additional targeted provision across the county.</li> <li>Explore interest from schools who may wish to host targeted provision.</li> </ul> </li> </ul>		♦	♦				
			♦					
			♦					
	<ul style="list-style-type: none"> <li>Commission additional targeted mainstream provision in localities across the county.</li> </ul>			♦	♦	♦		
<b>Alternative provision for secondary students</b>	<ul style="list-style-type: none"> <li>Work with local area steering groups and secondary Headteachers to ensure that the investment of funding for alternative provision reduces exclusions and improves outcomes for children.</li> </ul>		♦	♦				
	<ul style="list-style-type: none"> <li>Submit an application for DfE AP Innovation Funding focussing on transition between KS4 and KS5. Implement actions if this application is successful.</li> </ul>		♦					
	<ul style="list-style-type: none"> <li>Continue to commission pupil referral services (PRS) and alternative provision providers with a changed role.</li> <li>Strengthen their partnerships with schools in meeting the needs of children and young people who are at risk of exclusion.</li> </ul>		♦	♦				
	<ul style="list-style-type: none"> <li>Change the name of the PRS.</li> </ul>		♦					
	<ul style="list-style-type: none"> <li>No longer commission outreach provision from the PRS/AP into schools. We will expect local arrangements for this to be made through local area steering groups.</li> </ul>			♦				
	<ul style="list-style-type: none"> <li>Commission a set number of places from these providers for specific purposes.</li> </ul>		♦					
	<ul style="list-style-type: none"> <li>Agree a traded element of the PRS where schools contribute to flexible placements.</li> </ul>		♦					
	<ul style="list-style-type: none"> <li>Strengthen the therapeutic offer for young people attending the PRS.</li> </ul>			♦				
	<ul style="list-style-type: none"> <li>Encourage secondary school heads to have greater involvement in the management committees for their PRS and to influence further development of the alternative provision model for the area.</li> </ul>		♦					
		<ul style="list-style-type: none"> <li>Revise the local AP directory for schools.</li> </ul>		♦				
<b>Alternative provision commissioned by schools</b>	<ul style="list-style-type: none"> <li>Establish a provider forum chaired by the local authority to provide advice and guidance to alternative providers operating in North Yorkshire and surrounding area.</li> </ul>		♦					
	<ul style="list-style-type: none"> <li>Establish a forum for alternative provision with neighbouring local authorities to ensure illegal schools can be identified quickly.</li> </ul>		♦					
	<ul style="list-style-type: none"> <li>Develop a work based vocational alternative programme for 14+ years.</li> </ul>			♦				
		<ul style="list-style-type: none"> <li>Update and strengthen the guidance for schools about pupils with medical needs.</li> </ul>		♦				
<b>Education of children with medical needs</b>	<ul style="list-style-type: none"> <li>Develop and implement a clear pathway for pupils with medical needs.</li> </ul>		♦					
	<ul style="list-style-type: none"> <li>No longer commission home tuition from the PRS and expect schools to deliver this responsibility instead.</li> </ul>			♦				
	<ul style="list-style-type: none"> <li>Facilitate the development of a partnership approach with reputable supply agencies which schools could use to provide home tuition if required.</li> </ul>			♦				

	<ul style="list-style-type: none"> <li>● Recommission the provision for children who are unable to access education due to mental health needs.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>● Introduce a financial contribution from schools to support the education of children with medical (mental health) needs who cannot access their curriculum offer but remain on their roll.</li> </ul>			◆			
	<ul style="list-style-type: none"> <li>● Strengthen the current monitoring arrangements and establish a 'virtual school' for children and young people with medical needs.</li> </ul>		◆				
	<b>Specialist</b>						
<b>Current special school provision</b>	<ul style="list-style-type: none"> <li>● Revise the designation of special schools and where appropriate encourage dual placements between mainstream and special schools to meet needs.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>● Increase the number of specialist places in North Yorkshire special schools to ensure that children requiring specialist places can be educated locally.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>● Implement the approved plan for year 1 of the Special Provision Capital Funding.</li> </ul>		◆				
<b>Additional specialist provision</b>	<ul style="list-style-type: none"> <li>● Commission places from the PRS in each locality for pupils in KS4 who have a EHCP whose needs can best be met in that provision.</li> </ul>		◆	◆			
<b>Residential provision</b>	<ul style="list-style-type: none"> <li>● Strengthen local authority decision making processes across social care and education for children with EHCPs or undergoing statutory assessment who may require a residential or extended day curriculum.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>● Implement clear and robust criteria to support the decision making on residential placement in North Yorkshire's residential special schools.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>● Develop and implement a new service specification detailing the additional outcomes expected specifically in relation to the residential element of each school.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>● Strengthen the monitoring of outcomes for children and young people receiving residential provision, including through the annual review process.</li> </ul>		◆	◆			
<b>New special school provision</b>	<ul style="list-style-type: none"> <li>● Submit a bid for a new special/AP free school in the Selby locality.</li> </ul>		◆				
	Should the Selby free school bid not be successful - explore other options for creating specialist provision in the Selby locality.		◆	◆			
	<ul style="list-style-type: none"> <li>● Explore establishing satellite specialist provision in the Ripon area.</li> </ul>		◆	◆			
<b>The offer from special schools</b>	<ul style="list-style-type: none"> <li>● Expect special schools to develop and implement a clear offer of support to families of children and young people on their roll.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>● Work with special schools to commission a minimum therapeutic offer for children and young people, including speech and language therapy and occupational therapy.</li> </ul>		◆	◆			
<b>Preparing for adulthood</b>	<ul style="list-style-type: none"> <li>● Implement the Preparing for Adulthood guide from year 7</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>● Make sure preparing for adulthood is considered in all young people's annual reviews and plans from year 7.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>● Develop and implement a model for independent travel training.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>● Work through the Locality SEND FE Networks to continue to develop a range of education and training options for young people.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>● Develop links between specialist and mainstream education providers to enable the sharing of expertise, promote better understanding of SEND and ensure educational progress remains a priority.</li> </ul>		◆				

	<b>Specialist provision</b>		◆	◆	◆		
	<ul style="list-style-type: none"> <li>Review and develop the post 16 (sixth form) offer across all North Yorkshire maintained special schools.</li> </ul>						
	<b>North Yorkshire County Council Adult Learning and Skills</b>		◆				
	<ul style="list-style-type: none"> <li>Redesign our learning offer across the whole of North Yorkshire. A therapeutic offer will be included.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Increase the places on the personalised learning programme (PLP) by at least 20 places.</li> </ul>				◆		
	<ul style="list-style-type: none"> <li>We will increase supported internships delivered by ALS by 50%.</li> </ul>			◆			
	<b>Supported internships</b>						
	<ul style="list-style-type: none"> <li>Increase the number of supported internships in North Yorkshire.</li> </ul>			◆			
<b>Capital plans</b>							
<b>Special Provision Capital Funding</b>	<ul style="list-style-type: none"> <li>Implement the approved plan for year 1 of the Special Provision Capital Funding.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Consult on the proposals to use years 2 and 3 of the Special Provision Capital funding.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Implement years 2 and 3 of the Special Provision Capital Funding.</li> </ul>			◆	◆		
<b>Wider capital funding</b>	<ul style="list-style-type: none"> <li>Request Schools Condition Grant capital funding for work at the Forest School.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Explore additional options for securing capital funding to support the delivery of the strategic plan, including through the Schools Condition Grant.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Continue to explore opportunities for securing additional capital funding.</li> </ul>				◆	◆	◆
<b>Governance / support</b>							
<b>SEND partnership model</b>	<ul style="list-style-type: none"> <li>Membership and terms of reference of groups.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Implementation of groups: <ul style="list-style-type: none"> <li>County level</li> </ul> </li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Local area inclusion steering groups</li> <li>Inclusion Panels</li> </ul>		◆	◆			
<b>Locality teams</b>	<ul style="list-style-type: none"> <li>Locality teams - establishment</li> </ul>			◆			
<b>High Needs Budget</b>	<ul style="list-style-type: none"> <li>Review and reshape the systems and processes for allocating the High Needs Budget, in line with the Strategic Plan.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Reshape the High Needs Budget model to support the proposed continuum of needs, the SEND partnership approach and the locality teams.</li> </ul>		◆	◆			
	<ul style="list-style-type: none"> <li>Create opportunities for local decision making on identified high needs funding through the Local Area Steering Groups</li> </ul>		◆	◆			
<b>Phased approach for Strategic Plan</b>							
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Implementation and ongoing review of Phase 1 proposals.</li> </ul>		◆	◆	◆		
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Formal consultation on detailed Phase 2 proposals.</li> </ul>		◆				
	<ul style="list-style-type: none"> <li>Implementation and ongoing review of Phase 2 proposals.</li> </ul>			◆	◆	◆	◆

## Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated May 2015)

### *Strategic Plan for SEND Educational Provision – May 2018*

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk).



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	Children and Young People's Service – NYCC Inclusion Service
Lead Officer and contact details	Jane Le Sage - Assistant Director – Inclusion
Names and roles of other people involved in carrying out the EIA	Jane Harvey - Senior Planning & Development Officer (SEND) Sarah Whorlton – 2020 Project Manager
How will you pay due regard? e.g. working group, individual officer	This project has been governed through a strategic Project Board and monitored through Children and Young People's Leadership Team.  All changes are going through the formal public consultation process and the EIA will be reviewed and finalised depending on the outcome of the consultation. Following this any



	changes to be made to SEND education. provision will be signed off by the Council's Executive in September 2018.
When did the due regard process start?	Project started May 2017 with ongoing informal engagement to March 2018. Public consultation commences 18 <sup>th</sup> May 2018

**Section 1. Please describe briefly what this EIA is about.** (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The local authority has a statutory responsibility, under the Children and Families Act 2014, to keep its special educational provision under review, to ensure sufficiency in placements to meet the needs of children and young people with Special Education Needs/Disabilities (SEND), working with parents/carers, young people and providers.

This review identified the need for a county wide strategic plan for SEND education provision for North Yorkshire. In this document we refer to this as the Strategic Plan.

This EIA considers the impact of the implementation of changes arising from the proposals which are being put forward in the Strategic Plan.

The overarching changes which NYCC is intending to go out to public consultation on is in relation to:

- **A revised continuum of special education provision for North Yorkshire for ages 0 - 25.**
- **Revised governance arrangements for SEND provision**
- **A review of and reshaping of High Needs Funding allocation and processes**

Full details outlining the rationale for proposed changes that the Strategic Plan will deliver can be viewed in the consultation document '**add title of document**' at the following link **<add consultation web page link>**.

**Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it?** (e.g. to save money, meet increased demand, do things in a better way.)

The proposals put forward are to ensure that the local authority can achieve its statutory responsibilities in relation to education provision for children and young people with SEND.

The changes aim to

- Ensure that children and young people with SEND have the best education possible and that as many as possible are educated within North Yorkshire;
- Ensure that North Yorkshire has a wider geographic spread of SEND provision and the capacity in place to deliver this;
- Ensure that available funding is used in the most efficient and effective way to meet children's needs.

The authority hopes to achieve;

- Improved outcomes for children and young people with SEND;
- The ability to meet increased demand for SEND provision;
- Increased numbers of young people being educated in North Yorkshire.

### **Section 3. What will change? What will be different for customers and/or staff?**

With regard to customers it is anticipated that any impact arising from changes to current provision will be mitigated by achieving better outcomes for individual young people with SEND.

The proposed revised governance arrangements for SEND provision will support local approaches meaning more decisions can be taken in individual localities, and for example may enable faster decision making, leading to earlier intervention. Proposals will also enable localities to identify training needs and provide peer support and challenge to better meet the needs of young people. Local approaches to governance would also enable parent/carer representation to ensure customer perspectives to be considered in relation to provision.

The proposed review and reshaping of High Needs Budget allocation and processes will ensure funding is allocated and used as effectively as possible. Proposed changes will ensure SEND education provision is delivered within the available budget.

The proposals outline a revised continuum of special education provision for North Yorkshire for ages 0 - 25. The continuum aims to ensure young people with SEND have the right support, at the right time, and in the right place. For example, by ensuring more of our young people can be educated in their local communities, this may reduce social isolation that some of our young people and their parents currently experience. To support the implementation there will be

- The introduction of a continuous professional development prospectus and identification of evidenced-based approaches to support a consistent offer across the county;
- An improved universal offer for children and young people with SEND to ensure as many North Yorkshire children and young people as possible can be educated in their local setting, school or other education provider;
- The introduction of more school-based targeted provision across the county to enable children and young people to be educated in their local community;
- Implementation of the approved actions for the Special Provision Capital Funding (<https://www.northyorks.gov.uk/send-specialist-support-and-provision>);
- The development of new specialist provision to meet need in more areas of the county.
- New county wide and local governance arrangements for SEND education provision;
- The establishment of locality multi-disciplinary teams of specialists to strengthen the local offer of support to education providers and families.

**Section 4. Involvement and consultation** (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

Involvement and consultation has been undertaken through a phase of informal engagement, followed by a formal consultation process.

#### **Development of proposals for the Strategic Plan - April 2017 – October 2017:**

Workshops dedicated to specific strands of SEND provision were facilitated across the county during April to October 2017. This was with the intention of enabling parents/carers and professionals to comment on current provision and to put forward ideas on how provision could be delivered more effectively both in their specific locality, but also across the county.

These strands of SEND provision are;

- Social Emotional and Mental Health (SEMH)
- Communication and Interaction (Speech Language and Communication Needs, and Autism)
- Cognition and Learning (C&L)
- Sensory, Physical and Medical (SPM).

Alongside this, with a view to building on information arising from the above engagement, a significant number of meetings were scheduled with key stakeholders who are intrinsic to delivering future provision. These meetings were used to share early feedback from localities, and to work with stakeholders to understand and shape ideas around future provision. These stakeholders included head teachers of special schools, Pupil Referral Services (PRS) and Enhanced Mainstream Schools (EMS). Updates and ongoing engagement has also taken place with the parent carer forum for North Yorkshire (NYPACT) along with information to be shared widely with parents and carers about events and/or ways to feedback and engage.

Use of a survey and feedback form have allowed those who were unable to attend events to provide feedback. Briefing papers were developed to update professional colleagues to share widely, and the NYCC SEND webpage has been updated and used as a central point for sharing updates and information about progress, events, next steps and timescales. The webpage also provided an email address to enable ongoing feedback throughout this phase of engagement.

Young people with SEND have also provided informal feedback through:

- A Flying High workshop, by answering some questions in relation to their experiences, of special education provision, but to also shape the questions for wider use with other young people with SEND;

Feedback from all the above engagement resulted in the development of some draft proposals for special educational provision across all strands of SEND which will inform the Strategic Plan.

#### **Informal engagement – November 2017 – March 2018**

During the next stage of the work a proposal document was shared, alongside some underlying principles to underpin culture and ethos across the county, and ambitions for future provision. Proposed priority outcomes for the Strategic Plan were also discussed. These align with statutory and strategic responsibilities that the LA and schools and settings must achieve.

The purpose of the further engagement was to build on the previous feedback, to provide an update on progress, and to inform of proposals being recommended to be included in the Strategic Plan. This was a further opportunity to be involved and provide feedback before formal consultation commenced in 2018.

This engagement included meetings and events with head teachers, parents and carers, young people with SEND, NYPACT, health colleagues, and governors across the county. A Snap survey was also developed and placed on the NYCC SEND webpage with a link to the same information being shared at events and meetings, and allow feedback on proposals.

#### **Formal consultation – May 18<sup>th</sup> – June 28<sup>th</sup> 2018**

- If Executive Members approve the proposals for consultation a public consultation is scheduled to take place from 18<sup>th</sup> May to 28<sup>th</sup> June 2018 for 6 weeks. An online survey will be available on the NYCC website with paper copies made available for those who require this. Easy Read versions can also be made available. Public engagement events in localities will also be held during the public consultation period and will include events in localities for parents/carers/groups, and for education and SEND health professionals.
- During this time we will also be using existing communication methods such as promoting the consultation and events through the council's e-red bag to schools, our Local Offer, NYPACT and a virtual reference group to disseminate information to parents and carers, our NYCC website, and corporate Facebook and Twitter accounts.
- Additional communication is also planned via a poster campaign in libraries and children's centres to raise awareness of the consultation and events for parents and carers.

**Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?**

Please explain briefly why this will be the result.

The Council receives around £44.8m million in high needs budget to deliver provision for children and young people with SEND. There is significant pressure on this budget as a result on the increase in numbers of children and young people with SEND and the demand for specialist placements. Currently the budget overspends by around £3 million.

The proposals in the strategic plan are designed to strengthen provision at universal and targeted levels, to reduce the number of children and young people needing specialist places, and to have a better offer within North Yorkshire. This should enable provision to be delivered within budget, therefore more efficiently, but also with better outcomes for children and young people.

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
Age	✓	✓		<p><b>Customer:</b> A revised continuum of special education provision for North Yorkshire for ages 0 – 25 will mean a strengthened offer across the age range.</p> <p>It is anticipated there would be no negative impact on specific age groups as a result of the project. However, for some young people of school age increased places for special education provision will provide more opportunity for children and young people to be educated in North Yorkshire/locally and improve outcomes.</p> <p>For young people aged 16-25 the plan will develop an improved offer of provision and preparing for adulthood opportunities.</p> <p>We will review this as the plan develops and through consultation to mitigate any adverse impact.</p> <p><b>Staff:</b> No identified impact.</p>
Disability		✓		<p><b>Customer:</b> For young people with a disability and special educational needs. A strengthened offer of special education provision which will aim to increase the number of children and young</p>

				<p>people educated in North Yorkshire and improved outcomes.</p> <p>Further work to identify specific impacts will be undertaken as the project progresses.</p> <p><b>Staff:</b> No identified impact.</p>
Sex (Gender)	✓	✓		<p><b>Customer:</b> Current provision will not be sufficient for young females with Social Emotional and Mental Health (SEMH) needs. Whilst it is anticipated there will no negative impact, proportionately there may be an improvement for more girls than boys with SEMH needs.</p> <p>Whilst it is anticipated there will no negative impact, as the SEND population of young people with an EHCP plan is higher amongst boys, proportionately there may be an improvement for more boys than girls.</p> <p>The current service is not targeted at or restricted to those of specific genders. This will remain the case for any new service arising from this project</p> <p><b>Staff:</b> No identified impact.</p>
Race	✓			<p><b>Customer:</b> It is anticipated there would be no identifiable impact on specific ethnic groups as a result of the project.</p> <p><b>Staff:</b> No identified impact.</p>
Gender reassignment	✓			<p><b>Customer:</b> It is anticipated there would be no identifiable impact in relation to gender reassignment as a result of the project.</p> <p><b>Staff:</b> No identified impact.</p>
Sexual orientation	✓			<p><b>Customer:</b> It is anticipated there would be no identifiable impact in relation to sexual orientation as a result of the project.</p> <p><b>Staff:</b> No identified impact.</p>
Religion or belief	✓			<p><b>Customer:</b> It is anticipated there would be no identifiable impact on specific religious groups or beliefs as a result of the project.</p> <p><b>Staff:</b></p>

				No identified impact.
Pregnancy or maternity	✓			<b>Customer:</b> It is anticipated there would be no identifiable impact as a result of the project.
	✓			<b>Staff:</b> No identified impact.
Marriage or civil partnership	✓			<b>Customer:</b> It is anticipated there would be no identifiable impact as a result of the project.
	✓			<b>Staff:</b> No identified impact.

<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
..live in a rural area?		✓		<b>Customer:</b> At this early stage it is not possible to identify specific impacts on people who use the services, carers or staff, as proposals are still being formulated.  There may however be a beneficial impact on those living in rural areas if more local places are created. Further work will be undertaken to identify the demographics and any potential impacts for those who live in rural locations, as part of the work on the wider strategic plan.
	✓			<b>Staff:</b> No identified impact.
...have a low income?	✓			<b>Customer:</b> No identified impact.
	✓			<b>Staff:</b> No identified impact.

<p><b>Section 8. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.</b></p> <p>It is anticipated any changes to the current services will impact more on the following: Young people with special educational needs and disabilities</p> <p>These groups are more likely to find change challenging if changes are made to current services they will need support to make the transition.</p> <p>Further work will be undertaken, once proposals have been through the decision making process.</p>
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<p><b>Section 9. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an</b></p>	<p><b>Tick option</b></p>
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anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	<b>chosen</b>
<b>1. No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	✓
<b>2. Adverse impact - adjust the proposal</b> - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
<b>3. Adverse impact - continue the proposal</b> - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
<b>4. Actual or potential unlawful discrimination - stop and remove the proposal –</b> The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)	
Actual impact will not be known until consultation and decision on proposals is made. During the consultation and decision making process there will be ongoing consideration to any equality impacts that arise, and how these can be mitigated.	

**Section 10. If the proposal is to be implemented how will you find out how it is really affecting people?** (How will you monitor and review the changes?)

A decision on monitoring and review requirements will be taken once a decision on proposals is made as clear and measurable outcomes to be monitored will be agreed through consultation.

If proposals are approved we will monitor and review via:

- A monthly SEND Strategic Plan Project Board to discuss issues, resources and provide direction and resolution.
- Reviews through a new county wide multi-disciplinary 0-25 SEND strategic partnership (frequency to be determined).
- An annual review of the Strategic Plan for SEND Provision to understand the impact on provision, finances, the service and lessons learned. This review will also monitor progress toward achieving the agreed outcomes, and include feedback from professionals and service users on the success of the new working arrangements. The plan will be amended accordingly.

**Section 11. Action plan.** List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements
Formal consultation	Jane Le Sage	28 <sup>th</sup> June 2018		Through the Project Board.
Publication of Strategic Plan	Jane Le Sage	October 2018		Through the Project Board.
Review of Strategic Plan	Jane Le Sage	October 2019		Through the Project Board.



**Section 12. Summary** Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

This section will be updated during and following consultation to ensure any unidentified impacts can be considered.

**Section 13. Sign off section**

This full EIA was completed by:

**Name: Sarah Whorlton**  
**Job title: Project Manager**  
**Directorate: Technology and Change**  
**Signature: S. Whorlton**

**Name: Jane Harvey**  
**Job title: Strategic Planning and Development Officer**  
**Directorate: Children and Young People's Service**  
**Signature: J. Harvey**

**Completion date: 09.04.18**

**Authorised by relevant Assistant Director (signature):**

J Le Sage

**Date: To be added**

### **Timeline for Strategic Plan for SEND Provision**

<b>Date</b>	<b>Route</b>	<b>Purpose</b>
12 <sup>th</sup> April	CYPLT	For agreement of proposals and plan for consultation
24 <sup>th</sup> April	CYPS Executive Members	For approval of draft proposals and clearance to consult
15 <sup>th</sup> May	Scrutiny	To check proposals are fit for purpose, understand impact, and ensure are consistent with strategic objectives
18 <sup>th</sup> May – 28 <sup>th</sup> June	Consultation	Formal consultation period (6 weeks)
Between 13 <sup>th</sup> – 26 <sup>th</sup> June	Scrutiny	For a definitive, overall view on the proposals
9 <sup>th</sup> or 16 <sup>th</sup> August	CYPLT	To update on consultation outcomes and for agreement of Strategic Plan
21 <sup>st</sup> August	CYPS Executive Members	To brief prior to The Executive meeting on 4 <sup>th</sup> September
4 <sup>th</sup> September	The Executive	For agreement of Strategic Plan and to gain approval to implement
Sept – Oct Half Term		Publication of Strategic Plan