

Public Document Pack

North Yorkshire County Council Children and Young Peoples Service - Executive Members & Corporate Director Meetings

Tuesday, 5 October 2021 / 1.00 pm

A G E N D A

1 **Apologies for Absence**

2 **Declarations of Interest**

Items for Executive Member decision

- 3 Residential provision for children and young people with SEND (Pages 3 - 22) Presenting Officer Chris Reynolds

To approve proposed consultation on recommended options for residential provision at Welburn Hall School

- 4 Local Area Special Educational Needs & Disabilities Strategy (Pages 23 - 52) (Pages 23 - 52) Presenting Officer Chris Reynolds

To approve consultation with key stakeholders on the Local Area SEND strategy 2022-25.

Items for Corporate Director decision

None for this meeting

Any Other Business

- 5 Date of future formal meetings

3 November 2021
23 November 2021
7 December 2021

Circulation:

Executive Members

Janet Sanderson
Patrick Mulligan

Officer attendees

Stuart Carlton
Howard Emmett
M Sadler

Presenting Officers

Chris Reynolds

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**North Yorkshire County Council
Corporate Director's meeting with Executive Members
5th October 2021**

Review of SEND residential provision – Welburn Hall School

1.0 Purpose of report

1.1 The purpose of this report is to:

- inform Executive Members of the findings of the review and the recommended proposal for the future of residential provision at Welburn Hall school
- seek approval from Executive Members for public consultation on the recommended option

2.0 Executive Summary

- 2.1 As part of the statutory responsibilities of the LA to keep it's special educational provision under review and to ensure that the needs of children and young people with SEND are suitably assessed and that needs are met a review of residential provision for ASD / LD was undertaken.
- 2.2 Welburn Hall is one of two maintained special schools in North Yorkshire which offer 4 night per week residential provision. It provides day and residential provision for children and young people aged 8 – 19 with a range of learning and communication based needs including Autism Spectrum Condition (ASC), Speech, Language and Communication Needs, Moderate and Severe Learning Difficulties.
- 2.3 Currently the residential aspect of the school is part of the 6th form curriculum offer to promote independence skills and preparation for adulthood. The last 3 years have seen a gradual decline in demand for residential placements, from 29 to 24. However, the forecast for the next 3 years, with placements based on assessed care and educational needs, indicates a sharp decrease which will have significant implications for the viability of the school budget. The school has been supported by a local authority efficiency review but it considers that significantly improving its financial outlook is dependent upon resolving the financing of the residential provision and that a continuation of the existing model of residential provision would be unsustainable.
- 2.4 An analysis of independent and out of county residential placements was undertaken. These account for almost a third of all residential placements at a cost of £4,673,943 per annum (Nov 2020) and are funded from High Needs Block for educational needs and from Children and Adult Social Care for the care elements. Further pressure continues to develop within this budget due to the volume of children with SEND increasing. Children and young people in these placements typically have very complex care needs.
- 2.5 A group of cases were identified where the children and young people have been assessed as having primary needs which are aligned with Welburn's designation. At the point of needing a residential placement to meet assessed needs each of these pupils was under 14 and was ultimately placed in out of county or independent setting as a result of the Welburn residential offer being a 4 night, post 16 developing independence offer which was unable to address the provision identified in the EHCPs. In addition, the majority of the young people required 38 week, full term boarding as a result of their care needs. The average cost per pupil for placement is £186,958. The information gathered from this study of cases was used to identify what a residential offer would need to look like in order to be likely to meet the assessed needs of pupils with a similar profile.
- 2.6 Consideration was made of both continuing the current residential offer at Welburn Hall and ceasing residential provision at the school. The benefits and risks of these options are outlined within this report. An alternative residential offer has been suggested and is the option that is recommended to move forward to consultation in order to gather feedback from all stakeholders. Option 3 outlines the proposal to extend

Welburn Hall's residential provision to accommodate pupils from across its age range (8-19), with needs currently within its designation of SLCN and LD. It also proposes to extend the residential offer for up to 7 nights per week term time boarding where assessed care needs require this. It is suggested that 4 years would be needed to transition fully to this model as the final cohort based on the current post 16 offer completes their course whilst commissioning for the new profile is managed gradually in line with this. As a result of this proposed offer benefits would include more young people with these needs being able to be educated and grow up in their local area and a decrease in demand for high cost independent and out of county residential placements.

2.7 The provisional financial analysis which has been undertaken for option 3 suggests that there is the potential for significant savings to the LA in the region of £450 – 650k. Further collaborative work with the school is required to validate and review this analysis. The financial analysis also highlights that the school budget is highly likely to experience significant turbulence during the transition from current to proposed model and the LA will need to work with the school to mitigate this.

2.8 It is therefore requested that approval be given to undertake formal consultation on option 3 outlined within this report.

3.0 Issues and Background

3.1 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).

3.2 Under the same Act the local authority also has responsibility for ensuring that the needs of children and young people with SEND are suitably assessed and that needs are met.

3.3 This review has been undertaken with a specific focus on the key lines of enquiry described below:

- The context of nationally recognised best practice and published research findings
- Alignment with North Yorkshire County Council's vision for children in terms of care and educational provision
- Trends in the need for residential provision across the county over the past 3 years and trends moving into the future
- Rationale and decision making for the placing of children in residential provision
- Quality of the offer
- Outcomes for children and young people
- The voice of children and young people and their families at the point of assessment and in reviews
- Analysis and consideration of the possible implications of any changes to residential provision involving cross directorate input from across Children's and Health and Adult Social Care.

3.4 National context

3.5 In 2017 Dame Lenehan was commissioned by the government to undertake a review of residential special schools with a subsequent report published in November 2017. "Good Intentions. Good Enough? A review of the outcomes of children and young people in residential special schools and colleges." [DfE independent report template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644442/dame-lenehan-report-2017.pdf)

3.6 In particular, the report concluded that many of the children and young people currently in residential special schools and colleges could be educated in their local communities if better support was available. The report recommended that local authorities should, in future, work more closely with parents, clinical

commissioning groups and all providers to develop a range of flexible, local solutions for these children and young people.

- 3.7** According to data published in national statistics for schools, pupils and their characteristics and for special educational needs demand for residential placements in special schools has dropped significantly over the last 5 years despite a national 24% increase in EHCPs being issued. For links to data sets see Appendix 1.

Whilst the number of residential special schools has dropped by 20% the data also shows an even more significant decline in the volume of places by 29%.

Census date	Total boarding special schools	Total number of boarding students	Total pupils with EHCP or statements in England
Jan 2016	223	5255	236,805
Jan 2017	210	4850	242,185
Jan 2018	206	4660	253,680
Jan 2019	189	4033	271,165
Jan 2020	178	3755	294,800
Jan 2016 – Jan 2020 Difference	-20.18%	-28.54%	24%

- 3.8** When looking at LAs which are statistical neighbours to North Yorkshire, as defined by [Local authority interactive tool \(LAIT\) - GOV.UK \(www.gov.uk\)](#) there is no correlation between a decline in the number of LA maintained residential special schools and an increase in independent residential special schools. The table below illustrates this with figures for North Yorkshire and top 10 statistical neighbours:

Census date	academy boarder school	Community special border schools	State funded boarder students	Other independent boarder special schools	Other independent special school boarders	Non-maintained special boarder schools	Non-maintained boarder students	Total boarding special schools	Total boarding students at special schools
Jan 2016	6	9	475	11	250	6	330	32	805
Jan 2017	6	9	485	12	250	5	320	32	805
Jan 2018	6	9	475	13	280	5	315	33	790
Jan 2019	6	8	393	9	211	4	279	27	672
Jan 2020	6	7	375	10	235	3	270	26	645
Jan 16- Jan 20 difference	0	-22.22%	-21.05%	-9.09%	-15	-50%	-60	-18.75%	-160

For links to national statistics data source see Appendix 1.

3.9 North Yorkshire Context

- 3.10** North Yorkshire County Council embraces the vision that all children and young people with SEND in North Yorkshire should:

- Have the best educational opportunities so that they achieve the best outcomes.
- 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.
- Make progress with learning, have good social and emotional health, and to prepare them for a fulfilling adult life.
- Wherever possible live with their family or within a family environment

3.11 There are two maintained special schools in North Yorkshire which offer residential (4 night) provision. Both of the schools are within the Scarborough, Whitby, Ryedale locality.

- Brompton Hall provides extended day and residential provision for boys with SEMH needs across ages 8 -16.
- Welburn Hall provides day and residential provision for children and young people aged 8 – 19. They support a range of learning and communication based needs including Autism Spectrum Condition (ASC), Speech, Language and Communication Needs, Moderate and severe Learning Difficulties.

3.12 Within current funding arrangements £18,978 per annum is paid for each 4-night residential placement with £2,421 contextual funding, this is in addition to £10,000 base funding and each child’s element 3 top up funding (average of £7,286) to give an average total cost of £38,685 per residential placement. The rates for the residential elements of the funding are consistent across both Brompton Hall and Welburn Hall. For the academic year 2020/21, Welburn Hall received £311,651 for the residential element of funding (excluding contextual, base and E3 funding). Under the current arrangements the funding for commissioned places is provided solely from the High Needs Block Budget. Funding for bespoke health or social care provision for individuals who need it is agreed on an individual basis with those service areas.

3.13 In addition to the 53 residential places commissioned from the two maintained schools a further 25 young people have residential placement in either an independent or out of county setting.

4.0 Welburn Hall

4.1 Welburn Hall currently has 70 places including 24 children who access a 4 night boarding offer during term time. Currently the residential aspect of the school is part of the 6th form curriculum offer to promote independence skills and preparation for adulthood. The last 2 years have seen a slight drop in the number of residential placements, as shown below.

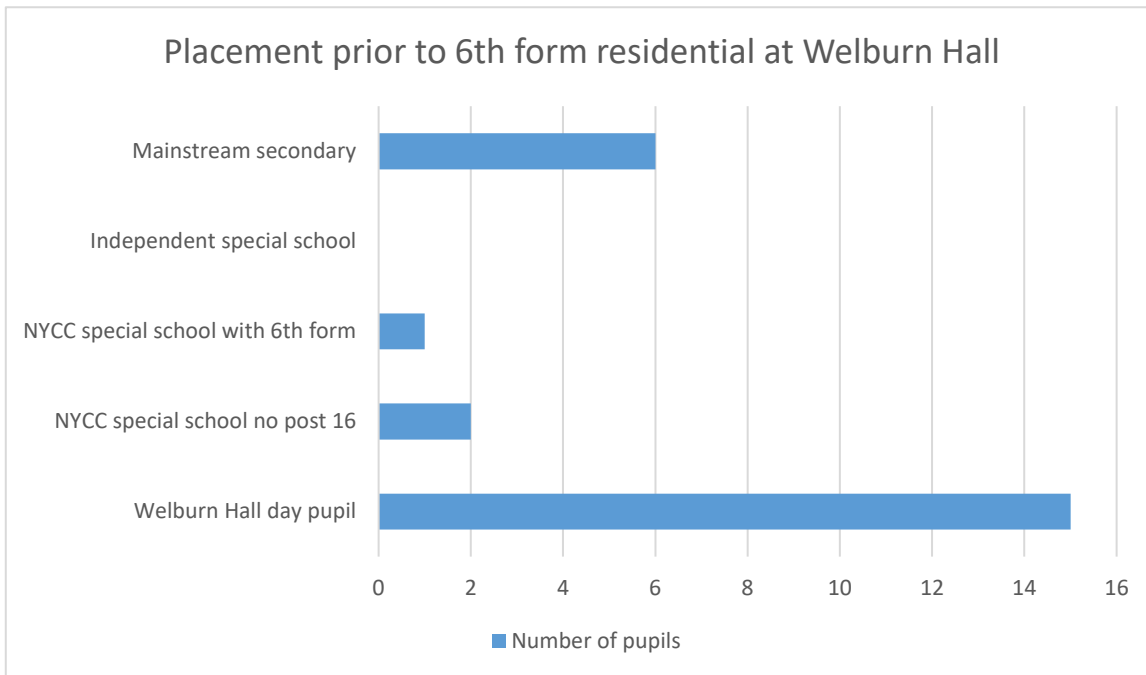
Welburn Hall School				
	2017/18	2018/19	2019/20	2020/21
Residential places	29	28	21	24

4.2 However, the forecast for the next 3 years, with decisions about residential placement being based on assessed care and educational needs, suggests a sharp decline in demand. The forecasted numbers can be seen in the table below

Welburn Hall School			
	2021 / 22	2022 / 23	2023 / 24
Residential places post 16	14	11	6

4.3 This has significant implications in terms of the viability of the school budget. Welburn Hall has accumulated a significant financial deficit – currently standing at £783k (as at March 21) and forecast to increase to circa £1.5 million by March 26, assuming no changes are made to the residential operation and reflecting that the residential offer does not currently break even from the school’s perspective. The school was supported by a local authority efficiency review in November / December 2020. The school has responded positively to this exercise, but it considers that significantly improving its financial outlook is dependent upon resolving the financing of the residential provision and that a continuation of the existing model of residential provision would be unsustainable.

- 4.4** The school has been rated Good both for education and the residential provision during Ofsted monitoring inspections in February, May and November 2020. The most recent summary noted that “The school has sustained good progress and meets all the national minimum standards for residential schools.” (see Appendix 2)
- 4.5** The majority of children who access the 6th form residential provision, transition from Year 11 with a small number of children (average 12% per year) moving in from other schools. From the 24 cases examined for this review 15 had continued from Year 11 at Welburn Hall, 3 young people had transferred from another North Yorkshire maintained special school and 6 young people had transferred from secondary mainstream placements.



- 4.6** In only a small minority of the cases examined were care needs evidenced within the EHCP which required residential provision to meet these needs. In all of the cases studied students entering residential provision at post 16 had transferred from day placements pre 16, mostly from within Welburn Hall (see 5.3 above).
- 4.7** Of students placed residentially at Welburn in the last 3 years 79% are from the local Scarborough, Whitby, Ryedale area. Only 2 pupils placed residentially in the past 3 years were living outside this area and too far away to attend on a day only basis according to national travel guidance.
- 4.8** Other maintained special schools in North Yorkshire which have 6th Form provision deliver their preparing for adulthood curriculum during their core day offer. When comparing outcomes for the pupils taking up a residential 6th form offer against the day offers in the other special schools by looking at destinations, the small numbers of the cohorts means there are no identifiable trends in the data.
- 4.9** An analysis of post 16 destinations of pupils from North Yorkshire’s maintained special schools with day placements for 6th form provision over the past 3 years shows that only 1 pupil moved to a residential placement at Welburn and 1 additional pupil moved to an independent residential placement. This suggests that, in the large majority of cases, if educational or care needs requiring residential provision has not been identified pre 16 it is unlikely to become an assessed need at the point of transition to post 16 education.
- 4.10** An examination of post 19 destinations over the last 4 years for residential young people at Welburn Hall School shows that whilst the majority of individuals move into placements requiring the continuation of their EHCPs only a small minority continue needing a residential element. In the table below these are shown under the heading ‘specialist post-16 institution’. These figures are in line with the case study investigation

which saw specific care requirements for residential provision identified in 21% of the EHCPs as outlined in 5.4 above. This further supports the supposition that only a small number of pupils have a residential placement for assessed needs and that in these cases the care needs are such that it is known that the young people will move into being supported by adult services.

	FE	PLP	Supported internship	Specialist post-16 institution	Ceased EHCP
	%	%	%	%	%
July 2017	14%	71%	14%	0%	0%
July 2018	15%	8%	23%	31%	23%
July 2019	50%	33%	0%	17%	0%
July 2020	25%	0%	25%	50%	0%
Total	23%	27%	17%	23%	10%

- 4.11** An analysis of parent and young people’s views at the point of transition to the residential provision over the last 3 years indicates that in 30% of case studies parents and carers had been keen for their young people to take up the boarding offer in order to develop a greater degree of independence from themselves. However, the young people’s voices were not always so obvious; whilst it was recorded that 25% said they were looking forward to living away from home a small minority (14%) noted that they were anxious about such a move.

5.0 Analysis

- 5.1** Independent and out of county placements account for almost a third of all residential placements which at the point of the start of this review (November 2020) was costing £4,673,943. These costs are funded from High Needs Block for educational needs and from Children and Adult Social Care for the care elements. Further pressure continues to develop within this budget due to the volume of children with SEND increasing.

- 5.2** Children and young people in independent and out of county placements typically have very complex care needs. Almost half of the placements are 52 week full time placements (11 / 25). The individual placement costs for both the High Needs Block and partners in social care and health are significant as shown below. (Figures from start of review November 2020)

	Total per annum	Average per annum, per placement
Cost	£4,673,943	£186,958
SEND high needs block	£1,693,805	£67,752
Children’s social care (contribution to 15 placements)	£1,883,456	£125,564
HAS (contribution to 4 placements)	£428,354	£107,089
CCG (contribution to 11 placements)	£588,328	£53,484

- 5.3** Senior Inclusion officers undertook an analysis of the pupils who are currently in independent or out of county placements and identified a group of cases where the children and young people have been assessed as having primary needs which are aligned with Welburn’s designation.

- 5.4** These cases were reviewed to understand why the maintained residential offer at Welburn was not able to meet assessed needs resulting in these placements.

- 5.5** In each of these cases the young person's care needs were a key factor in deciding that residential provision was most appropriate placement to meet needs; they had all been accessing respite services with increasing number of days being allocated to support families.
- 5.6** The assessed needs of this cohort meant that, at a minimum, a 38 week full term boarding offer was required alongside a range of therapeutic provision personalised to each individual but with core input from occupational therapists and speech and language therapists.
- 5.7** At the point of needing a residential placement to meet assessed needs each of these pupils was also under 14 and were ultimately placed in out of county or independent settings as a result of the Welburn residential offer being a 4 night, post 16 developing independence offer which was unable to address the provision identified in the EHCPs.
- 5.8** From 2016 to July 2020 the children identified entered residential placements at the rate of 1 per annum (at an average cost of £186,958 as seen in 5.2). Conversations with officers in Disabled Children's Service have identified that the demand for services to meet complex care needs continues to grow, with these needs currently being met through short breaks respite.
- 5.9** From information gathered from a study of the cases of this cohort a profile of needs and provision required was developed. This was used to identify what a residential offer would need to look like in order to be likely to meet the assessed needs of pupils with a similar profile.
- 5.10** A 'typical' pupil profile would have characteristics including little to no verbal communication and a diagnosis of ASD, little awareness of danger with resulting potential to be a risk to themselves or others at times of anxiety or frustration, and support needed for all aspects of self care. Provision would require access to a variety of therapies, total communication environments and waking support through the night to include self care. There would need to be access to a full 38 week term time residential offer for those whose care needs identified this as a requirement. See appendix 3 for full profile.
- 6.0 Options**
- 6.1 Option 1**
- 6.2 Continue providing residential for post 16 students but with placements being agreed based on the child or young person's assessed social care needs**
- 6.3 Benefits summary**
- 6.4** North Yorkshire would retain residential post 16 provision for young people with MLD/SLD/ASD who have been assessed as needing this. As a result, young people with these needs would continue to be able to be educated and grow up in their local area. Commissioned places under the current model cost significantly less than the alternative of independent / out of authority placements.
- 6.5** In commissioning places based on children and young people's needs rather than as a 6th form offer the forecasted reduction of places is likely to result in savings for the SEND High Needs block as the numbers continue to fall.
- 6.6 Risks summary**
- 6.7** If this option was taken the forecast is a drop in numbers over the next 3 years to approximately 6 young people needing residential provision whilst undertaking the post 16 course as shown in 4.2 above.

- 6.8** Numbers of places commissioned according to need are likely to decline with a negative financial implication for the wider school setting. This could present serious viability questions for the school even if day places were increased if there was demand.
- 6.9** Families and students who are currently day pupils at Welburn and expecting to move into residential placement post 16 may not meet the criteria. This may result in a challenge for alternative higher cost residential placement or further demand on DCS / HAS services. However there is limited evidence within EHCPs that residential provision is as a requirement of assessed and evidenced needs.
- 6.10 Option 2**
- 6.11 Cease residential provision, phasing out by not commissioning any further places from September 2022 – residential will have ceased by Sept 2024, numbers will naturally decline over this period as each cohort leaves.**
- 6.12 Benefits summary**
- 6.13** This may support the school to become more financially viable – however this is not guaranteed, as there is likely to be costs involved to maintain the facilities currently used for residential provision. Further detailed financial analysis of this scenario would be required in order to identify clearly any potential financial benefits to the school.
- 6.14 Risks summary**
- 6.15** No maintained residential provision in North Yorkshire for ASD / SLD.
- 6.16** Any young person requiring this provision would need an independent / out of county placement; this is likely to mean that they are educated away from their local area and family. These placements will be of high cost to the authority, however this is not forecast to be additional to current costs given the potential savings in ceasing residential provision entirely and under 16s already part of current independent / out of authority spend.
- 6.17** As residential numbers decline the school is likely to need to be supported financially in order to be able to continue the provision for the final cohorts. To mitigate this there would be the opportunity to look at increased numbers of day pupils.
- 6.18** If the residential offer was to cease completely the school would need to consider the best use of the current residential accommodation. This may involve significant capital works to change the use of the rooms affected.
- 6.19 Option 3 – Recommended option**
- 6.20 Continue with residential provision at Welburn for the school’s designated needs but with existing residential criteria applied consistently and open to Welburn’s full age range. Residential provision to be extended to be available for up to 7 nights per week during term times (38 weeks). This would result in a smaller number of residential places for the most complex and care led needs.**
- 6.21 Benefits summary**
- 6.22** North Yorkshire would have residential provision for ASD / SLD for young people who need this from age 8 - 19. As a result, more young people with these needs would be able to be educated and grow up in their local area.

- 6.23** Modelling based on current and recent trends in demand for residential placements for young people aged 8 – 19 with ASD as a primary need shows a cohort of children and young people with complex needs who are currently being placed in out of county or independent settings due to a lack of maintained provision within North Yorkshire. The identification of this group through senior officer investigation is detailed in 5.3 above.
- 6.24** On examination of these cases, there is a distinct cohort who all share a similar profile, with ASD as their primary identified need along with significant learning difficulties and complex care needs (see above at 5.10 and in Appendix 3). The assessed educational needs fall within the designation of Welburn Hall but the children and young people are unable to be placed here at present due to the current use of residential provision for the post 16 pathway. This cohort would also require access to a full 38 week termly boarding offer and a range of therapeutic provision with occupational therapist oversight.
- 6.25** Based on the trend for this profile of needs it appears reasonable that following a period of adjustment a total of approximately 10-12 places would be commissioned. A period of 4 years would be needed to transition fully to this model as the final cohort based on the current post 16 offer completes their course whilst commissioning for the new profile is managed gradually in line with this.
- 6.26** Having a local maintained residential offer for 38 weeks per year may prevent some families from needing a 52 week placement, enabling families to remain together, with the correct support provided at the right time.
- 6.27** Possibility of emergency care provision available for children and young people subject to the necessary planning.
- 6.28** Less demand for current (pre 16) alternative of independent / out of authority placements resulting in more cost efficient commissioning of places. Current average cost of independent placements are circa £200k per annum as detailed in 5.2 above.
- 6.29** **Risks summary**
- 6.30** Families and students who are currently expecting to move into residential placement post 16 may not meet the criteria.
- 6.31** In order to accommodate the needs of this group the school leadership and governors will need to enable the staff team to continue to develop the skills required to ensure the highest quality provision for these young people. During this academic year the school have worked closely with the authority to develop bespoke care and education packages for young people and have demonstrated a drive to meet these complex needs.
- 6.32** It is anticipated that some capital investment may be required to ensure the residential facility is fit for purpose for the needs outlined earlier in this report. The assessment of this is underway with the school and will be concluded prior to the proposed period of consultation.

7.0 Financial Implications

- 7.1** At this stage the financial analysis is provisional, and will be informed by a fuller study of the operation of the proposed residential alternatives which is in the process of being undertaken collaboratively with colleagues from Welburn Hall school, as part of an exercise to both validate / review the savings potential resulting from the proposals, and to understand the implications for the medium term financial outlook for the school. Key points to be noted and considered are outlined below.

- 7.2** In terms of analysing the impact to the high needs budget and local authority budget, it has been assumed that :-
- Residential provision (traditional post-16 cohort) has no new starters from September 2022 (although in practical terms there are no new starters in September 2021)
 - The cohort of young people who would previously have accessed a residential post-16 offer can in future be supported effectively through continuation of their day placements at Welburn Hall when they reach Post-16, with no requirements for alternative specialist placements or additional support packages
 - The new complex needs cohort of learners will build up at a rate of 2 or 3 new admits per annum to a forecast total size of cohort of 12 learners
 - In addition, 8 out of the 12 young people in this cohort with more complex needs would otherwise have required a placement in independent residential provision – and that this will represent a saving to that particular budget
- 7.3 Financial benefits**
- 7.4** The proposals have the potential (subject to review) to generate a sufficient income stream to improve the financial viability of residential provision at Welburn Hall – in turn enabling the school to develop a longer-term financial recovery plan.
- 7.5** With maintained provision available for younger pupils and those with more complex care needs there is potential for more efficient use of the High Needs block and social care budgets and savings based upon existing demand for placements continuing in future years.
- 7.6** The headline analysis is that the cost of service delivery for residential placement at Welburn Hall would increase from the current level of circa £400k per annum to between £1.0 and £1.2 million (*1) . This estimated cost compares to existing spend of circa £1.8 million through a combination of the current cost of residential placements at Welburn Hall (approx. £400k) and the cost of independent residential placements for the cohort of young people who would in future be supported at Welburn Hall (approx. £1.4 million)
- This would give a potential saving of £600k to £800k per annum to the local authority / schools high needs budget. When the potential increase in transport costs (estimated to be in the region of £150k because more pupils will travel to the school on a daily basis) are taken into account, this figure reduces to between £450k and £650k.
- 7.7** (*1) The above analysis is subject of two caveats (in addition to the assumptions set out in 8.20 above)
- it is based at a point in time in the future when the new model is fully operational and only supporting the new “complex needs cohort” (potentially financial year 2025-26)
 - it deploys a provisional view of the potential staffing structure for the new provision
- 7.8 Financial risks**
- 7.9** The potential to deliver the significant savings identified in para 8.21 above makes a compelling case for initiating change
- 7.10** It is highly likely that the school will experience some financial turbulence through any transition period to a new model (through the period 21-22 to 23-24) The LA will need to work with the school to ensure impact of changes is mitigated and managed effectively. This is the subject of review work currently being undertaken by the school in the form of an intensive collaborative cost viability study with a view to reporting back to key local authority officers at the end of October and establishing both the implications for the school financial position and funding rates (and numbers of commissioned places).

8.0 **Legal Implications**

8.1 Welburn Hall School's current designation is currently 8-19 age range LA maintained special school which has boarding provision. It does not state how that boarding provision is delivered. It also states type of SEN provision as SLCN; PD and MLD. The proposal described in option 3 does not include admitting children or young people whose age or needs are outside of this designation. The proposed extension of boarding offer to 7 nights per week for a total of 38 weeks per year results in a total of 266 nights. Schools which offer 295 or more nights per year must also be registered as a children's home. Since the proposed offer would fall below this number Welburn Hall will continue to be registered by Ofsted as a school with boarding provision. There is therefore no statutory requirement to change the designation of the school under the proposals that have been outlined in option 3, however consultation under Section 27 of the Children and Families Act 2014 will be required.

9.0 **Proposed timeline**

9.1 It is suggested to follow the timeline below.

Activity	Date
Consultation to start	13.10.21
Consultation to end	01.12.21
Decision at CYPLT following consultation	09.12.21
Decision at Management Board following consultation	14.12.21
Decision at Executive following consultation	11.01.22
Implementation	09.2022

10.0 **Reasons for Recommendations**

10.1 The recommendation to consult publicly on option 3 is being proposed to assist the LA in discharging its duty to keep SEND provision under review. As part of this review process it is important that the provision commissioned within the authority is reflective of current and future needs.

10.2 Having undertaken a detailed review of current and future demand and assessed the provision requirements going forward, it is felt that option 3 is the mostly likely option to:

- Maintain a viable residential option at Welburn Hall School
- Ensure a more local offer of provision is established for children with more complex needs
- Contribute to achieving the councils vision to provide a more local offer for a specific needs profile which currently are unable to be met in any of our existing special schools
- Provide a more cost effective option for 38 week residential provision than is currently available

11.0 **Recommendations**

11.1 It is recommended that Executive Members:

- Note the findings of the review of residential provision.
- Approve moving to public consultation on the recommended option (Option 3)

STUART CARLTON
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE

Report prepared by: Chris Reynolds Head of SEND Strategic Planning and Resources

24th September 2021

Appendix 1

Data sources for national statistics:

[Schools, pupils and their characteristics: January 2020 - GOV.UK \(www.gov.uk\)](#)

(also contains further link for 2017, 2018, 2019, 2021)

[Special educational needs in England: January 2020 - GOV.UK \(www.gov.uk\)](#)

[Local authority interactive tool \(LAIT\) - GOV.UK \(www.gov.uk\)](#)

Appendix 2

For monitoring visit report letters please see:

[Ofsted Reports - Welburn Hall School \(welburn-hall.n-yorks.sch.uk\)](https://www.welburn-hall.n-yorks.sch.uk/Ofsted-Reports)

For full ofsted reports see:

[Ofsted | Welburn Hall School](https://www.welburn-hall.n-yorks.sch.uk/Ofsted)

Appendix 3

Pupil profile:

Primary need: ASD

Ambulant [may expect occasional pupils to appear who are non-ambulant as with all settings]

Pre verbal or extremely limited verbal communication.

Reliant on adults interpreting communication to meet needs, may have some use of objects of reference or very early stage of PECs.

Little / no awareness of danger and maintaining personal safety – may run off, 'freeze' in unsafe space

Self-injurious behaviour

Can be a risk to others through behaviour at times of frustration, anxiety

May have co existing conditions – eg epilepsy, cerebral palsy

Sleeping difficulties

Incontinent

Working within engagement curriculum

Provision profile:

- Total communication environment
- Intensive interaction
- Sensory diet and curriculum
- 1 to 1 support to stay safe /keep others safe during waking day
- 1 to 1 support to engage in activities
- Access to therapies
- Support for all personal care needs – feeding, toileting, washing, dressing (range from guiding to full support)
- Support for getting to sleep and may need care through the night
- May need moving and handling (may inc slings / hoists for personal care in line with profile outlined)
- Engagement model curriculum



North

Yorkshire County Council

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

(Form updated May 2015)

Welburn Residential Proposals

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.

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	Inclusion - CYPS
Lead Officer and contact details	Jane Le Sage, AD Inclusion
Names and roles of other people involved in carrying out the EIA	Sarah-Jane Hill, SEND Strategic Plan Implementation Officer Alice Wild, Project Manager Chris Reynolds, Head of SEND Provision and Resources
How will you pay due regard? e.g. working group, individual officer	Working Group
When did the due regard process start?	July 2021

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?)

It is proposed to change the existing post 16 residential offer at Welburn Hall school so that it is open to Welburn's full designated age range from September 2022.

Residential places would continue to be allocated based on the educational, health and social care needs of individual children and young people described in their EHCPs and as set out in the LA agreed criteria.

It is expected that this would result in a number of residential places for children and young people with some of the most complex and care led needs.

Day pupils at Welburn Hall school would no longer automatically receive a residential placement as part of the post 16 provision, however residential provision will remain for individuals who require this as a result of the needs and provision detailed in their EHCP.

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 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.

Our vision is for 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.

The number of children requiring the current maintained residential offer is declining, and is forecast to continue to fall, and will therefore present a viability issue within the next 3 years. In addition to the 53 residential places commissioned from the two maintained schools a further 26 young people have residential placement in either an independent or out of county setting.

Independent and out of county placements account for almost a third of all residential placements at a cost of £4,673,943 per year. These costs are funded from High Needs Block for educational needs and from Children and Families or Health and Social Care for the care elements.

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

Currently the LA commissions seventy day places at Welburn Hall school of which 24 FTE access four-night boarding provision. All boarding provision is currently for post 16 students, supporting the school's Preparing for Adulthood offer. Criteria for residential placement was updated in 2017, however since that time this has not been applied consistently, with a residential offer continuing to follow the historical model of being the accepted pathway for CYP entering post 16 provision at Welburn regardless of need.

Currently, children and young people who are pre 16 with AS / SLD and require residential provision to meet their needs are placed in independent or out of county settings due to a

lack of any suitable LA provision in North Yorkshire. This is often a significant distance from their home.

Under the new proposals the following differences will be seen from the current model:

- age range of the children and young people will move from post 16 to the full age range with the school's designation, 8-19.
- Children and young people who are under 16 with complex needs requiring residential provision will be able to be educated closer to their family and community.

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?)

Key stakeholders have been involved in the development of the proposal and have included:
 NYCC Health and Adult Social Care
 NYCC Children and families service, including Disabled Children's Service
 Welburn Hall School Leadership team and Governors

Feedback from all stakeholders involved to this point has been positive and in support of the proposed change in order to better support the CYP with complex needs and their families that this change will benefit.

Under section 27 of the Children & Families Act 2014 public consultation with all stakeholders will be required. This is proposed to take place over at least 7 weeks and will give all stakeholders and residents of North Yorkshire the opportunity to respond in a variety of ways. Details of the consultation, subject to approval, will be published on the North Yorkshire County Council website and will follow the agreed procedure.

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

This proposal will **reduce costs** across council budgets. By having a maintained offer for children and young people with Autism and learning difficulties who have an assessed need for residential school placement there will be a more cost effective option than the current independent and out of county placements which need to be used.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		✓		The new proposal will be open to a wider age range meaning that a child's age will no longer be a barrier to accessing a residential placement if this is needed.
Disability		✓		The new proposal increases the local authority's residential offer for children and young people with disabilities. Children with the most complex needs will be able to be educated closer to their homes.
Sex	✓			It is anticipated there would be no identifiable impact on SEND pupils as the school and residential offer is co-educational.

Race	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their race.
Gender reassignment	✓			It is anticipated there would be no identifiable impact on SEND pupils due to gender reassignment.
Sexual orientation	✓			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	✓			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Live in a rural area?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to living in a rural area.
...have a low income?	✓			It is anticipated there would be no identifiable impact

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.**

This proposal is likely to make things **better** for younger children with SEND as there will be a maintained residential offer which may enable them to remain closer to their families and allow them to be educated in their local community. This is currently not an option for children under 16 with primary assessed needs of ASD and learning difficulties.

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 anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - 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.	
3. Adverse impact - continue the proposal - 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)	

<p>4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.</p>	
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Explanation of why option has been chosen. (Include any advice given by Legal Services.)

No adverse impact has been identified. Positive impacts on particular groups and council budgets have been identified and outlined above.

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?)

Number of placements at Welburn Hall will be monitored alongside number of placements for children and young people with similar needs being placed in out of county or independent settings.

Feedback will be sought from parents / carers of children and young people with SEND to determine lived experience impact. This is likely to be through EHCP annual reviews and ongoing engagement with North Yorkshire Parent Carer Voice.

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

Section 12. Summary

In carrying out this EIA no adverse impact has been identified. This proposal is likely to make things **better** for younger children with SEND as there will be a maintained residential offer which may enable them to remain closer to their families and allow them to be educated in their local community. This is currently not an option for children under 16 with primary assessed needs of ASD and learning difficulties. This proposal will **reduce costs** across council budgets. By having a maintained offer for children and young people with Autism and learning difficulties who have an assessed need for residential school placement there will be a more cost effective option than the current independent and out of county placements which need to be used. Key stakeholders have been involved in the development of the proposal and have included:
 NYCC Health and Adult Social Care
 NYCC Children and families service, including Disabled Children’s Service
 Welburn Hall School Leadership team and Governors

Under section 27 of the Children & Families Act 2014 public consultation with all stakeholders will be required. This is proposed to take place over at least 7 weeks and will give all stakeholders and residents of North Yorkshire the opportunity to respond in a variety of ways.

Section 13. Sign off section

This full EIA was completed by:

Name: Sarah-Jane Hill

Job title: SEND Strategic Plan Implementation Officer

Directorate: Inclusion

Signature:

Completion date: 23.07.2021

Authorised by relevant Assistant Director (signature):

Date:

North Yorkshire County Council
Children and Young People's Service
Meeting of Director of Children's Services and Executive Members
5th October 2021
Proposed North Yorkshire SEND Strategy

1.0 Purpose of the report

1.1 The purpose of this report is to:

- Present background and supporting information for the development of a North Yorkshire SEND Strategy.
- Seek Executive Members' views on the proposals for the strategy
- Seek approval to move to formal consultation on the proposal set out

2.0 Background

2.1 There are a number of strategies and plans in place covering the county of North Yorkshire, which are specifically related to, or include intentions, actions and reference to, children and young people with special educational needs and/or disabilities (SEND).

2.2 These strategies and plans include the following:

- North Yorkshire County Council Plan 2019-22
- Young and Yorkshire 2
- Health and Well Being Strategy 2015 – 2020
- Strategic Plan for SEND Education Provision 0-25 2018-23
- School improvement Strategy 2019-21
- LAC/Care leavers strategy 2018-21
- Mental health strategy 2015 -20
- Local transformation plan for children and young people's mental health 2015-20
- Carers strategy 2017-2022
- Learning disabilities strategy 2017 -2022
- Autism strategy 2015-20 (under review)

2.3 Despite these strategies, there is a need to develop a new Local Area strategy for SEND that covers education, health and social care for children and young people aged 0-25. The most recent specific Council plan is the Strategic Plan for SEND Education Provision 2018-23 which was updated in May 2020 and which focuses on education provision.

2.4 Recently there have been a number of pieces of work which have highlighted areas of development for children and young people with SEND across partners and stakeholders. More detail on these are provided in the sections below. It is timely to now draw those together to inform and develop an overarching SEND strategy. Such a strategy will ensure that:

- The work that is being or needs to be done to ensure children and young people in North Yorkshire with SEND have the best opportunities, provision and outcomes, is agreed, understood, delivered and monitored.
- Children and young people with SEND and their families in partnership with those working with them from education, health and social care can shape the way forward.

2.5 In addition, recent developments for partners and stakeholders reinforce the timeliness of the development of an overarching strategy and the opportunity to do this. These include:

- The restructure of the Inclusion service in CYPS
- Recent review of Social Care support for Disabled Children
- The reorganisation of CCGs, in particular the new North Yorkshire CCG.
- The relaunch of the North Yorkshire parent/carer forum and the rebrand as Parent Carer Voice North Yorkshire, with a strong focus on co-production.

3.0 Supporting information

3.1 This section sets out information in support of developing an overarching North Yorkshire SEND Strategy.

Statutory duty

3.2 Across and within education, health and social care, we must work together to meet the needs of children and young people with SEND and their families. This is a statutory duty under the Children and Families Act, subsequent regulations and the SEND Code of Practice¹ which applies to local authorities and health bodies.

3.3 Developing an overarching strategy for SEND will support the delivery of these statutory duties.

Peer challenge

3.4 In February 2020, North Yorkshire County Council, alongside health partners, took part in a peer challenge led and coordinated by the Association of

¹¹ SEND Code of Practice 0-25 years January 2015 1.23

Directors of Children's Services (ADCS). The peer challenge process is a regional approach across Yorkshire and the Humber and builds on the peer review model that was developed by the Local Government Association (LGA).

3.5 The peer challenge focused on SEND, specifically the following areas:

- EHCPs: statutory assessment and EHCP process
- Health: Effectiveness of Designated Medical Officers/Designated Clinical Officers (DMO/DCOs)
- Co-production: relationships with parents/strategic engagement.

3.6 The outcomes of the peer challenge were positive for North Yorkshire, for both the Council, and health partners. As part of the process, areas for consideration were suggested, including:

- Further work is required to develop a whole system approach to SEND at a shared pace. SEND, understandably, feels very 'education' focussed, but there are real opportunities for it to be further developed by drawing on best commissioning practice in adult services and outstanding social work practice in children's services; as well as looking to the stronger engagement of social care in SEND processes.
- Develop a system wide, system owned vision and outcomes based strategy, with an underpinning joint commissioning strategy.
- Develop system wide performance information at strategic and operational level to inform commissioning and the broader SEND agenda.²

3.7 These recommendations by the peer challenge support the need for an overarching SEND strategy.

Children and young people with SEND

3.8 The number of children and young people identified as having SEND in North Yorkshire has increased since the introduction of the SEND reforms in 2014 through the Children and Families Act and is predicted to continue to do so.

3.9 The proportion of the mainstream school population at SEN support has increased from 10.8% in 2017 to 12.32% in 2021 in primary schools and from 6.5% to 10.44% in secondary schools.

3.10 The number of children and young people with Education, Health and Care Plans (EHCPs) increased from 1938 in 2015/16 to 3574 in 2020/21. This is a 84.4% rise.

² Peer challenge letter February 2020

3.11 Given the continuing and predicted rise in the number of children and young people with SEND, it is timely to develop a new Local Area strategy that all key stakeholders are committed to, that ensures their needs are supported in the most effective way.

Feedback from stakeholders

3.12 A frequent message from parents/carers of children and young people with SEND, and other stakeholders is that it is essential that those working in education, health and social care work together to meet children and young people's needs. This was a view expressed during the development of the Strategic Plan for SEND Education Provision, particularly through formal consultation.³

3.13 Current feedback, from a period of informal engagement in June/July 2021, shows that there are mixed views on how services work with children and young people with SEND and their families, and how they work together to support them.

3.14 Co-producing an overarching strategy will be an opportunity to understand the issues and continue to make improvements.

4.0 Proposals for a North Yorkshire SEND Strategy

4.1 Appendix 1 is a draft document containing initial proposals for a North Yorkshire SEND strategy. This section explains out how those proposals have been reached.

4.2 The first steps to developing the proposals involved considering:

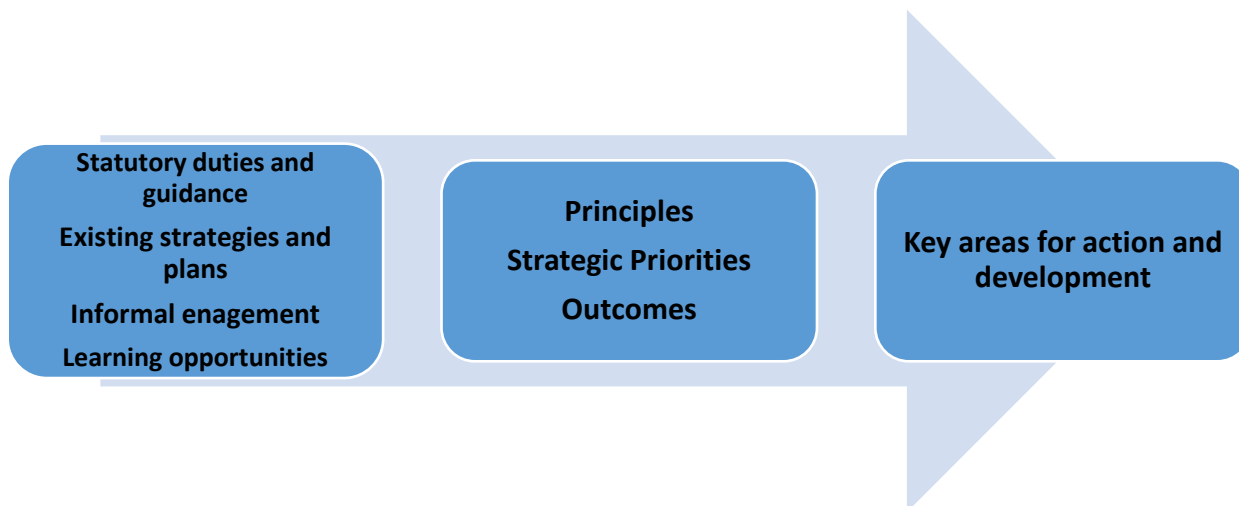
- Statutory duties and guidance across education, health and social care
- Existing strategies and plans (see paragraph 2.2)
- Learning opportunities which have taken place e.g. LA OFSTED inspections; development of the SEND self-evaluation framework; the peer challenge (see paragraphs 3.4 – 3.7 above); National College Programme events across CYPS; High Needs Block Recovery workshop and the Joint Commissioning working group.
- Available data and information in respect of SEND and current gaps (e.g. lack of a SEND Joint Strategic Needs Assessment (JSNA)).
- 6 week period of informal stakeholder engagement

4.3 Through this work a number of principles, strategic priorities and outcomes for delivery were identified.

³ Strategic Plan for SEND Education Provision 0-25 2018-23 page 22

4.4 This diagram summarises this process:

Overarching strategy development



5.0 Proposals for a North Yorkshire SEND Strategy - summary

5.1 This section summarises the initial proposals for the strategy and should be read alongside Appendix 1.

5.2 From the period of informal engagement the following themes were identified:

What is important for children and young people with SEND:

- Being cared for and valued, having meaningful friendships and being valued by supporting adults
- Being healthy, resilient, having confidence and a sense of purpose
- Sharing a range of experiences, enjoying learning and achievements being celebrated
- Developing independence, being involved in decisions and having meaningful prospects of employment in adult life
- Being safe
- Services are proactive in meeting need with a focus on early intervention
- Smooth transitions into adulthood

What is working well?

- Joint working is improving and should remain a key focus of all
- Digital platforms have supported improved attendance and input at reviews and multi-agency meetings
- Post 16 pathways are improving
- Increasing recognition and understanding that 'all' have a contribution to make to the successful planning and outcomes for children with SEND
- Positive support via Locality SEND Hubs and SENCo networks

- Key staff and services provide high quality support

What needs further improvement?

- Communication at strategic and operational levels
- Improved Local Offer
- More seamless exchange of information between services and families
- Greater range and availability of local provision
- Increased range of social opportunities for CYP with SEND
- Knowledge, training and understanding of staff to continue to support children within mainstream settings
- Timeliness and quality of assessment processes in particular agreed outcomes and annual reviews
- Early and proactive support needs to be a focus for all services
- Availability of respite support and appropriate care staff

5.3 The following table sets out the principles, outcomes and priorities for the proposed strategy, which are recognisable in the context of SEND in North Yorkshire:

Principles	Outcomes	Strategic Priorities
Be ambitious for all children	Most children and young people have their needs met locally in North Yorkshire	Early identification of need of Children and Young People with SEND
Value the contribution of all		
Work together to drive improvement	Improved social, educational and health outcomes for children and young people	Working together to provide high quality services and provision at the right time
Listen and communicate effectively	Increased parental and young person confidence in the North Yorkshire provision offer across education, health and social care	Improve Outcomes for children and young people with SEND
Strive for local solutions	Effective governance and accountability	Strengthen Communication, Engagement and co-production with parents/carers, children and young people
Invest in actions that will improve outcomes		
	Efficient use of resources	Preparing young people for adulthood
		Achieving best value

5.4 Key proposed areas for action and development include the following:

Early identification of need of Children and Young People with SEND

- Reviewing and altering Health notification processes

- Ensuring the school work force remains skilled in assessment and identification
- Reviewing our own assessment processes and introducing Digital EHCP
- Training for Education, Health and Care staff on assessing SEND and writing advice
- Work with Health to develop innovative approaches to Autism diagnosis and waiting lists

Working together to provide high quality services and provision at the right time

- Embedding the use of the JSNA to identify joint commissioning opportunities
- Developing systems to ensure lived experience influences decisions on support and service delivery
- Review the pre and post diagnostic support for children and young people with autism and their families across the local authority, health and the voluntary sector
- Review the short breaks offer for families with disabled children and young people
- To pilot, review and embed a multi agency quality assurance framework for SEND Services

Improve Outcomes for children and young people with SEND

- Monitor performance data through strategic forums such as Locality Boards and develop approaches where underperformance is identified
- Review early years SEND provision across the county
- Ensure that promoting independence in preparation for adulthood remains a focus and is embedded throughout all young people's educational journeys
- Work with employers across the local area to ensure that children and young people have a range of appropriate experiences of work
- Better integrate support, advice and guidance for parents with school based training so that interventions and approaches are fully understood and mutually supported

Strengthen Communication, Engagement and co-production with parents/carers, children and young people

- Review the effectiveness and content of the Local Offer in partnership with young people and parent forums
- Review current communication mechanisms and networks so that a comprehensive communications plan can be developed
- Parent Carer Voice to continue to develop its membership with a focus on being wide ranging and representative of the wider population
- Ensure governance arrangements include proportionate representation from all key stakeholders

Preparing young people for adulthood

- Further develop the range of opportunities and choice in relation to supported employment, work experience and volunteering to build the necessary skills to gain meaningful and rewarding jobs in adulthood
- Work with the Parent Carer Forum to review the range of accessible leisure opportunities available for young people with SEND in all localities
- Review the curriculum delivery in our schools to ensure PfA is fully supported and independent skill development is promoted for all
- Feedback from CYP, parents and carers utilised to improve access to health provision and continual service improvement

Achieving best value

- Establish systems to regularly review service performance that is influenced by the lived experience of children and young people
- Communicate effectively so that our local Joint Strategic Needs Assessment is widely contributed to, understood and influences coproduced developments to address areas for improvement
- Allocate all available capital funding to develop cost effective, high quality and local provision where it is needed most
- Develop further opportunities to jointly commission support and services where pooling or aligning budgets provides better cost effectiveness

Full details of all areas of proposed actions can be found in appendix 1.

6.0 Financial Implications

6.1 The financial implications to this proposed strategy are intended to create more opportunities for joint commissioning of services between partners and to ensure that resources available are used efficiently. It is anticipated that taking forward these proposals would improve support and outcomes without incurring additional financial pressure than would otherwise be expected from growth in demand.

7.0 Next steps

7.1 The proposed North Yorkshire SEND strategy is intended as a shared strategy across education, health and social care and therefore across North Yorkshire County Council and health bodies. This means the discussion, engagement, agreement and approval routes need to include all relevant bodies.

7.2 To this end, these initial proposals were taken to the Children and Young People's Leadership Team (CYPLT) on 23rd September 2021. The proposals are due to be taken to NYCC Management Board on 28th September 2021 and then subsequently to CCGs covering North Yorkshire for comment and advice on next steps for each organisation.

7.3 Having completed a period of informal engagement, it is proposed that the following steps will be required:

- Public consultation starting 13th October 2021
- Formal approval of the strategy, including for the Council, approval by the Executive and the County Council February 2022
- Publication of the strategy. February/March 2022

8.0 Recommendations

8.1 It is recommended that Executive Members note the background to and initial proposals for a North Yorkshire SEND Strategy.

8.2 Executive Members are requested to approve moving to formal consultation

STUART CARLTON

CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE

Report prepared by Chris Reynolds, Head of SEND Strategic Planning and Resources

Local Area Special Educational Needs and Disabilities Strategy 2022-2025

Introduction

Our ambition and aim is that all children and young people with SEND have improved outcomes which will ensure they are well prepared for a happy, healthy and fulfilling adult life. Working in partnership with all stakeholders is of critical importance to ensure that children and young people have their needs identified early so that support can be more effective.

The North Yorkshire Local Area SEND Strategy [Insert Name] has been developed in partnership with, and the support of, North Yorkshire County Council, Local NHS Clinical Commissioning Groups and Parent Carer Voice. The strategy aims to meet the needs of children and young people with SEND across the county by identifying needs early, providing timely and effective support at all levels and being ambitious for their future.

Our shared principles are to:

- Be ambitious for all children
- Value the contribution of all
- Work together to drive improvement
- Listen and communicate effectively
- Strive for local solutions
- Invest in actions that will improve outcomes

This strategy will ensure that the Local Area works together, guided by agreed priorities, that have been developed in partnership with young people, parents/carers and professionals. This is important so that all agree a way forward that is clear and transparent, the views of all stakeholders have been heard and accountability is shared across partners.

SEND in North Yorkshire

The Children and Families Act 2014 introduced reforms in the way education, health and care work together with parents and young people to meet the needs of those with Special Educational Needs and Disabilities. The specific requirements and duties of those statutory bodies are set out in the SEND Code of Practice, published in June 2014.

In recent years, following the introduction of the reforms, we have seen a rapid increase in the identification of SEND amongst children across the increased age range of 0-25. In North Yorkshire the rate of increase in identifying children with SEND is around 30% above the

national average and this means that the number of children and young people with EHCPs has more than doubled to around 3700, and the number of children identified at SEND Support accounts for 12.3% of the total primary school population and 10.44% of the total secondary population. The most rapid rise by primary need is Autism and followed by Social, Emotional and Mental Health.

Although we remain slightly below the national average for children with EHCP's and at SEN Support we know that our significantly greater rate of growth has closed the gap between North Yorkshire and what is seen elsewhere. This is as a result of the focus that has been given to identifying needs sooner across the county.

Our forecasting moving forward suggests that growth will continue at a high rate and will likely result in the number of EHCPs in North Yorkshire reaching around 4100 by 2025. This will continue to make it important that we strive to deliver support efficiently and that greater capacity will be needed across universal, targeted and specialist support services and schools.

At present we continue have a greater proportion of children having their needs met within mainstream schools than is evident nationally. However, we also have more young people attending out of area schools and Independent Schools which we are keen to develop more local solutions for so that they can have needs met closer to home.

What are our ambitions for children and young people with SEND in North Yorkshire

We want children and young people with SEND to receive appropriate levels of support to access suitable education, achieve their best outcomes so they are well prepared for a fulfilling, healthy adult life with opportunities for relationships, employment and participation in their community.

In North Yorkshire it is the intent of all key services across Education, Health and Social care to work in partnership with children, young people and their families to ensure this ambition is realised.

How will we help achieve these ambitions?

We will:

- Be ambitious for all children and young people with SEND and for their families, making sure outcomes are improved and a real difference is made.
- Work together across health, education and care to ensure high quality provision and services which have been shaped from lived experiences of parents/carers and children and young people
- Ensure children and young people and parents/carers are fully involved in decision making at individual and strategic level

- Work collaboratively and embrace new ways of working to support innovative practice
- Be visible and communicate well with our families, communities and partners to make sure they are aware of the range of services and how to access advice and support
- Regularly review whether we are making a difference and be open to change

Governance - To be agreed and added

What have stakeholders told us?

Throughout the process of developing our future strategic priorities, the views of young people, parents/carers and professionals have been of central importance. In the summer 2020 we engaged with parents/carers, children and young people and our partner organisations through various forums to hear views about what was important for children with SEND, what has been working well and what needed further improvement in order to secure the best outcomes for children and young people. Some of the key aspects are outlined below:

What is important for children and young people with SEND:

- Being cared for and valued, having meaningful friendships and being valued by supporting adults
- Being healthy, resilient, having confidence and a sense of purpose
- Sharing a range of experiences, enjoying learning and achievements being celebrated
- Developing independence, being involved in decisions and having meaningful prospects of employment in adult life
- Being safe
- Services are proactive in meeting need with a focus on early intervention
- Smooth transitions into adulthood

What is working well?

- Joint working is improving and should remain a key focus of all
- Digital platforms have supported improved attendance and input at reviews and multi-agency meetings

- Post 16 pathways are improving
- Increasing recognition and understanding that 'all' have a contribution to make to the successful planning and outcomes for children with SEND
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What needs further improvement?

- Communication at strategic and operational levels
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- More seamless exchange of information between services and families
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- Knowledge, training and understanding of staff to continue to support children within mainstream settings
- Timeliness and quality of assessment processes in particular agreed outcomes and annual reviews
- Early and proactive support needs to be a focus for all services
- Availability of respite support and appropriate care staff

What are the key priorities for North Yorkshire?

We have listened to the views of young people, parents/carers and professionals who talked with us during various engagement sessions, analysed previous feedback to other developments specific to SEND and considered our performance data to identify a number of key priorities for further development over the next 3 years.

1) Early identification of need of Children and Young People with SEND

Why is this important?

We know that early identification of need is crucial in making sure that children and young people receive the support they require to achieve their potential. We know that identification of SEN has increased significantly within our mainstream schools and settings in recent years, however we also recognise that there is more work to do. North Yorkshire remain below the national average and locally there is some inconsistencies across our localities. We also know that health notification processes need to be refreshed in light of changes to personnel and the organisation of the health service.

There remains concern after multiple periods of restrictions due to COVID 19 that mental health and wellbeing of some children and young people has been impacted. We need to ensure that all children, and in particular those with SEND, have systems in place to identify concerns early and provide support to meet needs.

What will success look like?

- Schools and settings will be experienced and well trained in the identification of children and young people with SEND
- Identification in schools and settings is appropriate and accurate and quality of SEN Support plans is high
- Local confidence in the accuracy of Identification at SEN Support and EHCPs and the rationale for difference
- Increased health notifications will be received by the local authority enabling more families to receive help and advice early
- Children and Young People with SEND achieve well at every stage of their learning and progress into adulthood
- Services are of high quality and are influenced by the lived experience of children and young people
- All agencies working together in partnership with parents/carers and children and young people to ensure that early identification and assessments clearly identify needs and context of disability
- The graduated response in schools and settings is well applied and consistent across NY
- Parents and carers can access readily available information and guidance if they have concerns their child may have SEND
- SEN Support and EHC Plans are of high quality and accurately demonstrate how needs will be met and progress monitored across agencies

What do we plan to do?

- Review and adapt the information and advice available for parents/carers and children and young people on what they can do if they think their child might have special educational needs and services to meet need at universal, targeted and specialist level.
- Further strengthen the training programme for education settings on the identification of SEND, screening tools and approaches to intervention
- Work with schools and settings to ensure identification of needs is accurate and consistent and that the graduated approach is responsive to meet need, is effective and makes a difference for children and young people
- To ensure schools and settings are fully aware of the support available from the SEND Hubs and other local authority services for children and young people
- Health partners will review the notification process to ensure the local authority is informed of children who may have SEND at the earliest stage. This will ensure advice and support can be provided and that data can be used to inform commissioning intentions into the future

- Review the statutory assessment process to ensure high quality advice and informed decision making in terms of Education, Health and Care Plans including refusal to assess and issue.
- Ensure that professionals across health, education and care have the necessary training and access to specialist advice to identify the needs of children and young people with SEND and how needs can be met
- Review the threshold of social care eligibility across children's social care to identify if criteria remain appropriate
- Pilot innovative approaches to autism assessments and reduction of waiting lists
- Continue to work with locality boards and key stakeholders to ensure that there is collective oversight of children and young people so that, in particular, those adversely affected by the COVID 19 pandemic have their needs identified and met

2) Working together to provide high quality services and provision at the right time to meet needs

Why is this important?

We want as many children and young people with SEND to receive the right support from health, education and care to meet their needs. High quality services are informed by lived experiences of those who have used them and kept under regular review to ensure continuous improvement and value for money.

We know that when children and young people, and their families, receive support to meet their needs at the right time for them it helps to improve individual outcomes for children as well as supporting cohesive families that are resilient and strong.

What does success look like?

- Services at universal, targeted and specialist level are informed by lived experience, subject to thorough performance oversight and provide value for money
- Education provision across mainstream, targeted and specialist is of the right capacity and type to educate the majority of children and young people locally in North Yorkshire
- Services are delivered by well trained professionals who share high aspirations for children with SEND and their families
- There is a joint strategic needs assessment for SEND which is used proactively to identify areas for transformation and development
- Education, health and care are working together to transform services to address gaps and capacity issues
- Parents/carers and children and young people value services and this is reflected in their feedback
- There is clear and accessible information for parents and stakeholders on the services across their locality and wider region, criteria for access and referral information
- Differences of opinion between professionals and/or parents/carers are resolved swiftly and fairly

- Parents and young people feel they are appropriately engaged in the review and implementation of support at individual case level and that their views are well represented and acknowledged at a strategic level through young people and parent carer forums

What we plan to do?

- Refresh the mapping of services at universal, targeted and specialist provision at locality, county and regional level and ensure this information is readily available on the local offer.
- Utilise the Joint Strategic Needs Assessment to identify pinch points in services and develop innovative approaches to address demands
- Finalise the social care review of support for disabled children and their families and take forward the recommendations
- Audit professional development needs of the workforce supporting children and young people with SEND including schools and settings, social workers and practitioners and define a rolling programme of continuous professional development
- Review the pre and post diagnostic support for children and young people with autism and their families across the local authority, health and the voluntary sector
- Review the short breaks offer for families with disabled children and young people
- Review speech and language provision and capacity across North Yorkshire
- Finalise the capital plan for SEND education provision to increase capacity and improve the condition of the specialist estate
- Work with DfE to ensure Selby Free School is established
- To pilot, review and embed a multi agency quality assurance frameworks for SEND Services to ensure they evolve to reflect lived experiences of service users, value the contribution of parents and young people and perform highly
- Deliver all aspects of the Strategic Plan for SEND Education Provision 2018-23 to make sure there is sufficient capacity and range of local provision

3) *Improve Outcomes for children and young people with SEND*

Why is this important?

Our ambition is that children and young people with SEND have the best opportunity to live healthy and happy lives and are supported to achieve their aspirations into adulthood. Helping children and young people to achieve outcomes in education, health, employment, relationships and participation in society is central to this vision.

What will success look like?

- Children and young people with SEND make good progress in terms of educational attainment at all stages of education and holistically achieve their goals
- Children with SEND, experience low levels of exclusion, part time tables and have high attendance
- Children and young people make positive choices in terms of health, relationships and participation in their community
- Children and young people have received the right support post COVID to catch up and maintain good mental health
- Children and young people with SEND make positive transitions into further education, higher education, employment and training
- Children and young people become increasingly independent, relevant to their needs, as they move towards adulthood

What we plan to do?

- Continue to be ambitious for children and young people's educational attainment
- Monitor performance data through strategic forums such as Locality Boards and develop approaches where underperformance is identified
- Support schools and educational settings with high quality advice, guidance and training
- Better integrate support, advice and guidance for parents with education based training so that interventions and approaches are fully understood and mutually supported
- Establish locality based multi agency COVID recovery groups to oversee progress and action to help children catch up and maintain positive mental health
- Review early years provision across the county
- Ensure that promoting independence in preparation for adulthood remains a focus and is embedded throughout all young people's educational journeys
- Work with schools and settings to ensure children with SEND are school ready and achieve their potential at all key stages
- Review the quality of careers advice for children and young people with SEND to ensure it is of high quality and aspirational
- Work with employers across the local area to ensure that children and young people have a range of appropriate experiences of work including internships, apprenticeships and work placements
- Work with schools and settings to review the curriculum offer and approaches to PfA across the county to develop greater consistency

4) Strengthen Communication, Engagement and co-production with Parents/Carers and children and young people

Why is this important?

Good communication is important so that children and young people, parents and carers feel listened to, that decisions reached are understood and that transparency develops trust across all partners. Parents have told us that clear communication is of high importance so that they can contribute to, and understand, decision making, are able to plan effectively, understand the support that is available to them and can prepare children and young people for any changes that may occur over time.

At a countywide and individual level it is important that young people and parents and carers can find information easily, understand how they can positively contribute to strategic decisions and influence the future for their children with SEND in North Yorkshire. This clarity brings more opportunity for disagreements to be resolved sooner and for families to be better supported.

What does success look like?

- Children and young people are supported to positively contribute to decisions that affect their future
- Decisions are transparent at all levels and partnerships continue to strengthen
- Parent Carer forums are representative of the general population of parents and carers of children with SEND
- Development of services is done in partnership considering all stakeholders views from design through to implementation
- Governance arrangements for the delivery of this strategy and subsequent action plans have oversight from all stakeholders and progress is reported on regularly
- Appropriate services commissioned as dictated by the needs of the CYP across NY as identified by SEND data
- Information sharing agreements are in place as appropriate for timely communication between all parties
- It is evident that input from parents and young people is central to the support in place for children and young people through SEN Support Plans and EHCPs
- Parental satisfaction and confidence is high
- The Local Offer is up to date with information that is easy to find and easily understood
- Children, young people, parents and carers feel well informed

What we plan to do?

- Review the effectiveness and content of the Local Offer in partnership with young people and parent forums

- Review current communication mechanisms and networks so that a comprehensive communications plan can be developed that maintains the aspects that are currently working well and improves information sharing where gaps are identified
- Parent Carer Voice are supported to continue to develop its membership with a focus on being wide ranging and representative of the wider population
- Continue to develop performance management systems that clearly evidence young person and parent voice has been heard, valued and responded to
- Review current young people's engagement and participation at all levels and develop a comprehensive plan to further improve this area
- Development of ways to provide feedback for children and young people with nonverbal communication to ensure the views of the child are recognised and acted upon as part of the 'You said, We did' action plan
- Parent Carer Voice to raise feedback from parents with the LA and/or NHS utilising a 'You said, We did' approach
- Develop a pledge with all stakeholders, and in particular parents and children and young people, that sets out publicly the intention of all partners to work together and further embed co-production
- Ensure governance arrangements include proportionate representation from all key stakeholders

5) **Preparing young people for adulthood**

Why is this important

Developing independence and preparing for adulthood is important to young people and their families. Done well and at the earliest stages it allows children and young people to develop skills that will serve them well throughout their lives. Through engagement it was clear from feedback that it is important for children and young people to feel they make a valuable contribution in their communities, that their talents and skills are recognised and supported and that this in turn develops self-esteem and supports them in maintaining high aspirations.

In order that children and young people can truly fulfil their potential it is important that they have a range of opportunities and experiences that build towards being as independent as they are able, provides routes to employment, positive relationships and good health.

What does success look like?

- Children and young people, those that care for them and those that provide support, will place importance on, and have high aspirations for developing independence throughout their lives
- More children with SEND will access a wider range of experiences including in the workplace, community and leisure activities
- Numbers of young people in employment, education and training will continue to improve

- Young people, and their families, will be confident in key transitions and the opportunities that exists to live with a greater degree of independence
- Developing independent skills and preparing for adulthood will be recognised by all professionals and parents at all educational phases with clear outcomes within SEN Support Plans and EHCPs evidenced, tracked and achieved
- Children and young people have access to more social and community based activities alongside all other children and young people
- Transition points are planned and well managed by all that support young people

What we plan to do?

- Further develop the range of opportunities and choice in relation to supported employment, work experience and volunteering to build the necessary skills to gain meaningful and rewarding jobs in adulthood
- Work with the Parent Carer Forum to review the range of accessible leisure opportunities available for young people with SEND in all localities
- Review the educational curriculum delivery across the county to ensure PfA is fully supported and independent skill development is promoted for all children with SEND
- Further develop strategic partnerships with employers and enterprise forums to ensure the skills and talents of young people with SEND are promoted and opportunities are developed
- Feedback from CYP, parents and carers utilised to improve access to health provision and continual service improvement

6) Achieving best value

Why is this important?

The Local Authority and the National Health Service have a duty to meet the assessed needs of all children with SEND in North Yorkshire. Alongside this duty is an expectation that statutory bodies utilise public finances efficiently and effectively. High Needs Block funding is a finite resource allocated to the Local Authority by the Department for Education to ensure the LA can discharge its duty to provide support to young people with SEND. It is important that all stakeholders understand the financial parameters at the disposal of the LA to meet need and that collectively it is a priority to direct it to where it will have best effect for all children. Therefore it is important that all stakeholders work together to manage these budgets by ensuring that services are efficient, appropriate and cost effective and that decision making ensures that assessed need is met.

What does success look like?

- All stakeholders understand the available resources that are at the disposal of statutory bodies to implement quality services and support for children and young people
- There is a collective understanding and responsibility amongst stakeholders to ensure resources are directed to where they are needed most so that all families and children can be provided with the support they need
- Joint commissioning arrangements are in place, are informed by thorough review of strategic needs and are effective in meeting the personalised needs of children
- Services are efficient, coordinated and effective in meeting the needs of children and young people
- Young people and parents have choice and control of how their needs are met
- Joint strategic needs assessment will be reviewed regularly and result in tangible difference in the way in which service for children are developed
- Universal, targeted and specialist services are mapped and parents are aware of provision across the county and neighbouring areas

What we plan to do?

- Establish systems to regularly review service performance that is influenced by the lived experience of children and young people
- Communicate effectively so that our local Joint Strategic Needs Assessment is widely contributed to, understood and influences coproduced developments to address areas for improvement
- Allocate all available capital funding to develop cost effective, high quality and local provision where it is needed most
- Develop further opportunities to jointly commission support and services where pooling or aligning budgets provides better cost effectiveness
- Waiting lists for health services to be monitored and responded to through utilising innovation with consideration for the best outcomes for CYP and families

Decision: Management Board to consider the content of the strategic priorities developed from informal engagement

Management Board to approve progressing to seek approval for formal consultation and finalising the SEND Strategy

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

(Form updated May 2015)

Local Area SEND Strategy 2022-2025

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.



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 پوچھیے۔

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	Chris Reynolds Head of SEND Strategic Planning and Resources
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 provision or services will be signed off by the Council's Executive in February 2022.

When did the due regard process start?	Project started March 2021 with ongoing informal engagement to July 2021. Public consultation commences 13 th October 2021
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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 provision and services 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 multi stakeholder strategy for North Yorkshire. In this document we refer to this as the Local Area SEND Strategy.

This EIA considers the impact of the implementation of actions arising from the proposals which are being put forward in the Local Area Strategy

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

- **6 key Strategic priorities developed for public feedback and service information and knowledge**
- **How these priorities will support partnership working and;**
- **Our shared vision and values**

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, and partners, can achieve its statutory responsibilities in relation to 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 shared vision and strategic direction for the development and implementation of services and support;
- 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 the development of a new strategy will be mitigated by achieving better outcomes for individual young people with SEND.

Proposals will also enable the local area 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 SEND.

The proposed section on achieving best value will ensure funding is allocated and used as effectively as possible. Proposed changes will ensure SEND services and provision is delivered within the available resources.

The proposal outlines 6 key priorities, what success would look like and measures to achieve these:

- Early identification of need of Children and Young People with SEND
- Working together to provide high quality services and provision at the right time
- Improve Outcomes for children and young people with SEND
- Strengthen Communication, Engagement and co-production with parents/carers, children and young people
- Preparing young people for adulthood
- Achieving best value

Key focus will be on working coherently with partners to enable better access to support. Improved communication so that parents and young people know where to go for help and developing the skills of young people so they can lead independent and healthy lives into adulthood.

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 proposed formal consultation process.

Development of proposals June-July 2021:

Workshops dedicated to understanding the perspective of young people and parent/carers were undertaken by NY Voice and the Council for Disabled Children. This was with the intention of enabling parents/carers and professionals to comment on what was working well to enable children with SEND to achieve better outcomes and what required further improvement.

Key themes from this engagement were:

What is important for children and young people with SEND:

Being cared for and valued, having meaningful friendships and being valued by supporting adults

Being healthy, resilient, having confidence and a sense of purpose

Sharing a range of experiences, enjoying learning and achievements being celebrated

Developing independence, being involved in decisions and having meaningful prospects of employment in adult life

Being safe

Services are proactive in meeting need with a focus on early intervention

Smooth transitions into adulthood

What is working well?

Joint working is improving and should remain a key focus of all

Digital platforms have supported improved attendance and input at reviews and multi-agency meetings

Post 16 pathways are improving

Increasing recognition and understanding that 'all' have a contribution to make to the successful planning and outcomes for children with SEND
 Positive support via Locality SEND Hubs and SENCo networks
 Key staff and services provide high quality support

What needs further improvement?

Communication at strategic and operational levels
 Improved Local Offer
 More seamless exchange of information between services and families
 Greater range and availability of local provision
 Increased range of social opportunities for CYP with SEND
 Knowledge, training and understanding of staff to continue to support children within mainstream settings
 Timeliness and quality of assessment processes in particular agreed outcomes and annual reviews
 Early and proactive support needs to be a focus for all services
 Availability of respite support and appropriate care staff

Informal engagement – June 2021-July 2021

Informal engagement was undertaken with support from an Independent body. The Council for Disabled Children

Proposed Formal consultation – 13th October for 7 weeks

- If Executive Members approve the proposals for consultation a public consultation is scheduled to take place from 13th October 2021 for 7 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 will be via online platforms.
- 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, PCV, our NYCC website, and corporate Facebook and Twitter accounts.

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.

One key priority is to achieve best value. This will be done through assessing, in partnership, where there are efficiencies or better ways of working that will improve outcomes whilst working within the parameters of set budget allocations.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		✓		Customer:

	✓			<p>Implementation of this strategy will ensure that communication is more effective, access to support is better understood and easier and that parents and young people are more involved in the strategic and operational decision made.</p> <p>Staff: No identified impact.</p>
Disability		✓		<p>Customer: For young people with a disability and special educational needs. A strengthened offer of provision which will aim to increase the number of children and young 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>Staff: No identified impact.</p>
Sex (Gender)	✓			<p>Customer: The current services are 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>Staff: No identified impact.</p>
Race	✓			<p>Customer:</p>

	✓			It is anticipated there would be no identifiable impact on specific ethnic groups as a result of the project. Staff: No identified impact.
Gender reassignment	✓			Customer: It is anticipated there would be no identifiable impact in relation to gender reassignment as a result of the project. Staff: No identified impact.
Sexual orientation	✓			Customer: It is anticipated there would be no identifiable impact in relation to sexual orientation as a result of the project. Staff: No identified impact.
Religion or belief	✓			Customer: It is anticipated there would be no identifiable impact on specific religious groups or beliefs as a result of the project. Staff: No identified impact.
Pregnancy or maternity	✓			Customer: It is anticipated there would be no identifiable impact as a result of the project. Staff: No identified impact.
Marriage or civil partnership	✓			Customer: It is anticipated there would be no identifiable impact as a result of the project. Staff: No identified impact.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?	✓			Customer: 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. Staff: No identified impact.

	✓			
...have a low income?	✓			Customer: No identified impact. Staff: No identified impact.

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.

It is anticipated any changes to the current services will impact more on the following: Young people with special educational needs and disabilities

These groups are more likely to find change challenging if changes are made to current services they will need support to make the transition.

Further work will be undertaken, once proposals have been through the decision making process.

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 anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - 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.	
3. Adverse impact - continue the proposal - 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)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (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 Programme Board to discuss issues, resources and provide direction and resolution.
- Reviews through a the established county wide multi-disciplinary 0-25 SEND strategic partnership
- An annual review of the SEND Strategy and subsequent action plans 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	13 th October 2021		Through the SEND Programme Board.
Publication of Local Area Strategy	Jane Le Sage	February 2022		Through the SEND Programme Board.
Review of Startegy	Jane Le Sage	Feb 2023		Through the SEND Programme 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: Chris Reynolds

Job title: Head of SEND Startegic Planning and Resources

Directorate: Children and Young People's Service

Signature: C Reynolds

Completion date: 23/09/21

Authorised by relevant Assistant Director (signature):

J Le Sage

Date: To be added