



**North Yorkshire**  
County Council

Enter

# Strategic Plan for SEND Education Provision 0-25

**2018 – 2023**



# Foreword

Our vision for the future is to make North Yorkshire a place of opportunity, where all children and young people are happy, healthy and achieving.

This plan is about the ways in which we'll help achieve this vision, and describes how we'll help children and young people with SEND to have the best chances to fulfil their potential and achieve their hopes for adulthood.

It's all about making a real difference for them, so the actions are ambitious – we want to provide the right education and support through staff that are skilled in meeting the needs of children with SEND.

Evidence shows that children with special needs and disabilities do better if they can stay within mainstream schooling and within their own communities, so we want them to be able to access the right type of education and support at the right time, in the right place and as locally as possible.

This plan outlines initiatives to promote effective early intervention; more specialist targeted and long-term provision in mainstream schools; more places in special schools; a flexible system of teaching and learning and continuation of support through to adulthood.

We need to overcome the challenges of pressures on funding, so strong partnerships, and a joint commitment to the principles of the plan are essential if we are to achieve our vision. Our plan has been developed with stakeholders, parents, carers, children and young people at the centre of it – and they have shaped the following pages.

We will review the plan with all our stakeholders as we drive it forward over the coming years.



**Stuart Carlton**  
Corporate Director  
Children and Young Peoples Services

Being chair of Flying High has helped me meet other people and has helped give me confidence and I think it has helped us influence the plan and improve things for others in North Yorkshire

It is good how young people and their parents and carers have been listened to about the plan and the plan has the thoughts and the views of lots of people in North Yorkshire. This means the plan will meet the needs of children and young people better. It will give them hope to find their careers and better opportunities in life.

Children and young people need to keep talking to the Council and their views need to be listened to so that young people know the Council will support them.

My hope is that all children and young people are happy and know that there are the right people to help and support them so they are not on their own.

I think it will be better for people with SEND and give them a bridge to find their path in life and a light at the end of the tunnel.



**Ed Graham**  
Chair of Flying High

# Foreword

North Yorkshire is large and diverse county but wherever parents and carers live it is important to them that their children and young people have choice and opportunities and that they can be well supported in their local community as far as possible. This plan offers a local approach that seeks to put community at the heart of children and young people's experiences while providing a continuum of provision to support a wide range of needs.

The presence of a strong family voice within local areas and centrally will help and support us all to work together to establish and maintain this ambitious plan to improve the experiences and life chances for all of our children and young people with special educational needs and disabilities.



**North Yorkshire PACT**  
**Helen Seth**  
Chair of NYPACT

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# 1. About the plan

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

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

This plan sets out what we will do to develop and improve education provision for children and young people with SEND in North Yorkshire. It is underpinned by the findings of an independent review carried out by an organisation called ISOS in 2016. We will make sure it is monitored and reviewed regularly so that we know things are getting better for children and young people. We will also need to develop and refine the plan as time goes on, if we need to, so that the actions in it are the right ones.

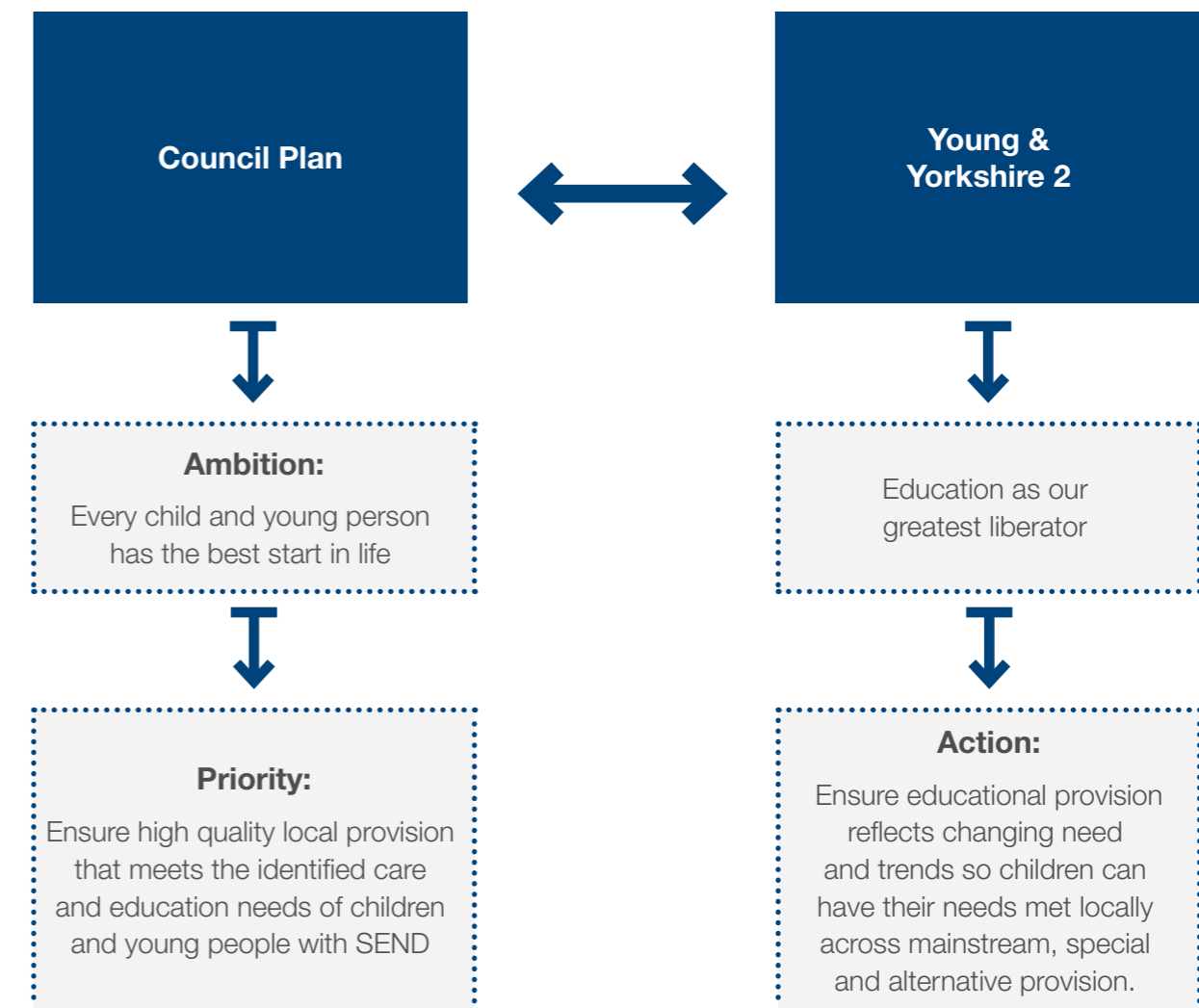
This plan focuses on educational provision for children and young people with SEND. We know however that in order to successfully deliver the plan there must be strong partnership working across all stakeholders. This includes people who work in the areas of education, health and social care as well as parents and carers and children and young people.

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



# 2. Our vision

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



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

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

### Our Principles

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

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

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

#### An inclusive culture and ethos

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

There will be support and challenge to ensure the best possible provision for children and young people with SEND.

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

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

#### Right support, right time, right place

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

### Outcomes for the Strategic Plan

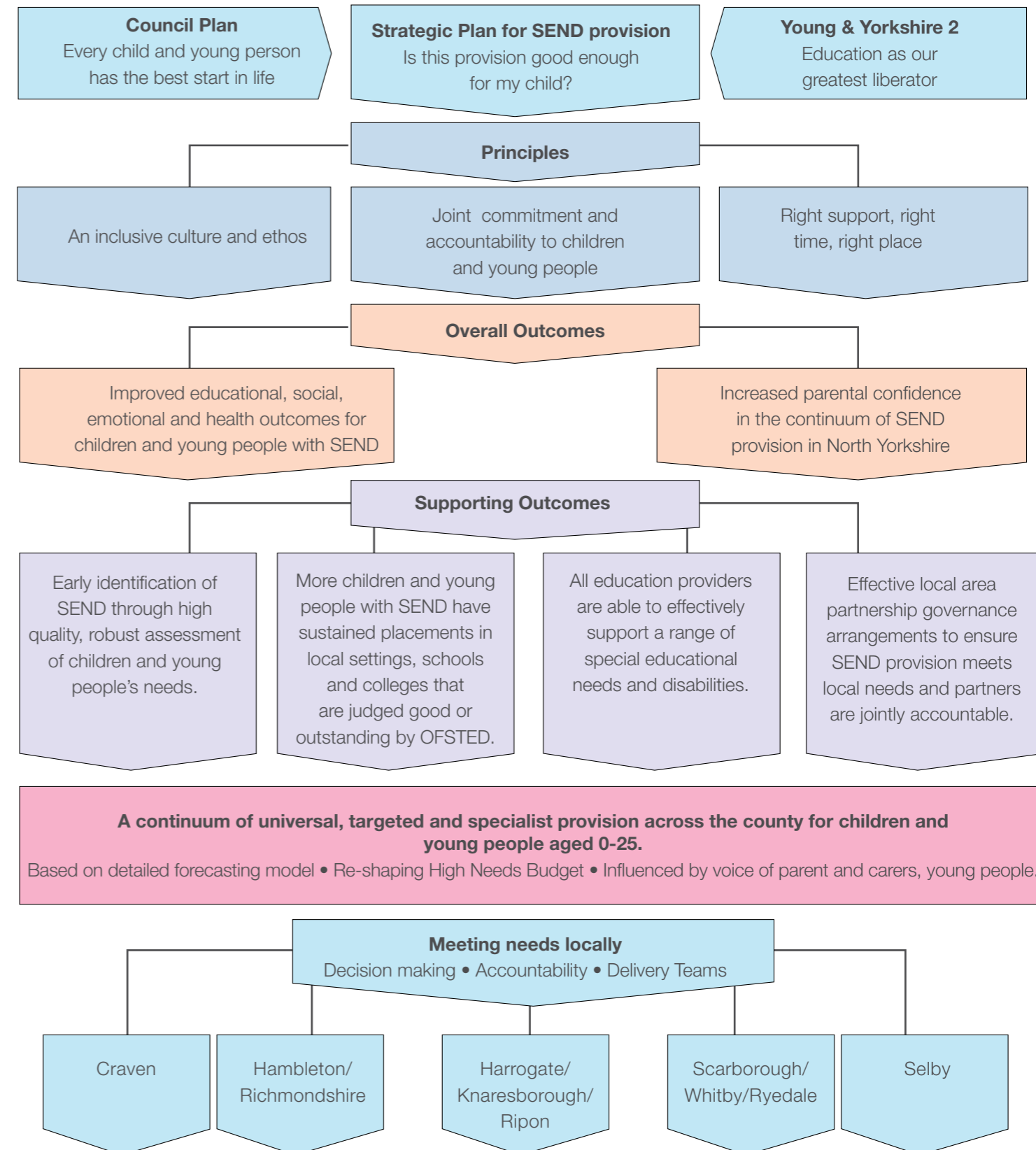
We will work towards achieving the following outcomes as we carry out the actions in this plan. Again, these outcomes have been shaped by much discussion, engagement and co-production through informal consultation.

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

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

## 3. Plan on a page

This diagram gives an overview of the strategic plan.



## 4. SEND in North Yorkshire

### – what do we know about our county?

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

Around **1.6%** of these children and young people have Education, Health and Care Plans (EHCPs)

**10.1%** of our school population is at SEN Support and **2.3%** have EHCPs.

We have fewer children and young people at SEN Support and with EHCPs than nationally. However the number of children and young people in each group is rising. There are **2600** children and young people with EHCPs now, and this is predicted to rise to over **3300** by **2022**, an increase of around **30%**.

Over **40%** of children and young people with EHCPs have a primary need of communication and interaction (C&I). Over **27%** have a primary need of cognition and learning (C&L) and over **18%** of social, emotional and mental health (SEMH). The smallest group, at just over **13%** has a primary need of sensory/physical needs (SP).

There are over **700** more children and young people with EHCPs now than at the beginning of **2016**. The increase has been greatest in the areas of communication and interaction (particularly Autism) and social, emotional and mental health. Together these groups accounted for almost **73%** of the increase.

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

The numbers of exclusions continues to increase. North Yorkshire's increase in exclusions is above both regional and national figures. Between the **2015/16** and **2016/17** academic years there was an increase in all fixed-term exclusions of **42%**.

North Yorkshire receives **£44.8** million in High Needs Funding from the Government to meet the needs of children and young people with SEND.

# What does this mean for North Yorkshire?

We know that there are more children and young people being identified as having special educational needs in North Yorkshire. These needs are across all areas: communication and interaction (C&I); social emotional and mental health (SEMH); cognition and learning (C&L) and sensory/ physical (SP). Meeting the needs of all of our children and young people with SEND is a priority for council and education leaders.

Academic outcomes for children and young people with SEND in North Yorkshire are broadly in line with national benchmarks. Recent data shows that outcomes for children and young people at SEN Support are improving more rapidly than for this cohort nationally.

We are expecting the numbers of children and young people with EHCPs to continue to rise based on our collective intelligence and forecasting information. We therefore need to make sure that we have the right type of provision in the right place to meet need across mainstream, targeted and specialist provision (see page 12 for further information). At the moment we know that a number of our children and young people have to attend school outside North Yorkshire – this is often as a result of not enough places in the county or some local gaps in provision.

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

Our current forecasting shows that we expect the rise in the number of EHCPs to continue. It also shows that we expect the greatest increase in the areas of C&I and SEMH. This is in line with feedback from engagement and consultation about the areas where there is most concern about meeting needs.

As a result of this, whilst this plan includes proposals for provision across all four areas of SEND, parts of it focus on C&I (including Autism) and SEMH.

We have a budget of £44.8 million to spend on special educational provision. This is called the High Needs Budget. There is significant and increasing pressure on this budget – this amount that we are allocated by central government is insufficient to meet current and expected demand. At the moment we are overspending by around £5.5 million on this budget. This plan has helped us begin to review how we spend this money to make sure it has the best impact on outcomes for children and young people.

We are now looking very closely at this budget, taking into account the actions in this plan, to make sure we can make the best provision possible with the funding we have.

**We have no plans to reduce the High Needs Budget, but we do need to work within the funding we have.**

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

This plan sets out how we intend to develop provision for children and young people with SEND in North Yorkshire, across all areas of need, but as noted above particularly to meet C&I and SEMH needs.

This means:

- Early identification of the needs of children and young people, and appropriate interventions to meet their needs delivered by a highly skilled and confident workforce.
- Our continuum of education provision for children and young people with SEND provision – from universal (mainstream) through targeted to specialist provision – is able to meet the needs of children and young people (There is more information about the continuum of provision on page 12).
- Enough places in targeted and specialist provision in North Yorkshire.
- Local provision, so that children and young people can attend school as close as possible to their home.
- A clear offer of support for families, schools and other providers from the Council SEND services.
- Everyone understands their responsibilities for children and young people with SEND.



# 5. SEND in North Yorkshire

## – what do we know about our localities?

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

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

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

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

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

- **Special School** - A special school is specifically organised to make special educational provision for pupils with SEN. Pupils attending a special school will have an Education, Health and Care Plan.

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

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

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

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

### Craven

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

**8.1%** of pupils with SEN Support in North Yorkshire are educated in Craven.

At the moment almost **41%** of Craven children and young people with EHCPs have a primary need of C&I. Around **24%** have a primary need of C&L. Around **17%** have a primary need of SEMH and a similar number have a primary need of SP.

As in the county as a whole, however, forecasting shows that the greatest increase in EHCPs are expected in the areas of C&I and SEMH. The smallest increase is predicted in C&L.

The Craven area is amongst the least deprived areas in the County.

Craven has the lowest prevalence of exclusions in the County.

Currently there is the following provision in Craven:

Universal	Targeted		Specialist
	Enhanced Mainstream Schools	Pupil Referral Service	Special Schools
60 early years providers	1 primary - Communication and Interaction	Craven PRS – exclusions, medical needs, outreach, preventative work	Brooklands School - wide range of complex SEN
32 Primary Schools	1 primary – Social, Emotional and Mental Health		
6 secondary schools	1 secondary - Autism		
1 further education provider			

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

We expect the greatest increases in need in Craven to be in the areas of communication and interaction and social, emotional and mental health. We need to make sure that the provision at stages of the continuum can meet these needs. In particular at present there is no targeted provision for pupils of secondary age with SEMH needs.

## Hambleton and Richmondshire

**22.3%** of children and young people with North Yorkshire EHCPs are in Hambleton/Richmondshire.

**25.3%** of pupils with SEN Support in North Yorkshire are educated in Hambleton/Richmondshire.

At the moment almost **42%** of Hambleton/Richmondshire children and young people with EHCPs have a primary need of C&I. Around **28%** have a primary need of C&L. **17%** have a primary need of SEMH and just over **13%** have a primary need of SP.

As in the county as a whole, however, forecasting shows that the greatest increase in EHCPs are expected in the areas of C&I and SEMH with SEMH being the greatest.

The Hambleton/Richmondshire area is amongst the least deprived areas in the County.

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

Currently there is the following provision in Hambleton / Richmondshire:

Universal	Targeted	Specialist
	Enhanced Mainstream Schools	Pupil Referral Service
178 early years providers	1 early years - Communication and Interaction	Sunbeck - exclusions, medical needs, outreach, preventative work
83 Primary Schools	1 primary - Communication and Interaction	Mowbray School - wide range of complex SEN
9 Secondary Schools No further education providers	2 primary - Social, Emotional and Mental Health 1 secondary - Cognition and Learning	The Dales School - severe and complex learning needs

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

We expect the greatest increases in need in Hambleton/Richmondshire to be in the areas of communication and interaction and social, emotional and mental health.

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

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

## Harrogate, Knaresborough and Ripon

**28%** of children and young people with North Yorkshire EHCPs are in Harrogate/Knaresborough/Ripon.

Over **23%** of pupils with SEN Support in North Yorkshire are educated in Harrogate/Knaresborough/Ripon.

At the moment almost **45%** of Harrogate/Knaresborough/Ripon children and young people with EHCPs have a primary need of C&I. Just over **23%** have a primary need of C&L. Just over **17%** have a primary need of SEMH and almost **15%** have a primary need of SP.

As in the county as a whole, however, forecasting shows that the greatest increase in EHCPs are expected in the areas of C&I and SEMH.

Harrogate/Knaresborough/Ripon has the second highest proportion of Service pupils in North Yorkshire.

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

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

Universal	Targeted	Specialist
	Enhanced Mainstream Schools	Pupil Referral Service
178 early years providers	1 primary - Communication and Interaction	The Grove Academy*
75 Primary Schools	2 primary - Social, Emotional and Mental Health	Forest Moor School - SEMH
10 Secondary Schools	1 secondary - Autism	The Forest School - wide range of complex SEN
1 further education provider		Springwater School - severe/complex learning needs

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

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

We expect the greatest increases in need in Harrogate/Knaresborough/Ripon to be in the areas of communication and interaction and social, emotional and mental health.

We need to think about the following for this area:

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

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



## Scarborough, Whitby and Ryedale

**25.9%** of children and young people with North Yorkshire EHCPs are in Scarborough/Whitby/Ryedale.

Over **28%** of pupils with SEN Support in North Yorkshire are educated in Scarborough/Whitby/Ryedale. This is the highest in the County.

At the moment almost around **34%** of Scarborough/Whitby/Ryedale children and young people with EHCPs have a primary need of C&I. A similar percentage have a primary need of C&L. Almost **22%** have a primary need of SEMH and just over **10%** have a primary need of SP.

As in the county as a whole, however, forecasting shows that the greatest increase in EHCPs are expected in the areas of C&I and SEMH, with SEMH being the greatest.

Scarborough/Whitby/Ryedale includes locality areas which are amongst the most deprived areas in the County and there are identified areas that have relatively high levels of deprivation nationally.

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

The Scarborough district has the highest prevalence of exclusions in the county.

It is amongst the lowest levels for school social mobility indicators (10th lowest of 324 local authorities, Social Mobility & Child Poverty Commission, November 2017) in the country.

### Currently there is the following provision in Scarborough/ Whitby/Ryedale:

Universal	Targeted	Specialist
	Enhanced Mainstream Schools	Pupil Referral Service
157 early years providers	1 primary - Communication & Interaction	Scarborough PRS Whitby Alternative provision
75 Primary Schools	3 primary - Social Emotional & Mental Health	Ryedale Out Of School Education (ROOSE)
12 Secondary Schools	1 secondary - Autism	All – exclusions, medical needs, outreach, preventative work
1 further education provider	1 secondary - Cognition & Learning	
		Brompton Hall School - SEMH (Boys) (including residential provision)
		Springhead School - severe/complex learning needs
		Welburn Hall School - wide range of complex SEN (including residential provision)
		The Woodlands Academy - wide range of complex SEN*

\*The Woodlands Academy is a special academy rather than a maintained North Yorkshire special school but the council commissions places from and works closely with The Woodlands Academy.

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

We expect the greatest increases in need in Scarborough/Whitby/Ryedale to be in the areas of communication and interaction and social, emotional and mental health. Although there are a number of EMS provisions and special schools there are some important points to be made:

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

There is a lack of targeted SEMH provision at secondary level.

## Selby

**14.9%** of children and young people with North Yorkshire EHCPs are in Selby.

**14.4%** of pupils with SEN Support in North Yorkshire are educated in Selby.

At the moment almost **42%** of Selby children and young people with EHCPs have a primary need of C&I. **27.5%** have a primary need of C&L. Just over **17%** have a primary need of SEMH and almost **13%** have a primary need of SP.

As in the county as a whole, however, forecasting shows that the greatest increase in EHCPs are expected in the areas of C&I and SEMH, with SEMH being the greatest.

Selby includes identified areas which are amongst the most deprived areas in the County.

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

### Currently there is the following provision in Selby:

Universal	Targeted	Specialist
	Enhanced Mainstream Schools	Pupil Referral Service
125 early years providers	1 primary - Communication & Interaction	The Rubicon Centre- Exclusions, medical needs, outreach and preventative work
40 Primary Schools	1 primary - Social Emotional and Mental Health	
12 Secondary Schools	1 secondary - Autism	
1 further education provider		
		Special Schools
		None

### What does this mean for Selby?

The most significant point to make is that the Selby area does not have a North Yorkshire special school. This means that children and young people from the area who need a special school have to travel out of Selby either to another part of North Yorkshire, or out of the county. For example there are 44 children and young people who travel to other local authority maintained special schools. This must be addressed as part of the strategic plan.

We expect the greatest increases in need in Selby to be in the areas of communication and interaction and social, emotional and mental health.

There is a lack of targeted SEMH provision at secondary level.

### Special School provision in North Yorkshire

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

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

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

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

There are currently 401 pupils attending schools outside of North Yorkshire. 64 attend other local authority special schools (44 of these pupils live in Selby), whilst 80 attend independent and non-maintained schools. A further 27 pupils attend Special Free Schools or Special Academies outside of North Yorkshire. This means these pupils are often not being educated close to their home. It also puts more pressure on the budget, both for special school provision and for transport. The remainder of these pupils attend a range of establishments such as Further Education Colleges and other local authority mainstream schools.

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

### Central SEND services from North Yorkshire County Council

In addition to the provision in localities and from special schools there is a centrally employed team of specialists. This team works across the four areas of need: communication and interaction; cognition and learning; social, emotional and mental health and sensory and physical. The team carries out the following functions:

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

## 6. SEND in North Yorkshire

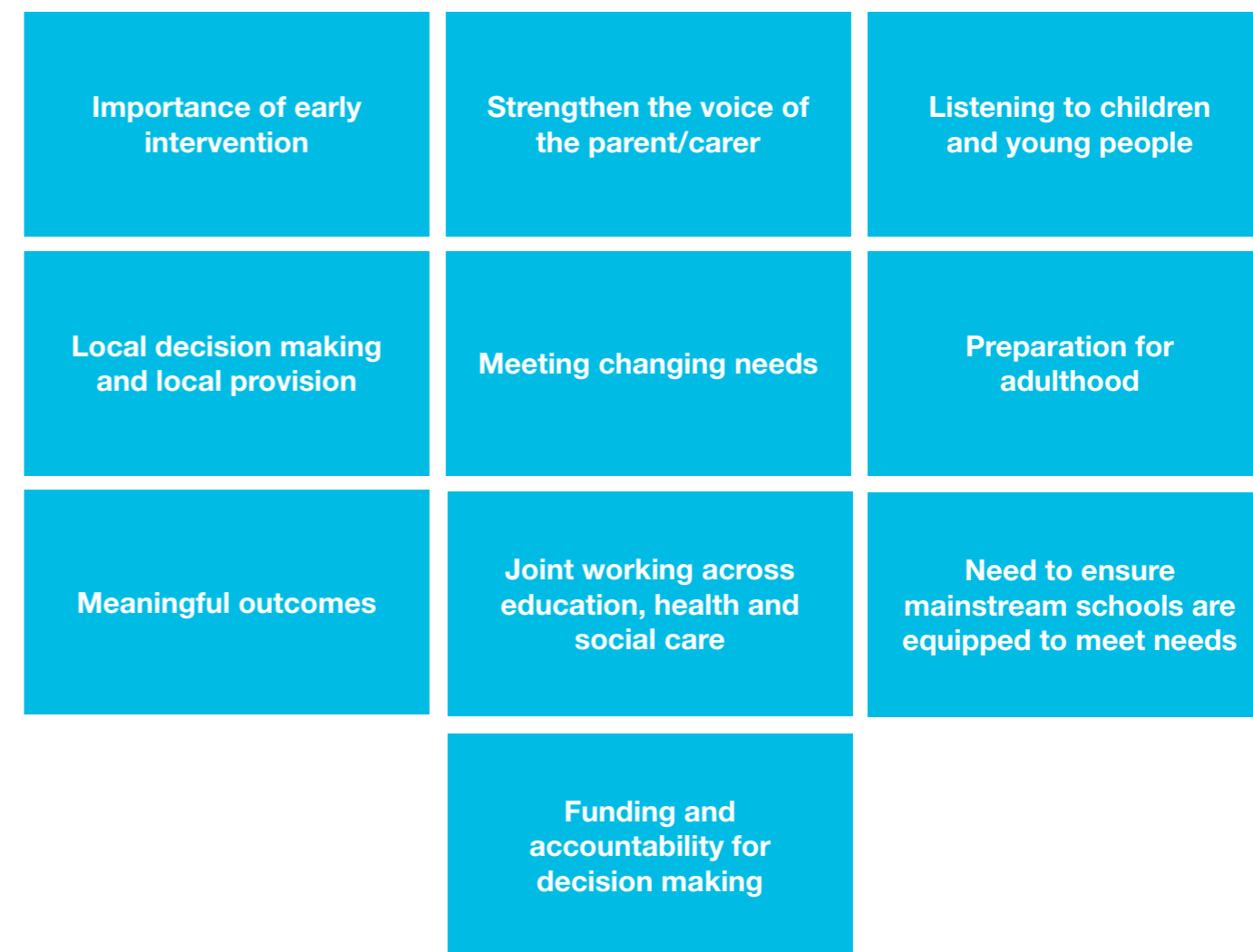
### – what you have told us

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

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

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

Some clear themes have emerged as shown in this diagram:



## Importance of early intervention

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

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

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

***“As a SENCO I agree that early intervention is the key to supporting children with SEND and the proposal to improve interventions through CPD and training would be very beneficial.”*** SENCO

## Strengthen the voice of the parent/carer

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

Parents and carers were clear that the voices of parents in different localities must be heard to get a true picture of the needs of children, young people and families in each locality and to help develop provision for that area and across the county. It is important that there is a clear mechanism for parent/carer input and feedback in local areas.

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

## Listening to children and young people

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

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

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

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

Children and young people who attended the focus groups held as part of the formal consultation also told us that it is important that they have the same staff to work with them, that teachers are supported to meet their needs, and that budgets are distributed fairly.

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

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

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

## Local decision making and local provision

From the early work by the ISOS Partnership though to formal public consultation in 2018, there has been a clear message that the particular needs of each locality should be considered when developing the strategic plan. There has also been strong support for local decision making processes about provision in each area.

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

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

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

***“Targeted and focused decision making will be key and therefore we agree with this model.”*** Response to formal consultation

## Meeting changing needs

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

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

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

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

## Preparation for adulthood

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

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

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

***“We need more of 18-25 year support for young people.”*** Response to formal consultation

### Meaningful outcomes across education, health and care

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

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

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

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

### Joint working across education, health and social care

In line with feedback about outcomes, the view was expressed that it was essential that those working in education, health and social care worked together to meet children and young people’s needs. This was particularly evident in formal consultation.

*“Skilled workforces do exist in localities - but how we work together needs improvement.”*  
Response to formal consultation

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

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

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

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

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

### Funding and accountability for decision making

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

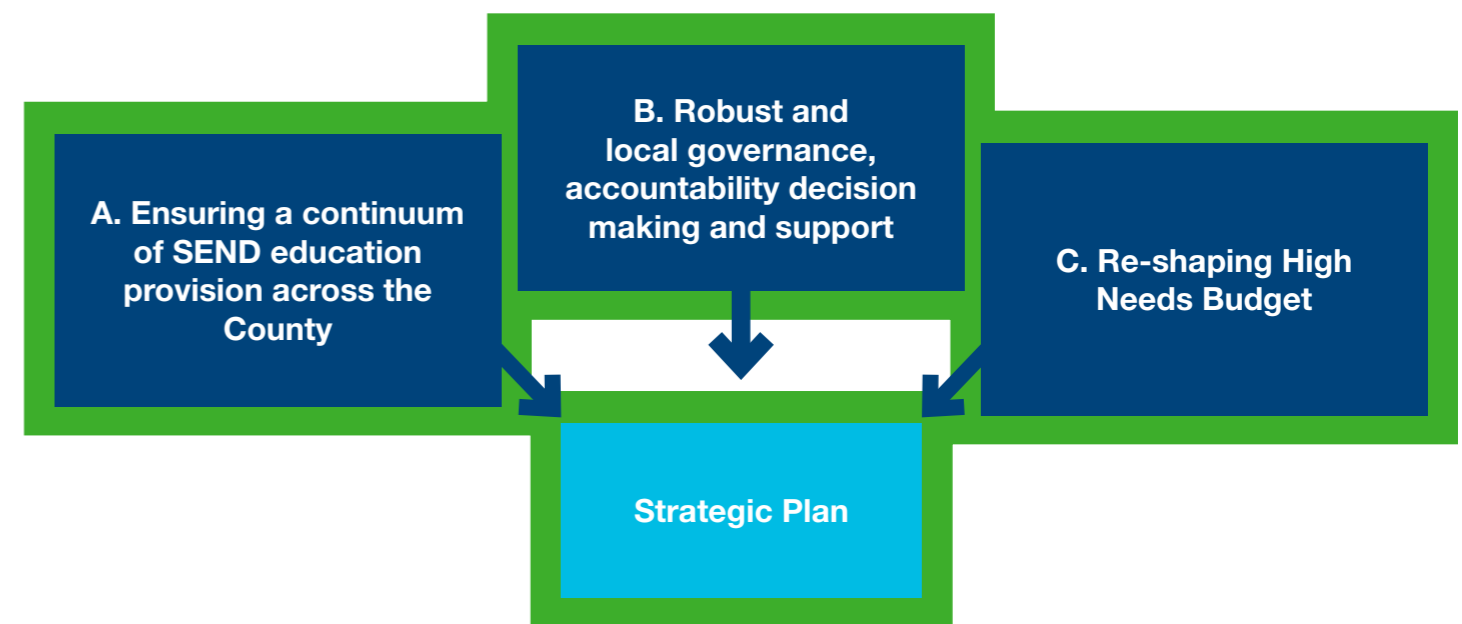
*“Without this reallocation of funding across North Yorkshire, the most deprived areas...will continue to be underfunded and as a result be unable to further develop support for students.”* Education professional

*“We would all like more money in the high needs block but this is unlikely to happen therefore we need to ensure we get value for money from what we are spending.”* Response to formal consultation

*“Local will be better, providing this is equitable and robustly monitored.”* Response to formal consultation

## 7. SEND in North Yorkshire – what we are planning to do

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



The next sections provide more detail on these areas.

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

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

- Phase 1 (pages 24 to 32) will cover the majority of the proposals in the plan, which should be delivered through existing resources across staffing, High Needs Budget and capital funding.
- Phase 2 (page 33) will cover proposals where additional capital or other funding is required, or where further work needs to be completed.

There will be further consultation on Phase 2.

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

The next section covers Phase 1.

## Strategic Plan – Phase 1

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

This strategic plan will deliver support for children and young people with SEND across the continuum of universal, targeted and specialist provision. Please see page 12 for an explanation of the continuum.

It will deliver support across all areas of need: communication and interaction; cognition and learning; social, emotional and mental health and sensory/physical.

The following sections set out our plans for the continuum of provision. Later in the plan there is information about what this means for each locality (pages 34 to 38).

#### Phase 1 - Universal provision

##### A skilled workforce

We will work alongside schools to increase capacity to support children and young people across all four areas of SEND by:

- Providing guidance on appropriate levels of continuous professional development (CPD) for school leaders, middle managers and other school staff.
- Co-ordinating the development of a county wide directory of quality assured CPD opportunities for education staff offered by local authority, teaching alliances, Multi Academy Trusts, the voluntary sector and health.
- Reorganising central SEN support services to provide locality based multi-disciplinary teams working closely with schools and other council services to enhance early identification and intervention (for further detail see page 32).
- Working with local area inclusion steering groups, map outreach requirements across localities and develop a revised model for funding and commissioning these requirements

##### Culture and ethos

We will:

- Reintroduce an inclusion quality mark to quality assure inclusive practice across the county.
- Clarify key contacts for settings, schools and colleges so they know who to contact to support them to meet the needs of children and young people with SEND.
- Establish a single point of contact via e-mail for professionals.
- Continue to provide information on evidence based interventions for schools to support children and young people with SEND, and support schools to use these. We will explore opportunities for working with academic and research organisations to evaluate and validate this work.
- Specifically promote and support the use of restorative approaches in schools across the primary and secondary age range. We will pilot these approaches with a small number of schools then develop them across the county.
- Work with schools to develop and implement a 'ladder of intervention' for children and young people with SEMH needs. This will promote early identification and support. We will then develop similar approaches for other areas of need.
- Work with SENCOs, Headteachers, parents and carers to ensure that all children and young people whose needs can be met within the SEN Support available in mainstream schools are able to do so. This may include training, advice and support through the SENCO networks, awareness raising and development of advice and guidance with parent and carer groups and developing templates for Individual Provision Maps and My Support Plans that schools can use to track provision and outcomes
- Continue to deliver SENCO network meetings and work with Local Area Inclusion Steering groups and SENCOs to ensure these cover information relevant for each locality.

##### Information for parents and carers.

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

##### Post 16/19

We will:

- Extend the SEND mainstream guidance to cover 16-25 and deliver training for Further Education (FE) providers so that they have access to the same supportive information as settings and schools.
- Recommend that FE providers identify a member of staff to take on a 'SENCO' role according to good practice and support them to do this.
- Provide support for those taking on the 'SENCO' role through the locality FE SEND Networks.
- Improve information we share with post 16 providers about the interests and abilities of young people from Year 11 by introducing a leaver preference process. This will tell us about young people's preferences for future provision and we will work with providers to secure this.
- Support post 16 and post 19 providers to develop a broader range of education provision to meet needs more locally
- Create better pathways into employment for young people through increasing the range of Supported Internship and Supported Apprenticeship opportunities across the County.

#### Phase 1 - Targeted provision

##### Model for targeted mainstream provision

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

- Be small group provision, for both boys and girls, attached to mainstream schools

- Provide for primary and secondary pupils
- Be for children and young people who can access a mainstream curriculum and aspects of mainstream school, but who require additional specialist support to do so. The provision is not intended for children and young people who have been assessed as needing a special school placement.
- Prioritise communication and interaction (including Autism) and SEMH needs in line with forecasting. It is recognised, however that children and young people with these primary needs may also need support in other areas, such as cognition and learning.
- Provide a small number of flexible places that aim to identify needs and appropriate provision for specific groups where early identification of needs has not been possible. These places will be carefully allocated and monitored according to clear criteria.

In Phase 1 we will:

- Initially commission this new model from current EMS schools that indicate interest in, and are able to, deliver the provision within the new specification and funding model
- Further develop our plan for commissioning additional targeted mainstream provision in localities across the county
- Explore interest from schools who may wish to host targeted provision

##### Alternative provision for primary pupils

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

### Alternative provision for secondary students

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

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

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

We will:

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

- Commission places from the PRS only for pupils in late KS3 and in KS4 who have an EHCP whose needs can best be met in that provision. Places will be secured in each locality.
- Develop a traded element of the PRS whereby schools pay an affordable contribution for flexible placements
- Consider a financial contribution from schools for provision for permanently excluded pupils
- Strengthen the therapeutic offer for young people attending the PRS/AP

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

### Alternative Provision commissioned by schools

We will:

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

### Education of children with medical needs

We will:

- Update and strengthen the guidance for schools about pupils with medical needs to clarify and emphasise the responsibilities of both the school and the local authority.
- Develop and implement a clear referral pathway and decision making process for the education of pupils with medical needs. This will include guidance on referrals and who should make these. It will include a staged approach to meeting medical needs and how education provision should be provided at each stage. This will include work with health colleagues to revise the referral process for children with mental health needs where this is impacting on their ability to access education.
- Develop and implement a different model of commissioning home tuition for pupils with medical needs and no longer commission this from the PRS/AP.
- In the short term, continue to commission places for pupils with medical needs requiring in reach provision from the PRS/AP, with a revised commissioning and funding model.
- Following implementation of the new model for home tuition, develop and implement a revised model of provision for pupils needing in reach support.
- Introduce a financial contribution from schools to support the education of children with medical needs who cannot access their curriculum offer but remain on their roll.
- Strengthen the current monitoring arrangements and establish a 'virtual school' for children and young people with medical needs to monitor and oversee provision and progress. This will be overseen by a designated lead officer in the local authority.
- Ensure that changes to provision for pupils with medical needs are carefully planned and implemented so that the needs of pupils are met and the local authority delivers its statutory duty.

## Phase 1 - Specialist provision

### Current special school provision

We will:

- Revise the designation of special schools if required as provision is developed and this plan is implemented.
- Where appropriate encourage dual placements between mainstream and special schools to meet needs.
- Increase the number of specialist day places in North Yorkshire special schools to ensure that children requiring specialist places can be educated locally.
- Implement the approved plan for year 1 of the Special Provision Capital Funding (see <https://www.northyorks.gov.uk/send-specialist-support-and-provision>) including increasing special school places and improving facilities at Springwater School, Springhead School and The Dales School
- Complete work at The Forest School to increase places by 25 and to improve facilities. This work is funded through Schools Condition Grant.

### Residential provision

We will:

- Ensure that it is clear that when the local authority commissions special school places this is done assuming that all places are day places unless statutory assessment shows that a child or young person requires residential provision.
- Strengthen local authority decision making processes across social care and education for children with EHCPs or undergoing statutory assessment who may require an extended day or residential curriculum.

- Implement clear robust criteria to support the decision making on residential placement at North Yorkshire's residential special schools – Brompton Hall and Welburn. This will be alongside a new service specification detailing the additional outcomes expected specifically in relation to the residential element of each school.
- Strengthen the monitoring of outcomes for children and young people receiving residential provision, including through the annual review process.

### New special school provision

We will:

- Submit an application for a new special/free school in the Selby locality in line with requirements and timescales from the Department for Education
- Work towards establishing satellite specialist provision in the Ripon area.
- Explore developing special school provision for children and young people with Autism who need access to a mainstream curriculum.

### The offer from special schools

We will:

- Work with special schools to develop their offer across the continuum of provision. This will include the role of special schools in the North Yorkshire Inclusion Partnership overall and in local areas as well as the support special schools can provide to universal and targeted provision.
- Work with special schools to commission a minimum therapeutic offer for children and young people, including speech and language therapy and occupational therapy.

### Preparing for adulthood

We will:

- Implement the Preparing for Adulthood guide from year 7 to strengthen the involvement of young people in planning for their future and making choices.
- Make sure preparing for adulthood is considered in all young people's annual reviews and plans from year 7.
- Develop and implement a model for independent travel training working with schools, voluntary groups and parents in order to increase the number of young people who can have travel training.
- Work through the Locality SEND FE Networks to continue to develop a range of education and training options for young people.
- Develop links between specialist and mainstream education providers to enable the sharing of expertise, promote better understanding of SEND and ensure educational progress remains a priority. This will support the development of the sixth form offer from special schools.

### Specialist provision

We will:

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

### North Yorkshire County Council Adult Learning and Skills Service (ALSS)

We will:

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

### Supported internships

We will:

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



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

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

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

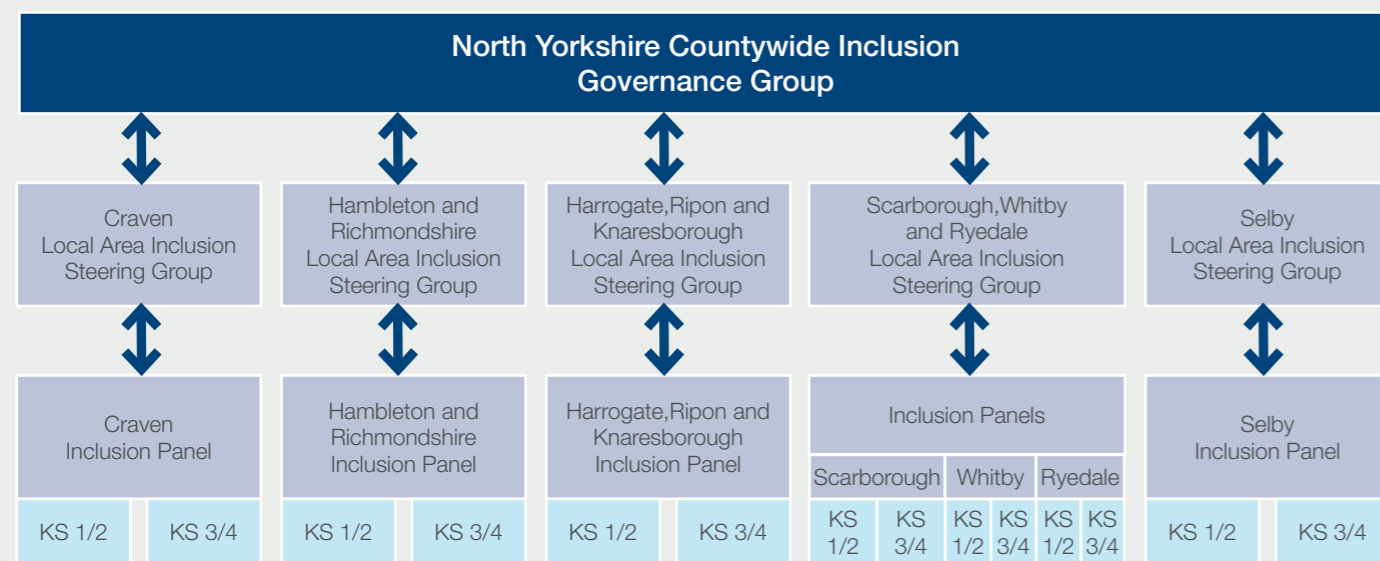
### The North Yorkshire Inclusion Partnership

North Yorkshire County Council has the strategic overview for children and young people with SEND aged 0-25 in the county, and has a number of duties it must carry out. As noted in section 6, however, there has been strong support for local decision making processes for each area. We will therefore develop the North Yorkshire Inclusion

Partnership which will include local decision making, as well as strengthening local accountability and responsibility for children and young people with SEND. The principles of this plan (see page 6) will underpin the work of this partnership.

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

### Inclusion Partnership Model



### The Countywide Inclusion Governance Group

Will:

- Make sure there is a strategic vision across North Yorkshire for county and local priorities.
- Check the progress being made to the outcomes in this strategic plan.
- Review this plan each year and make changes to it if they are needed.
- Check how all localities are making progress to agreed priorities and provide challenge and support where it is needed.
- Provide advice to help the Local Authority and Schools Forum make sure that financial resources are managed and distributed fairly across localities.
- Look at information about children and young people with SEND to identify any trends, forecast need, make plans to make sure provision is right to meet needs.

- Share good practice across the county and between localities.
- Make sure the partnership knows about new national developments and changes in the law and the right action is taken.
- Review the provision across the continuum to ensure quality is high, outcomes are improved and value for money is achieved.

The membership of this group will include:

- Local authority senior officers
- Senior representatives from education providers across the 0-25 age range
- Parents and carers and;

There will be representation across education, health and social care.

### The Local Area Inclusion Steering Groups

Will:

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

The membership of these groups will include:

- Local authority senior officers
- Senior representatives from education providers across the 0-25 age range
- Parents and carers and;

There will be representation across education, health and social care.

### The Local Area Inclusion Panels

Will replace the current collaborative model across North Yorkshire.

These panels will:

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

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

There will be representation across education, health and social care.

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



### Creation of SEND Multi-Disciplinary Locality based teams

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

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

The locality teams will cover the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

Due to the lower incidence of sensory and physical needs support for these areas of need will continue to be managed and coordinated centrally. There will, however be links with locality teams to ensure the needs of children and young people are met.

The locality based teams will:

- Be a local presence for service delivery.
- Provide an access point for children, young people, families and education providers, including an enquiry and referral point.
- Provide a minimum free core offer of support for children and young people with SEND at key points including transitions.
- Offer outreach to settings and schools in response to referrals. A core or traded offer will be made, based on agreed criteria. The focus will be on early intervention and transition points.
- Deliver early intervention advice and support so that the needs of children and young people can be identified and met as early as possible.

- Use a key working approach to working with families.
- Include a therapy offer (speech and language therapy and occupational therapy). Consideration is being given to support for mental health needs.
- Offer opportunities for education providers to purchase additional support above the minimum offer.
- Organise and coordinate the local SENCO network to make sure key central messages are communicated and to respond to local priorities.
- Offer targeted group sessions and training for children and young people and parents/carers across all areas of needs, as part of the locality local offer.
- Provide targeted rapid response for crisis/urgent needs based on clear agreed criteria.

### C. Re-shaping the High Needs Budget

The High Needs Budget supports SEND education provision. North Yorkshire receives £44.8 million for this budget. As we note on page 10 there is significant and increasing pressure on this budget and currently we are overspending by around £5.5 million. In order to deliver this plan we will carry out a review and reshaping of the systems and processes for allocating this budget in line with the actions in the plan. The review and reshaping of high needs funding will take place through engagement with education sector leaders through the North Yorkshire Schools Forum. The School Forum was established under the Education Act 2002 to provide schools with more involvement in the allocation of funding.

As part of this work we will:

- Reshape the High Needs Funding model to support the proposed continuum of needs, the SEND partnership approach and the locality teams.
- Create opportunities for local decision making on identified high needs funding through the Local Area Inclusion Steering Groups (see pages 30 to 31).

More detail about proposed changes to the High Needs Funding model will be available as we implement this plan.

## Strategic Plan – Phase 2

This section gives an overview of broad proposals for phase 2 of the strategic plan. There will be further work on these proposals and a further formal consultation will take place before these are implemented. Further information about timescales can be found in section 8.

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

#### Phase 2 - Universal provision

##### Early years provision

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

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

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

#### Phase 2 - Targeted Provision

##### Model for targeted mainstream provision

We will:

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

#### Phase 2 – Specialist provision

##### New special school provision

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



We will:

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

#### Phase 2 - Joint working

During phase 2 we will explore and develop opportunities for joint commissioning of services and provision for children and young people with SEND, across education, health and social care.

### What do our plans mean for each locality?

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

#### Craven

	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	During phase 1 and phase 2 we plan to establish: 1 primary nurture provision (SEMH) 1 secondary nurture provision (SEMH) 1 primary C&I provision 1 secondary C&I provision	
<b>Alternative provision</b>	We will commission from Craven PRS for: <ul style="list-style-type: none"><li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li><li>• Flexible and preventative approaches for pupils who may need some additional support.</li><li>• Pupils in late KS3 and in KS4 who have an EHCP whose needs can best be met in that provision.</li></ul> In the short term we will continue to commission places for pupils with medical needs requiring in reach provision.	
<b>Specialist provision</b>	We will commission additional places from Brooklands special school.	
<b>Governance, accountability and decision making</b>	We will establish a: <ul style="list-style-type: none"><li>• Local area inclusion steering group.</li><li>• Local area inclusion panel.</li></ul>	
<b>Support</b>	We will establish a multi-disciplinary locality team	

#### Hambleton/Richmondshire

	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	During phase 1 and phase 2 we plan to establish: 1 primary nurture provision (SEMH) in the Catterick garrison area 1 primary nurture provision (SEMH) elsewhere in the area 1 secondary nurture provision (SEMH) 1 primary C&I provision 1 secondary C&I provision	
<b>Alternative provision</b>	We will commission from Sunbeck for: <ul style="list-style-type: none"><li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li><li>• Flexible and preventative approaches for pupils who may need some additional support.</li><li>• Pupils in late KS3 and in KS4 who have an EHCP whose needs can best be met in that provision.</li></ul> In the short term we will continue to commission places for pupils with medical needs requiring in reach provision.	
<b>Specialist provision</b>	We will commission additional places from The Dales special school.  We will implement the approved plans for work from the SPCF in the Dales school with an increase of at least 6 further places.	
<b>Governance, accountability and decision making</b>	We will establish a: <ul style="list-style-type: none"><li>• Local area inclusion steering group.</li><li>• Local area inclusion panel.</li></ul>	
<b>Support</b>	We will establish a multi-disciplinary locality team	

## Harrogate/Knaresborough/Ripon

	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	During phase 1 and phase 2 we plan to establish: 2 primary nurture provisions (SEMH) 1 secondary nurture provision (SEMH) 2 primary C&I provisions 1 secondary C&I provision	
<b>Alternative provision</b>	We will commission from the The Grove Academy for: <ul style="list-style-type: none"><li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li><li>• Flexible and preventative approaches for pupils who may need some additional support</li><li>• Pupils in late KS3 and in KS4 who have an EHCP whose needs can best be met in that provision.</li></ul> In the short term we will continue to commission places for pupils with medical needs requiring in reach provision.	
<b>Specialist provision</b>	We will commission additional places from Springwater and Forest Moor special schools. We will implement the approved plans for work from the SPCF in Springwater school. We will complete work at The Forest School to increase places by 25 and to improve facilities. This work is funded through Schools Condition Grant. We will work towards establishing satellite specialist provision in the Ripon area.	
<b>Governance, accountability and decision making</b>	We will establish a: <ul style="list-style-type: none"><li>• Local area inclusion steering group</li><li>• Local area inclusion panel</li></ul>	
<b>Support</b>	We will establish a multi-disciplinary locality team	

## Scarborough/Whitby/Ryedale

	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	During phase 1 and phase 2 we plan to establish: <b>Scarborough</b> 1 primary nurture provision (SEMH) 1 secondary nurture provision (SEMH) 1 primary C&I provision 1 secondary C&I provision <b>Whitby</b> 1 primary nurture provision (SEMH) 1 secondary nurture provision (SEMH) 1 primary C&I provision 1 secondary C&I provision <b>Ryedale</b> 1 primary nurture provision (SEMH) 1 secondary nurture provision (SEMH) 1 primary C&I provision	
<b>Alternative provision</b>	We will commission from Scarborough PRS, ROOSE and Whitby Outreach for <ul style="list-style-type: none"><li>• Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.</li><li>• Flexible and preventative approaches for pupils who may need some additional support</li></ul> We will commission from Scarborough PRS places for pupils in late KS3 and in KS4 who have an EHCP whose needs can best be met in that provision. In the short term we will continue to commission places for pupils with medical needs requiring in reach provision from the PRS and AP.	
<b>Specialist provision</b>	We will commission additional places from Springhead special school. We will implement the approved plans for work from the SPCF in Springhead school with an increase of at least 6 further places. We will strengthen local authority decision making processes for extended day or residential provision and implement clear robust criteria to support the decision making on residential placement at Brompton Hall and Welburn Hall. There will be a new service specification detailing the additional outcomes expected specifically in relation to the residential element of each school. We will remodel the offer at Welburn Hall sixth form in line with the development of sixth form provision in special schools across the county. We will commission an increased number of places from the Woodlands Academy.	
<b>Governance, accountability and decision making</b>	We will establish a: <ul style="list-style-type: none"><li>• Local area inclusion steering group</li></ul> There will be separate inclusion panels for Scarborough, Whitby and Ryedale.	
<b>Support</b>	We will establish a multi-disciplinary locality team	

Selby

	Phase 1 >>	Phase 2
<b>Targeted mainstream provision</b>	During phase 1 and phase 2 we plan to establish: 1 primary nurture provision (SEMH) 1 secondary nurture provision (SEMH)  1 primary C&I provision 2 secondary C&I provisions	
<b>Alternative provision</b>	We will commission from the Rubicon Centre for:  • Pupils who have been permanently excluded from secondary schools. We expect this number to reduce as the new model is implemented.  • Flexible and preventative approaches for pupils who may need some additional support.  • Pupils in late KS3 and in KS4 who have an EHCP whose needs can best be met in that provision.  In the short term we will continue to commission places for pupils with medical needs requiring in reach provision.	
<b>Specialist provision</b>	We will submit an application for a new special free school in the Selby locality in line with requirements and timescales from the Department for Education.	Should the free school bid not be successful we will explore other options for creating specialist provision in the Selby locality.
<b>Governance, accountability and decision making</b>	We will establish a:  • Local area inclusion steering group.  • Local area inclusion panel.	
<b>Support</b>	We will establish a multi-disciplinary locality team	


# 8. SEND in North Yorkshire

## - when are we planning to do this?

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

### Implementation Plan

Key: Phase 1  Phase 2 

	Action	Page	Academic Years				
			Year 1	Year 2	Year 3	Year 4	Year 5
			18/19	19/20	20/21	21/22	22/23
<b>Universal</b>							
<b>A skilled workforce</b>	<b>We will:</b>						
	Provide guidance on appropriate levels of continuous professional development (CPD) for school leaders, middle managers and other school staff.	24	■				
	Co-ordinate the development of a county wide quality assured directory of CPD opportunities for education staff.	24	■				
	Reorganise central SEN support services to provide locality based multi-disciplinary teams.	24	■	■			
	Working with Local Area Inclusion Steering Groups, map outreach requirements across localities and develop a revised model for funding and commissioning these requirements.	24		■			
<b>Culture and ethos</b>	Reintroduce an inclusion quality mark.	24	■				
	Clarify key contacts for setting, schools and colleges.	24	■				
	Establish a single point of contact via e-mail for professionals.	24	■				
	Continue to provide information on evidence based interventions for schools to support children and young people with SEND, and support schools to use these. Explore opportunities for working with academic and research organisations to evaluate and validate this work.	24	■	■			
	Promote and support the use of restorative approaches in schools. Pilot these approaches with a small number of schools then develop them across the county.	24	■	■			
	Develop and implement a 'ladder of intervention' for children and young people with SEMH needs. Develop similar approaches for other areas of need.	24	■	■			
	Work with SENCOs, Headteachers, parents and carers to ensure that all children and young people whose needs can be met with the SEN support available in mainstream schools are able to do so.	24	■	■			
	Continue to deliver SENCO network meetings and work with Local Area Inclusion Steering Groups and SENCOs to ensure these cover information relevant for each locality.	24	■				
	Establish and promote clear communication and information routes for parents and carers, including a SEND helpline.	25	■				
	<b>Early years</b>	Develop and implement a multi-agency approach for identification, assessment and meeting the needs of children in the early years.	33		■	■	
Explore options for developing the area SENCO role.		33		■			

Proposed Implementation Plan

Key: Phase 1

Phase 2



Action	Page	Academic Years					
		Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22	Year 5 22/23	
<b>Universal</b>							
<b>We will:</b>							
Post 16 / 19	Extend the SEND mainstream guidance to cover 16-25 and deliver training for providers.	25	■				
	Recommend that Further Education (FE) providers identify a member of staff to take on a 'SENCO' role according to good practice and support them to do this.	25	■				
	Provide support for those taking on the 'SENCO' role through the locality FE SEND Networks.	25	■	■			
	Improve information we share with post 16 providers about the interests and abilities of young people from Year 11 by introducing a leaver preference process to assist in securing future provision.	25	■	■			
	Support post 16 and post 19 providers to develop a broader range of education provision to meet needs more locally.-	25	■	■			
	Create better pathways into employment for young people through increasing the range of Supported Internship and Supported Apprenticeship opportunities across the county.	25	■	■			
<b>Targeted</b>							
Targeted mainstream provision	Begin to recommission a new targeted mainstream provision model emphasising in-reach provision:						
	• Initially commission this from current Enhanced Mainstream Schools	25	■	■			
	• Further develop our plan for commissioning additional targeted provision across the county.	25	■				
	• Explore interest from schools who may wish to host targeted provision	25	■				
Commission additional targeted mainstream provision in localities across the county.	33		■	■	■		
Alternative provision for secondary students	Work with Local Area Inclusion Steering Groups and secondary Head teachers to ensure that the investment of funding for alternative provision reduces exclusions and improves outcomes for children.	26	■	■			
	Continue to commission pupil referral services (PRS) and alternative provision providers with a changed role. Strengthen their partnerships with schools in meeting the needs of children and young people who are at risk of exclusion.	26	■	■			
	Change the name of the PRS.	26	■				
	No longer centrally commission outreach provision from the PRS/ AP into schools. We will expect local arrangements for this to be made through Local Area Inclusion Steering Groups.	26		■			
	Commission a set number of places from these providers for: - Pupils who have been permanently excluded from secondary schools - Flexible and preventative approaches for pupils who may need some additional support - Commission places from the PRS for pupils in late KS3/KS4	26	■				
	Develop a traded element of the PRS where schools contribute to flexible placements.	26		■			
	Consider a financial contribution from schools for provision for permanently excluded pupils.	26		■			
	Strengthen the therapeutic offer for young people attending the PRS.	26		■			
	Encourage secondary school heads to have greater involvement in the management committees for their PRS and to influence further development of the alternative provision model for the area.	26	■				

Proposed Implementation Plan

Key: Phase 1

Phase 2



Action	Page	Academic Years				
		Year 1 18/19	Year 2 19/20	Year 3 20/21	Year 4 21/22	Year 5 22/23
<b>Targeted</b>						
<b>We will:</b>						
Alternative provision commissioned by schools	Revise the local AP directory for schools.	26	■			
	Establish a provider forum chaired by the local authority to provide advice and guidance to alternative providers operating in North Yorkshire and surrounding area.	26	■			
	Establish a forum for alternative provision with neighbouring local authorities to ensure illegal schools can be identified quickly.	26	■			
	Develop a work based vocational alternative programme for 14+ years.	26		■		
Education of children with medical needs	Update and strengthen the guidance for schools about pupils with medical needs.	27	■			
	Develop and implement a clear referral and decision making process for the education of pupils with medical needs.	27	■			
	Develop and implement a different model of commissioning home tuition for pupils with medical needs and no longer commission this from PRS/AP	27		■		
	In the short term continue to commission places for pupils with medical needs requiring in reach provision from the PRS/AP with a revised commissioning and funding model.	27		■		
	Following implementation of the new model for home tuition develop and implement a revised model of provision for pupils needing in reach support.	27			■	
	Introduce a financial contribution from schools to support the education of children with medical (mental health) needs who cannot access their curriculum offer but remain on their roll.	27		■		
	Strengthen the current monitoring arrangements and establish a 'virtual school' for children and young people with medical needs.	27	■			
	Ensure that changes to provision for pupils with medical needs are carefully planned implemented so that the needs of pupils are met and the local authority delivers its statutory duty.	27	■	■	■	■
<b>Specialist</b>						
Current special school provision	Revise the designation of special schools if required, as provision is developed and this plan implemented.	27	■	■		
	Where appropriate encourage dual placements between mainstream and special schools to meet needs.	27	■	■		
	Increase the number of specialist day places in North Yorkshire special schools to ensure that children requiring specialist places can be educated locally.	27	■	■		
	Implement the approved plan for year 1 of the Special Provision Capital Funding.	27	■			
	Complete work at The Forest School to increase places and to improve facilities	27	■	■		

Proposed Implementation Plan

Key: Phase 1

Phase 2

Action	Page	Academic Years				
		Year 1	Year 2	Year 3	Year 4	Year 5
		18/19	19/20	20/21	21/22	22/23
<b>Specialist</b>						
<b>We will:</b>						
<b>Residential provision</b>	Ensure that it is clear that when the local authority commissions special school places this is done assuming that all places are day places - unless statutory assessment shows that a child or young person requires residential provision.	27	■			
	Strengthen local authority decision making processes across social care and education for children with EHCPs or undergoing statutory assessment who may require a residential or extended day curriculum.	27	■			
	Implement clear and robust criteria to support the decision making on residential placement in North Yorkshire's residential special schools.	28	■			
	Develop and implement a new service specification detailing the additional outcomes expected specifically in relation to the residential element of each school.	28	■			
	Strengthen the monitoring of outcomes for children and young people receiving residential provision, including through the annual review process.	28	■	■		
<b>New special school provision</b>	Submit an application for a new special free school in the Selby locality.	28	■			
	Should the Selby free school application not be successful - explore other options for creating specialist provision in the Selby locality.	33	■	■		
	Work towards establishing satellite specialist provision in the Ripon area.	28	■	■		
	Explore developing special school provision for children and young people with Autism who need access to a mainstream curriculum.	28	■	■	■	
<b>The offer from special schools</b>	Work with special schools to develop their offer across the continuum of need.	28	■	■		
	Work with special schools to commission a minimum therapeutic offer for children and young people, including speech and language therapy and occupational therapy.	28	■	■		
<b>Preparing for adulthood</b>	Implement the Preparing for Adulthood guide from year 7	28	■			
	Make sure preparing for adulthood is considered in all young people's annual reviews and plans from year 7.	28	■			
	Develop and implement a model for independent travel training.	28	■			
	Work through the Locality SEND FE Networks to continue to develop a range of education and training options for young people.	28	■			
	Develop links between specialist and mainstream education providers to enable the sharing of expertise, promote better understanding of SEND and ensure educational progress remains a priority.	28	■			
<b>Specialist provision</b>						
	Review and develop the post 16 (sixth form) offer across all North Yorkshire maintained special schools.	29	■	■	■	
<b>North Yorkshire County Council Adult Learning and Skills Service (ALSS)</b>						
	Redesign our learning offer across the whole of North Yorkshire. A therapeutic offer will be included.	29	■			
	Increase the places on the personalised learning programme (PLP) by at least 20 places.	29	■			
	We will increase supported internships delivered by ALSS by 50%.	29			■	

Proposed Implementation Plan

Key: Phase 1

Phase 2

Action	Page	Academic Years				
		Year 1	Year 2	Year 3	Year 4	Year 5
		18/19	19/20	20/21	21/22	22/23
<b>Specialist</b>						
<b>We will:</b>						
	We will improve the offer of entry level provision for young people by developing a new foundation learning programme.	29		■		
	<b>Supported internships</b> Increase the number of supported internships in North Yorkshire.	29		■		
	Pilot the delivery of supported internships by North Yorkshire maintained special schools.	29		■		
<b>Capital plans</b>						
<b>Special Provision Capital Funding</b>	Implement the approved plan for year 1 of the Special Provision Capital Funding.	29	■			
	Consult on the proposal to use years 2 and 3 of the Special Provision Capital Funding.	29	■			
	Implement years 2 and 3 of the Special Provision Capital Funding	33		■	■	
	Explore additional options for securing capital funding to support the delivery of the strategic plan, including through the Schools Condition Grant.	29	■	■		
	Continue to explore opportunities for securing additional capital funding.	33			■	■
<b>Governance / Support</b>						
<b>SEND Partnership Model</b>	Membership and terms of reference of groups.	30/31	■			
	Implementation of groups: • County level • Local Area Inclusion Steering Groups • Local Area Inclusion Panels	30 31 31	■ ■ ■	■ ■ ■		
<b>Locality teams</b>	Establishment of locality teams covering the following areas of need: - Communication and interaction - Cognition and learning - Social, emotional and mental health.	32		■		
	Continue to manage and coordinate support for children and young people with sensory and physical needs centrally, ensuring links with locality teams.	32		■		
<b>High Needs Budget</b>	Review and reshape the systems and processes for allocating the High Needs Budget, in line with the Strategic Plan.	32	■			
	Reshape the High Needs Budget model to support the proposed continuum of needs, the SEND partnership approach and the locality teams.	32	■	■		
	Create opportunities for local decision making on identified high needs funding through the Local Area Inclusion Steering Groups.	32	■	■		
<b>Phased approach for Strategic Plan</b>						
<b>Phase 1</b>	Implementation and ongoing review of Phase 1 proposals.	N/A	■	■	■	
<b>Phase 2</b>	Development of detailed Phase 2 proposals, including proposals on joint working.	N/A	■	■		
	Formal consultation on Phase 2 proposals		■	■		
	Implementation and ongoing review of Phase 2 proposals.	N/A		■	■	■

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

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

These are the measures we will use to do this:

### Overall outcomes

#### Improved educational, social, emotional and health outcomes for children and young people with SEND.

- Improved progress and attainment data of children and young people with SEND.
- Increased attendance rates.
- Reduction in Fixed and Permanent Exclusions.
- Reduction in number of those at risk of exclusion.
- Improved data from 'Growing Up in North Yorkshire' returns.

#### Increased parental confidence in the continuum of SEND provision in North Yorkshire.

- Parent and carer feedback collected annually and through provider reviews is positive.
- Compliments and complaints analysis.
- Increased percentage of children having needs met within mainstream provision.
- Increase in parental preference requests for North Yorkshire provision.
- Reduced incidences of mediation and tribunal.
- Reduction in numbers of young people Electively Home Educated.

### Supporting outcomes

#### Early identification of SEND through high quality, robust assessment of children and young people's needs.

- Numbers of children with SEND support plans and EHCPs are in line with national average
- Increased percentage of children having needs met within mainstream provision

Trends in those young people with specific diagnosis

#### More children and young people with SEND have sustained placements in local settings, schools and colleges that are judged good or outstanding by OFSTED.

- Monitoring of OFSTED ratings.
- Reduction in Fixed and Permanent Exclusions.
- Reduction in the average distance travelled to access appropriate provision.
- Out of area placements reduced.

#### All education providers are able to effectively support a range of special educational needs and disabilities.

- Confidence survey of schools via SENCOs.
- Increased percentage of children having needs met within mainstream provision.
- Trends in demand for special school placements remains stable.

#### Effective local area collaborative governance arrangements to ensure SEND provision meets local needs and partners are jointly accountable.

- Return of young people from PRS/AP provision back into sustained mainstream education.
- Reduced rates of exclusion in all localities across North Yorkshire.
- Increased numbers of young people with SEND having their needs met locally.
- Reduced number of children on part time timetables and only when a medical need prevents full time attendance.
- Improved attendance of children with SEND.
- Reduced numbers of parents requesting Elective Home Education.







# Strategic Plan for SEND Education Provision 2018 – 2023

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