



Leicester
City Council

MEETING OF THE CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION

DATE: TUESDAY, 19 OCTOBER 2021

TIME: 5:30 pm

**PLACE: Meeting Rooms G.01 and G.02, Ground Floor, City Hall, 115
Charles Street, Leicester, LE1 1FZ**

Members of the Commission

Councillor Gee (Chair)
Councillor Cole (Vice-Chair)

Councillors Batool, Crewe, Pandya, Pickering, Riyait and Willmott

Co-opted Members (Voting)

Gerry Hirst	Roman Catholic Diocesan
Carolyn Lewis	Church of England Diocese
Mr Mohit Sharma	Parent Governor (Primary / Special Schools)
Vacancy	Parent Governor (Secondary Schools)

Standing Invitees (Non-Voting)

Janet McKenna	Unison
Joseph Wyglendacz	Teaching Unions
Vacancy	Faith Representative (Hindu)
Vacancy	Faith Representative (Muslim)
Vacancy	Faith Representative (Sikh)

Members of the Commission are invited to attend the above meeting to consider the items of business listed overleaf.

A. Thomas

For the Monitoring Officer

Officer contacts:

Jacob Mann (Democratic Support Officer) and Ayleena Thomas (Democratic Support Officer),

Tel: 0116 454 6369, e-mail: Ayleena.Thomas@leicester.gov.uk

Tel: 0116 454 5843, email: Jacob.Mann@leicester.gov.uk

Leicester City Council, City Hall, 3rd Floor Granby Wing, 115 Charles Street, Leicester, LE1 1FZ

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- ✓ to ensure that the sound on any device is fully muted and intrusive lighting avoided;
- ✓ where filming, to only focus on those people actively participating in the meeting;
- ✓ where filming, to (via the Chair of the meeting) ensure that those present are aware that they may be filmed and respect any requests to not be filmed.

Further information

If you have any queries about any of the above or the business to be discussed, please contact: **Ayleena Thomas, Democratic Support Officer on 0116 454 6369** and Jacob Mann, Democratic Support Officer on 0116 454 5843.

Alternatively, email Ayleena.Thomas@leicester.gov.uk, or call in at City Hall.

For Press Enquiries - please phone the **Communications Unit on 0116 454 4151**.



USEFUL ACRONYMS IN RELATION TO OFSTED AND EDUCATION AND CHILDREN'S SERVICES

(updated November 2015)

Acronym	Meaning
APS	Average Point Score: the average attainment of a group of pupils; points are assigned to levels or grades attained on tests.
ASYE	Assessed and Supported Year in Employment
C&YP	Children and Young People
CAMHS	Child and Adolescent Mental Health Service
CFST	Children and Families Support Team
CICC	Children in Care Council
CIN	Children in Need
CLA	Children Looked After
CLASS	City of Leicester Association of Special Schools
COLGA	City of Leicester Governors Association
CPD	Continuing Professional Development
CQC	Care Quality Commission
CYPF	Children Young People and Families Division (Leicester City Council)
CYPP	Children and Young People's Plan
CYPE Scrutiny	Children, Young People and Education Scrutiny Commission
DAS	Duty and Advice Service
DCS	Director of Children's Services
EAL	English as an Additional Language
EET	Education, Employment and Training
EHA	Early Help Assessment
EHCP	Education Health and Care Plan
EHP	Early Help Partnership
EHSS	Early Help Stay Safe
EIP	Education Improvement Partnership

ELG	Early Learning Goals: aspects measured at the end of the Early Years Foundation Stage Profile
EY	Early Years
EYFS	Early Years Foundation Stage: (0-5); assessed at age 5.
EYFSP	Early Years Foundation Stage Profile
FS	Foundation Stage: nursery and school Reception, ages 3-5; at start of Reception a child is assessed against the new national standard of 'expected' stage of development, then teacher assessment of Foundation Stage Profile areas of learning
FSM	Free School Meals
GCSE	General Certificate of Education
GLD	Good Level of Development
HMCI	Her Majesty's Chief Inspector
HR	Human Resources
ICT	Information, Communication and Technology
IRO	Independent Reviewing Officer
JSNA	Joint Strategic Needs Assessment
KPI	Key Performance Indicator
KS1	Key Stage 1: National Curriculum Years (NCYs) 1 and 2, ages 5-7; assessed at age 7.
KS2	Key Stage 2: NCYs 3, 4, 5, and 6, ages 7-11; assessed at age 11.
KS3	Key Stage 3: NCYs 7, 8 and 9, ages 11-14; no statutory assessment.
KS4	Key Stage 4: NCYs 10 and 11, ages 14-16; assessed at age 16.
KTC	Knowledge Transfer Centre
LA	Local Authority
LADO	Local Authority Designated Officer
LARP	Leicester Access to Resources Panel
LCCIB	Leicester City Council Improvement Board
LCT	Leicester Children's Trust
LDD	Learning Difficulty or Disability
LESP	Leicester Education Strategic Partnership
LLEs	Local Leaders of Education
LP	Leicester Partnership

LPP	Leicester Primary Partnership
LPS	Leicester Partnership School
LSCB	Leicester Safeguarding Children Board
LSOAs	Lower Super Output Areas
MACFA	Multi Agency Case File Audit
NCY	National Curriculum Year
NEET	Not in Education, Employment or Training
NLEs	National Leaders of Education
NLGs	National Leaders of Governance
OFSTED	Office for Standards in Education, Children's Services and Skills
PEPs	Personal Education Plans
PI	Performance Indicator
PVI	Private, Voluntary and Independent
QA	Quality Assurance
RI	Requires Improvement
SA	Single Assessment
SALT	Speech and Language Therapy
SCR	Serious Case Review
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SIMS	Schools Information Management Systems
SLCN	Speech, Language and Communication Needs
SLEs	Specialist Leaders of Education
SMT	Senior Management Team
SRE	Sex and Relationship Education
TBC	To be Confirmed
TFL	Tertiary Federation Leicester
TP	Teenage Pregnancy
UHL	University Hospitals Leicester
WIT	Whatever it Takes
YOS	Youth Offending Service
YPC	Young People's Council

PUBLIC SESSION

AGENDA

FIRE / EMERGENCY EVACUATION

If the emergency alarm sounds, you must evacuate the building immediately by the nearest available fire exit and proceed to the area outside the Ramada Encore Hotel on Charles Street as directed by Democratic Services staff. Further instructions will then be given.

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF INTEREST**

Members are asked to declare any interests they may have in the business to be discussed.

- 3. MINUTES OF THE PREVIOUS MEETING**

**Appendix A
(Pages 1 - 10)**

The minutes of the meeting of the Children, Young People and Schools Scrutiny Commission held on 2 September 2021 are attached and Members are asked to confirm them as a correct record.

- 4. CHAIR'S ANNOUNCEMENTS**
- 5. PETITIONS**

The Monitoring Officer to report on the receipt of any petitions received.

- 6. QUESTIONS, REPRESENTATIONS AND STATEMENTS OF CASE**

The Monitoring Officer to report on the receipt of any questions, representations or statements of case received.

- 7. COVID-19 UPDATE AND VACCINATIONS IN LEICESTER SCHOOLS**

The Strategic Director of Social Care and Education and the Principal Education Officer will provide a verbal update on the current situation concerning the impact of Covid-19 and the Covid and Flu vaccination programmes.

8. REPORT ON GOVERNMENT SCHOOL SUPPORT PROGRAMME

The Principal Education Officer will provide a verbal update to report on the government school support programme.

9. LEICESTER CITY CHILDREN'S RIGHTS AND PARTICIPATION SERVICE 2020/21 ANNUAL REPORT **Appendix B (Pages 11 - 24)**

The Director of Social Care and Early Help submits the Leicester City Children's Rights and Participation Service 2020/21 Annual Report to provide an update to Members of the Commission.

10. REVIEW OF MAINSTREAM SCHOOL FUNDING FOR SPECIAL EDUCATION NEEDS & DISABILITIES **Appendix C (Pages 25 - 38)**

The Director of Adult Social Care and Commissioning submits a report to provide the Children, Young People & Education Scrutiny Commission Members with an update on the engagement process, consultation exercise and timetable for the review of mainstream school funding for children and young people with Special Education Needs and Disabilities (SEND).

The CYP&E Scrutiny Commission are recommended to:

1. Note the outcome of the engagement undertaken March – June 2021.
2. Note the current consultation plan and process in place – see appendix 1.
3. Receive a further report outlining the outcome and recommendations on proposed changes for funding SEND pupils in mainstream schools from the consultation in March 2022.

11. DIVISIONAL 3-YEAR STRATEGIES EDUCATION & SEND **Appendix D (Pages 39 - 76)**

The Principal Education Officer submits a report to update Members of the CYP&E Scrutiny Commission on the Divisional 3-year strategies for Education and SEND.

The Commission are asked to note the Education and SEND 3-year Divisional Strategies as part of the suite of Divisional Strategies in the Department.

12. DYSLEXIA SUPPORT IN SCHOOLS **Appendix E (Pages 77 - 88)**

The Principal Education Officer submits a report to provide information to Members of the Commission on Dyslexia Support in Schools.

The Commission are asked to note the contents of the briefing report at this stage.

13. MENTAL HEALTH AND WELL-BEING OFFER IN SCHOOLS

The Principal Education Officer will provide a verbal update on the Mental Health and Well-being offer in schools.

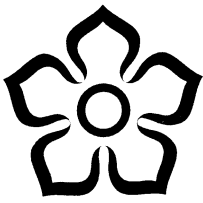
14. OFSTED INSPECTIONS UPDATE

The Strategic Director of Social Care and Education will provide a verbal update on the recent Ofsted Inspecting Local Authority Children's Services (ILACS) visit.

15. WORK PROGRAMME

**Appendix F
(Pages 89 - 94)**

The Commission's Work Programme is attached for information and comment.



Leicester
City Council

Appendix A

Minutes of the Meeting of the
CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION

Held: THURSDAY, 2 SEPTEMBER 2021 at 5:30 pm

P R E S E N T:

Councillor Gee (Chair)
Councillor Cole (Vice-Chair)

Councillor Batool
Councillor Pickering

Councillor Riyait
Councillor Willmott

In Attendance:

Councillor Russell, Deputy City Mayor - Social Care and Anti-Poverty

Co-opted Members (Voting):

Gerry Hirst - Roman Catholic Diocesan

Standing Invitees (Non-Voting):

Janet McKenna - Unison
Joseph Wyglendacz – Teaching Unions

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19. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Crewe and Councillor Cutkelvin, Assistant City Mayor - Education and Housing.

20. DECLARATIONS OF INTEREST

There were no declarations of interest other than those already stated in Members registers.

21. MINUTES OF THE PREVIOUS MEETING

AGREED:

that the minutes of the Children, Young People and Schools

Scrutiny Commission meeting held on 22 June 2021 be confirmed as a correct record.

22. CHAIR'S ANNOUNCEMENTS

The Chair welcomed everyone to the meeting and requested Members, Officers and invitees present at the meeting to introduce themselves.

23. PETITIONS

The Monitoring Officer reported that no petitions had been received.

24. QUESTIONS, REPRESENTATIONS AND STATEMENTS OF CASE

The Monitoring Officer reported that no questions, representations, or statements of case had been received.

25. OFSTED UPDATES

(i) (IRO) INDEPENDENT REVIEWING OFFICER

The Director of Social Care and Early Help submitted a report, which considered the Annual Independent Reviewing Officers Report for 2019-20.

Independent Reviewing Officers (IRO) perform a crucial role to ensure that:

- Children entering care were the right children to be looked after,
- Permanent plans were achieved as quickly as possible for those children
- Have an oversight of the child's care plan and input in the plan as the child progresses.
- Young people understand and can ask questions as to where they are in their social care journey and,
- Provide an opportunity that the services are operating in a way that is in the best possible interest of the young people.

Following Members comments the below responses were provided:

- The Virtual School Head works with schools to oversee the progression of education until the child is discharged from care, goes home or moves onto a permanent arrangement e.g. adoption. If a child remains in care until 18 years, the Virtual Head ensures the child's transition into employment/ training.
- The Local Authority (LA) is legally 'Corporate Parent' for all children who are looked after. It is therefore responsible for that child to have access to the best education and employment/ training that can be offered in and outside of the City.
- In terms of safeguarding, the LA also held the responsibility to ensure the child was safe in their environment and peer relations, that they were not being exploited and that contact with other

professionals was safe.

- The IRO's position was to ensure that the allocated social worker and care plan addresses the above issues.
- The improvement work taking place was so that children participated in the development of their own plans where possible. The service was now moving to the co-production part of the journey whereby the plan was co-produced with the child, so the child had full understanding of what's taking place.
- Special services and two of the children's homes were noted to be specialist for children with disabilities.
- The service recently adopted a model of a highly regarded rights-based approach to participation by children and young people, which had been developed by Professor Laura Lundy. This had been rolled out for the past six months, and guided measures to enhance the implementation of children's rights.
- Following from a Members comments, the Officer agreed that a segment in the 'Exit from Care' chart which was referred to as 'others' required further articulation and clarity.
- A number of different elements were noted for things that affected the transition for children in care into employment and training, including that the group of young people that count in those categories was ever changing. The Council had succeeded in increasing opportunities, however the challenge was to ensure that the opportunity was the right match for each young person. Employment was not always the right route for every child that turned 16 and the crucial task was to guarantee a positive experience. The service was now looking every six weeks at those young people not in education/ employment and communicating with their personal advisors to find the right hub for the child. In addition, bursaries were in place and long-term availability of opportunities being secured.
- It was noted that a mid-way point had now been built into the system so the IRO could check the network of work being done with each child to find a placement. Placement sufficiency was also monitored periodically. Details were provided as to the measures taken with red, amber or green flags. The Member who raised the query requesting that the calibration and points that showed how far the service has developed was included in the report.
- The Connexions service worked on a full range of options and opportunities for young people.
- Officers went through the process in detail and explained the number of weeks for securing a care order. Some of the impacts nationally which also seen an increase in timescales of independent assessments and especially, consideration of cases by the Courts, were noted to be as a result of the pandemic. Leicester compared to other LA's was showing positive signs in that it was able to secure placement of children with the permanent family prior to the Court granting the care order, so although it may take longer reaching the end goal, there were better outcomes for the children.

AGREED:

1. That the content of the report be noted.
2. That the Participation report which covers the Lundy model of engagement be brought to a future commission meeting.

(ii) YOUTH JUSTICE PLAN

The Director of Social Care and Early Help submitted a report, which considered the annual youth justice plan setting out how youth justice services are to be provided and funded, how the Children and Young Peoples Justice Service will be composed and funded, how it will operate, and what functions it will carry out.

The Youth Justice Service was noted to support young people who had been part of the criminal justice system in some way. The City provided an amazing service however there were still challenges in engaging young people particularly around education, employment and training.

The presenting Officers further clarified details and responded to comments from Members of the Commission:

- Connexions provided dedicated support for Pre-16 years training and employment which was significant in attaining outstanding achievement. Since the Covid-19 pandemic, there had been a decline in NEET services mainly due to availability of apprenticeships.
- Specialist advisors were aware of the full range of different schemes available and would work with relevant providers to support the young people into the right opportunities.
- The Youth Justice Service in the City which was overseen by the Youth Justice Management Board generated a lot of youth justice performance data and information which was regularly shared regionally and nationally. This information allowed the service to understand its achievements comparatively. Some disproportionality was noted to still exist in the system nationally and Leicester had been working hard to address this.
- It was noted that general stability served young people in the Justice system well. The service had a good relationship and were carrying out prevention work with the Police to help prevent offending and re-offending.
- The service area worked with initiatives such as the Vulnerabilities Executive in Leicester and the Safer Leicester Partnership to do targeted work for young people entering the Youth Justice System due to exploitation.
- The Health Dashboard was explained.
- This work was being channelled into the overall work being carried out across the Council looking at tackling inequalities.

The Chair thanked Officers for their work and both reports.

Councillor Willmott departed the meeting following deliberation of this item.

AGREED:

3. Hyperlink to be circulated to Members of the Commission which included the 'Youth Justice Plan'.
4. That the content of the report be noted.

26. NATIONAL REVIEW OF CHILDREN'S SOCIAL CARE

The Director of Social Care and Early Help submitted the Independent Review of Children's Social Care terms of reference and a letter to the Chair of the review from the President of The Association of Directors of Children's Services (ADCS).

The Strategic Director of Social Care and Education noted that Josh McAlister had the task of looking at issues in Children's Social Care and coming up with recommendations. Since the letter to the Chair of the review had been sent, interim findings of the review had been published. The national work was ongoing and a draft report which recognised the challenges would be produced in due course.

Officers responded to Members queries:

- Following two meetings with Josh McAlister, some of the challenging issues highlighted that would need tackling were noted as: placement costs, the independent market not working in the interests of children, and 'who holds risk'.
- It was confirmed that the service area worked very hard to prevent permanent school exclusions of looked after children. In addition, exclusion figures had decreased following training.

AGREED:

1. That the report be noted.
2. That the response report be bought back to the commission.

27. UPDATE ON IMPROVEMENT PROGRESS

The Strategic Director of Social Care and Education submitted a letter from Ofsted, following the formal 'annual engagement meeting'.

It was noted that at some point soon, Ofsted would most likely be visiting the department to do a full inspection, the general process was explained and a further briefing for Members of the Commission would be arranged.

It was confirmed that the department was well prepared for the inspection.

The Chair wished good luck to the department for the potential upcoming Ofsted inspection.

AGREED:

1. That the update be noted.

28. JOINT SPECIAL EDUCATION NEEDS AND DISABILITIES COMMISSIONING STRATEGY

The Director of Adult Social Care and Commissioning submitted a report on the Joint Special Education Needs and Disabilities Commissioning Strategy.

The Joint commissioning strategy brings together services across Leicester, Leicestershire and Rutland to improve the outcomes for children and young people with SEND.

- It was noted that the team undertook an extensive engagement exercise with parents, carers, support services and several forums. Further details regarding postcodes/ areas, backgrounds/ ethnicity and other data could be provided.
- Several Members felt that the information about those included in the engagement exercises needed to be included in the report.
- It was noted that the Director for Adult Social Care and Commissioning held responsibility for both adult and children disability services and therefore this helped to create coherence. Furthermore, the transition strategy was in place to ensure successful transition for disabled children and the parent and adult hub.
- Another important aspect noted within the strategy was how parents were supported as well as young people.
- Working with other authorities to improve the provision for SEND was noted to be a work in progress however work was now taking place with partners to improve services and provide consistency.
- It was confirmed that the LLR part of the steering group had now been established.

AGREED:

1. That the report be noted.
2. That future updates be provided to the Commission.
3. The following be added into the strategy: that schools, communities and societies be as inclusive as possible to those with SEND.

29. UPDATE ON SEND LOCAL AREA REVISIT

The Strategic Director of Social Care and Education submitted a report, which set out the findings of the May 2021 Special Educational Needs and Disabilities (SEND) inspection revisit.

The Strategic Director of Social Care and Education noted the following:

- The Local area visit was anticipated to take place in Spring 2020, however due to the pandemic this happened remotely in May 2021 with an active programme of interviews and focus groups.
- It was noted that Leicester was meeting the required standards in four

out of five areas.

- The one area not being met was area 4 – post 19 joint commissioning of health services, it was therefore recommended to develop an accelerated progress plan with the DfE and NHS to ensure that the necessary work could be done for this area to be met. Area 4 referred to health needs and therefore leadership would sit with NHS colleagues working together with the rest of the system in Leicester.

The Designated Clinical Officer for Clinical Commissioning Group (CCG) who provided advice to the CCG on statutory duties for children and young people with SEND 0 – 25 years, presented the following information:

- The Designated Clinical Officer had the job to ensure that the system as whole, led by health services worked together to support children in this area to meet the area 4 criteria.
- Key areas for improvement were: the joint commissioning strategy, that the action plan had commenced, stream lining of health processes and pathways, implementing the transition strategy, engaging all stakeholders and ensuring relevant information for those transitioning into health services and working with colleges to ensure they had the support required.

The accelerated progress plan explained:

- This was the same structure as the previous written statement of action, however new leads had been agreed and reallocated.
- The impact elements had now been split into output and input which would capture young people’s voices and their parents and carers voices through a number of surveys and focus groups. This would also be co-produced with parent carer forums and in conjunction with the clinical governance manager within Leicestershire Partnership Trust.
- Areas of focus would be parents and carers, young people, health professionals, colleges and gaining GP’s views.
- Work was currently taking place with NHS England for improvement using the national benchmarking tool around transition to adult services.

Timelines:

- Currently developing questions for focus groups with parent carer forums and partners
- Meeting with DfE and NHS England to discuss progress
- Engagement Activities – October to November
- Baseline pulled together for SEND improvement Board – December
- Continue improving services and look at how performing – January to March 2022
- A template had been developed to provide feedback regarding progress, impact, next steps and any issues.

In response to a Member’s query, it was noted that some of the aspects why Leicester were unable to reach meet the area could be due to not demonstrating the progress. It was also reiterated that Leicester was not the only area who had not been able to demonstrate the joint commissioning

element. However, plans were now in place as noted.

AGREED:

1. That the report be noted.
2. That an update be provided to the Commission in six months.

30. COVID 19 LEICESTER'S SCHOOLS AND COVID & FLU VACCINATION PROGRAMMES UPDATES

The Principal Education Officer and the Strategic Director of Social Care and Education provided a verbal update on the current situation concerning the impact of Covid-19 and the Covid and Flu vaccination programmes.

The following update was provided:

- The national guidance issued just before the end of the academic term July 2021 noted that schools should return to schools managing on site education and should not be considering any actions that prevented delivering a normal education. This advice was challenging for schools considering the rates of covid-19 cases still occurring, however, new risk assessments were set up and ready for implementation.
- A further update was provided by the DfE prior to children returning to schools, which stated that support was available if there were more than 2 or more positive Covid-19 cases in a special school and more than 5 positive cases in a mainstream school at one time. In addition, children would remain in school unless testing positive for the virus.
- All secondary schools would now carry out two lateral flow tests upon the return of children and the expectation was that staff would test twice weekly at home and report the results.
- If a child had come into close contact with a someone who had tested positive, schools would send out letters to parents encouraging their child to take a PCR test.
- Flu vaccinations would be rolled out for all school aged children over the first school term however at the time of this meeting there had been no national agreement whether children aged 12-15 would be Covid-19 vaccinated.
- Ventilation, guided by the use of CO2 monitors/ filters, open windows, reduced assembly numbers etc as well as regular handwashing were all encouraged measures to prevent and keep cases to a minimum in schools.

Following Members' comments, responses were provided by Officers:

- Masks were not compulsory for children unless schools discussed concerns with the local health protection teams and DfE who would make a decision. However, teachers could choose to wear masks and schools could request visitors to wear them in crowded areas.
- In terms of supporting proper ventilation in schools, the Council were working closely with unions and buildings colleagues for work to be done e.g. replacement windows which could open, understanding CO2 monitors and the use of filters. In addition, the service regularly shared the good practice guidance and held briefings to update headteachers

and networks for partners/ headteachers also shared information amongst themselves.

- The Council would follow up on some Members concerns regarding availability of booking local Covid-19 vaccinations for 16-17-year olds.

The unions representative noted that unions were opposed to the lifting of measures. However, the main task now at hand was how best to support schools now that they were responsible for their own risk assessments.

31. WORK PROGRAMME

Members of the Commission were invited to consider content of the work programme and were invited to make suggestions for additions as appropriate to be brought to future meetings.

AGREED:

1. That LADO Annual report be added onto the work programme.

32. CLOSE OF MEETING

The meeting closed at 8:07pm.



**Leicester City Children's Rights and
Participation Service**
2020/2021 Annual Report



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- 2. Executive Summary – Things we are proud of**
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- 4. Young People's Council (YPC) and Care experienced Consultants (CEC)**
- 5. Children in Care Generation Select**
- 6. Environmental Youth Board (EYB)**
- 7. Leicestershire Partnership Trust Youth Advisory Board (LPT YAB)**
- 8. Participation approach #ThisIsLundy #ThisIsParticipation.**
- 9. Parent Community Development Workers**
- 10. Next Steps**

1. Introduction

Listening to children and young people lies at the very heart of Leicester City's commitment to improve outcomes for child and young people. This philosophy is fully aligned with Working Together 2018, which states that a child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives, and working in partnership with them and their families. Section 26A of the Children Act 1989 and DofE's guidance (March 2004) impose duties on local authorities in respect of provisions of advocacy service.

The Children's Rights and Participation Service is part of the wider Children's Safeguarding Unit and its role is to support participation structures for children, young people and parents across the wider Social Care and Education department, in line with the current legislation, national and local guidance. The services are delivered in ways designed to cater to the individual and collective needs of children, young people and parents across the city.

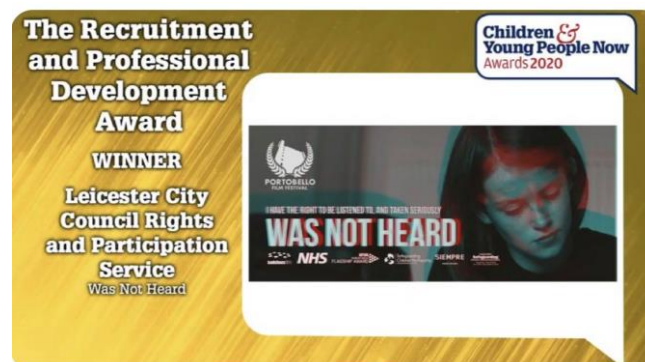
2. Executive Summary - Things we are very proud of

The past 12 months have been the busiest year for the Children's Rights and Participation Service; the start of the year saw us enter lockdown and thereby challenged us to think outside the box and find new ways of working.

Despite the initial teething problems, around online working and life in lockdown for young people, parents and staff, this has proven to be the most successful year to date for the city's Children's Participation Service, with a number of major achievements and accolades.

Our work has been nationally recognised with us winning national and local awards.

- **'Was Not Heard' - winner of the Recruitment & Professional Development Award from Children & Young People Now.** Also nominated for a Golden Trellick award for Best Documentary at the Portobello Film Festival



Was Not Heard was included in Public Health England's Psychological First Aid Training for professionals nationally with over 30,000 staff having accessed the training. Was Not Heard was also showcased worldwide on UNICEF's 'Voices of Youth' website. It is to date the most viewed film on the Leicester, Leicestershire & Rutland Safeguarding Children Partnership YouTube channel with over 34,000 views.

- **'The Words We Don't Say'** was selected to be shown at numerous film festivals, which is testament to the quality of the film. These included: • Little Wing Film Festival • Leigh Film Festival • Cine Youth Film Festival at Chicago Film Festival



- **Care Experienced Consultants' (CEC) Quaranteens project - winner of Best Project 2020 at National Leaving Care Benchmarking Forum (NLCBF).** As a result of their national award, our CEC co-chairs were invited to co-deliver a national workshop for managers of care leaver services alongside NLCBF.



- The work of our participation projects saw the service's profile raised across the division, City council and partnership, with a **Certificate of achievement for**



**Social Care and Education Services
Children's Social care and Early Help Division
Safeguarding and Quality Assurance Unit**

outstanding contribution to the local community during the pandemic from Leicestershire Cares awarded to both the Young People Council's Quaranteens films and the Leicestershire Partnership Trust's Young Advisors Board for their **#TenSecondTips mental health campaign**. Our Cards from Care Campaign and Ten Second Tips were both covered by local BBC Radio.

The launch of **our Participation Approach** has seen us gain both national and international recognition for our application of the rights-based Lundy Model of young person participation. We are the first Local Authority in England to develop a rights-based Participation Approach and this compliments our strengths-based practice model embedded across Children's Social Care and Early Help. Professor Lundy has been actively involved in the development of the approach and we have benefited from her endorsement throughout

We also launched our **Children in Care Pledge** with our members of Generation Select.

The manager of the RaP Service has maintained the role of Chair of the East Midlands Participation Leads group. During the period of lockdown, the group met a number of times to ensure that participation practice wasn't compromised, and the group produced a regional statement, '**Still Hear**'. This document was disseminated through the region via the Directors of Children's Services group and was aimed at reminding regional leaders to ensure that participation was still a priority for children's services, the statement also showcased current practice taking place during lockdown.

We have been part of the Department for Education's consultation on the government's National Advocacy standards, about the importance of advocacy, what works well and what needs to change.

Children's Rights and Advocacy

Advocacy in its broader sense is about empowering children and young people to make sure that their rights are respected and that their views and wishes are fully considered and reflected in decision making about their own lives. This is especially important for those times when children have a problem, concern or want to make a complaint.

The above principles, legislation and guidance, alongside our participation strategy, are the basis of our advocacy and children's rights offer. Leicester City is committed to promoting children and young people's rights to be informed, listened to and actively involved in decisions that affect them, as outlined in Article 12 of UN Convention of the Rights of the Child. Our Advocacy Offer will ensure we fulfill this obligation and as such our offer is:

- A process of helping children to express themselves and be heard
- Empowering children to ensure their rights are respected and their views and wishes are heard within CP and LAC processes.

- Focusing on what the child says they need and want.
- Supporting young people to attend conferences and Child who is Looked After reviews and be prepared well to be able to express their views in a variety of forms.

During 2020/2021 we supported 128 children and young people via our advocacy children's rights offers. As already alluded to, during the review period, we have all experienced the pandemic lockdown and its impact leading to all advocacy and children's rights sessions being moved online, using where possible MS Teams. This approach appears to have suited very well our young people (including younger children); in the period we had the youngest child in receipt of advocacy service - a 6-year-old. Our staff have ensured the children and young people are fully engaged by making the sessions interactive and interesting, using a variety of resources and worksheets.

All our advocacy work is being evaluated through the feedback gathered from young people. The feedback is overwhelming positive with evidence of real impact. An example is provided below:

'During this difficult and stressful but amazing period of my life growing my daughter in my stomach I have to say that my advocate R has helped me a lot. She has supported me and guided me in ways I never thought she could. She has been there every step of the way and helped me be heard by those who I felt never listened. Working with her has made me more optimistic and made me work harder and better towards a better future for me and my daughter. I want her to carry on working with me and assisting me during my assessment and meetings so that I can remain confident that my side is being put across.' (Young Person looked after)

3.1 Advocacy surgeries

This a bespoke offer available to all Leicester City Council's Children's Homes. During the period, 12 advocacy surgeries have taken place, some were virtual and some took place face to face, using the appropriate PPE. These are opportunities for children and young people in our care to have access to an independent advocate, advice and support.

3.2 ME Group

As a response to an increase in advocacy support for looked after young mums, we have developed a young mums group, ME. This is in partnership with a personal advisor from the Leaving Care Service and staff from Leicestershire Cares. The group have met several times, and are starting to shape their own programme, such that they are planning sessions on baby weaning, baby massage, healthy cooking, baby first aid. The group will eventually work towards becoming a participation group with young mums working with decision makers to shape services. Quotes from young people, social media posts and promotional materials are included in **Appendix 1**.

3. Young People's Council (YPC) and Care experienced Consultants (CEC)

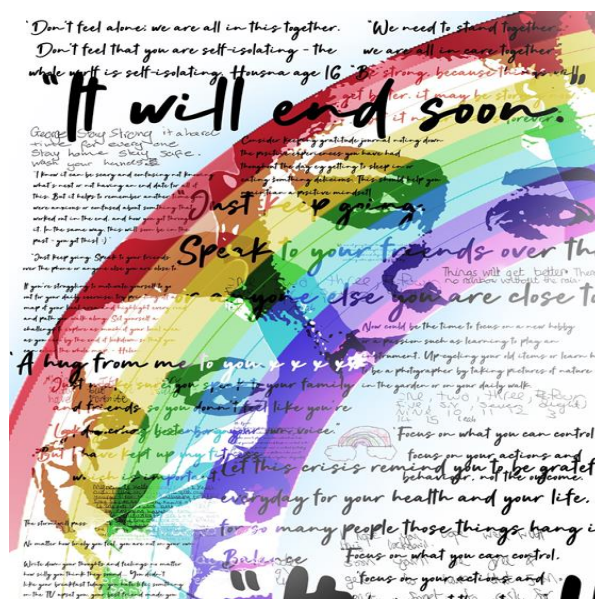
In the City, we facilitate two main participation groups:

- A) Our YPC is a participation project for young people aged 11 – 18, who are elected to represent areas of the City. The group work with officers and elected members on scrutiny of council decision making and services, and they campaign on young people's issues.
- B) Our Care Experienced Consultants is a participation youth group for young people aged 16 – 25 soon leaving or who have left care, who work with the Corporate Parenting Forum on shaping and evaluating services for young people looked after and care leavers.

During the period, both the YPC and CEC started developing strong partnerships, attending joint meetings working together on a lockdown social media campaign '*Quaran-teens*', - campaign aimed at supporting young people living in lockdown.

Staff and young people, using social media platforms, promoted positive 'Stay Safe' messages. The CEC joined Twitter and started to promote their profile.

The first campaign that Quaran-teens delivered was 'Cards from Care'. Members of the CEC designed postcards with positive messages on the front, and these were sent out to all young people in care, care leavers and staff. People were invited to send back their own message to young people living in lockdown. This campaign was well supported corporately, with the council Twitter profile showcasing it, and young people and staff were interviewed on BBC Radio Leicester about the campaign. All returned messages were turned into a piece of art with plans underway for its display at City Hall.



We launched a series of films for young people during lockdown, looking at how to live in lockdown, how to study at home, how to maintain good physical and mental health, how to stay safe, etc. We were able to produce Quaran-teen films with supporting messages from key decision makers, so that young people across the City could hear direct from them, help them to understand the issues, and more importantly be thanked for their hard work in sticking to lockdown regulations. We also used the Quaran-teens platform to make films for young people on other topics, such as supporting Mental Health Awareness Week and Carers Week 2020.

As the country was emerging from national restrictions, Leicester was facing an unprecedented rise in cases and were the first City to enter a local lockdown. In response, #Quaranteens was extended and we produced videos explaining the new restrictions. The YPC chair was invited on to local BBC radio to talk about the impact of the local lockdown. We recorded special #Quaranteens films for young people giving advice about the return to school, we were aware that anxiety about returning to educational establishments was high amongst young people, and Government advice was not clear for students.

As a response to the gap in participation projects for younger children, both within the cohort of children looked after but also across our open access participation offer, we developed *Quaran-tweens*. The project has included:

- ✓ Young Champions from Early Help were supported to script and film their first lockdown film.
- ✓ The Young Champions have also been involved in the promotion of Early Help Get Up & Go summer programme

The YPC and CEC met with numerous decision makers and partners; the young people led the meetings with their agendas which all centred around young people's concerns around covid-19 and life in lockdown.

They met with the Director of Public Health and one of the Public Health Consultants; the Strategic Director of SCE and the Director of Social Care and Early Help; the Police and Crime Commissioner, the Deputy Police and Crime Commissioner and representatives from the Violence Reduction Network; the Heads of Service for Safeguarding Unit, Corporate Parenting, Early Help, Social Work Teams; the Lead for Speech and Language Therapy consultation; Oxford University; Leicester City Football Community Trust; the Corporate Parenting Forum; the Healthwatch Community Outreach Lead; and (again) the Violence Reduction Network - introduction to 'Mentors in Violence - Bystander Approach' etc

Young people and parent champions have supported various interview panels in the last year, including the recruitment of the Safer Children's Partnership Independent Advisor; a Senior Youth Worker - Youth Service; the Service Manager – Safeguarding Unit; the Head of Service - Inclusion and SEND; a Children's Commissioner; the Head of Service Early Help, etc

In response to feedback from young people who were receiving food parcels that young people weren't sure how to cook the food, the CEC created a closed Facebook group and launched **Monday Night Dinner**, an online cooking session. Sessions were delivered by staff and young people themselves, using the ingredients delivered in the food parcels.

The CEC met with staff responsible for delivering the food parcels and were able to negotiate different ingredients to be added. The session also included a live quiz, delivered by a various members of the group. This was then brought back for a Christmas Cook-along with staff, elected members and care leavers.

Our lockdown programme became more extensive and much broader than we have ever offered before. We introduced open youth work sessions for all young people in care aged 12years+. We delivered two music projects, one a series of workshops on singing and song writing and the other on MC'ing. Feedback from young people was that "they would like to do it again", "made new friends", and "learnt new techniques to sing". One young person had access to the studio, where he collaborated with the tutor and recorded some songs. All young people received a certificate of participation.

4. Children in Care Generation Select

Children in Care Generation Select is a group of young people looked after, aged 11 – 16 years who run inquiries into services for children and young people looked after. The inquiry theme is '**What makes a good corporate parent?**'

Our Children in Care Generation Select panel have completed their training, have agreed their questions and key lines of enquiries and have met with the Directors. They have designed artwork for the inquiry. They are looking forward to being able to meet for the first time. Feedback received from foster carers of young people:

*"Hi Bez I'm so proud of young person I burst with pride she has come a long way, she is such a great role model to children in care I know she feels so passionate about making a difference, we always tell her to be proud of who you are, you guys are amazing too Bez it's so lovely too for us all to work together to change these young people's lives 😊" - *young person's name removed**

"Hi Bez,

That's so amazing to hear, thank you so much for taking the time to share with me. She absolutely loves doing generation select and at first wanted me to join her as she was nervous about her reading and writing abilities. Now she knows to embrace who she is and is growing so much in confidence and wants to do it all on her own! She always makes me very proud and I'm so happy with all the opportunities she's had since having Raakhee as her advocate. Thanks for everything you and your whole team are fab".

5. Environmental Youth Board (EYB)

We worked with young people from the County and joined forces with the local authority's sustainable school's co-ordinator, and explored how young people, locally, can contribute to plans to combat climate change, and we established Leicester City Environmental Youth Board. The group includes memberships from across our participation groups, local climate activists and City council, and their focus to develop achievable, climate actions plans.

6. Leicestershire Partnership Trust Youth Advisory Board (LPT YAB)

Since November 2019, we have supported the development and delivery of a youth advisory board for the Trust. This board was created as a direct result of recommendations from the YPC Generation Select report.

When lockdown started, we moved all their sessions to weekly, and all on MS Teams, they ran a very successful social media campaign 'Ten Second Tips', films to promote positive mental health during lockdown.

The group also carried out a series of mystery shops of the Chat Health text service. As a direct result of the mystery shop, an instant change to services was made by the Trust, following issues being shared with commissioners.

The work of the LPT Youth Advisory Board, has started to have real impact within LPT, their profile has risen, and the work has seen introduction of changes to services. The LPT Youth Advisory Board agreed to inspect and youth proof the young person specific website for health.

7. Participation approach #ThisIsLundy #ThisIsParticipation

The Local Authority's commitment to put the voice and participation of children and families at the heart of everything we do. This commitment has been formulated via our new Participation strategy, launched in October 2021. This approach is the first one of its kind (in England) based on the rights of children and the principles of the Lundy model of participation. We have the full support of Professor Lundy, from Queens University, Belfast who has worked with us very closely in developing and implementing our new approach.

The strategy was due for public consultation earlier in 2020, but due to lockdown this had to be slightly postponed. We have regrouped and worked with our colleagues from the Communications and Media Team to develop a virtual consultation platform. We started by initiating a social media conversation in order to gently introduce the concept of the new strategy and give advance notice that the consultation was coming soon. We used a new hashtag **#ThisIsLundy #ThisIsParticipation**. The public consultation for the strategy went live

Monday 13th July 2020 and the final Participation Approach was launched October 2020, and training has been delivered across the division.



'Every child has the right to freely express her or his views, in all matters affecting her or him, and the subsequent right for those views to be given due weight, according to the child's age and maturity'

Since the Strategy's launch, the Participation Champions Training programme was initiated across the whole division. The four pillars of the Participation model are now evident/evidenced at key points during the child's journey through services.

8. Parent Community Development Workers

Parent Champions Workers are facilitating the participation of parents accessing early help services, in partnership with Coram. Champions support planning activities for families across children's centres, parent voice events and support recruitment processes of staff.

Young champions - participation project for young people aged 8 - 14 years for young people who access children's centres, they support planning and delivering activities at a local level.

The group have delivered

A) Get Up and Go Programme 2020

Following going into lockdown, plans were made to redesign the summer Get Up and Go offer, and so our virtual Get Up and Go was born! The idea was grown and developed in planning sessions where all members contributed to the thinking process and we all agreed

on the final product. Colleagues' creative imaginations ran riot, from water play using squeegee bottles, through to storytelling and using everyday objects in a creative way to teach counting skills and maths, all based around low cost, no cost ideas.

We produced a Get Up and Go (GUAG) activity pack, complete with resources and instruction cards, for families to undertake at home, in their gardens or local community space (restrictions permitting). The Young Champions and Parent Champions planned to video all the activities and post them on Facebook, with a different activity for every day of the school holiday.

All the GUAG activity cards were also posted on our web page for families to download if they wanted to. These activity cards will remain there as a future creative resource. The group had to be mindful of costs, so it was agreed that 1000 bags and activity packs would be produced, put together and distributed to the families in greatest need in the city. As families needing emergency help and resources due to COVID 19 had already been identified via the city council social care and early help division, a group decision was taken to use this information to inform to whom we should prioritise delivery of our resources.

Delivery of the bags to families commenced on the first day of the summer break, following the very successful virtual launch of this year's scheme which involved a very creative video clip featuring Head of Service – Jackie Difolco, but included Parent Champions, Young Champions and other partners.

B) Parents Voice events






We have completed parents' voice and teen parents' events. All forum meetings have taken place on Teams and recruitment has been through social media and cluster managers. The first parent voice meetings asked 'what services have the parents used and what were the most helpful' and 'how might we improve and what would you like to see more of'. Feedback from parents has been shared with cluster managers. All parents who took part received a voucher for participating.

For the teen parents' event, we worked with two other professionals, a team manager from children's centre and a professional from a charity called Fun with Families. The idea was to work with the teenage parents from Fun with Families because teenage parents do not use children's centres services as much, so that they could give us their feedback about Early Help and children, young people & families services and inform us of future services, a full report for this forum is currently being prepared. Our parent champions are currently planning the next parent forum events, in the hope of recruiting more champions.

9. Next Steps

Capacity has remained the biggest challenge for the service throughout the year. As demand has grown, the service has responded well and managed to grow our offer, however we are now at a stage when the structure of the service and its remits need to be redefined. Therefore, an Organisational Review is scheduled to be undertaken in 2021.

As a service priority, we aim to:

-  Promote and support the full implementation of our Participation Approach across the whole division
-  Ensure children's and adults' co-production at all levels of service delivery
-  Conclude the First Generation Select Inquiry – Children In Care
-  Expand the 'Mystery Shopper' type programmes across the Children's Social Care and Early Help division
-  Develop a range of performance indicators to ensure timeliness of our service delivery around advocacy and Children's Rights

Bez Martin
Engagement and Participation Manager

Appendix C

Children, Young People & Education Scrutiny Commission Meeting

Review of Mainstream School Funding for Special Education Needs & Disabilities

Date: 19 October 2021

Lead Member: Councillor Elly Cutkelvin
Strategic Director: Martin Samuels

Useful information

- Ward(s) affected: N/A
- Report author: Jabeen Layne & Clare Nagle
- Author contact details: Jabeen.layne@leicester.gov.uk
- Report version number: 0.1

Summary

- 1.1 The purpose of this report is to provide the Children, Young People & Education Scrutiny Commission members with an update on the engagement process, consultation exercise and timetable for the review of mainstream school funding for children and young people with Special Education Needs and Disabilities (SEND).
- 1.2 A presentation was given at a previous Scrutiny Commission Meeting on 22 June 2021, which provided the background and rationale for undertaking a review of the funding arrangements for SEND pupils in mainstream settings. The review seeks to address the inequalities of the current funding arrangements, and to seek a fairer and transparent method of allocating the monies to mainstream schools to support SEND pupils.
- 1.3 The current method of allocating the monies, which is paid from the High Needs Block (HNB) grant funded by the Department for Education has been in place since 2014. However, it is recognised that the current funding mechanism creates an inequity in the distribution of funding.
- 1.4 We were informed by the Government in 2021 that Local Authorities are no longer allowed to support their overspends from their general reserves, and therefore we are required to remain within the level of grant awarded by government.
- 1.5 After an extensive engagement we launched the formal consultation on 8 September 2021 which is due to close on 8 December 2021.

2. Recommended actions/decision

2.1 The Scrutiny Commission is recommended to:

- Note the outcome of the engagement undertaken March – June 2021
- Note the current consultation plan and process in place – see appendix 1
- Receive a further report outlining the outcome and recommendations on proposed changes for funding SEND pupils in mainstream schools from the consultation in March 2022.

Scrutiny / stakeholder engagement

3.1 The following stakeholders will be briefed during the proposed consultation:

- Lead Members July 2021
- City Mayor/Executive Ward Councillors/ Scrutiny Aug 2021/Jan 2022

- LCC/SCE Staff Aug 2021/Jan 2022
- Unions Sept 2021/January 2022
- Schools Forum Sept 2021
- LPP/EIP Sept 2021
- All Schools Sept 2021
- School Governors Sept 2021/Jan 2022
- PCF Sept 2021
- SENDIASS Sept 2021
- SEND Improvement Board parents/carers July onwards
- BMF Sept 2021
- Children and Young People with SEND Sept 2021
- Parents/carers of Special School Pupils Sept 2021
- Health – CCG Sept 2021
- SENDIB Aug 2021 – April 2022
- SENCo Network Sept 2021 – April 2022

4. Background /Engagement

4.1 Between March and July 2021, a 12-week engagement process commenced to discuss the issues with the mainstream schools and other key stakeholders and to seek feedback that would help to shape and inform the formal consultation exercise.

4.2 During the engagement process the following funding methodologies options were shared with schools, parents and key stakeholders:

- Option 1- continue with the existing funding method of both a per pupil-based top up payment and an additional SEND top up payment.
- Options 2- maintain the additional SEND top up payment but at a lower level.
- Option 3 - provide schools with enhanced per pupil top up payments based on pupil need and remove the additional SEND top up payment altogether.

4.3 The output of the engagement process clearly indicated that schools wanted a system that was fair, transparent and child centred.

- All respondents believed that funding should be child centric with the focus being on providing support provisions based on the child's needs.
- 94% of respondents felt that funding should be distributed fairly, and whilst no suggestions were made to alternative funding methods
- 38% of schools felt that they would struggle without top up funding.
- All respondents wanted more transparency of the application process and more parent teacher involvement when devising the plans.
- 67% of schools felt more training and support was needed to complete the application form
- 35% requesting a more streamlined and efficient application process.

5. Consultation Process

5.1 Based on the engagement feedback, the challenges to the existing High Needs Block (HNB) budget and the need to ensure that funding is distributed equitably across all schools, it was proposed to formally consult on option 3.

5.2 This option will:

- remove the additional SEND top up payment of funding and provide schools with enhanced per pupil top up payments that are based entirely upon children and young people's needs.
- provide support to schools based on the actual number of high needs pupils in the schools.

5.3 The proposed changes are not intended to reduce the overall level of funding available for SEND pupils within the mainstream schools, but the proposed approach has several benefits, including:

- Addresses the inequities and unsustainability of the current system
- Allows the Local Authority to increase pupil-based funding
- Links funding directly to individual pupils and their needs
- Enables increased accountability to demonstrate the impact of funding on pupil outcomes.

5.4 We recognise it is likely that the proposed changes will present a challenge to some schools, the Council's SEND Inclusion Quality Manager and two SEND teachers, will work closely with schools to support them, to look at their existing arrangements and to suggest more efficient ways of working.

5.5 A further mitigation proposed will be to introduce the new funding system from the new academic year starting September 2022 rather than at the start of the new financial year April 2022. This will allow schools more time to work with the new LA team to adjust to the proposed changes. Moreover, it will reduce the potential financial impact of those schools that would, on a like for like basis, lose funding in the financial year April 2022 to March 2023.

5.6 A formal consultation process was launched via the Citizens Portal on 8 September 2022 and is scheduled to close on 8 December 2022.

consultations.leicester.gov.uk/sec/send-funding-review

5.7 To ensure all stakeholders are fully consulted an outline Communications Plan has been developed with a focus on creating dialogue amongst key stakeholder groups and providing opportunities for feedback and acceptance see Appendix 1.

5.8 The key messages of the consultation are:

- A pupil-centred approach to make sure children with SEND support receive well planned targeted interventions
- New Quality Improvement service will support mainstream settings in the use of the BERA (Best Endeavours and Reasonable Adjustments) framework and use of quality first teaching

- Training and Best Practice Models to be available to support schools manage the transition to the new funding model
- The proposal will ensure the best possible outcomes for our children by ensuring that there is equality and parity of funding for all pupils in mainstream provision
- The new model will utilise the existing High Needs Block funding more effectively to meet needs and improve outcomes for SEND pupils.

6. Financial, legal, equalities, climate emergency and other implications

6.1 Financial implications

6.1.1

6.2 Legal implications

Part 3 of the Children and Families Act 2014 sets out the duties placed on Local Authorities for children and young people in England with SEND.

High Needs Block (HNB) funding provides the funding for support packages for an individual with special educational needs in a range of settings. The purpose of the HNB is to ensure equality and equity of opportunity for all children and young people irrespective of their need. Banding is a way for local authorities to allocate levels of top-up funding for securing special educational provision for those children and young people with SEND. These are not statutory arrangements and each local authority will have its own mechanism for allocating funding.

There is a statutory requirement for the Council to consult with Schools Forum when making important decisions around schools and funding.

This report seeks approval to commence a formal process of consultation with the stakeholders set out in the report. Those engaged in the consultation should be invited to comment on the proposals and put forward alternative suggestions.

The Public Sector Equality Duty requires the Council to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. The proposed consultation should be used to help identify where revision to the proposal might be needed to take account of the impact to individual school budgets and/or pupils and to ensure continued equality of opportunity for those affected.

The results of the consultation should be analysed, prior to any final decision being made, to ensure that any decision making is lawful, follows a fair process and is reasonable. It is recommended that further legal advice is taken as the proposals are developed.

Julia Slipper, Principal Lawyer, Education & Employment. Tel 0116 454 6855

6.3 Equality implications

Under the Equality Act 2010 (including the local authority and schools), have a Public Sector Equality Duty (PSED) which means that, in carrying out their functions, they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

The proposal to consult formally with mainstream schools to remove the additional SEND top up element of the funding and provide schools with enhanced per pupil payments that are only based upon children and young people's needs has been agreed.

The proposed funding arrangements are not intended to reduce the overall level of funding available for high needs pupils within the mainstream schools. However, there will be a significant change in the distribution of funding to schools under this proposed fairer funding methodology.

As the proposal is focused on SEND funding for mainstream schools, the protected characteristic of disability is highly relevant to the proposal however other protected characteristics should also be considered to ensure that there are no unintended disproportionate impacts, or if disproportionate impacts are identified, they are appropriately mitigated.

It is important that any funding reforms are applied to all schools consistently in supporting opportunity for all children, irrespective of their background, ability, or need.

The public sector equality duty, so far as it concerns age, does not apply to the exercise of a function relating to the provision of education to pupils in schools, including those pupils over the age of 18.

The proposals have the potential to impact pupils, non-teaching staff and teaching staff. In order to demonstrate that the consideration of equalities impacts has been taken into account in the development of the proposals and as an integral part of the decision-making process, an Equalities Impact Assessment is underway and will be updated to reflect the outcomes of the informal engagement which has taken place with schools, parents and other stakeholders. The possible or actual impacts of continuing to provide funding in the same way as it is provided has been considered as part of the impact assessment.

As option 3 to consult formally from September 2021 with schools has been agreed, we need to ensure any consultation/engagement process is fair, accessible and proportionate.

Schools are also subject to the PSED and have responsibilities to prevent discrimination against and ensure the fair treatment of all children and young people with disabilities. In addition, employers have duties under the Equality Act 2010

The consultation findings on the proposal will support the collation of information required to enable decision makers in paying due regard to the PSED.

Any recruitment should be carried out in line with LCC recruitment policies.

Sukhi Biring, Equalities Officer Tel 37 4175

Appendices: Appendix 1. Review Timetable

Appendix 1. Review Timetable

Audience	Channel	Approach	Date
Lead Member	LMB and planned meetings	<ul style="list-style-type: none"> Initial and ongoing progress checks Formal report with proposed approach to consultation Executive Briefing for use by Lead Member Update report following consultation activity to describe any changes to consultation 	May onwards October 2022 January 2022 March 2022
City Mayor / Executive Ward Councillors	Briefing email	<ul style="list-style-type: none"> Formal report with proposed approach to consultation LMB note – members bulletin Update report following consultation activity to describe any changes to consultation 	Aug 2021 January 2022
LCC and SCE Staff	Briefing email/ meeting attendance	SCE newsletter outlining consultation To be briefed by SEND and Social Care Management on consultation	Sept 2021
Unions	Meeting & follow- up email	<ul style="list-style-type: none"> Formal email confirming consultation launch Briefings to outline consultation proposal, timelines, and implications Outcomes and recommendations following decision by Lead Member 	Sept 2021 January 2022
Schools Forum	Meeting & follow- up email Ongoing meetings	<ul style="list-style-type: none"> Briefing/awareness Formal email confirming consultation launch Briefings to outline consultation proposal, timelines, and implications Outcomes and recommendations following decision by Lead Member 	Sept 8 th /Nov
Leicester Primary Partnership and Education Improvement Partnership	Meeting & follow- up emails Ongoing meetings	<ul style="list-style-type: none"> Formal email confirming consultation launch Briefings to outline consultation proposal, timelines, and implications Outcomes and recommendations following decision by Lead Member 	Sept 2021

Audience	Channel	Approach	Date
All Schools	Direct email – follow-up meeting with identified schools Ongoing KiT meetings	<ul style="list-style-type: none"> Formal email confirming consultation launch E-briefings to outline consultation proposal, timelines, and implications PEO Keeping in Touch meetings (occur weekly) Outcomes and recommendations following decision by Lead Member Schools Extranet 	Sept 2021
School Governors	Email and virtual meeting as required Termly Chair of Governors briefing	<ul style="list-style-type: none"> Formal email confirming consultation launch Potentially deliver governor training session on budget expectation and use of funds for SEND provision Outcomes and recommendations following decision by Lead Member 	Sept 2021 January 2022
Leicester City Parent Carer Forum	Meeting & follow- up email	<ul style="list-style-type: none"> Update and launch of formal consultation Attendance at PCF meeting – Use easy read presentation and resources for parents to understand proposals 	October 2021
SENDIASS	Meeting & follow- up email	<ul style="list-style-type: none"> Formal meeting at launch of consultation. Briefing information to be shared on social media website Outcomes and recommendations following decision by Lead Member 	Sept 2021
SEND Improvement Board members/partners	SENDIB agenda	<ul style="list-style-type: none"> Progress update from SEND service 	July onwards
Children and Young People with SEND (BMF)	Virtual meeting	Attendance at virtual meetings prepare easy read presentations	Sept 2021
Parents/ Carers of mainstream pupils (including those from EHCP audits with contact details given)	Letter via schools	<ul style="list-style-type: none"> Communications via schools confirming plans, consultation launch and next steps 	Sept 2021

Audience	Channel	Approach	Date
Health – CCG – via SENDIB and key contacts	Direct email	Launch of formal consultation Outcomes and recommendations following decision by Lead Member	Sept 2021
SEND Services	Meeting & follow- up email	<ul style="list-style-type: none"> Formal meeting at launch of consultation. Briefing information to be shared on social media website Outcomes and recommendations following decision by Lead Member	Sept 2021 January 2021
SENCo Network	Meeting & follow- up email	<ul style="list-style-type: none"> Formal meeting at launch of consultation. Briefing information to be shared on social media website Outcomes and recommendations shared following decision by Lead Member Confirmation email for Go Live 	Sept 2021 January 2021 April 2021
MAT CEO		<ul style="list-style-type: none"> Meetings 	Sept 2021
Business Managers	Meeting & follow- up email	<ul style="list-style-type: none"> Formal meeting at launch of consultation. Briefing information to be shared on social media website Outcomes and recommendations shared following decision by Lead Member Confirmation email for Go Live 	Sept 2021 January 2021 April 2021
Local Offer	Local offer	<ul style="list-style-type: none"> Briefing information to be shared on Local offer 	Sept 2021

Re: Mainstream School Funding Review for SEND

Dear All,

In agreement with the City Mayor and myself, the council are undertaking a consultation to review the funding model within mainstream schools

As you will be aware, pressure on the High Needs Budget (HNB) is a national issue, and the overspend in Leicester for 2020/2021 was £4.9m and is forecast to be £5.6m in 2021/2022.

Additionally, it has been recognised that the current method of funding is inequitable and not child centred or based on need.

Between March and July 2021, a 12-week engagement process commenced to discuss the issues and to consider alternative funding options.

Based on the engagement feedback, the challenges to the existing High Needs Block (HNB) budget and the need to ensure that funding is distributed equitably across all schools, it was proposed to remove the additional notional SEND top up payment and provide schools with enhanced per pupil top up payments based on pupil need. The new model will utilise the existing High Needs Block funding more effectively to meet needs and improve outcomes for SEND pupils.

We appreciate that these changes will present a challenge to some schools, but it must be emphasised that this is not a funding cut but seeks to achieve a fairer and transparent funding system which allows for more accountability.

To support the schools, we have created a new team called the SEND Quality Inclusion Team who will work closely with schools, look at existing arrangements, share best practice and suggest more efficient ways of working.

To support the transition and to allow schools time to plan we will introduce the new funding system from the new academic year starting September 2022 rather than at the start of the new financial year April 2022.

A formal consultation process has been launched via the Citizens Portal on the 8 September 2022 and is scheduled to close on the 8 December 2022.

consultations.leicester.gov.uk/sec/send-funding-review

We would urge you all to look at the information and make your suggestions and comments.

If you have any queries, please do come back to me, alternatively please contact Sophie or Jabeen below.

Cllr Elly Cutkelvin

Sophie Maltby (Head of Service-SEND Support) Sophie.Maltby@Leicester.gov.uk

Jabeen Layne (Project Lead – Children’s) Jabeen.Layne@Leicester.gov.uk

Divisional 3-year Strategies Education & SEND

Social Care & Education Department

Date of meeting: October 7th 2021

Lead director/officer: Tracie Rees
Sue Welford

Useful information

- Ward(s) affected: All
- Report author: Jane Pierce / Sue Welford
- Author contact details: jane.pierce@leicester.gov.uk; sue.welford@leicester.gov.uk
- Report version number: 2

1. Summary

Each Division in the Social Care and Education Department has developed 3-year strategies to ensure we offer the right support and services for children young people and families and for individuals who may have additional needs. The Divisional Strategies are inter-connected, provide a full suite of strategic priorities and drive 3-year implementation plans under the Social Care and Education's overall Strategy.

The Education (appendix 1) and SEND 3-year Divisional Strategies (appendix 2) have been developed in line with the Adult Social Care, Education and Children's Social Care and Early Help three-year strategies.

Draft Divisional Strategies were agreed in principle by the Social Care & Education Department Programme Board.

The **Education** Divisional Strategy links five key priorities

- Providing a sufficiency of educational places
- Creating excellence in leadership and partnership to deliver outcomes
- Preparing children to be ready for school – improving Speech Language & Communication and physical development
- Improving outcomes for all children to prepare for life destinations
- Improving engagement and progress for children who are missing out on education

A major priority is the co-production, with partners, of an education strategy for the city's local education system.

The **SEND** Divisional Strategy

- Clearly highlights the key themes of Inclusion and Commissioning to steer improvement through the four priorities:
 - Responsive: Coproduction, participation and communication
 - Effective: Managing increasing levels of demand and need in SEND
 - Inclusive: Inclusive practice and provision
 - Efficient: Partnership working and use of resources
- Aligns with the SEND Transformation plan priorities for the local area
- Has been developed and informed from the feedback and engagement events held early in 2021
- Reflects and complements other divisional priorities (eg Education and Inclusion agenda)
- Sets out how the Division's priorities will be implemented over a 3-year period

2. Recommended actions/decision

Executive is asked to note the Education and SEND 3-year Divisional Strategies as part of the suite of Divisional Strategies in the Department.

3. Scrutiny / stakeholder engagement

The **Education** Divisional Strategy has been informed through feedback from partners throughout the past 18 months, emerging national and local priorities and a review of education outcome data up to 2019.

The **SEND** Divisional Strategy has been informed through the local area Transformation plan engagement activity which took place early in 2021.

The activity involved a wide range of stakeholders across Leicester and gathered views to ensure the plan reflected Children and Young People with Special Education Needs and/or Disabilities (SEND), their families, and professionals from schools, settings, health and school care.

The May 2021 Local Offer Live public event provided a further opportunity to determine views of parents, carers and any other stakeholders.

4. Financial, legal, equalities, climate emergency and other implications

4.1 Financial implications

There are no direct financial implications arising from this report
Martin Judson, Head of Finance

4.2 Legal implications

There are no direct legal implications arising from the contents of this report.
Pretty Patel, Head of Law, Social Care & Safeguarding Tel. 0116 454 1457

4.3 Equalities implications

Under the Equality Act 2010, public authorities have a Public-Sector Equality Duty (PSED) which means that, in carrying out their functions, they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

The Education and SEND 3-year Divisional Strategies should impact on children, young people and their families from across a range of protected characteristics in a positive way by ensuring the 4 main priorities are focussed on supporting them. As the Divisional Strategies are inter-connected, they provide a full suite of strategic priorities and drive the 3-year implementation

plans under the Social Care and Education's overall Strategy. Equality considerations should be embedded throughout these and it is recommended that Equality Impact Assessments (EIAs) are carried out as appropriate on identified areas (under year 1, year 2 and year 3 of the 4 priorities), to ensure any impacts are identified and addressed, and mitigating actions put in place.

The equality impact assessment is an iterative process that should be revisited throughout the decision-making process and updated to reflect any feedback/changes due to consultation/engagement as appropriate.

Sukhi Biring, Equalities Officer, 454 4175

4.4 Climate Emergency implications

There are no significant climate change implications directly associated with this report.

Aidan Davis, Sustainability Officer, Ext 37 2284

6.5 Other implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

7. Background information and other papers:

- Link to SEND [Local Offer webpage](#)

8. Summary of appendices:

Appendix 1 – Education 3-year Divisional Strategy

Appendix 2 – SEND 3-year Divisional Strategy

9. Is this a private report (If so, please indicate the reasons and state why it is not in the public interest to be dealt with publicly)? No, this is not a private report.

10. Is this a “key decision”? If so, why? No, this is not a key decision

Education Division Strategy

April 2021 to March 2024



Introduction

In the last 10 years there has been a significant change in the national Education landscape, which has had an impact on the local authority and on providers and learners in Leicester. The Academies and Free Schools national agenda has influenced change to the statutory responsibilities of Local Authorities. This, alongside a reduction in funding, the development of Teaching School Hubs and the reduced role of the Local Authority, means that the council is adapting to the new responsibilities.

In Leicester, over this time we have seen:

- A significant increase in the number of new arrivals from overseas with children needing education provision
- A slow move to academisation with some converting as a result of poor Ofsted inspections outcomes
- A reduced Local Authority workforce focusing on more targeted and tailored school improvement interventions, challenge & support
- The development of partnerships and the school-to-school support networks
- A gradual improvement in attainment outcomes in all measures
- An improvement in progress across all key stages
- An improved understanding of the longer term impact of the 1001 critical first days and early years learning opportunities
- An improvement in Ofsted outcomes for schools and settings

44 In **more recent years** there have been notable changes, some driven by the 2020 pandemic:

- Numbers of new arrivals are decreasing and families have been leaving the UK
- Stronger influential relationships have been built between the local authority with schools and settings
- Higher numbers of electively home educated children
- An emerging concern that the number of early years providers will shrink as a result of Covid-19
- Fewer children ready for school in both their communication, social and physical skills
- Increasing impact on children's mental health and wellbeing and being equipped to positively engage in learning
- Pressure on schools and settings to adapt to meet the new challenges facing children in the post Covid-19 environment

In the modern education landscape the Local Authority acts more as a key influencer rather than a deliverer of services. We work in partnership across the local area and with schools and settings to help children and young people acquire the skills to fulfil their aspirations in education, learning and life, whilst ensuring they are safe.

The quality of education lies in the interaction between those providing teaching, learning and support and the pupils receiving it. Great practitioners are already assisting great outcomes for children and young people and we collectively need to support the outstanding practice of the few to become the expectation and experience of the many.

Substantial work is required to improve educational outcomes for all through developing excellent partnerships, ensuring quality inclusive provision, enabling settings to develop their workforce and to identify and effectively support children in order for them to achieve.

Our Vision, Principles and Values

Social Care and Education vision and values

Our strategy works to deliver the vision set out in the overarching Social Care and Education (SCE) shared goals and commitments framework:

We are committed to supporting children, young people, vulnerable adults and families to be safe, be independent, be ambitious for themselves, and live the best life they can

We also aim to ensure delivery of the Council's core values - **Be confident | Be clear | Be respectful | Be fair | Be accountable**

Education Principles

Our overall aim is to work in partnership to improve the life-chances of the children and young people across Leicester through the provision of quality education.

We want children in Leicester to grow up living happy and healthy lives. Children should have a good start in their early educational years, a good education and to go on into apprenticeships, to university, into jobs and be well-prepared for adulthood.

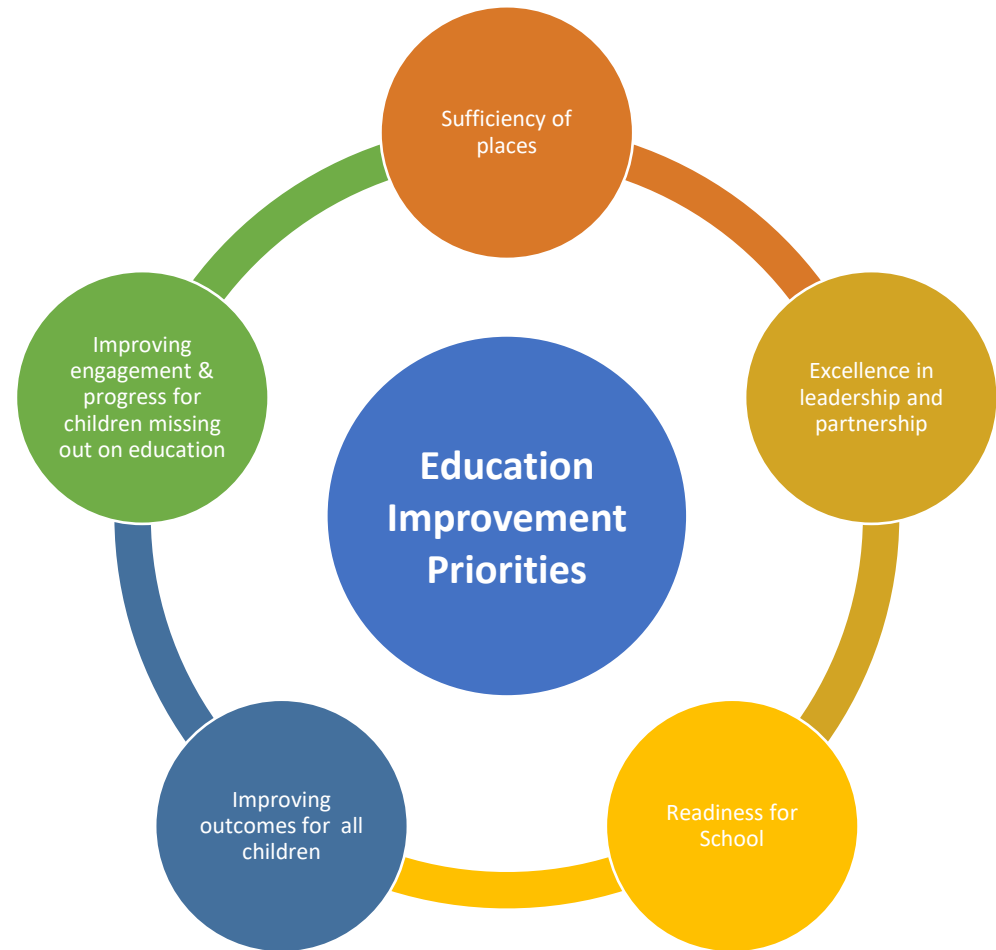
The children falling through gaps in the system in Leicester are disadvantaged in different ways: Black/Caribbean background, those with SEND; those who stop attending school, have poor attendance or multiple changes of school; those children who have lower life chances and poorer health due to their socio-economic situations and more recently, the challenge for children who are struggling with their mental health.

This requires partnership and coordination. Our increasingly strong partnership working means we have the foundations for developing good provision across education. The impact of Covid has demonstrated that education, health and social care partners are working together effectively in Leicester to confront the challenges and strive towards better outcomes for children and young people.

Our Approach

The Education Division has five key objectives which serve to deliver the overarching SCE goals, common purpose, principles, and priorities. The areas of strategic focus within these objectives are informed the opportunities and challenges presented for children and young people in the city.

- Providing a sufficiency of educational places
- Creating excellence in leadership and partnership to deliver outcomes
- Preparing children to be ready for school – improving Speech Language & Communication and physical development
- Improving outcomes for all children to prepare for life destinations
- Improving engagement and progress for children who are missing out on education



Priorities

Priority one: Sufficiency of Places



Our ambition is that all children and young people will have access to suitable educational provision that is high quality and meets their needs, whether it be in a traditional school setting or elsewhere

We will work effectively with the DfE and providers to ensure a sufficiency of education places which meet the needs of city families

Priority two: Excellence in leadership and partnership



Our ambition is to deliver the aspirations we have for all children and young people in Leicester through empowering leadership and effective partnerships

We will engage with education leaders, providers, governors and our strategic partners to secure effective leadership across education provision

**Priority three:
Readiness for school**



Our ambition is that all children should start their formal education having developed the communication, physical and personal skills that will enable them to thrive

We will work with providers and partners to ensure that the offer and the support for parents enables children to meet developmental milestones through their earliest years

**Priority four:
Improve outcomes for all children to prepare for life destinations**



Our ambition is that all young people leaving full-time education will have developed the skills, attitudes and qualifications they need to fulfil their aspirations

We will work with partners to strengthen the education offer across the city through challenging underperformance and supporting effective practice so that children are included, enabled to make good progress and develop the skills and resilience required for adult life

**Priority five:
Improving engagement and progress for children who are missing out on education**



Our ambition is that we understand and support children who find it difficult to thrive in formal education to ensure they are engaging, making progress and have good outcomes

We will support children and young people whose quality of education is limited and help them to achieve through effective partnership with parents and providers

How will we achieve our Strategy?

Priority one: We will work effectively with the DfE and providers to ensure a sufficiency of appropriate education places which meet the needs of city families

Year One (2021-2022)	Year Two (2022-2023)	Year Three (2023-2024)
<p>We will monitor and update pupil place planning forecasts, for both SEND and mainstream needs, in light of changing demographics</p> <p>We will continue to work with the DfE and school trusts on building two new mainstream secondary free schools</p> <p>We will work with schools to effectively manage surplus places in the system</p> <p>We will audit early years capacity impacted by Covid and identify gaps in provision</p> <p>We will ensure sufficient and appropriate early years and school provision for children with complex Special Educational Needs and Disabilities (SEND)</p> <p>We will establish a partnership approach with City Developments and Neighbourhood (CDN) and the DfE to maintain the quality and sufficiency of the estate for early years and schools</p> <p>We will support vulnerable young people at age 16 to have a 'destination' in terms of further education, training, apprenticeship or employment opportunities</p> <p>We will ensure that the most vulnerable families have access to appropriate provision without delay through an effective Fair Access Protocol</p> <p>We will work with SEND services to support new arrivals who have special educational needs</p>	<p>We will monitor and review the quality of early years provision across the city to continue to meet the needs of city families</p> <p>We will continue to monitor across planning and cluster areas and update pupil place forecasts to match supply and demand</p> <p>We will forecast and keep partners informed about the demand on pupil places across mainstream, DSPs and special schools for children with differing SEND needs</p> <p>We will work with primary, infant and junior schools to review their published admission number (PAN) in order to manage any surplus places in the system</p> <p>We will continue to support the DfE with the Free School Programme by providing accurate forecasts</p> <p>We will review the effectiveness of our partnership approach in maintaining the quality and sufficiency of the estate for early years and schools</p>	<p>We will continue to work with the DfE to support the delivery of the Free School programme</p> <p>We will evaluate the implementation of place change approach and make adjustments as required</p> <p>We will continue to monitor and review our place planning forecasts to ensure there is a sufficiency of appropriate SEND places and that surplus capacity is managed</p>

Priority Two: We will engage with education leaders, providers, governors and our strategic partners to secure effective leadership across education provision

Year One (2021-2022)

We will further develop the strengthened partnership, established during the Covid pandemic, as a system led approach

We will coproduce the Education Strategy for Leicester

We will support the development and implementation of Teaching School Hubs, ensuring city schools' priorities are met

We will align the local teaching school hub and other strategic partnerships (SIL, LPP, LEIP) to develop high quality governing boards and leadership teams

We will establish an effective partnership of national and local organisations to assist schools with governor recruitment

We will learn from and share national evidence-based approaches that have worked to improve educational outcomes

We will work with schools and across the Local Authority to effectively use local performance information and share intelligence

We will continue to work with partners through the Readiness for School steering group to ensure a joined up approach and collective knowledge about provision for families and children under 5

Year Two (2022-2023)

We will implement a partnership structure/ governance to maximise engagement in delivering education improvements

We will reorganise council-provided Education Services to support the delivery of the Education Strategy and statutory responsibilities

We will audit and ensure appropriate allocation of Early Years Grant to providers

We will use intelligence from performance data, school improvement activities and work with partners (including the Teaching School Hub) to share emerging priorities and inform the training offer for schools

We will promote effective governor recruitment/ retention and succession planning

We will establish governing board professional development offers, including increased deployment of National Leaders of Governors and External Reviews of Governance

We will identify and access funding, research and joint-working opportunities available regionally and nationally to support local improvement

Year Three (2023-2024)

We will embed strong relationships and our partnership approach with governing boards to support their development

We will monitor the delivery of the Education strategy to ensure it has positive impacts and outcomes

Priority three: We will work with providers and partners to ensure that the offer and the support for parents enables children to meet developmental milestones through their earliest years

Year One (2021-2022)

We will develop, within the education strategy, the importance of quality early years learning and development in influencing good adult outcomes

We will work with health, early help services and other key partners to develop provision to enhance early education entitlements

We will work closely with partners and early help services to increase take up of early education entitlements for 2,3 and 4 year olds

We will support the early years sector to improve quality and Ofsted outcomes across all settings

We will support the early years workforce to effectively implement the Early Years Foundation Stage (EYFS) reforms

We will develop a protocol and process for sharing assessment information between early years settings, health and schools

We will work with partners to support families to improve early speech, language and communication skills that will enable children to thrive when they start school

We will implement a sector led improvement programme to develop the knowledge and skills of early years practitioners to effectively support children’s speech, language and communication

We will ensure children with SEND have access to high quality, responsive and inclusive early years provision

Year Two (2022-2023)

We will maximise opportunities for take up of early education entitlements for two, three and four year olds

We will develop methodology with schools, colleagues in SEND and partners to identify early and provide the right support, where children are starting to fall behind

We will ensure that the Readiness for School steering group continues to identify priorities for development, provision and practice for families and children under 5

We will continue to embed and develop the system wide offer to support speech language and communication in the early years

We will review Ofsted findings in relation to the quality of provision and highlight to the sector areas for further development

Year Three (2023-2024)

We will monitor the impact of the speech and language strategy and the readiness for school partnership

We will continue to highlight to the sector the areas of development to enhance the skills of early years practitioners

We will continue to work closely with partners to support families and the sector to improve early learning

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Priority four: We will work with partners to strengthen the education offer across the city through challenging underperformance and supporting effective practice so that children are included, enabled to make good progress and develop the skills and resilience required for adult life

Year One (2021-2022)

We will support work with providers to support transition across each stage of education for all learners

We will highlight to providers the importance for children and young people to develop skills alongside their education that enable them to aspire and thrive in life

We will further develop the system and processes for collating information held about schools and settings across the council to understand their performance

We will use a range of data to identify strengths and concerns about the education provision across the city

We will work with partners to provide challenge for those schools where performance is less than good

We will work with Teaching School Hubs to support the rollout of the Early Career Framework for teachers

We will work with education settings to identify emerging themes to improve quality first teaching, inclusion and targeted support

We will work with SEND services, Public Health and NHS partners to implement the mental health and wellbeing programmes to support inclusion of learners in schools

We will ensure that the most vulnerable families have access to appropriate provision without delay through an effective Fair Access Protocol which is developed with schools

Year Two (2022-2023)

We will implement the delivery plan of the City Education Strategy

We will actively promote inclusive practices across the education sector including Quality First Teaching, racial literacy and trauma informed practice (ACE)

We will work with to ensure those schools choosing to join multi-academy trusts are making informed choices

We will continue to monitor performance of schools and groups of children across the city

We will identify good practice and highlight this across the schools' partnership

We will challenge schools where there are emerging concerns and ensure appropriate support is offered

We will continue to identify where specific interventions or support are needed for individual or groups of children

Year Three (2023-2024)

We will improve children and young people's attainment at Foundation Stage, Key Stage 1, Key Stage 2 and GCSE

We will continue to monitor the gaps between different groups of children to inform future priorities and innovative practice

Priority five: We will support children and young people whose quality of education is limited and help them to achieve through effective partnership with parents and providers

Year One (2021-2022)

We will better understand which groups in Leicester underachieve and promote initiatives across the education sector to improve outcomes for SEND, Black Caribbean heritage, Pupil Premium and White children

We will work with the education sector to ensure every child has the right school place that enables them to learn effectively and access the right qualifications

We will work with partners to provide an enriched learning offer which may not be based in a school

53 We will finalise and implement the Medical Education Policy for children to continue to access education whilst not attending school

We will work with SEND services and partners to ensure children with SEND have access to high quality, responsive and inclusive provision that their improves outcomes

We will support the transition across each stage of education (and into adult services where appropriate) for children and young people with SEND and those who are looked after

We will work with the community and school partners to develop a Leicester Diverse Curriculum and an anti-racist quality mark

We will develop our understanding of children not attending school full-time and implement an electronic monitoring system

We will use digital systems as the first stage to monitor the suitability of home education

Year Two (2022-2023)

We will maximise funding opportunities through the European Social Fund and DWP to tackle youth unemployment.

We will evaluate the effectiveness of the Fair Access Protocol to ensure children are in receipt of suitable education

We will challenge or mediate as needed with parents or partners where children are not attending school full-time

We will continue to update the Education Sector on underperforming groups and work with partners to identify actions to address their needs

We will review the effectiveness of the Medical Education Policy

We will continue to support the development of the Leicester Diverse Curriculum and ensure it is widely promoted across the sector

We will identify and share opportunities for cultural experiences that will enrich the curriculum for children across the city

Year Three (2023-2024)

We will continue to monitor and identify any groups of children who are underachieving and share this with partners

We will review the impact of the European Social Fund and DWP on reducing youth unemployment and identify mitigating actions

Priority five: We will support children and young people whose quality of education is limited and help them to achieve through effective partnership with parents and providers

Year One (2021-2022)	Year Two (2022-2023)	Year Three (2023-2024)
<p>We will support schools to tackle irregular attendance both through non-statutory casework and also statutory enforcement work as appropriate.</p> <p>We will increase the participation of young people in Education Employment and Training upon leaving compulsory education.</p> <p>We will work with the Virtual School to ensure that children who are in need of help and protection and who are subject to child protection plans continue to have a positive education experience</p>		

How will we measure success?

Throughout the work of the Education Division, there are a number of key measures which enable us to understand our impact. Of primary importance are the education outcomes for children from Early Years Foundation Stage to Level 3 Qualifications and entry to University or employment.

We are also able to understand the numbers of children in our schools, who they are, their attendance and how they are supported in their learning. We know the number of schools and education settings, how they are rated by Ofsted, how they have improved and how this changes over time.

We also closely monitor the admissions to schools and the take-up of early years funded education. This, alongside birth-rate and new arrivals enables us to forecast need across the city.

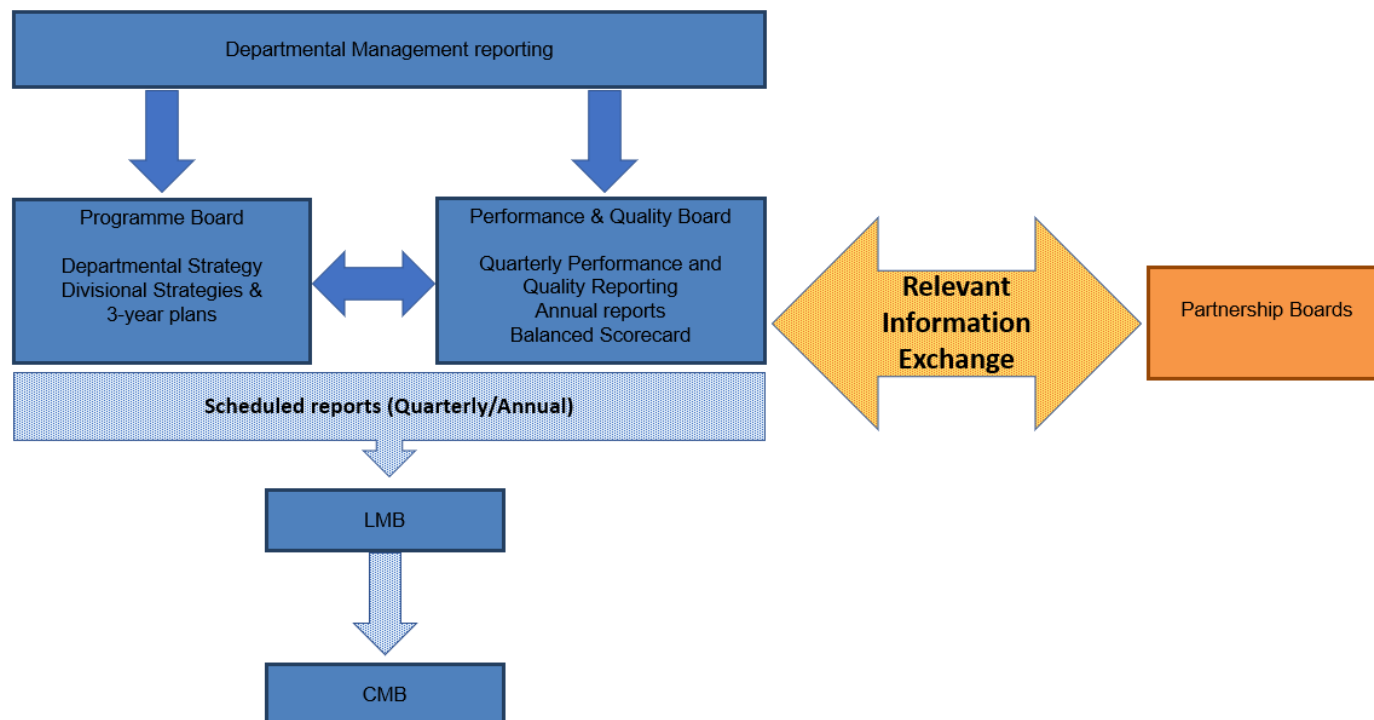
One of the many tools we will be using to measure our success is the 'balanced scorecard'. Aligned to the priorities within the plan, we have identified measures that reflect the activity we are doing, the costs of what we are doing, the outcomes from our work and the quality of our work.

Governance and Accountability

This strategy is owned by the Principal Education Officer and who is accountable for ensuring progress. The implementation plan identifies officers that are responsible for the actions that will support delivery of the strategy.

The Directors will be held to account by the SCE governance structures including Programme Board, Performance and Quality Board and Leadership Team.

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They will hold responsible officers to account through the Divisional Management Team meetings.

Many actions rely on the engagement of partners and therefore the strategy is also of importance the Principal SEND Officer, Leicester Primary Partnership (LPP) and the Leicester Education Improvement Partnership (EIP) as well as to Schools and other Educational Settings. There are a range of working groups and forums that will support the delivery of actions and where barriers and issues can be taken for partnership support.

SEND Division Strategy

April 2021 to March 2024

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Introduction

Our aspiration for all Children and Young People (CYP) with Special Education Needs and Disabilities (SEND) in Leicester is for them to be able to learn, thrive and achieve - and this is no different to our aspiration for all children and young people. The local authority and its SEND services work together with a range of partners in education, health and social care to ensure we all have a shared commitment and understanding of SEND children and young people and their families/carers. Together with local area partners, we are dedicated to children and young people with special educational needs and disabilities, and their parents/carers, experiencing a supportive and committed approach in planning how to achieve their aspirations and life outcomes.

In Leicester, we have seen an increase in need for SEND support and provision rise across the City over the past 5 years and it is projected to continue rising. There are over 3,000 children and young people between 0 – 25 years of age with Education Health and Care Plans maintained by the city and over 7,000 children and young people in city schools with SEN support. The core SEND offer is enshrined in the Mental Capacity Act 2005, Equalities Act 2010 and Children and Families Act 2014 and the SEND Code of Practice 2015. It sets out the statutory requirements upon local authorities to implement these acts. This strategy intends to meet both the letter and the spirit of these key legal frameworks and focuses on our plans for excellence over the next 3 years.

The needs of children with special educational needs and/ or disabilities are becoming more complex and this is driving increased financial pressures across the system including pressures for top-up funding across all settings. To help manage these pressures, our plan and our SEND Joint Commissioning Strategy sets out how we make sure our services work well for children and families, provide positive impacts and value for money and are sustainable. We work creatively and in partnership with parents, carers, professionals and voluntary services, actively promoting choice, independence and planning for the future to children and to young people transitioning into adulthood. By working together, we will see the cumulative effect of positive change.

We believe it is important, wherever possible, for children with special needs to attend mainstream schools and be included through quality first teaching. This approach enables pupils to learn together and make friends with children with a range of abilities and needs and from a variety of backgrounds. It also allows young people with SEND to manage relationships with others, learn to make decisions and develop skills required to prepare for adulthood.

The voice and participation of children and young people, and families is essential to improving their experience, strengthen the way in which we co-produce our approach to SEND services and improving their life outcomes. Every step of the way, we want to make sure we listen and work with children and families to shape and build a better future for them.

We use performance and quality information to assess how well we are meeting the needs of these children and young people and to understand how we positively impact on their lives and their aspirations. This strategy aligns with our Commissioning, Children's Social Care and Early Help and Education strategies as well as the SEND Transformation plan which joins together this work with ongoing health strategies to support children and young people.

Our Vision, Principles and Values

Social Care and Education vision and values

The Special Education Needs and Disabilities Division's strategy contributes to the delivery of the vision set out in our overarching Social Care and Education shared goals and commitments framework.

The purpose of this strategy is simple: to provide children and young people with SEND in Leicester City with the support and opportunities they need to have better lives. Better lives mean more than just meeting special educational needs in schools, but it is a lifelong commitment that goes beyond education including broader health and wellbeing so that children with special needs can live and learn in their local communities. Therefore, our strategic focus is on:

'Enabling children and young people with SEND to learn, thrive and achieve.' ...through access to high quality services which are effective, efficient, response and inclusive.

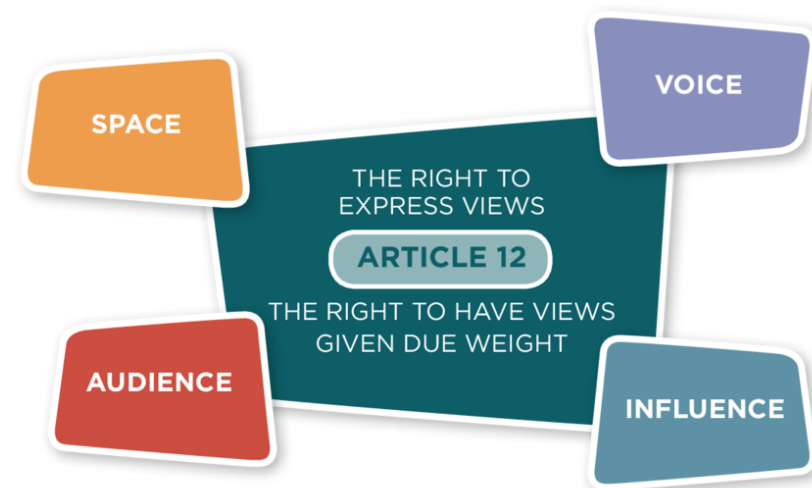
The aim of this plan is to develop a system which facilitates early identification and intervention and where the views and aspirations of children, young people and their families are not only considered, but actively drive change.

Our staff abide by our Council's core values - **Be confident | Be clear | Be respectful | Be fair | Be accountable** to deliver this vision.

Special Education Needs and Disabilities Principles

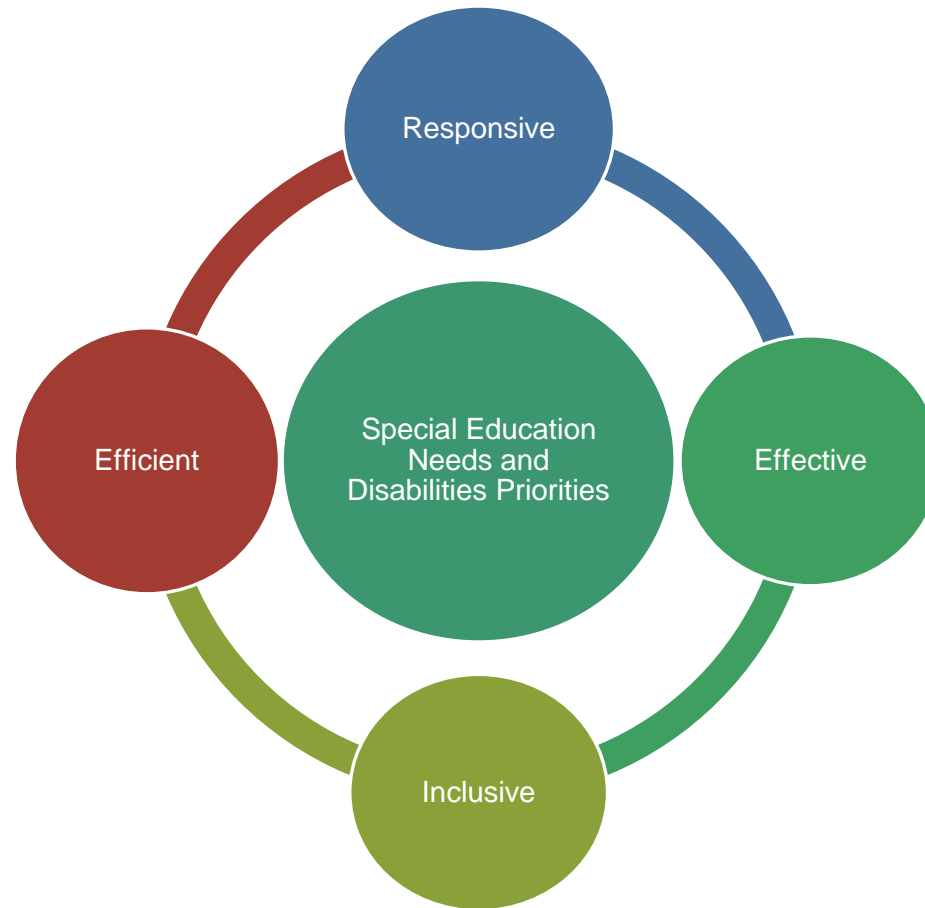
The division embraces person-centred approaches which remain core to our activity, by ensuring the voice of the child or young person or their family is at the centre to the planning and delivery of services. Our Early Intervention system wide approach aims to support all children and young people to be included and educated within their local community as far as possible. And to help build their skills to lead independent lives.

Based on the Lundy model of participation, the workforce listens to and acts upon the views of young people and their families to inform their work.



Our Approach

The SEND Division has four key priority areas of strategic focus, responsive, effective, inclusive and efficient. The objectives within each area are informed by feedback from Children, Young People and their families, by our partners and our staff, performance data, quality analysis, which are also set against both opportunities and challenges presented to SEND within the City.



**Priority one:
Responsive: Coproduction,
participation, and
communication**



We believe the **participation** of children, young people and their families are central in the planning, commissioning, and reviewing of SEND services. Information advice and services including the **Local Offer** should be readily available and provide useful information so that children, young people and their families know where and how to access support. Children, young people and their families should have **greater choice and control**. We will promote independence throughout our services, processes and practice. This will include for example the use of **personal transport budgets, independent travel training, personal budgets**.

**Priority two:
Effective: Managing increasing
levels of demand and need in
SEND**



We believe that **early identification of need** for children and young people is a priority and **the interventions** should be accessible and effective within all settings. **Education Health and Care Plans** in Leicester City should be forward-looking and coproduced in partnership with health social care, children, young people and their families to deliver positive and meaningful life outcomes. We continue to seek opportunities to improve **outcomes** for children and young people not only in their education, but also in their social care, health, wellbeing, independence and in their preparation for adulthood.

**Priority three:
Inclusive:
Inclusive practice and provision**



We will re-launch **inclusive practice** for all schools through the best endeavours and reasonable adjustments framework. This will enable schools and professionals to support and challenge practice to ensure children and young people with SEND are included in school life. We promote the use of **Assistive technology** to support children and young people with SEND within schools settings and to develop their skills for independence. We want to make sure the **right specialist provision** is available locally to meet the needs of children and young people with SEND.

**Priority four:
Efficient:
Partnership working and use of
resources**



We will make sure **SEND Joint commissioning** priorities are clear and delivered in partnership, through the effective use of resources. Working closely with health, we will support young people transitioning into adulthood including those over the age of 19. Children, young people will be successfully supported in their transition into adulthood through our **Preparing for Adulthood** strategy. This will also align with the NHS Transforming Care priorities for children and young people with Learning Disabilities and/or Autism to be supported in our communities

We will closely monitor funding for the **High Needs Block** in Leicester City to make sure it is effective, well co-ordinated and focussed on achieving the best possible outcomes for Children and young people with SEND.

How will we achieve our Strategy?

Priority One: Responsive through Coproduction, Participation and Communication

Year One (2021-2022)	Year Two (2022-2023)	Year Three (2023-2024)
<p>Participation</p> <p>We will develop and implement mechanisms to ensure we capture views of Children, young people and their families across the range of SEN</p>	<p>We will learn and share feedback, and develop our practices to support children, young people and their families to become actively involved in shaping services</p>	<p>We will ensure children, young people and their family's views are embedded in practice and our services</p>
<p>Information and Advice</p> <p>We will work with Children, Young People and their families to review Local Offer information and resources to understand if it meets their needs</p>	<p>We will learn and share feedback, and develop our practices to improve their experience Commission information and advice to support families</p>	<p>We will continue to develop our practices to improve their experience</p>
<p>Choice and Control</p> <p>We will ensure families can access clear information and register for appropriate transport including Personal Transport Budgets via an online application</p> <p>We will work with schools, colleges CYP and their families to develop and deliver an Independent Travel Training programme for young people.</p> <p>We will review Personal Budgets for Children and Young People EHCPs, ensuring its clearly defined and made accessible for those who are eligible</p>	<p>We will ensure all families are offered a PTB, if eligible during EHCP statutory process and/or part of the annual review process</p> <p>We will offer Independent Travel Training options for Children and Young People with EHCPs are from year 9 as part of preparing for adulthood</p> <p>We will review interest and take up of Personal Budgets to understand needs of children, young people and their families</p>	<p>We will review and evaluate transport options available to eligible children and young people</p> <p>We will evaluate progress and feedback from Children, Young People, schools, and families on training</p> <p>We will continue to review and evaluate the take up of Personal Budgets</p>

Priority two: Effective by managing increasing levels of demand and need in SEND		
Year One (2021-2022)	Year Two (2022-2023)	Year Three (2023-2024)
<p>We will work jointly with all partners across education settings on roles and responsibilities relating to SEND statutory requirements</p> <p>We will establish clear pathways for referrals across Health, Social Care and SEND Services to aid early help and interventions</p>	<p>We will monitor our working practices with partners to ensure effective support is given to children, young people and their families</p> <p>Evaluate progress. Learning Disabilities & Neuro Developmental Pathways to inform next stages</p>	<p>We will evaluate impact of joint working through strategic governance review of qualitative and quantitative monitoring</p>
<p>EHCPs</p> <p>We will embed the new SEND Education Service structure, to meet growing demand and review processes to ensure the service works effectively</p> <p>We will ensure all new EHCPs are compliant with the Code of Practice and clearly identify outcomes for children and young people</p> <p>We will ensure there is a robust Quality Assurance processes in place for EHCP which impacts practice</p> <p>We will review the Annual Review process, amend and share across education settings</p>	<p>We will monitor SES processes, structure and capacity to ensure quality performance of 20-week data</p> <p>We will gather feedback from families via Family Engagement worker provide of evidence of outcomes for Children and young people.</p> <p>We will review and continue to embed the Quality Assurance framework</p> <p>We will continue to embed the annual review process and engage with SENCo's for feedback on process</p>	<p>We will evaluate the impact and performance of new SES structure and processes, by working with all of our stakeholders</p> <p>We will be looking to achieve 100% compliance for all EHCPs</p> <p>We will monitor the Quality Assurance framework for impact</p> <p>We will look to ensure the fully embedded annual review process is operating smoothly</p>
<p>SEND & School Improvement Plan</p> <p>We will deliver the SEND and School Improvement action plan with education settings, to support raising attainment</p>	<p>We will review progress of the action plan and adapt if necessary, to focus on raising attainment of children and young people</p>	<p>We will evaluate progress and impact of the plan with children, young people, families and professionals</p>

Priority two: Effective by managing increasing levels of demand and need in SEND		
Year One (2021-2022)	Year Two (2022-2023)	Year Three (2023-2024)
Recruit into SEND Quality and Inclusion Team to support improvements and inclusion in mainstream schools	We will continue to promote the improvement and inclusion work across mainstream schools	We will reflect and analyse the impact of the improvement and inclusion work
Preparing for Adulthood We will launch our preparing for adulthood strategy and action plan and form a partnership group with key representatives to oversee its progress	We will continue to progress our preparing for adulthood action plan with our young people, their families and key partners across education, health and social care	We will evaluate progress of the strategy and action plan to understand the impact and identify next steps
Short breaks We will undertake a review of the Short breaks service requirements with parents and young people and key partners to ensure it meets current and emerging needs	We will evaluate findings from review, communicate with children, young people and their families and implement any changes recommended	We will continue to embed and monitor the impact of any changes

Priority Three: Inclusive through Inclusive practice and provision.		
Year One (2021- 2022)	Year Two (2022-2023)	Year Three (2023-2024)
<p>Best Endeavours and Reasonable Adjustments</p> <p>We will launch best endeavours and reasonable adjustment (BERA) framework for a) Early Years and b) Schools</p>	<p>We will analyse impact of best endeavours and reasonable adjustment framework.</p> <p>We will scale up and moderation of BERA Framework across LLR</p>	<p>We will revisit the BERA framework and update to align with Assistive Technology</p>
<p>Assistive Technology (AT)</p> <p>We will complete an exercise with schools, parents and children & young people to scope the need/use of Assistive Technology and how it can be used to support SEND agenda e.g. Rix Wiki</p>	<p>We will look to support implementing the use of assistive technology in SEND where possible and appropriate</p>	<p>We will embed Assistive Technology in inclusive practice frameworks across the local areas and within schools e.g. BERA/ EHCPs</p>
<p>Social Emotional and Mental Health</p> <p>We will complete a review secondary SEMH pathway with secondary schools to understand needs</p> <p>We will identify options to increase capacity for SEMH pupils within the City</p>	<p>We will look to redesign secondary SEMH pathway with secondary providers</p>	
<p>DSPs</p> <p>We will create an additional 100 DSP places and develop network and training offer</p> <p>We will develop and implement Quality Assurance and moderation model for DSPs to ensure best practice and support for children and young people</p>	<p>We will continue to sustain the network of DSPs, through evidence of QA impacting practice and delivering outcomes</p> <p>We will support movement across the continuum of provision for SEND children to best support needs</p>	<p>We will capture evidence of impact for children and young people</p> <p>We will complete a review of provision against forecast need</p>
<p>Special Schools</p> <p>We will create an additional 200 Special School places to meet growing demand for our children and young people</p>	<p>Children and young people are placed in appropriate schools to meet their needs.</p> <p>Monitor and review sufficiency of Special Schools placements</p>	<p>System-wide monitoring and review to ensure sufficiency of placements, alongside driving an inclusive agenda</p>
<p>Out of Authority Provision</p>	<p>All Out of Authority provision is quality assured</p>	

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Priority Three: Inclusive through Inclusive practice and provision.		
Year One (2021- 2022)	Year Two (2022-2023)	Year Three (2023-2024)
We will ensure systems are in place to monitor Quality of provision in Out of Authority/ Independent Specialist Settings	Systems embedded to QA any new provision or those where concerns arise	Children and young people placed in high quality provision to meet their needs Children and young people are placed in the local area/ close to home wherever possible

Priority Four: Efficient by Partnership working and use of resources

Year One (2021-2022)	Year Two (2022-2023)	Year Three (2023-2024)
<p>High Needs Block Funding</p> <p>We will focus on ensuring systems and processes in place to monitor effective use of resources</p> <p>We will complete special school funding formula arrangements</p> <p>We will launch Element 3 funding engagement and consultation with Leicester City Schools</p> <p>We will ensure commissioning arrangements and contract management for existing out of authority independent placements are in place</p>	<p>We will use data to effectively monitor use of resources</p> <p>We will implement revised funding formula and mechanism in place for banding moderation</p> <p>We will implement of new funding model, promote greater inclusion and effective use of funding to meet needs of CYP</p> <p>We will look to increased quality of Element 3 and EHCP applications</p> <p>We will have contracts in place with new placements, with strategic approach to commissioning of future placements</p>	<p>We will evaluate data to support longer-term strategic priorities</p> <p>We will continue to embed moderation and banding and evaluate the impact of changes</p> <p>We will gather evidence of schools using element 3 top-up funding in creative ways to reflect best practice in SEND</p> <p>We will work more widely with LLR parents to review emerging needs and commissioning arrangements on placements</p>
<p>LLR Joint SEND Commissioning Strategy</p> <p>We will deliver priority actions identified for year one following consultation</p>	<p>We will identify and deliver priorities for year two of the strategy</p> <p>We will work with LLR colleagues on changes resulting from Integrated Care System plans</p>	<p>We will evaluate the progress of the Joint SEND Strategy</p>

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How will we measure success?

Improving the lives of children and young people with SEND, and their families is the goal for measuring success and we look to answer the question “what difference have we made?” The Children’s Disabled Council offers outcome statements below and we are exploring these and other ways in which to strengthen how we capture the lived experience of children and young people.

Outcomes focused questions:

My voice is heard

I am healthy

I am happy

I feel supported

I feel safe

I am included and active in my local community

I am able to learn

I am in control of my life

One of the many tools we will be using to measure our success is the ‘balanced scorecard’. Aligned to the priorities within the plan, we have identified measures that reflect the activity we are doing, the costs of what we are doing, the outcomes from our work and the quality of our work.

The SEND improvement board (SENDIB) Dashboard of key measures is also used to monitor and challenge progress against the delivery of this strategy.

The Local Authority balanced scorecard key measures contribute to the SENDIB Dashboard for the local area.

Governance and Accountability

This strategy is owned by the Director, ASC and Commissioning and the Principal SEND officer who are accountable for ensuring progress. The implementation plan identifies officers that are responsible for the actions that will support delivery of the strategy.

The Director and Principal SEND Officer will be held to account by the SEND Improvement Board and the SCE governance structures. They will hold responsible officers to account through the Divisional Management Team meetings.

Many actions rely on the engagement of partners and therefore the strategy is also of importance to the SEND Improvement Board, Leicester City Parent and Carer Forum and to the Joint Integrated Commissioning Board. There are a range of working groups and forums that will support the delivery of actions and where barriers and issues can be taken for partnership support.

Joint Strategic Oversight	Leicester SEND Improvement Board											
Governance	Leicester City Children's Scrutiny Board											
	Social Care and Education Leadership Team/ SCE Programme & SCE Performance Board											
	SEND Transformation Delivery Board											
Transformation and improvement sub-groups	Effective: Managing increasing levels of demand and need				Inclusive: Inclusive practice and provision			Responsive: Coproduction, participation, and communication		Efficient: Partnership working and use of resources		
Activity	Early identification of need	SEND and Education Attainment	EHCP Quality Improvements	SEND Preparing for Adulthood Strategy	Best Endeavours and Reasonable Adjustments	DSPs and Capital Projects	Out of Area Placements	Engagement, Local Offer and Participation	Travel & Transport (PTBs & Travel Training)	Joint Commissioning	High Needs Block	Data Improvement & Performance

Social Care & Education Department

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Adult Social Care

Support adults with a social care need to be **safe from harm & abuse**

Embed a **strengths-based model** of support to promote wellbeing, self-care, and independence

Improve opportunities for those of working age to **live independently** in a home of their own, and continue to **reduce our reliance** on the use of residential care

Improve our offer to older people, supporting more of them to **remain at home** and to continue to reduce our reliance on the use of residential care

Continue to work with children's social care, education (SEN) and health partners to improve our support for young people and their families in **transition** into adulthood

Improve people's experience by increasing our understanding of the impact and benefit of what we do. We will use this knowledge to innovate and improve the way we work and **commission** services

Children Social Care & Early Help

Edge of Care and Permanence

Strength based practice

Commissioning in partnership

Coproduction and participation

Corporate parenting

Education

Sufficiency of Places

Excellence in Leadership & Partnership

Readiness for School

Improve outcomes for all children to prepare for life destinations

Improving engagement and progress for children missing out on education

SEND

Responsive: Coproduction, participation, and communication

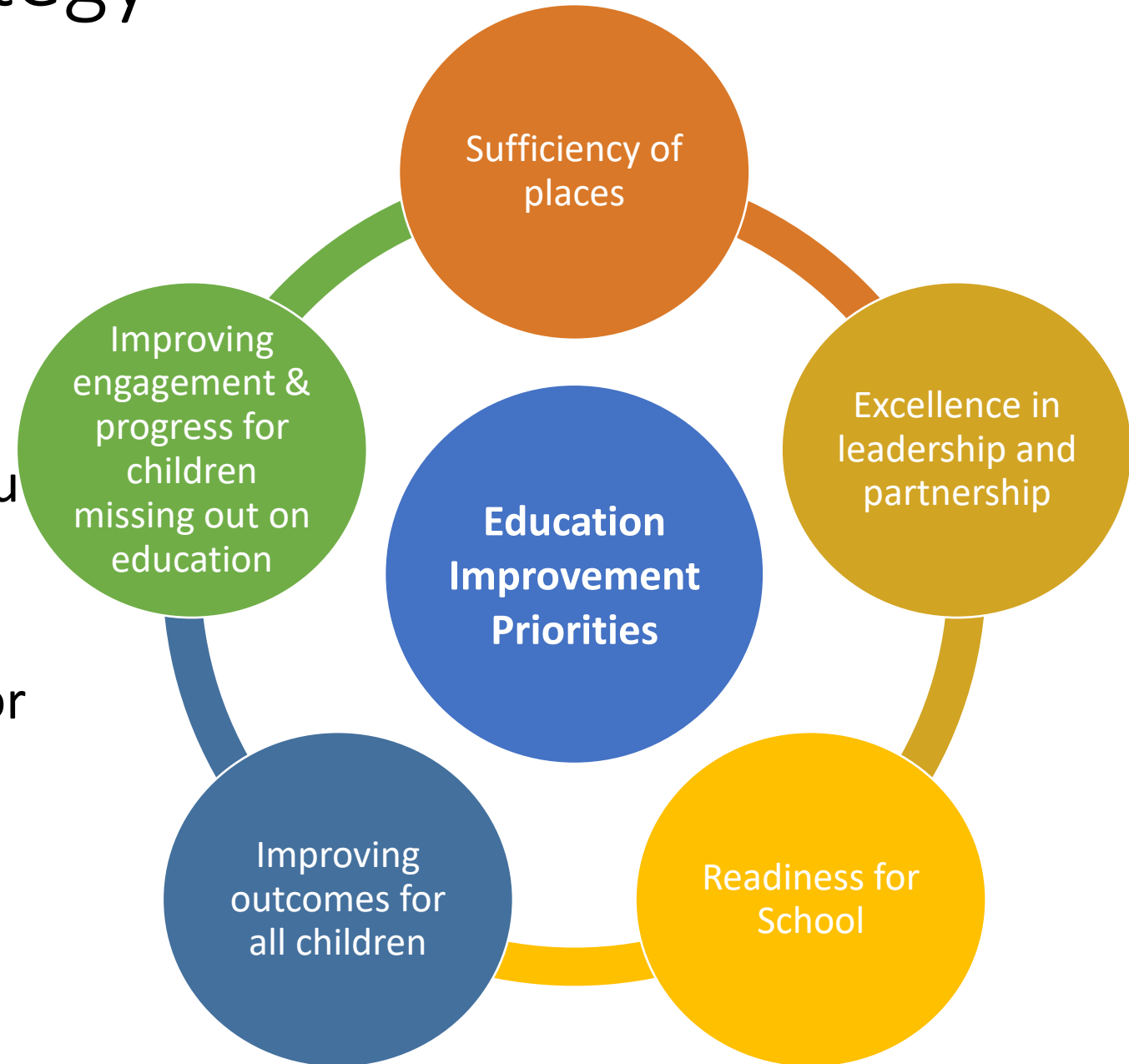
Effective: Managing increasing levels of demand and need in SEND

Inclusive: Inclusive practice and provision

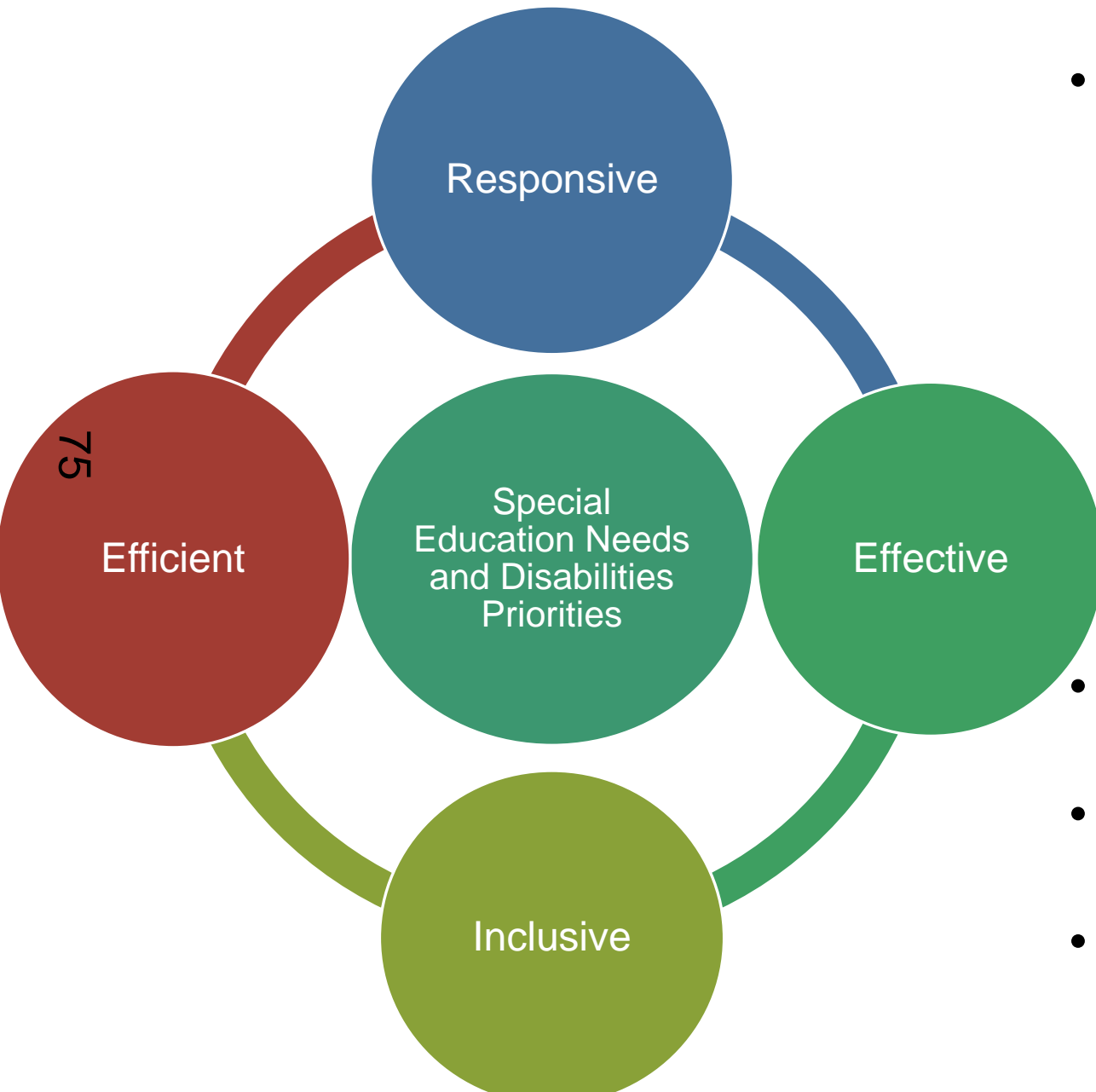
Efficient: Partnership working and use of resources

Education Divisional Strategy

- Strengthening partnership to improve outcomes
- Recognises changing role for the Local Authority
- Inclusion for those at risk of missing out on quality education
- Five priorities with identified work programme including the co-production of an education strategy for the city
- Sets out how the Division's priorities will be implemented over a 3-year period



The SEND Divisional Strategy



- Key themes of Inclusion and Commissioning to steer improvement through the four priorities:
 - Responsive: Coproduction, participation and communication
 - Effective: Managing increasing levels of demand and need in SEND
 - Inclusive: Inclusive practice and provision
 - Efficient: Partnership working and use of resources

Aligns with the SEND Transformation plan priorities for the local area

- Developed and informed from the feedback and engagement events held early in 2021
- Reflects and complements other divisional priorities
- Sets out how the Division's priorities will be implemented over a 3-year period

Children and Young People's Scrutiny Commission Briefing Report

Dyslexia Support in Schools

Lead Member: Cllr Elly Cutkelvin

Lead director: Tracie Rees

Sue Welford

Useful information

- Ward(s) affected: All
- Report author: Sophie Maltby, Sue Welford
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- Report version number: v1

1. Summary

- 1.1 The purpose of this report is to provide a briefing to Children and Young People's Scrutiny Commission (C&YP SC) on the support for children and young people (C&YP) with dyslexia in Leicester City Schools.
- 1.2 Dyslexia is a Specific Learning Difficulty (SpLD) characterised by difficulties with reading and spelling. Children with dyslexia have abilities and strengths in many areas.
- 1.3 The educational progress made by all children, including those with SEND, is the responsibility of the school the child attends. Schools support children's progress through quality teaching in lessons throughout the school year. Schools adjust their curriculum and teaching to meet different needs of different children.
- 1.4 All schools have a Special Educational Needs Coordinator (SENCo) who is the professional responsible for supporting the progress of all children with SEND in their school. This includes children with dyslexia.
- 1.5 Wherever possible children should receive education in a mainstream school. Our ambition is for the whole education sector to support those with additional needs.
- 1.6 The specialist provision for C&YP is made principally by 2 local authority services
 - Learning Communication and Interaction (LCI) Team, SEND Support Service
 - Educational Psychology, SEND Integrated Service 0-25

2. Recommendations

C&YP SC are asked to note the contents of the briefing report at this stage.

3. Supporting information including options considered:

What is dyslexia? (See Appendix 1)

- 3.1 Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Dyslexia occurs across the range of intellectual abilities.
- 3.2 The Leicester City SEND teams use the Rose definition of dyslexia, this is the definition favoured by the British Dyslexia Association.

How the city council supports schools

3.3 All schools in Leicester City have access to support from SEND Support Service (specialist teachers and teaching assistants) and Educational Psychology. This is funded from the High Needs Block of the Dedicated School's Grant.

3.4 Each school has an annual time allocation for specialist staff support. However, additional time is available to schools through the services' traded offers.

3.5 Educational Psychologists (EPs) and Learning Communication and Interaction (LCI) Team specialist teachers are qualified to undertake dyslexia assessments and make a diagnosis. (See Appendix 2).

Getting a dyslexia diagnosis

3.3 As with all SEND needs there should be a graduated response to supporting CYP who may be struggling with their learning. This graduated response is further detailed in the SEND Code of Practice (2015)

Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

3.4 On first identification of a concern regarding a CYPs progress and learning the class teacher or parent would consult with the school SENCO and appropriate assessment support and interventions would be implemented at a school level. These would be discussed with the parent. If after a period of additional support, no progress has been made, the school SENCo, after discussion with the parent, would request additional support from a Specialist Teacher or Educational Psychologist. At this point assessments will be undertaken by specialist staff and if appropriate a diagnosis may be made. This diagnosis could be dyslexia or other special educational need. The specialist staff would then provide further advice and support to the school around meeting the CYPs needs. A detailed report will be shared with parents and the school. (Appendix 3)

3.4 Some parents may seek a diagnosis through private assessor. If a child receives a diagnosis in this manner, parents should then alert the school SENCo and support measures would be implemented as required. However, it is important to note that additional support may already be in place for the CYP and the diagnosis in itself would not necessarily alter the interventions/support implemented by the school, if these are already appropriate for Dyslexia.

Supporting individuals with a diagnosis

3.7 The LCI team offer a range of support to CYP and their families (Appendices 4,5) this includes parenting courses and sessions for CYP around their diagnosis.

3.8 The LCI team also offers a training, advice and support for schools and education staff including a Post Graduate Diploma in Dyslexia (Appendices 4,5,6)

3.9 A range of resources to support schools and signposting is available through specialist staff and on the schools' extranet. (Appendix 5)

3.10 Best Endeavours and Reasonable Adjustments (BERA) document is a document which identifies the support schools should be implementing to support any CYP with a SEND need as part of their usual school provision and budget. Both LCI specialist teachers and Educational Psychologists' were

involved in writing the Specific Learning Difficulties (SpLD) section of the new BERA document that will be shared with schools this Autumn. This will extend schools ability to build on in school provision for those with diagnosed SpLD or possible SpLD.

3.11 Many children with dyslexia can be well supported and make excellent progress using the school's usual provision and SEND budget. Should they require additional support (costing more than £6000 per annum) schools can apply for additional Element 3 top-up funding, or in more complex cases a Statutory Assessment to facilitate an Education, Health and Care Plan (EHCP).

4. Details of Scrutiny

Add details of any relevant scrutiny reviews and engagement.

5. Financial, legal and other implications

5.1 Financial implications

There are no financial implications arising from this report.

Martin Judson, Head of Finance
Martin.judson@leicester.gov.uk

5.2 Legal implications

No legal Implications

Julia Slipper, Principal Lawyer
Julia.Slipper@leicester.gov.uk

5.3 Climate Change and Carbon Reduction implications

There are no significant climate emergency implications associated with this report.

Aidan Davis, Sustainability Officer, Ext 37 2284

climatechangeimplications@leicester.gov.uk
extension number: 372110

5.4 Equalities Implications

Schools are covered under Part 6 of the Equality Act 2010.

Schools must not discriminate against a child by not offering a place or by only offering a place under specific terms and conditions. They must ensure that the child has full access to education, facilities and services. They must not subject 'the pupil to any (other) detriment' which means they must not subject the child to any form of disadvantage. Schools and education authorities have a duty to provide reasonable adjustments for disabled pupils,

Equality covers all aspects of school life enjoyed by children – teaching and learning, school trips, activities, clubs, etc. Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn.

Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling. It is estimated up to 1 in every 10 people in the UK has some degree of dyslexia.

Unlike a learning disability, dyslexia isn't related to a person's general level of intelligence. Children and adults of all intellectual abilities can be affected by dyslexia.

While dyslexia is a lifelong problem that can present challenges on a daily basis, a range of specialist educational interventions can help children with their reading and writing and should lead to positive impacts for people from across all protected characteristics.

The earlier a child with dyslexia is diagnosed, the more effective educational interventions are likely to be.

The type and extent of intervention needed will depend on the severity of your child's difficulties.

Surinder Singh, Equalities Officer, Ext 37 4148

equality@leicester.gov.uk

Appendix 1: Definition of dyslexia

The British Dyslexia Association (BDA) has adopted the Rose (2009) definition of dyslexia:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

In addition to these characteristics:

The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills, and oral skills.

BDA (2010)

Appendix 2: LCI Qualifications

LCI currently have 5, level 7 specialist teachers

All teachers carrying out dyslexia diagnostic reports have the following qualifications

- Level 7 specialist teacher Post Graduate Diploma in Dyslexia
- Assessment Practising Certificate (APC) from British Dyslexia Association or PATOSS
- Professional membership of the BDA (AMBDA) and /or PATOSS

1 teacher has a Masters in Dyslexia

In order to have and maintain the APC, level 7 teachers must renew every 3 years with their professional body and submit evidence of the following:

- 1) Ongoing CPD (amounts vary as to when first APC was gained.)
 - 20-30 hours of ongoing professional CPD in Dyslexia related fields.
 - This must include 5-15 hours of accredited SASC approved training in either psychometrics or assessment
 - The other hours can be made up of a mixture of formal and informal training e.g., dyslexia conferences, webinars, professional reading, all linked to current thinking in SpLD.
- 2) Portfolio of professional reflection on the above training with evidence of the impact on daily practise submitted for comment / marking to BDA or PATOSS
- 3) A diagnostic report written in the last 18 months that must meet criteria – this is marked and returned. If the standard is not reached, one further report may be submitted for approval.

In addition, those with **AMBDA** (3 teachers) also have to submit evidence of direct teaching in the area of dyslexia (15 hours per year).

Appendix 3: Dyslexia Assessment and reports

Reports are written to the latest Specific Learning Difficulties Assessment Standards Committee (SASC) guidance including

- Using the new report format (June 2020)

<https://sasc.org.uk/SASCDocuments/FINAL%20Pre-16%20Years%20Diagnostic%20Assessment%20Report%20Format%20-Word.docx>

- Using only tests on the updated approved test list from SASC (March 2020)

<https://sasc.org.uk/SASCDocuments/SASC%20Pre16%20Test%20List%20June%202020.pdf>

A detailed family and early developmental history is also collected alongside a visual difficulties questionnaire (as per the SASC current guidelines)

Appendix 4: LCI graduated response for dyslexia

- LCI provide a range of support to schools from early identification of need in school age pupils e.g. literacy difficulties), whole school strategies, intervention support and modelling to full dyslexia assessments.
- LCI currently provide Dyslexia assessments as part of their graduated response offer of support to schools. This can come out of their allocated time for the school or can be part of a traded agreement.
- LCI have a graduated response to requests for dyslexia assessments that schools are aware of.
- On average LCI receive around 30-40 request for full dyslexia assessments per academic year.
- LCI have written and deliver a short series of sessions to help pupils understand their Dyslexia called 'Dyslexia and Me'.
- LCI specialist teachers also write and plan bespoke specialist programmes for some students when required that are then delivered by school staff.

Appendix 5: LCI Offer to Leicester City schools regarding Dyslexia Training

LCI offer the following training regarding Dyslexia both centrally and in schools.

- **Dyslexia Awareness** ½ day whole school training suitable for all staff.
- **Bespoke training** around specific areas of Dyslexia e.g. Dyslexia and memory. This is arranged and decided with schools.
- **Parent workshops** – online 1-hour workshops for parents of pupils with Dyslexia around home support. Issues cover personal organisation, using ICT to support learning at home, supporting spelling at home.
- **School Based assessment course in identifying Specific Learning difficulties.** This is a two-day course run twice a year to introduce school staff to simple range of assessment they can carry out to identify a student's possible areas of strength / need in relation to specific learning difficulties. This was introduced over 7 years ago as a response to the over identification of Moderate Learning Difficulty in schools and the under-identification of SpLD. Over 75% of all Leicester City schools have attended this course in the last 5 years.
- **Supporting Dyslexic pupils within the classroom.** This is a one day centrally run course aimed at teaching assistants supporting Dyslexic pupils in class or within intervention groups.

Meeting Individual Needs: Dyslexia

LCI & EPs initially wrote the Meeting Individual Needs: Dyslexia resource folder together and it was updated 3 years ago. This document is available to all schools. It contains information on signs of Dyslexia, ways to support with school environment, high quality teaching in whole class situation and interventions. It provides school with checklists, top tips and signposts further references. This document is available on the Schools' Extranet.

Appendix 6: Post-Graduate involvement

The LCI team also deliver the 2-year Level 7 Post graduate Diploma in Dyslexia (through Derby University & British Dyslexia Association).

Children, Young People and Education (CYPE) Scrutiny Commission

WORK PROGRAMME 2021 - 22

Meeting Date	Meeting Items	Actions Arising	Progress
22 June 2021	<ol style="list-style-type: none"> 1) Review of the Scope of the Commission 2) The Underachievement of 'Black Caribbean' and 'White British Working-Class' Pupils of Secondary School Age in Leicester 3) Provision of Taxi Framework for Vulnerable People 4) Review of High Needs Block – SEN Support for Pupils in Mainstream 	<ol style="list-style-type: none"> 1) Separate training sessions being arranged for Commission Members 2) Update from Working Group in Oct. 3) Further update on transport policy expected when developed/ 4) Updates to be given following the consultation 	<p>Training sessions have been organised as of 8th Sept 21.</p> <p>SEN Support updates expected in Oct 21 and Jan 22.</p>
2 September 2021	<ol style="list-style-type: none"> 1) Ofsted Reports 2) Social Care and Leadership Report on Mainstream school Funding for SEN 3) National Review of Children's Social Care 4) Update on Improvement Progress (Annual engagement meeting) 5) Joint Special Education Needs and Disabilities Commissioning Strategy 6) Update on SEND local area re-visit 7) Verbal update on COVID19 and vaccinations in Leicester Schools 	<p>Item 1 is a report following the verbal update in June.</p> <p>Remaining items were deferred from the June 2021 meeting due to time constraints.</p>	
19 October 2021	<ol style="list-style-type: none"> 1) COVID19 update and vaccinations in Leicester Schools 2) Report on government school support programme (including latest 'catch up funding') 3) High Needs Block Consultation Update 4) SEND and Education 3-Year Strategies 	<p>Item 1 was requested as a standing item by Chair, with an invitation to be extended to partners from the CCGs to attend.</p>	

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Appendix F

Meeting Date	Meeting Items	Actions Arising	Progress
	5) Dyslexia Support in Schools 6) Verbal Update on Mental Health and Well-being Offer in Schools 7) Leicester City Children's Rights and Participation Service 2020/21 Annual Report' 8) OFSTED Inspections Update - verbal		
Special Meeting (tbc)	<i>Chair has requested that an additional meeting be organised, regarding the outcome of any OFSTED inspections.</i>		
Tuesday 7th December 2021	1) COVID19 update and vaccinations in Leicester Schools 2) Report on Multisystemic Therapy-Child Abuse and Neglect (MST-CAN) & Functional Family Therapy (FFT) intervention programmes 3) Mainstream school funding for SEND 4) Update from Working Group on The Underachievement of 'Black Caribbean' and 'White British Working-Class' Pupils of Secondary School Age in Leicester 5) Local Plan 6) Autism and ADHD Support in Schools		
Tuesday 18th January 2022	1) COVID19 update and vaccinations in Leicester Schools 2) High Needs Block Element 3 decisions 3) Special School banding moderation process 4) Draft Revenue Budget Report		
Tuesday 8th March 2022	1) COVID19 update and vaccinations in Leicester Schools		

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Meeting Date	Meeting Items	Actions Arising	Progress

Draft Forward Plan / Suggested Items for 2021/22

Topic	Details / Progress	Proposed Date
Performance Reporting and data monitoring, including Quarterly and Qualitative Reports	The commission to receive regular 'Quarterly Quality Assurance & Performance' Reports - (<i>'Performance Book' and 'Dashboard' is sent to members as background information</i>). <u>Note</u> : a request for the sharing of LADO reports to resume, was given in the Oct 2021 meeting by outside representatives.	STANDING ITEM
COVID19 Update and Vaccinations in Schools	This was requested as a standing item by Chair following the Oct 2021 meeting.	STANDING ITEM
Safeguarding Partnership Annual report	To receive a report for members consideration.	tbc
Participation Annual Report	Success of the Lundy model of child participation / engagement to be included in this. Mentioned in the June Scrutiny meeting as an item of consideration. Confirmed in September that this can be included in the participation report.	tbc
School Attendance Annual Report (incorporating update on Children Missing Education and Elective Home Education)	To receive a report on progress for members consideration	tbc
Report on Multisystemic Therapy-Child Abuse and Neglect (MST-CAN) & Functional Family Therapy (FFT) intervention programmes (Annual Report)	To receive a report on progress for members consideration	Oct 2021

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Topic	Details / Progress	Proposed Date
Virtual school head teacher	A report on the impact of COVID on the service and its users (deferred from February 2021 meeting).	tbc
SCE Social Work Progression Framework	A report on the impact of COVID on the service and its users (deferred from February 2021 meeting).	tbc
Adventure playgrounds	Item carried over from the previous work programme.	tbc
CMS Management Information - system procurement for the service area	Mentioned in the June Scrutiny meeting as an item of consideration.	tbc
Connexions funding for NEETS	Mentioned in the June Scrutiny meeting as an item of consideration.	
Commissioning of contracts for racial literacy education in schools	Mentioned in the June Scrutiny meeting as an item of consideration; an action from the underachievement review.	
Provision of Taxi Framework & Travel Policy (engagement process report)	Mentioned in the June Scrutiny meeting as an item of consideration.	
Review of High Needs Block - SEN Support for Pupils in Mainstream	Presentation completed in June prior to the consultation going live.	Jun 21
SEND and Education 3-Year Strategies		Oct 21
SEND Joint Commissioning Strategy	Completed in Sept 21 and progress update expected in 3-6 months.	Sept 21
HNB Element 3 consultation		Oct 21
HNB Element 3 decisions		Mar 22
Special School banding moderation process		Mar 22
OFSTED engagement	Commission aware of potential updates that may be given during this municipal year.	TBC
How schools have coped with national exams and pressures	further detail at a future meeting, once data relating to the pattern of grades is collated in February 2022 (requested by Cllr Cole in June's Agenda Meeting)	TBC
Update from Working Group on The Underachievement of 'Black Caribbean'	Update requested at June 2021 meeting	Dec 21

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Topic	Details / Progress	Proposed Date
and 'White British Working-Class' Pupils of Secondary School Age in Leicester		
Dyslexia Support in Schools	Requested by Chair in the August agenda planning meeting.	October 2021
Autism and ADHD Support in Schools	Requested by Chair in the August agenda planning meeting.	October 2021
Draft Revenue Budget Report	Standard item to go to all Commissions	Jan 22
School Nursing Provision	Joint Item with Health and Well-being Scrutiny Commission	tbc

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