



Leicester
City Council

MEETING OF THE CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION

DATE: TUESDAY, 7 DECEMBER 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

Carolyn Lewis

Mr Mohit Sharma

Vacancy

Roman Catholic Diocesan

Church of England Diocese

Parent Governor (Primary/ Special Schools)

Parent Governor (Secondary Schools)

Standing Invitees (Non-Voting)

Janet McKenna

Joseph Wynglendacz

Vacancy

Vacancy

Vacancy

Unison

Teaching Unions

Faith Representative (Hindu)

Faith Representative (Muslim)

Faith Representative (Sikh)

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

For the Monitoring Officer

Officer contacts:

Jacob Mann (Democratic Support Officer),

Tel: 0116 454 5843, e-mail: Jacob.Mann@leicester.gov.uk

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

Information for members of the public

Attending meetings and access to information

You have the right to attend formal meetings such as full Council, committee meetings, and Scrutiny Commissions and see copies of agendas and minutes.

However, on occasion, meetings may, for reasons set out in law, need to consider some items in private.

Due to ongoing mitigations to prevent the transmission of COVID, public access in person is limited to ensure social distancing. If you wish to attend a meeting in person, you are required to contact the Democratic Support Officer in advance of the meeting regarding arrangements for public attendance. A guide to attending public meetings can be found here on the [Decisions, meetings and minutes page](#) of the Council website.

Dates of meetings and copies of public agendas and minutes are available on the Council's website at www.cabinet.leicester.gov.uk, or by contacting us using the details below.

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- maintain distancing while entering and leaving the room/building;
- remain seated and maintain distancing between seats during the meeting;
- wear face coverings throughout the meeting unless speaking or exempt;
- make use of the hand sanitiser available;
- when moving about the building to follow signs about traffic flows, lift capacities etc;
- comply with Test and Trace requirements by scanning the QR code at the entrance to the building and/or giving their name and contact details at reception prior to the meeting;
- if you are displaying Coronavirus symptoms: a high temperature; a new, continuous cough; or a loss or change to your sense of smell or taste, you should NOT attend the meeting, please stay at home, and get a PCR test.

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Wheelchair access – Public meeting rooms at the City Hall are accessible to wheelchair users. Wheelchair access to City Hall is from the middle entrance door on Charles Street - press the plate on the right hand side of the door to open the door automatically.

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Filming and Recording the Meeting - The Council is committed to transparency and supports efforts to record and share reports of proceedings of public meetings through a variety of means, including social media. In accordance with government regulations and the Council's policy, persons and press attending any meeting of the Council open to the public (except Licensing Sub Committees and where the public have been formally excluded) are allowed to record and/or report all or part of that meeting. Details of the Council's policy are available at www.leicester.gov.uk or from Democratic Support.

If you intend to film or make an audio recording of a meeting you are asked to notify the relevant Democratic Support Officer in advance of the meeting to ensure that participants can be notified in advance and consideration given to practicalities such as allocating appropriate space in the public gallery etc..

The aim of the Regulations and of the Council's policy is to encourage public interest and engagement so in recording or reporting on proceedings members of the public are asked:

- ✓ to respect the right of others to view and hear debates without interruption;
- ✓ 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:

Jacob Mann, Democratic Support Officer on 0116 454 5843.

Alternatively, email Jacob.Mann@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
CYPS Scrutiny	Children, Young People and Schools 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 - 8)**

The minutes of the meeting of the Children, Young People and Schools Scrutiny Commission held on 19 October 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 any questions, representations, or statements of case received.

7. OFSTED INSPECTION - UPDATE

The Strategic Director of Social Care and Education will provide a verbal update on the results of the recent Ofsted inspection into Children's and Education Services.

8. 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.

9. LOCAL AUTHORITY DESIGNATED OFFICER ANNUAL REPORT 2020/21

**Appendix B
(Pages 9 - 26)**

The Director of Social Care and Early Help submits a report feeding back on the Local Authority Designated Officer Annual Report 2020/21.

10. UPDATE FROM WORKING GROUP ON THE UNDER ACHIEVEMENT OF 'BLACK CARIBBEAN' AND 'WHITE BRITISH WORKING-CLASS' PUPILS OF SECONDARY SCHOOL AGE IN LEICESTER

The Principal Education Officer will present a verbal update from the Working Group on the Underachievement of 'Black Caribbean' and 'White British Working-Class' Pupils of Secondary School Age in Leicester.

11. DYSLEXIA SUPPORT IN SCHOOLS

**Appendix C
(Pages 27-38)**

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

12. AUTISM AND ADHD SUPPORT IN SCHOOLS

**Appendix D
(Pages 39 - 60)**

The Principal Education Officer submits a report 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 Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD) in Leicester City Schools.

13. WORK PROGRAMME

**Appendix D
(Pages 61 - 66)**

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

14. ANY OTHER BUSINESS



Leicester
City Council

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

Held: TUESDAY, 19 OCTOBER 2021 at 5:30 pm

P R E S E N T :

Councillor Cole (Vice Chair in the Chair)

Councillor Batool

Councillor Riyait

Councillor Pandya

In Attendance:

Councillor Cutkelvin – Assistant City Mayor for Education and Housing

Standing Invitees (Non-Voting)

Joseph Wyglendacz

Teaching Unions

* * * * *

1. APOLOGIES FOR ABSENCE

Apologies were received from Councillors Gee, Pickering, Wilmott, and Russell, Janet McKenna, and Carolyn Lewis.

Councillor Cole noted that Councillor Gee was absent and that as Vice-Chair, he would Chair the meeting.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. MINUTES OF THE PREVIOUS MEETING

AGREED:

That the minutes of the meeting of the Children, Young People, and Education Scrutiny Commission held 2 September 2021 be confirmed as a correct record.

4. PETITIONS

The Monitoring Officer reported that none had been received.

5. QUESTIONS, REPRESENTATIONS AND STATEMENTS OF CASE

The Monitoring Officer reported that none had been received.

6. COVID-19 UPDATE AND VACCINATIONS IN LEICESTER SCHOOLS

Officers updated the Commission on the continued impact of the Covid-19 pandemic on Children, Young People and Education Services in the city. It was noted that:

- There had been a fall in infection rates in school age children, and the rates in Leicester were less than half of the national average. Schools would need to continue to monitor cases and advise parents when necessary.
- Lots of work was going into the vaccination program for schools. There had been challenges with regards to concerns about the vaccine. After the Covid school vaccination program was over there would be a Flu school vaccination program.
- The hope was that pupils would soon get used to a more normal school environment.

In response to Member's questions it was noted that:

- DFE had announced that CO2 monitors would be distributed to schools for ventilation purposes, these were slowly being rolled out. Filtration systems had been requested of DFE in order to help with ventilation of smaller rooms where additional support was often provided.
- Take-up figures for the school vaccination program were not yet available, but it looked as though in some schools it was very low. This low take up was potentially linked to issues surrounding the online consent form. Figures for take up would span across all the city's schools not considering governance arrangements.
- There had been Comms work around the vaccine for pupils. Including webinars on YouTube.

AGREED:

1. That the Commission notes the update.

7. REPORT ON GOVERNMENT SCHOOL SUPPORT PROGRAMME

Sue Welford, Principal Education Officer, presented the item. It was noted that:

- Due to the significant amount of time schools spent closed since 2020, DFE had set up a number of schemes to support catch up.
- Additional funding was available for 1-1 support, including the National

Tutoring Program which provided strictly 15 hours of work for each identified pupil.

- Other catch up funding was available for a range of other work, including creative activities and summer schools.
- There was a recovery premium available for schools eligible for free schools meals.
- Spending on these schemes was to be monitored closely.
- A wide range of initiatives and programmes were ongoing to support pupils' mental health and wellbeing during the return to full-time education.

In response to Member's questions it was noted that:

- These different programs were being funded from several different pots with separate monitoring.
- Funds went directly into academies, and into the Local Authority for maintained schools. The amount given to each school would be determined by a formula based on the number of students eligible for pupil premium. There was also a small amount for CLA.
- Schools could spend funding money how they chose, however they would have to justify how it met the purpose of the funding.
- Schools had been positive around the recovery premium due to its flexibility.
- There were concerns around the strict number of hours in the National Tutoring Program, preventing pupils who might need additional time from receiving it.
- Schools had to partially cover the costs of the tutors in the National Programme. There had been a positive reaction from schools that had joined the Programme, so it was hoped that this would encourage others to participate.
- Agencies provided the tutors for the programme, with schools choosing an agency. Most tutoring was provided in-school.
- The key criteria for success was the impact on CYP.
- No support had been promised past the end of the financial year.

AGREED:

1. That the Commission notes the update.

8. LEICESTER CITY CHILDREN'S RIGHTS AND PARTICIPATION SERVICE 2020/21 ANNUAL REPORT

Caroline Tote, Director of Social Care and Early Help, presented the item. It was noted that:

- Participation was at the centre of the Council's approach to CYP services.
- Work had been ongoing to develop the children's rights and advocacy offer in the city.

- Advocacy surgeries had been set up for those CYP who felt their voices weren't heard.
- The YPC had been linked with the CEC, the CICC had been replaced by Generation Select which was based on a co-production position.
- The Lundy model of participation had been implemented; the aim was to promote this across the whole department.
- Parents and carers were also included in the co-production process with Parent Champions which had been nationally awarded.
- Generation Select had recently concluded its second enquiry.
- The aim was to increase mystery shopper type programs as part of the assurance process.

In response to Member's questions it was noted that:

- The Council's participation work had received national praise. Professor Lundy had promoted the implementation of her model in Leicester.
- Participation Officers were in demand from other Local Authorities and local partners hoping to learn about Leicester's participation approach.

AGREED:

1. That the Commission notes the report and congratulates the Service on their achievements in the past year.
2. That possibilities be explored to strengthen the relationship between the Young People's Council and City Councillors.

9. REVIEW OF MAINSTREAM SCHOOL FUNDING FOR SPECIAL EDUCATION NEEDS & DISABILITIES

Martin Samuels, Strategic Director for Social Care and Education, introduced the item. It was noted that for the majority of SEN CYP, mainstream schools were the best option. All funding for mainstream schools to support SEN CYP came from the ringfenced high needs block from the dedicated school grant, which also paid for special schools. The ringfenced nature of the fund meant that no additional money could be added to it, therefore the funding would need to be allocated as efficiently as possible.

Tracie Rees, Director for Adult Social Care and Commissioning presented the item, it was noted that:

- The Commission was briefed in June on how the money was currently allocated.
- An engagement process with stakeholders on the allocation had taken place which had received a limited response.
- This fed into a formal consultation which began in September. This consultation would look to make the allocation fairer, more child-centric, and transparent.

- A number of questions from headteachers had already been received.
- The results of the consultation would be brought to a future Commission meeting.

In response to Member's questions it was noted that:

- Schools had yet to agree to any of the options outlined in the consultation.
- There were already processes schools had to go through when spending money from this ringfenced fund. One of the aims of the consultation was to streamline those processes and forms.
- The ringfenced nature of this fund meant that it wouldn't be impacted by any budget cuts from the Council.
- For the schools that would lose out on money in this consultation, a quality inclusion team had been developed to support them, looking at best practice. Any support funding had yet to be built into the changes, there would be a long lead-in time so any decisions about additional support could be made.
- For every school that would lose funding under the proposed changes, another school would gain that funding.
- Whilst there appeared to be a decrease in the proposed budget, this was still being spent in the area such as for city CYP who went to county schools.
- It was unlikely that Covid would result in a smaller participation in the consultation.
- A range of sessions were being offered to various stakeholders participating in the consultation.

AGREED:

1. That the Commission notes the report and looks forward to seeing the outcomes.

10. DIVISIONAL 3-YEAR STRATEGIES EDUCATION & SEND

Martin Samuels, Strategic Director for Social Care and Education, introduced the item. It was noted that when he wanted all parts of the Social Care Services to have a clear sense of what outcomes were desired. In line with this each division in the department came up with a standard-format, 3-year strategy. The goal was to make these strategies readable for the general public. These strategies would feed into a living implementation plan.

Sue Welford, Principal Education Officer, presented the 3-year strategy for the Education division. It was noted that:

- Five priorities for improvement were set out in the strategy.
- There was a need to strengthen partnerships with schools.
- There was a need to improve engagement and promote inclusion for those CYP missing out on quality education.

Tracie Rees, Director for Adult Social Care and Commissioning, presented the 3-year strategy for SEND. It was noted that:

- There were 3000 CYP in the city who had care plans, and 7000 who had SEN but had no care plan.
- The strategy had been developed in conjunction with the parent and carer forum.
- Priorities included greater co-production with bodies such as the parent and carer forum and big mouth forum, and a greater focus on inclusion to enable SEN CYP to be educated in mainstream schools.
- There was a need to manage the increase in SEN CYP.

Making sure SEN CYP were prepared for adulthood and could have a smooth transition into Adult Social Care Services was also a priority. In response to Member's questions, it was noted that:

- These strategies would be able to help form the case why maintained schools should stay with the Local Authority instead of becoming academies.
- The hope was to bring targets on attainment into the core education strategy.
- The groups outlined in priority 5 on the education strategy were those demographics of CYP doing statistically poorer in Leicester compared to the national level. Priority 4 of the strategy spoke about improving outcome for all CYP to prepare for life destinations.
- There was a number of CYP coming off the school roll due to moving or emigrating, the Service worked with the Home Office to monitor this. The Service also worked with CYP coming into the city, supporting them to get a school place which also required working with local partners.
- There was a national rise in CYP receiving home schooling which was being seen in Leicester, this included SEN CYP. However several of those who had left the school roll were now reapplying to get school places.
- The teaching school hubs for Leicester were based in Rushey Mead Academy and Christ the King Primary, each hub had it's own priorities and Key performance Indicators.
- Sector lead improvement work was on a regional level, based on sharing good practice, in this case on early years work.
- Various assistive technologies were currently being used for SEN CYP. Moving forward a wide range of assistive technologies would be looked at, the main focus in this area was maintaining best practice.
- The ethos for the departmental strategy was a person-centred approach, enabling people to live the life they choose. This ethos was captured in the core statement for the department.
- Collaboration with academies would be required as 40% of pupils in the city were now in academies.

RESOLVED:

1. That the Commission notes the divisional 3-year strategies.

11. DYSLEXIA SUPPORT IN SCHOOLS

It was noted that in the Chair's absence, this item would be deferred to the next meeting of the Commission.

12. MENTAL HEALTH AND WELL-BEING OFFER IN SCHOOLS

It was noted that this update had been covered in the Report on Government School Support Programme item.

13. OFSTED INSPECTIONS UPDATE

Martin Samuels, Strategic Director for Social Care and Education, presented a verbal update on the recent Ofsted inspection of CYP Services that had taken place in September.

- The inspectors spent 2 weeks on site and were focused entirely on the experiences of CYP.
- A huge amount of feedback had been generated, and a number of areas to move forward in had been identified.
- The feedback from the inspection would feed into the implementation plans of the 3-year strategies.
- The final report would be published on 12 November and there was still scope for it to change before publishing.
- The experience of being inspected had been positive.
- The published report would be brought to the Commission.

14. 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.

15. ANY OTHER BUSINESS

Members noted their thanks to Officers for the recent training session they had received and requested that the slides from the session they were shown be circulated to all Councillors.

It was noted that this was Ayleena Thomas' last meeting as a Democratic Services Officer. Officers and Members thanked her for her work supporting the Commission and other meetings and wished her the best of luck in the future.



Scrutiny Report

**Local Authority Designated Officer (LADO)
Annual Report
2020/21**

CYPE Scrutiny Commission Date of scrutiny meeting: 07.12.2021
Report of the Director of Social Care and Education: Caroline Tote
Lead Member: Cllr Sarah Russell
Scrutiny Commission Chair: Cllr Stephen Gee

Useful information

- Ward(s) affected: All
- Report author: Jude Atkinson (LADO) and Lesley Booth (LADO Manager (Teodora Bot, Head of Service Children’s Safeguarding and Quality assurance
- Author contact details: 0116 454 5902

The executive decision-making process

Stage	1 “Policy development” <small>Private meeting</small>	2 “Defining our approach” <small>Private meeting</small>	3 “Giving notice” <small>Public</small>	4 “Announcing the decision” <small>Private/Public meeting</small>
What happens	Initial briefing of City Mayor, Deputy or Assistant Mayor/s or Cabinet about new policy or decision that is needed	Officers draw up options paper for City Mayor etc.	We give 5 clear days’ notice of our decision	We let you know what our decision is and seek final comments questions from press, public, other Councillors
Where you can find out more	Informal notes Briefing documents Forward Plan Scrutiny may start to help develop the idea	Agenda, report, minutes Forward Plan Scrutiny may start to define our approach	Agenda, report Forward Plan	Decision record Press release Forward Plan Scrutiny may start to ask for a “pause” of the decision or to make sure our decision works as we said it would.

“Key decisions” are defined as:

An executive decision which is likely: -

- (a) to result in the Council incurring expenditure which is, or the making of savings which are significant having regard to the Council’s budget for the service or function to which the decision relates; or
- (b) to be significant in terms of its effects on communities living or working in an area comprising on or more Wards in the City.

Expenditure or savings will be regarded as being significant if: -

- (a1) in the case of revenue the expenditure/savings are outside the approved revenue budget and are greater than £250,000
- (a2) in the case of capital, the capital expenditure/ savings are £1,000,000 or more.

Not all decisions to be taken by the Cabinet will be key decisions.

PLEASE COMPLETE SECTIONS 1, 2 and 3 ON THE NEXT PAGE. IF YOU SUBMIT FURTHER INFORMATION, PLEASE USE CLEARLY MARKED APPENDICES

1. Decision Summary:

Members and the City Mayor to note the work and activities undertaken by Leicester City's Designated Officer.

The function of the Local Authority Designated Officer (LADO) is a key aspect of the overall safeguarding activity of the Local Authority and partner agencies. The purpose of the LADO is to enable and ensure agencies work together effectively to safeguard children from neglect and abuse by individuals employed in positions of trust (professionals and those in public office -employee, volunteer or student paid or unpaid).

Following presentation to the responsible Leicester City Council's Director for Children Services, Lead Member for Children, City Mayor, Scrutiny Commission and LSCBP the report will be placed on the LSCBP website, as a publicly accessible document.

2. Why it is needed:

- The purposes of this report are:
- To provide an overview of the management of allegations against the children's workforce and the role of the LADO in Leicester City for the period 1 April 2020 to 31 March 2021.
- To provide opportunities for reflection and potentially influence/ inform future plans of actions and development of services across agencies.
- To identify themes and patterns leading to more robust training and information sharing
- In addition, the annual LADO report is part of the wider LSCBP Annual report.

3. Options

3.1 To note the report and the actions identified for the year ahead.

4. Tell us how this issue has been externally scrutinised as well as internally?

4.1 LADO activities are being scrutinised as part of the OFSTED Inspection framework.

5. Financial, legal and other implications

5.1 Financial implications

There are no financial implications identified

5.2 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

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

N/A

6. Background information and other papers:

7. Summary of appendices:

Appendix A -The LADO Annual Report 2020/2021

8. Is this a confidential report (If so, please indicated the reasons and state why it is not in the public interest to be dealt with publicly)?

No

9. Is this a “key decision”?

no

Appendix A

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

Local Authority Designated Officers (LADO)

**Annual report
1st April 2020 - 31st March 2021**



Contents:

- 1. Introduction**
- 2. Legislation and guidance**
- 3. Impact of the COVID 19 pandemic**
- 4. Overview of LADO activities. Performance data analysis**
 - a. Number of LADO contacts
 - b. Outcome of LADO contacts
 - c. Contacts by category
 - d. Who are contacts about?
 - e. Who makes contact with the LADO?
 - f. Timeliness of LADO processes
- 5. The voice and experience of children**
- 6. Partnership working and training**
- 7. Quality assurance of LADO activity**
- 8. Conclusion and next steps**

1. Introduction

The role of the LADO is set out in HM Government guidance Working Together to Safeguard Children (2018) Chapter 2 Paragraph 4 and is governed by the Authorities' duties under section 11 of the Children Act 2004. Further statutory guidance brought by Keeping Children Safe in Education (KCSIE) 2020 (last updated January 2021) added a further "harm threshold" to LADO responsibilities.

The Local Authority Designated Officer (LADO) is employed by Leicester City Council and its function is set out in Leicester City Children Safeguarding Partnership Inter-Agency Policy and Procedures.

The work of the LADO focusses on managing the process of investigation into allegations of harm made against adults who work in positions of trust with children and young people. The overall aim is to ensure all allegations however small are followed up thoroughly to ensure a safe and fair process for all involved.

The LADO has the following "harm thresholds", ie responds in situations where there are grounds to believe that adults working in positions of trust have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to a child
- Behaved or may have behaved in a way that indicates that they may be unsuitable to work with children (KCSIE Sept 2020, now aligned with Working Together).

The LADO annual report is aimed to provide an overview of the management of allegations against the children's workforce and the role of the LADO in Leicester City for the period 1 April 2020 to 31 March 2021. It also provides opportunities for reflection to a wide audience and potentially influence/ inform future plans of actions and development of services across agencies, to prevent children and young people being harmed by adults in positions of trust.

2. Impact of the COVID 19 pandemic on LADO service delivery

The LADO service has maintained a consistent service in terms of availability and staffing over the last 12 months against the background of the COVID 19 pandemic. Interagency working transferred seamlessly online with use of MS Teams meetings and skype calls. Training opportunities offered by the LADO have also been effectively adapted to online delivery. The pandemic has inevitably had impact on the nature and volume of referrals and contacts to the service as detailed in the body of the report below.

4. Overview of LADO activities: performance data analysis

a. Number of LADO contacts

The LADO maintains a database of all allegations and concerns received which allows for targeted analysis and annual or thematic reporting.

Over the last 12 months, the LADO Service has continued to promote use of an accessible telephone advice line and generic mailbox to ensure advice and guidance has been readily available to employers and referring individuals from the duty LADO representative.

The table below reflects a breakdown of contacts received by the service in the past 5 years:

Period	Number of contacts
2016-2017	329
2017-2018	450
2018-2019	378
2019-2020	304
2020-2021	288

The decrease in the number of contacts to the LADO, during the reporting period was more notable in the early months of the pandemic when there were reduced opportunities for contact between children and adults in regulated activity i.e. as a result of school closures, lack of access for children to sports and leisure activities, faith based activities. Month on month reporting has shown that after the early months of the pandemic, LADO contacts resumed to a similar pattern as prior to the pandemic.

Overall figures reflect that employers and organisations continue to appropriately seek safeguarding advice for organisations and children in their care.

b. Outcome of LADO contacts

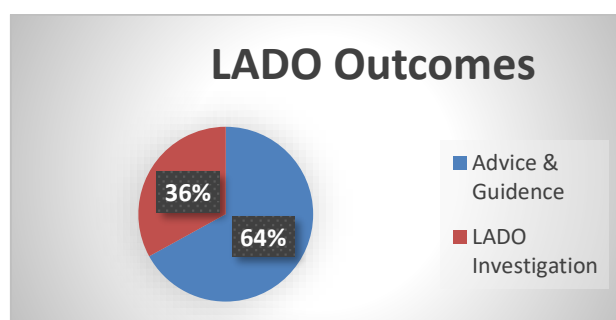
Review of the outcomes of LADO contacts is important in helping us to

- ✚ understand potential themes or patterns of concern
- ✚ ensure our service delivery is appropriate for the needs of our referrers
- ✚ plan how we might best meet training needs across the children’s workforce.

A breakdown of the outcomes of LADO contacts both for the last 4 years and for the year 2020 is given on the charts below.

	Number 2017/18	% of total	Number 2018/19	% of total	Number 2019/20	% of total	Number 2020/21	% of total
Number of contacts with the outcome of advice and guidance to employer/organisation	255	57%	248	65.7%	204	67%	185	64%

As evident, similar patterns in relation to conversions from contacts have been maintained for the past few years, indicating thresholds consistency and confidence across the partnership.



Our duty system is designed to enable direct and timely discussion between the LADO representative and referrer, whereby **64%** of initial contacts have concluded with **advice and guidance** to the employer. Advice and guidance include where concerns have not meet thresholds for harm / risk of harm and resulted in no further LADO action after initial consideration. The advice and guidance can include advice about internal investigations, managing practice, organisational systems, signposting to other Local Authority LADO's or adult safeguarding services, hearing and feeding back to children.

***“thanks for dealing with this so professionally and effectively, whenever I ring you I always know that I will get a thought through response, no question ever feels like a silly question”
(email from Headteacher received in February 2021)***

The accessibility of the duty advice line engages many different agencies and voluntary sector leaders and gives an opportunity for the LADO to explore concerns with employers in depth and to share knowledge and expertise about risk in organisations and from individuals in order to assist employers to deal with individual issues and consider wider safeguarding needs within organisations.

The data shows that **34%** of initial LADO contacts led to the **LADO coordinating further investigation**. In these circumstances, the LADO will facilitate multi-agency information sharing in order to determine harm threshold and ensure employers have all relevant evidence for well-informed risk assessments and management. The safety of a child and /or children and the support to the adult is integral to this process.

To support this process, the LADO service works closely with colleagues within the Local Authority e.g. safeguarding in education officers, adult safeguarding services and adult principal social worker, social care and family placements teams, independent foster home review officer, early education development team. The LADO will also liaise as required with a range of external colleagues that support safeguarding activity for example,

Disclosure and Barring Service (DBS), OFSTED, Police, Schools compliance / safeguarding leads for bodies in sports, faith, voluntary organisations and so on.

Below is a breakdown of referral outcomes where the LADO has coordinated further investigation:

Outcome of LADO investigation	2019/20	2019/20	2020/21	2020/21
	100	35.5%	103	36%
Unfounded <i>(there is sufficient evidence to disprove the allegation)</i>	33	33%	26	25%
Unsubstantiated <i>(there is insufficient evidence to prove or disprove the allegation)</i>	22	22%	21	20%
Substantiated <i>(there is sufficient evidence to prove the allegation balance of probability)</i>	38	38%	29	28%
Malicious	0	0%	1	1%
False	0	0%	4	4%
Ongoing cases	7	7%	22	22%

The outcomes above are in relation to the following categories of harm: neglect and sexual, physical and emotional harm. They reflect, as indicated, conclusions reached within the LADO process as to whether thresholds of harm or risk of harm have been met based on “balance of probability” decision making. Further comment:

- An **unsubstantiated** outcome is only reached when it is concluded that, after all enquiries have been made, the allegation cannot be proven or disproven. This outcome is used with caution as it can result in a less clear conclusion.
- All **substantiated** allegations of harm/risk of harm will be considered further to identify potential for ongoing risk of harm to children and the need for further action to safeguard children in the longer term.
- For all **substantiated** allegations, consideration is given to referrals to regulatory bodies and the DBS. In the period under review 8 referrals have been recorded as warranting referrals to DBS and 14 referrals recorded as requiring referral to an appropriate regulatory body. There is a need to be robust with respect to referrals to DBS and regulatory bodies to ensure ongoing and wider safeguarding can be actioned and recorded: this also reflects learning from serious incidents.

There is an increase in ongoing cases at this time reflecting the complexities in progressing some cases in a timely way due to external influences: for example, enquiries led by other agencies are known to have been hampered this year by difficulties in accessing and interviewing witnesses and the alleged perpetrators of harm due to COVID related restrictions, self-isolation, delays within the wider criminal justice systems.

The LADO role includes ensuring wider safeguarding is robust and this has led to a more robust tracking of LADO cases that are in the criminal justice process, awaiting complex disciplinary processes and ensuring DBS and regulatory body referrals are made. This can impact on the amount of ongoing case open.

c. Contact by category

Type of contact	Number 2017/18	% of total	Number 2018 /19	% of total	Number 2019 /20	% of total	Number 2020/21	% of total
Total	450		378		304		288	
Neglect	90	20%	42	11%	47	15%	67	24%
Sexual harm	104	23%	100	26.5%	72	24%	79	27%
Physical harm	183	41%	191	50.5%	142	47%	104	36%
Emotional harm	52	11%	45	12%	43	14%	38	13%

Breakdown of contacts by type of harm shows a not dissimilar picture from previous years, with the contacts about risk of **physical harm** to children once again representing the highest number of referrals.

This category includes contacts relating to direct and deliberate physical harm, physical intervention or restraints, mismanagement of behaviours e.g. in educational or residential care settings, situations where adult behaviour has been misinterpreted (adults may have felt they were guiding a child whereas a child may perceived that they were pushed. “grabbed” or “shoved”).

Sexual harm is the next most frequent category and an analysis of the LADO investigations indicate an increase in awareness across the partnership around the identification of concerns relating to social media contacts between adults and children. There is also a documented increase UK wide in the frequency and detection of direct ‘online’ sexual harm of children, grooming type behaviours and sexual communication, and exploitation of children from adults who work with children. Additionally, historic allegations of harm are often of a sexual nature.

d. Who are contacts about?

	2017/2018	2018/2019	2019/2020	2020/2021
Total contacts	450	378	304	288
Foster carers	20%	18%	20%	25% <i>*see breakdown below</i>
Education (non-teaching)	6%	6%	6%	4%
Education (teaching / learning support assistants)	9%	9%	7%	7%
Education (teaching)	19%	23%	20%	13%
Sport	3%	4.7%	2%	3.5%
Social Work	1%	1.3%	2%	2.5%
Health	3%	2.6%	6%	8%
Day care	5%	9.7%	7%	5.5%
Transport	5%	6%	6%	6%
Youth Work	1%	0.5%	3%	2%
Faith	8%	4.2%	3%	3%
Residential Care	7%	10%	13%	19% <i>** see breakdown below</i>
Police	1%	0.7%	0	0.5%
Probation	0%	0.2%	0	0
Volunteers	2%	1.8%	1%	1%
Other	11%	1.8%	2%	
Historical / previously working with children			2%	

* 72 contacts relating to foster carers include:
7 contacts about kinship carers

23 contacts about IFA carers (i.e. non-Local Authority)
 42 contacts about Local Authority foster carers

** 56 contacts relating to residential care settings include:
 8 contacts about Local Authority residential settings
 48 contacts about private sector settings

Overall patterns of contact remain broadly similar to previous years with some variation.

Past years have shown that the highest numbers of contacts and referrals relate to **education settings**, unsurprisingly so given that education supports a large employee base and daily contacts with large numbers of children. As noted earlier in the report, schools' closures over a period of several months during the COVID 19 pandemic is likely to have resulted in the reduced contacts to the LADO.

Interestingly the number of contacts relating to **transport** providers (notably taxi drivers and passenger assistants involved in the transport of vulnerable children e.g. to school and family contact sessions) has remained static although fewer journeys have been taken as a result of the pandemic.

Contacts in relation to **foster carers** have increased. It may be that this is related in part to the impact of COVID 19 and its attendant stresses on carers who may already be experiencing challenges in their care of Looked After Children. The levels of contacts relating to this group are being evaluated to consider any underlying themes identified and shared with the family placements service to support the quality of foster carer assessments and monitoring processes. As such information gained from LADO processes will be used positively to aid learning and help improve services.

With respect to **residential placements**, this report has highlighted that contacts relating to the conduct of residential workers are higher from external providers than from in-house provision within the Local Authority. A positive development in this regard is the enhanced communication between LADO and Local Authority external placement commissioning team and now routine notification of every LADO concern to the team. Targeted work will be a focus of the next year's training for the unregulated and private sector placements locally.

Research and learning from case reviews around the UK tell us children more vulnerable to harm in organisations include **Looked After Children (LAC) and children with disabilities**. 40% of all contacts to the LADO this year have related individuals involved in the care and support of our Looked After Children: this is an increase of 10% on last year's figures. This data could indicate that social workers and others are increasingly keenly attuned to seeking out and hearing the voice and experiences of children and / or that children themselves are feeling more empowered and able to share worries and concerns. However, 10% of all contacts relate to those caring for children with disabilities: this is a decrease of 3 % on last year's figures suggesting perhaps that children with disabilities remain "less visible" and "more vulnerable."

e. Who makes contact with the LADO?

Contacts from	2019/2020	%	2020/2021	%
Total contacts	304		288	
Family members/ members of the public / anonymous	12	4%	9	3%

Education	70	23%	34	12%
Health (including EMAS)	4	1%	3	1%
Local authority (not social care e.g. transport, EWO, HR)	12	4%	10	3.5%
External social care providers (e.g. LA LADO's, private sector fostering and residential care)	47	15.5%	28	10%
Local authority social care (internal social care services Leicester city)	108	35.5%	119	41%
Regulatory and legal services including voluntary sector (e. g CAFCASS, OFSTED, NSPCC)	11	4%	50	17.5%
Police	35	11 %	35	12%

It is important that we understand where contacts to the LADO service originate and where we do not receive contacts, so that we can plan future awareness raising. Occasional 'spikes' in contacts from partner agencies and employers are indeed more noticeable following targeted training.

There have been fewer referrals from colleagues in education settings – as noted above this reflects the situation engendered by COVID 19 where children have been less present at and less visible in education.

Contacts from social care services within Leicester City have increased: it is felt that this is a positive repercussion from awareness raising events with social workers and in particular newly qualified social workers where there has been a focus to their attendance in person and online training events over the last 1 – 2 years.

Increase in referrals from the police are partly linked to the numbers of contacts which relate to sexual harm such as online sexual offences as the police are most often the agency first involved in or made aware of such concerns.

2.6 Timescales for conclusion of LADO contacts

	2018/2019	2019/2020	2020/2021
% cases closed in 4 weeks	71.5%	52%	70%
% cases closed in 12 weeks	86%	80%	91%

There are no statutory timescales around the completion of LADO processes. However locally we have set our own standards and expectations around timescales.

This is because we are very much aware of the levels of anxiety and distress caused by the processes of investigation to individuals involved and the need to conclude these processes in a timely way. Sometimes the LADO process can be protracted where there are complex enquiries or a need to rely on expert advice – for example where there are parallel police investigations relating to online or historical abuse.

The data above reflects an improvement in timeliness of throughput in the last 12 months. Quality assurance processes and management oversight routinely explore the timeliness of throughput.

It is noted that the LADO continues to track some cases after LADO processes have concluded to ensure that key safeguarding tasks are actioned e.g. employer referrals are made to the DBS for a barring decision. This can extend the length of LADO involvement however equally adds value in terms of the wider safeguarding context.

3. The voice and experience of children

Children's voices and views are essential across all LADO processes. We recognise how important it is to understand as fully as we can the experience of children when we are assessing the potential impact of harmful or inappropriate behaviour towards them by adults in positions of trust.

Our expectations of our service are as follows:

- ✚ We actively promote listening to and hearing children and their experiences to enable safe decision making.
- ✚ We are questioning and curious about the views of children and the impact on them of allegations or concerns.
- ✚ We challenge "blameful" language and attitudes such as scepticism towards or disbelief of children.
- ✚ We recognise the vulnerability of children in our society overall and consider the impact of factors such as age, gender, sexuality, race, culture and heritage, religion, past experiences and in particular past harms.
- ✚ We take account of the additional vulnerability of Looked After Children and children with disabilities and take all opportunities to advocate on behalf of these children.

Feedback to children is routinely recommended within LADO processes so that children are helped to understand that they have been heard and taken seriously to give them confidence to raise future worries and to build resilience in help seeking. This applies irrespective of whether children's allegations are upheld or not. Bespoke "age appropriate" letters to children from the LADO are sent through social workers, schools or sometimes directly. We also consider with involved professionals if there is scope for adults to acknowledge or apologise directly to children if their behaviour was wrong or unacceptable.

4. Partnership working and training

The LADO maintains **positive working relationships** with colleagues within the Local Authority and with other Local Authority LADOs and there is close liaison with many partner agencies, statutory and voluntary groups. This assists our promotion of case specific and wider safeguarding and assists in the development of safer organisations.

'Thank you for your time today on the telephone. I have to say the support and reassurance as I told you on the phone has been exceptional. I can't thank you enough. The last 24 hours has been horrible, and you have helped me through a very dark time' (January 2021)

Through service realignment, clear pathways and strong working relationships, we have developed strong partnerships within the Social Care and Education Department – from links to the Principal






Education Officer, to the Fostering Independent Reviewing Officer, Placements and Commissioning Teams and scrutiny panels (Adoption and Fostering)

The LADO is an active member of the **regional LADO group** which continues to meet quarterly “online” during the pandemic. These sessions enable reflection on practice and benefit good cross authority working in complex cases. The LADO prioritises attendance at the annual LADO conference to ensure the service is continually learning and considering any updated information.

Quality assurance work across Leicester, Leicestershire and Rutland has also developed over the period under review: this is reported in **7. Quality Assurance Activity** below.

One of the LADO’s core responsibilities is to provide **training and awareness raising** sessions to partner agencies and other service provisions who work or come in contact with children.

The training and briefing sessions held in 2020 / 21 included:

-  Training session to the designated safeguarding leads (DSLs)
-  Presentation at the DSL forum
-  Three generic training sessions for employers from range of settings via LSCP B
-  One briefing session to transport staff
-  Two sessions to newly qualified social work staff

The training sessions focus on LADO processes, understanding harm thresholds, hearing children’s experiences, and the impact on children and adults, learning from serious case reviews and developing safe and healthy organisational cultures.



Safeguarding in education colleagues also promote the LADO role in all whole school training and DSL training and have been linked with a number of faith organisations to undertake bespoke training and safeguarding learning where concerns have been brought to the attention of the LADO about these settings.

7. Quality Assurance (QA) of LADO activity

We recognise the LADO practice is a niche expertise that is limited within the local authorities. Therefore, continuing the work started in 2019, when we joined forces with our colleagues from Leicestershire and Rutland, to progress and embed QA activities of LADO work across LLR. The work undertaken through this group has included “dip sampling” of LADO initial contacts and “deeper dive” audits of more extended LADO work. Internal quality assurance activity has also been ongoing.

Quality assurance activity has shown that good to excellent quality advice provided to employers in their safeguarding practices, with timely decision making and robust multiagency safeguarding arrangements initiated.

Strengths identified

-  LADO responses at the point of initial contact and referral are timely
-  The need for interim safeguarding arrangements where allegations have been made are considered consistently and at an early stage for children, arrangements are fair and proportionate with consideration given in discussion between employers and LADO to all appropriate measures

- ✚ Rationales for decision making and LADO harm threshold considerations are clearly recorded, and next steps are also clear
- ✚ History for adults of concern, children and employing organisations is consistently considered and informs decision making.
- ✚ Case recording is thorough and timely
- ✚ There are very positive examples of a focus on children’s experiences and voices
- ✚ The LADO is appropriately involved in initial strategy discussions regarding children
- ✚ Direction, advice and guidance to referrers is clear
- ✚ There is evidence of good consideration of other children who may be at risk from adults
- ✚ Adults’ views are considered and taken into account
- ✚ There is evidence of consistent liaison and information sharing with regulatory bodies such as OFSTED, DBS, TRA, GMC, etc with professional bodies that oversee standards and compliance such as sports councils etc
- ✚ There is earlier consideration of the experiences of other children linked to adults of concern alleged perpetrators (eg formerly fostered children)
- ✚ Employee “managing allegations” information leaflets, revised meeting agenda and guide to LADO process outcome definitions have been devised and have been well received
- ✚ There is more consistent feedback to children
- ✚ There is more consistent consider of support to adults of concern / employers duty of care
- ✚ There is more consistent cross referencing to children’s social care records

Areas for improvement

- ✚ There are at times delays in administrative tasks being completed in a timely way (minutes, action plans and cases being tracked)
- ✚ There is at time delay in escalation that has then resulted in drift.
- ✚ While regular feedback received from referrers in relation to the advice line and overall LADO involvement is positive, with good levels of confidence around the advice and guidance provided by the LADO, there is a need for more routine and systematic gathering of user feedback about LADO processes and LADO led multi agency meetings in particular: this has declined over 2020 – 2021 with all meetings taking place online

8. Conclusions and next steps

We very much see our role within the LADO service as just one element of a cycle of good practice which works towards a safer workforce and safer organisational cultures and environments for children. During the review period, and despite the challenges posed across all services by the COVID pandemic, we have continued to benefit from a stable and experienced LADO service which works effectively within this cycle.

We have maintained its good reputation across the partnership: this is reflected in the positive QA and feedback received regarding the advice and guidance provided, in the timely responses made and in streamlined LADO processes.

We continue working with many agencies and individuals to maintain positive working relationships and a heightened awareness of the LADO role. We are particularly pleased to report that at the heart of our work is an emphasis on considering the experiences of children and ensuring that they are heard.

Next steps for 2021 – 2022

We aim to continue delivering a trusted service that has the confidence of all stakeholders across the partnership, with particular focus of the experiences of children and families. To achieve this aim:

- ✚ We will continue to review our training offer on a regular basis to ensure it is fit for purpose, relevant and reflective of updated guidance and new developments in the field. Targeted training will be provided to the voluntary sector including faith, sports settings, faith settings, voluntary groups, services to children with disabilities and the private sector. Plans are already in place to develop training with a specific focus on developing safer organisations for delivery during 2020 - 21.
- ✚ We will work with the children's engagement and participation service to gain a children's perspective and critique of our work and our quality assurance processes.
- ✚ We will gain user feedback about LADO processes.
- ✚ We will robustly escalate any delays in cases at an early stage to avoid drift.
- ✚ We will continue to promote the support of colleagues within the Safeguarding and Quality Assurance Unit to the LADO role to ensure continuity and sustainability of the LADO service

Jude Atkinson – Local Authority Designated Officer

Lesley Booth – Service Manager

Safeguarding and Quality Assurance Unit Service Manager

May 2021

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).

ASD/ADHD Support in Schools

Children, Young People and Education Scrutiny
Commission

Decision to be taken by: N/A

Date of meeting: 7.12.21

Lead director/officer: Tracie Rees/Sue Welford

Useful information

- Ward(s) affected: All
- Report author: Sophie Maltby, Sue Welford
- Author contact details: Sophie.maltby@leicester.gov.uk
sue.welford@leicester.gov.uk
- 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 Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD) in Leicester City Schools.

1.2 ASD is a developmental disability characterised by difficulties with communication and interaction. Children with ASD have abilities and strengths in many areas.

1.3 ADHD is a condition that affects people's behaviour and thinking. It is characterised by difficulties in concentrating, appearing restless and acting upon impulse. Children with ADHD have abilities and strengths in many areas.

1.4 The educational progress made by all children, including those with SEND, are 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.

1.5 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 ASD/ADHD.

1.6 Wherever possible children should receive education in a mainstream school. Our ambition is for the whole education sector to support those with additional needs.

1.7 The specialist provision for C&YP is made principally by 2 local authority services:

- SEND Support Service
 - Learning Communication and Interaction (LCI) Team,
 - Social Emotional and Mental Health (SEMH) Team
 - Early Years' Support Team (EYST)
 - Vision Support (VS) Team
 - Hearing Support (HS) Team

- SEND Integrated Service 0-25
 - Educational Psychology

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 ASD? (See Appendix 1)

3.1 Autism Spectrum Disorder (ASD) is a lifelong developmental disability that affects how people communicate and interact with the world.

(National Autistic Society, 2021, Available at: [What is autism](#))

3.2 CYP with Autism will experience difficulties in 3 main areas:

- Social understanding and communication
- Sensory processing and integration
- Flexible thinking, information processing and understanding

What is ADHD? (See Appendix 2)

3.3 ADHD is a lifelong condition that affects the way people think and behave. ADHD is defined as a disability.

3.4 CYP with ADHD will experience difficulties with:

- Hyperactivity and/or Inattention
- Impulsivity

How the city council supports schools

3.6 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.

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

3.8 Appendices 3-8 describe the support available for schools.

Getting an ASD/ADHD diagnosis

3.9 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 behaviours, attitudes 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 appropriate measures have been put into place, concerns remain, the school SENCo, would request additional support from a Specialist Teacher or Educational Psychologist. They would also continue to involve parents. At this point assessments will be undertaken by specialist staff. If specialist staff consider that there is evidence of ASD/ADHD traits, they would recommend the parents consults with the child's GP.

3.5 The diagnosis must be made by a medical professional as a result of multi-disciplinary team evidence. The parent, school and specialist staff evidence are crucial to this process. Diagnoses of these conditions are part of the Neurodevelopmental Pathway.

3.6 The specialist staff would continue provide further advice and support to the school around meeting the CYPs needs.

3.4 Some parents may seek a diagnosis through directly contacting a medical professional. If a child receives a diagnosis in this manner, parents should inform the school. 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 ASD/ADHD.

Supporting individuals with a diagnosis

3.7 The SEND Support Teams, and Educational Psychologists offer a range of support to CYP and their families (Appendices 3-8) this includes parenting courses and sessions for CYP around their diagnosis.

3.8 The SEND Support Teams, and Educational Psychologists also offer training, advice and support for schools, early years settings and education staff (Appendices 3-8)

3.9 A range of resources to support education settings and signposting is available through specialist staff and on the schools' extranet.

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 specialist teachers and Educational Psychologists' were involved in writing the Social, Emotional and Mental Health, Autism and Speech, Language and Communication Needs sections of the new BERA document that has been shared with schools. This extends schools' ability to build on in school provision for those with diagnosed ASD/ADHD or possible ASD/ADHD. Available at [leicester-city-s-bera-framework-delivering-high-quality-send-provision-the-application-of-best-endeavours-and-reasonable-adjustments-within-a-mainstream-setting.pdf](https://www.leicester.gov.uk/media/2022/07/20/leicester-city-s-bera-framework-delivering-high-quality-send-provision-the-application-of-best-endeavours-and-reasonable-adjustments-within-a-mainstream-setting.pdf)

3.11 An Early Years version of the BERA document (Inclusive Provision in Early Years Settings) is also available for all early years settings/schools at <https://families.leicester.gov.uk/childcare-professionals/send-for-professionals/inclusive-provision-in-early-years/>

3.11 Many children with ASD/ADHD 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

There are no legal implications arising from this report.

Julia Slipper, Principal Lawyer

Julia.Slipper@leicester.gov.uk

5.3 Climate Change and Carbon Reduction implications

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

Aidan Davis, Sustainability Officer, Ext 37 2284

5.4 Equalities 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.

Whilst the report is for noting, the support for children and young people (C&YP) with Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD)

in Leicester City Schools will have an impact on children from across a range of protected characteristics. Whilst the protected characteristic of disability is highly relevant, 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.

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.

Sukhi Biring, Equalities Officer, 0116 454 4174

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

6. Background information and other papers:

7. Summary of appendices:

8. Is this a private report (If so, please indicated the reasons and state why it is not in the public interest to be dealt with publicly)?

No

9. Is this a “key decision”?

No

10. If a key decision, please explain reason

In determining whether it is a key decision you will need consider if it is likely:

- to result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council’s budget for the service or function to which the decision relates.
- to be significant in terms of its effects on communities living or working *in two or more wards in the City*.

Expenditure or savings will be regarded as significant if:

- (a) In the case of additional recurrent revenue expenditure, it is not included in the approved revenue budget, and would cost in excess of £0.5m p.a.;
- (b) In the case of reductions in recurrent revenue expenditure, the provision is not included in the approved revenue budget, and savings of over £0.5m p.a. would be achieved.

- (c) In the case of one off or capital expenditure, spending of over £1m is to be committed on a scheme that has not been specifically authorised by Council.

In deciding whether a decision is significant you need to take into account:

- Whether the decision may incur a significant social, economic or environmental risk.
- The likely extent of the impact of the decision both within and outside of the City.
- The extent to which the decision is likely to result in substantial public interest
- The existence of significant communities of interest that cannot be defined spatially.

Appendix 1:

Definition of ASD

Autistic people will experience differences in three key areas:

- **Social Understanding and Communication**

Autistic people have differences in the way they communicate, understand and use language. They engage in social life from a different perspective (Milton, 2011). This leads to differences in how the person interacts and develops relationships.

- **Sensory Processing and Integration**

Sensory differences can include hyper (high) or hypo (low) sensitivity in relation the eight senses of sight, hearing, touch, taste and smell, interoception (internal sensations), balance (vestibular) and body awareness (proprioception). These differences will vary from person to person and can actually fluctuate in their responsiveness depending on a number of different factors for example the time of day or the environment.

- **Flexible Thinking, Information Processing and Understanding**

Autistic people have differences in their attention, interests and how they learn. This can include being very focused on particular interests. They have a different way of being flexible, so often feel safer and more comfortable with routines and structure as this lessens uncertainty

Autism Education Trust, 2021. Available at: [What is Autism? | Autism Education Trust](#)

Appendix 2:

Definition of ADHD

The relied-on definition is set out by the Diagnostic and Statistical Manual of Mental Disorders (DSM). **These criteria are presented in shortened form and are for information only. Diagnosis can only be done by a medical professional.**

Inattention

Six or more symptoms of inattention for children up to age 16 years, or five or more for adolescents age 17 years and older and adults; symptoms of inattention have been present for at least 6 months, and they are inappropriate for developmental level: Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities.

- Often has trouble holding attention on tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked).
- Often has trouble organising tasks and activities.
- Often avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework).
- Often loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones).
- Is often easily distracted
- Is often forgetful in daily activities.

Hyperactivity and Impulsivity

Six or more symptoms of hyperactivity-impulsivity for children up to age 16 years, or five or more for adolescents age 17 years and older and adults; symptoms of hyperactivity-impulsivity have been present for at least 6 months to an extent that is disruptive and inappropriate for the person's developmental level:

- Often fidgets with or taps hands or feet, or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- Often unable to play or take part in leisure activities quietly.
- Is often "on the go" acting as if "driven by a motor".
- Often talks excessively.
- Often blurts out an answer before a question has been completed.
- Often has trouble waiting their turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or game

In addition, the following conditions must be met:

- Several inattentive or hyperactive-impulsive symptoms were present before age 12 years.
- Several symptoms are present in two or more settings, (such as at home, school or work; with friends or relatives; in other activities).
- There is clear evidence that the symptoms interfere with, or reduce the quality of, social, school, or work functioning.
- The symptoms are not better explained by another mental disorder (such as a mood disorder, anxiety disorder, dissociative disorder, or a personality disorder). The symptoms do not happen only during the course of schizophrenia or another psychotic disorder.

ADHD UK, 2021. Available at: [About ADHD | ADHD UK](#)

Appendix 3:

Early Years Support Team (EYST) Support to early years children with ASD/ADHD

EYST Support for children on the autism pathway and with a diagnosis of autism across homes, settings, and schools. EYST caseload is predominantly made up of children with communication and interaction difficulties. Many of these children will go onto receive a diagnosis of autism. We take referrals from parents, social care and health professionals, settings and school. Referrals are discussed at a fortnightly referral meeting made up of members of SEND Support

- Assess and teach in family homes and work together with parents, family members and carers.
- Provide written reports and advice regarding the child's development
- Help parents understand their child's development and how they can support this
- Work closely with other professionals involved with the child
- Hold review meetings with parents and professionals to plan the best way to support the child's development
- Support the child into a nursery, pre-school or school and provide staff with advice
- Attend planning meetings twice a year to agree the support our Team will offer
- Observe and assess referred children and discuss their progress with their key workers and/or SENCO (Special Educational Needs Co-ordinator).
- Provide advice on support for individual children
- Attend meetings around individual children on our caseload
- Liaise with parents through the setting where needed (schools/settings retain responsibility for working with and supporting parents)
- Offer EY Autism Education Trust Training for practitioners. Training is delivered centrally or in the school/setting. All teachers on EYST are quality assured and deliver 3 levels of training:
 - Making Sense of Autism which is general awareness raising around autism in the EY, lasting about 90mins. All practitioners are recommended to take part in this
 - Good Autism Practice which is a 2-day course for SENCOs and practitioners working directly with children with autism
 - Leadership and Good Autism Practice is directed at managers and senior leaders
- Offer Living with autism to parents on caseload who have children on the autism pathway or have a diagnosis of autism. This can be done individually or through a group. More often it is now locality based and gives parents an opportunity to meet other parents with children with similar needs.
- Contribute to pre-diagnostic assessments providing reports for the paediatrician focusing on the 4 areas of difference. Take part in MDT meetings to discuss diagnosis

Appendix 4:

Social Emotional and Mental Health (SEMH) Team Support to CYP with ASD/ADHD

SEMH Team and ADHD

- Support for class teachers/TAs to understand ADHD pupils including:
 - Strategies to support pupils in class
 - Understanding about the 'ADHD' brain
 - Strategies to support development of executive functioning skills
 - Talking to other children in the class about ADHD
 - Supporting expectations and understanding of how medication impacts on ADHD
- Whole schools training on ADHD – currently a twilight
- Discussions with schools about how a variety of life experiences for pupils could present like ADHD
- Work with individual pupils (by SEMH teachers and practitioners) on understanding ADHD and their strengths and difficulties
- Support for parents and families, including perception of ADHD within families.
- Identifying pupils for referral to health to investigation for possible ADHD
- Providing supporting documentation (letter and reports) for parents and/or schools to take to GP for further assessment
- Assessment – CHEXI, SDQ
- Joint work with ADHD Solutions
- Attendance at MDTs
- Signposting to further support – ADHD solutions
- Senior teacher's master's dissertation on ADHD in girls – disseminated to team

SEMH Team and possible ASD pupils

- Support for pupils whose are displaying behaviour that challenge which could be considered to be SEMH needs or ASD needs
- Support for class teachers/TAs to understand pupils on neurodevelopmental pathway including:
 - Strategies to support pupils in class
 - Understanding about neurodiversity
- Offer general advice and support on individual needs for pupil's whose parents do not want to investigate neurodiversity
- Providing supporting documentation (letter and reports) for parents and/or schools to take to GP for further assessment
- Play based assessments to support understanding of pupils needs (2 members of SEMH Team are ADOS trained)
- Use of Coventry Grid, supporting schools to complete and forwarding to Community Paediatricians.
- Discussions with schools about how a variety of life experiences for pupils could present like ASD
- Support for parents and families, including perception of ASD within families.

- Identifying pupils for referral to health to investigation for possible ASD
- Joint work with LCI
- Attendance at MDTs
- Signposting to further support
- Experience within the team of working with pupils with ASD in mainstream and special

Appendix 6:

Learning Communication and Interaction (LCI) Support to CYP with ASD/ADHD

Autism Specialist Teachers

LCI have significant professional training and qualifications in Autism and managing complex behaviours in classroom settings.

The LCI (autism) team support young people across mainstream, special and DSP (Designated Special Provision) placements from the beginning of year one to the end of year thirteen and we also have traded packages of support for several Leicester city colleges. The team works across the full range of Communication and Interaction including pre-diagnostic work and including young people at the earliest stages of developing joint attention and social interaction.

Training Offer to LCI Schools

Leicester City has been an AET (Autism Education Trust) Training Partner since January 2015. We have delivered training in 112 City Schools on a 3-year rolling programme and to over 3000 delegates since April 2018. The AET Professional Development Programme, supported by the Department for Education offers national delivered face to face or virtual training for professionals working with Autistic children and young people up to the age of 25. (EYST (Early Years Support Team) offer AET training to pre-school settings and foundation stage).

The School's Professional Development Programme

This offers a set of training modules and materials for those working in schools **for pupils aged 5-16**. And there is further training through the Post 16 Programme for colleges and sixth forms and to support transition to adulthood. Training uses a range of teaching methods to form an essential part of continued professional development.

- Making Sense of Autism (MSA) (90 minutes)

This is a raising awareness module for anyone working in schools. This includes teaching and support staff, office and ancillary staff, caterers, caretakers, transport staff and governors.

- Topic-Based models (90 minutes each)
 - Anxiety Module
 - Exclusions module

These are two brand-new courses which were introduced to the training portfolio in November 2021.

- Progression Framework (90 minutes)

This is a module that introduces the Progression Framework interactive tool. This training module is designed to be used flexibly, with trainers using the time available in the way that best suits their audience.

- Schools Good Autism Practice (GAP) (6 hours)

This is a module for practitioners who work directly with autistic children in schools, and it provides guidance on processes and tools that can help practitioners to implement good autism practice.

- Schools Extending and Enhancing Good Autism Practice (3 hours)

To build on the learning developed through GAP by enabling delegates to deepen their understanding and the implications for practice.

- Schools Complex Needs and Participation (6 hours)

This training is aimed at staff in specialist settings who support pupils with autism and complex needs. Its purpose is to deepen participants understanding of autism and ways in which they can develop their practice to support pupils effectively.

- Leading Good Autism Practice (6 hours)

This training is designed for SENCo's and senior leaders in schools to enhance their knowledge and understanding of autism, help them to question, evaluate and develop autism practise within their school setting. Provide the tools to audit staff skills and identify training needs and to develop skills and knowledge so that they can support their organisation to meet/exceed the requirements of external reviewers such as Ofsted and be compliant with legislative requirements. Implementation of AET School Standards and Competency Frameworks.

We also deliver AET **Post 16 courses** in our colleges in MSA GAP and Transitions.

- **AET Schools Standards framework:** These are created for leaders or leadership groups within Schools to enhance and embed inclusive practice in their schools.
- **AET Schools Competency Framework:** These were created for individual staff to rate their knowledge, skills, and personal qualities against a set of descriptors which outline good autism practice.

In addition to AET training LCI also coordinate training from other organisations including TEACCH, PECS and Attention Autism.

Bespoke courses run by LCI:

- Interactive Play
- Introduction to Autism for NQT and Early Career Teachers.
- Understanding Sensory Processing
- Introduction to Social Stories and Comic Strip Conversations
- Introduction to TEACCH approach and visual systems
- Autism and Girls
- Implementation of Specific Interventions including Lego Therapy, Social Communications groups, Anxiety Programmes, Transitions, Peer relationships.

Parent Programmes:

- Early Bird Plus: (Invitation only) Intensive 10-week programme for families of KS1 children. Aims to equip parents and carers to develop a greater understanding of their child's needs following diagnosis.
- Solihull Parent programme: (invitation only) delivered jointly with CPS but has not run for 2 years.
- LCI Parent Programme for families of children in years 1-5: 4 sessions focusing on communication, interaction, and sensory needs and behaviours. Strategies and resources to support. Self-referral
- LCI parent programme for years 6-11 focusing on communication, interaction, and sensory needs and behaviours and changes at puberty. Strategies and resources to support. Self-referral
- LCI parent programme delivered in Hindi all ages (as above) self-referral.

Graduated response:

LCI have a graduated response and provide a range of support to schools from early identification of need in school age pupils e.g., social communication differences, whole school strategies, to social communication assessment, attending MDT (Multi-Disciplinary Team) and ongoing support and advice in school and 1:1 teaching.

Pupils accessing universal SEND support in school:

- Early Identification of Social Communication needs: pupils are referred to LCI either to unpick social communication differences to inform decision making around support and possible referral to SALT (Speech and Language Team) or Health to be considered for the neurodevelopmental pathway.
- Identified Communication and interaction need, school seeking information and advice as part of ND pathway (pre-diagnostic work).
- Post diagnostic work where school are seeking additional information and advice
 - Observation in class using SCERTS approach
 - Play based or social communication assessment
 - Feedback to school and family
 - Next steps and recommendations
 - Self-referral to parent programme

The play based or social communication assessments, developed by the LCI team can be used across all three of these areas, to investigate the needs of a range of pupils, whether they can be considered as at the early identification, pre-diagnostically and post-diagnostic stage. These assessments may include formal standardised assessments of language and cognition as appropriate to the individual young person (BPVS (British Picture Vocabulary Scale), Renfrew, TALC, WRIT (Wide Range Intelligence Test)) and can be used with caseload pupils from year one up to college age.

Pupils requiring targeted support in schools:

- At SEND support or EHCP (Education Health Care Plan) established and implemented
- New to caseload/newly diagnosed: advice needed to identify effective support.
- School is meeting needs using interventions described above but are not yet confident in monitoring and evaluating impact of support. Possible issues with new staffing
- Pupils may be making progress but limited
- Attending range of support briefing meetings as appropriate as above
- Currently accessing courses for specific areas of need (AET etc)
- Transition (school to school) to another mainstream setting: low level of concern
 - Follow up observations and advice to update and react and to developmental changes.
 - Modelling of appropriate strategies and resources
 - Implementation of specific interventions and approaches
 - Delivery of specific interventions by LCI TAs modeled to school staff
 - Written report, respond to requests for statutory assessment
 - Attendance at review meetings as necessary
 - Parent programmes

Pupils requiring specialist support:

- Challenges in staff adjusting/adapting curriculum and environment to meet needs of the pupil.
- Formal assessment of cognition and learning as needed to inform further support.
- Audit of Sensory needs and/or audit of school environment with accompanying advice re sensory diet and environmental and structural adaptations as needed to support pupil and school.
- School is requesting a change of placement to a more specialist environment
- Changes of staffing where school have received significant input in the past.
- Inclusion is an ongoing issue
- Pupil has been at risk of exclusion or non-attendance through anxiety or other factors
 - Additional visits to support school in implementation of advice
 - Delivery of specific interventions by LCI TA or teacher
 - Written reports, respond to requests for statutory assessment
 - Attend annual review and other meetings as needed

Pupils requiring specialist intensive support:

- Pupils and school require intensive support for a short period this could include weekly visits and additional TA hours to model and implement advice

- EHCP, Statutory assessment where school require intensive input to apply support suggested or strategies such as PECS, anxiety programmes, visual systems, TEACCH, Team teach, individualised curriculums etc.
- At risk of exclusion or non-attendance due to behaviour or social issues as well as poor learning outcomes are or have had significant input from SEMH (Social Emotional & Mental Health), CAMHS (Children and Adolescent Mental Health Service), Social Care/TAF.
- Additional diagnosis which significantly impact on access: e.g., PDA (Pathological Demand Avoidance), SPD (Sensory Processing Disorder) ADHD (Attention Deficit Hyperactivity Disorder) (where medication is being reviewed), medical or mental health diagnosis which require support from Health Services.
- Learning difficulties (pre-Key stage 1 levels) where school have not/or are not receiving support from special schools (special not named on EHCP) and school have not had experience in meeting need at this level within this child's year group.

Appendix 7:

Educational Psychology (EP) Support to CYP with ASD/ADHD

- EPs are involved in the holistic assessment of the child or young person with the view to enhancing their learning opportunities and ensuring positive wellbeing. This will involve a triangulation of information gathered from a range of sources such as pupil participation, family visits, developmental history and consultations with a range of professionals.
- EPs work collaboratively with SEND support services and encourage schools to implement advice already available from other SEND SS, implement the findings from casework and prioritise appropriate interventions matched to the needs identified and offer training to school where required
- EPs participate in the identification, assessment, diagnosis and support of CYP with ASD/ADHD.

Appendix 8:

Vision Support Team (VS) Support to CYP with ASD/ADHD

There are several CYP with Visual Impairments (VI) that also have a diagnosis of ASD/ADHD.

The following support is/has been provided by the team for those CYP and their settings:

- Creation of social stories for those CYP visiting clinical settings and/or having eye surgery.
- Provision of modified/accessible visual timetables.
- Modified vision assessments when formal assessment not possible.
- Support for school regarding behaviours which may be as a result of Visual Impairments as opposed to ASD (research shows common misidentification/misdiagnosis of either Visual Impairments - specifically Cerebral Visual Impairment- or ASD as behaviours some behaviours are very similar).
- Any direct teaching in line with CYPVI individualised advice for ASD/ADHD and/or school behaviour policy.
- Joint working with LCI/EYST where required.
- VST TL and senior teacher completed CPD on ASD in 2020 to further develop understanding and improve practice.
- Signposting to LCI/SEMH/EYST through Joint Planning Meetings or joint working.
- Support for parents at community paediatrician appointments.
- Provision of educational advice for statutory assessment.
- Attendance at Multi-Disciplinary Team meetings.

Hearing Support Team (HS) Support to CYP with ASD/ADHD

We do not specifically support CYP with ASD and ADHD but do have students with a hearing loss who have ASD or ADHD.

The strategies we suggest for CYP with hearing loss are often applicable for those students with ASD and ADHD –

- Use of visuals to support understanding and learning
- Reduce background noise
- Quiet space/room for listening activities
- Be close to the speaker
- Keep distractions to a minimum
- Reduce sensory overload
- Listening breaks

We would support staff with use of equipment to help with any sensory issues.

We would also request joint working with appropriate teams if necessary, to diagnose other needs in addition to their hearing loss.

We are also asked by other teams and SENCOs to carry out hearing assessments/screens in school to rule out/in any hearing loss if it is felt that there may be other needs that are impacting on learning.

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') 	<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 E

Meeting Date	Meeting Items	Actions Arising	Progress
	3) High Needs Block Consultation Update 4) SEND and Education 3-Year Strategies 5) Verbal Update on Mental Health and Well-being Offer in Schools 6) Leicester City Children's Rights and Participation Service 2020/21 Annual Report 7) OFSTED Inspections Update – verbal		
Tuesday 7th December 2021	1) Verbal Update on the outcome of the OFSTED inspection 2) COVID19 update and vaccinations in Leicester Schools 3) Update from Working Group on The Underachievement of 'Black Caribbean' and 'White British Working-Class' Pupils of Secondary School Age in Leicester 4) Dyslexia Support in Schools 5) Autism and ADHD Support in Schools	Item 2 is a standing item.	
Special Meeting (tbc)	<i>Chair has requested that an additional meeting be organised, regarding the outcome of any OFSTED inspections.</i>		
Tuesday 18th January 2022	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) High Needs Block Element 3 decisions	Item 4 was mentioned at OSC. Item 5 was deferred from the previous meeting.	

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Meeting Date	Meeting Items	Actions Arising	Progress
	4) Special School banding moderation process 5) LAC placements – policy and placement costs 6) Mainstream school funding for SEND 7) Draft General Fund 2022/23 Revenue Budget & Draft Capital Programme		
Tuesday 8th March 2022	1) COVID19 update and vaccinations in Leicester Schools 2) Local Plan 3) Report on Home Schooling in the City 4) LADO Annual Report 5) Outcome of SEND Home to School Transport Policy Consultation (Clare Nagle and Prashant Patel)	Item 3 was requested in the previous meeting, with focus on; suitability and adequacy of home schooling, partnership work to keep track of children being home schooled (educational welfare)	

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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

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