



Leicester
City Council

OSMB
Cabinet

8.11.07
26.11.07

EDUCATION INCLUSION

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to update Cabinet on the progress of the Education Inclusion Strategy.

2. REPORT

Background

- 2.1 A report was received at Children & Young People Scrutiny on 15.11.06 detailing the background and progress of work undertaken in Leicester City in relation to SEN and inclusion and plans to take this work forward over the coming months through the establishment of an Inclusion Partnership.
- 2.2 A multi disciplinary Inclusion Partnership was established in January 2007 with a large committed membership from across the Council and partners.
- 2.3 Work commenced on the Education Inclusion Strategy in March 2007, and a small working group was established to develop the Strategy with accompanying action plan – see attached. An executive group was formed to manage the agenda planning and ongoing work.
- 2.4 Progress reports were received by DMT, the CYPS Quartet and Schools Forum in March 2007, June 2007 and DMT in September 2007.

Current Situation

- 2.5 An Intranet site is now created and relevant documents have been uploaded onto the site in relation to the Education Inclusion Strategy. The website is: www.leicester.gov.uk/your-council--services/education--lifelong-learning/about-schools/inclusion-partnership
- 2.6 A number of work streams are ongoing or newly developed in relation to the agreed priorities.
- 2.7 The Education Inclusion Partnership 'signed off' the Strategy and action plan at the meeting held 11.09.07
- 2.8. The Strategy was produced in consultation with a wide range of stakeholder representatives. Membership of the Education Inclusion Partnership includes representatives from the Children and Young People's Service, mainstream and special schools, the Voluntary Sector (including Parent Partnership), Youth Offending Service, Learning Skills Council and Connexions.
- 2.9. Current feedback from parents, carers and young people indicates a wish for earlier support and intervention to ensure children and young people receive personalised learning packages that promote good learning outcomes. Wider consultation and participation by parents, carers and young people in the delivery plans will be overseen by a small working group within usual participation streams.
- 2.10 The Education Inclusion Partnership Executive group will oversee the overall delivery of the action plan and report back in the first instance to the Partnership which will continue to meet bi monthly.

3. RECOMMENDATIONS

- 3.1 Cabinet is recommended to note the progress detailed above in relation to the Inclusion Strategy.

4. FINANCIAL AND LEGAL IMPLICATIONS

Financial Implications

- 4.1 Costs of supporting children and young people in relation to education inclusion are complex. Current dedicated SEN budgets support children and young people in mainstream and special services. The aim of the strategy is to ensure that current spend on children and young people with additional needs delivers best value for money, with the planned re profile of spend on earlier intervention.

- 4.2 SEN placement costs in schools are met from the Dedicated Schools Grant, which is given to the Council by the Government to fund schools and certain school related costs.
- 4.3 The management of SEN funding is a significant challenge, both locally and nationally. The City's criteria and funding formula need to be reviewed to ensure that best use is made of resources and that funding is targeted to City mainstream and special schools rather than independent schools. This requires sufficient places to be available in the City, and for development of flexible mechanisms that can target resources efficiently and effectively. This may involve the use of "invest to save" initiatives to develop local provision and systems, together with BSF should significant capital investment in new school facilities be required.
- 4.4 In comparison with its Audit Commission family of Councils, Leicester spends well into the upper quartile on SEN provision, and above the national average on placements in independent schools. The development of the Inclusion Strategy offers the opportunity to bring our level and pattern of spending more in line with our statistical neighbours.
(Colin Sharpe, Head of Finance and Efficiency, ext. 29 7750.)

Legal Implications

- 4.5 There are no direct legal implications arising from this report. The statutory obligation to promote the educational achievement of Looked After Children is inherent in all of the strategies that are cited in the EIP.
(Kamal Adatia, Barrister, ext 29 7044)

5. AUTHOR OF THE REPORT

- 5.1 **Name:** Penny Hajek
Title: Interim Service Director (Access, Inclusion & Participation)
Extension: 29 7714

DECISION STATUS

| | |
|--------------------------------------|---|
| Key Decision | Yes |
| Reason | Significant effect on one or more wards |
| Appeared in Forward Plan | Yes |
| Executive or Council Decision | Executive (Cabinet) |

**LEICESTER CITY COUNCIL
CHILDREN & YOUNG PEOPLE'S SERVICES**

EDUCATION INCLUSION STRATEGY 2007-2010

1. Introduction

1.1 This document sets out Leicester City Council's strategic priorities relating to effective inclusion in education for children and young people for the period 2007-2010. The strategy includes an action plan to translate the strategic priorities into actions with clear targets, success criteria, timescales and allocated responsibilities. The implementation of the Strategy is part of the development of Leicester City Council's Children and Young People's Services' priorities for the next three years:

- Admissions and School Place Planning
- SEN and Inclusion
- School Improvement.

1.2 Together the development of these strategic documents, under the broader umbrella of transformation, will provide the framework to ensure that all children and young people receive their entitlement to appropriate personalised learning that meets their identified needs.

2. Local Context

2.1 A range of work streams and working groups are already in operation to help build capacity to schools to ensure improved attendance, better management of behaviour and reduced exclusions. Building the capacity of schools will be crucial in delivering appropriate learning for all children and young people, including those with additional needs over the next three years.

2.2 There are many different processes and protocols in operation across services aimed to support children and young people. In order to guard against children falling between processes a range of activity needs to take place including the introduction of CAF, and development of information sharing protocols.

2.3 Leicester has maintained statementing levels over the last few

years. However, we recognise that children and young people with additional needs should not need to be subject to the formal assessment process in order to ensure their needs are met, and multi disciplinary assessments resulting in statement of special education needs should only be used for those children and young people with the most significant difficulties,

- 2.4 The School Improvement Strategy will contribute to creating a climate in which personalisation can take place.
- 2.5 All schools and settings should have the capacity to meet the needs of the majority of children and young people with special educational needs. Therefore, much of the continuum of provision will be located in mainstream schools, whilst continuing to recognise the significant role played by special schools.
- 2.6 The management of special educational needs funding is a significant challenge. We need to review criteria and funding formula to ensure we are making best use of resources, and can target our funding to City placements as opposed to independent schools.
- 2.7 The council seeks to continually improve its practice. Feedback from users and stakeholders will support this process. It is important that children, young people and carers can have opportunity to contribute to inclusive practice

3. Effective Inclusive Education: Definition

- 3.1 Inclusion is the process of removing barriers to participation and learning so that all children and young people benefit fully from learning opportunities.
- 3.2 Leicester City aims to provide opportunities for all children and young people to learn and achieve within their local communities. This will be done through personalised learning, promoting attainment, achievement and progression throughout their learning careers. A continuum of provision will be available to meet the assessed needs of each child and young person.

4. Principles and Values

4.1 Effective inclusive education is based on several core values:

Equality - all children should be equally valued regardless of their abilities, circumstances or behaviour. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnic origin, religious belief, care status, impairment, sexuality, attainment or social or economic background. It pays particular attention to the provision made for, and the achievement of, different groups of learners.

Entitlement - everyone is entitled to a broad, balanced and relevant education. Real inclusive education occurs when individuals feel welcomed as part of the learning community. Different people learn in different ways. Personalised learning is therefore important.

Partnership - involves active partnerships between parents and carers, education practitioners and specialist service staff.

Diversity - of strengths, abilities and needs are natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth for the whole community, and giving each and every member a valued role.

5. Strategic Priorities

5.1 Every Child Matters requires all agencies to have regard for children and young people with additional needs ¹ including children and young people with special educational needs.

5.2 The objectives of the delivery of these priorities is to deliver effectively to the ECM outcomes for children and young people –

- Be healthy

¹ Groups that might have additional needs are those with special educational needs, children in care, Black and minority ethnic children, travellers, young carers, those from families under stress, pregnant schoolgirls and teenage mothers, unaccompanied asylum seekers, children missing from education, those in transition, gifted and talented

- Stay Safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

5.3 The Strategic Priorities for Educational Inclusion have been developed through the Inclusion Partnership, a multi agency group formed to take forward the work, and have been determined in the context of a number of documents, legislation and guidance. The following is not an exhaustive list:

- Every Child Matters – change for children
- The Children and Young People’s Plan
- Local Area Agreement
- The Special Educational Needs code of Practice
- Education and Inspection Act 2006
- Inclusion: does it matter where pupils are taught? (Ofsted, July 2006)
- Removing Barriers to Achievement (DfES February 2004)
- Leicester City Council SEN Policy
- Leicester City Council School Improvement Strategy
- CAF

6. Priorities for the Educational Inclusion Partnership 2007-2010

6.1 To ensure all children and young people are engaged with and have access to personalised learning appropriate to their identified needs. (*SIP; Early identification, assessment and intervention through CAF; graduated approach + multi professional assessments; Attendance; Admissions – including HTTP*)

6.2 To further build the capacity of all schools, early years providers and support services to ensure a high quality educational experience for all children and young people including those with learning difficulties, disabilities and other additional needs. (*training/development; Workforce induction; Children’s Centres; BSF*)

6.3 To extend the continuum of provision to meet the current and future additional needs of children and young people in Leicester City. (*Specialist areas e.g. Autism, SEBD, Speech & Language; changing role of special schools; 14-19 curriculum transformation*)

6.4 In order to realise these priorities we will:

- Ensure that effective funding and budgetary control measures are in place including developing flexible mechanisms for targeting resources more efficiently and effectively.
- Develop participation and feedback systems for key users and stakeholders.
- Ensure this all takes place within a multi-disciplinary framework
- Ensure that arrangements are in place to meet the particular needs of individuals and groups at key transition points.

6.5 As the Inclusion Strategy is essentially the co-ordination of a range of other strategies, the lead officers will need to be mindful of the need to incorporate the above cross cutting points when developing or implementing their strategies

7. The Action Plan

7.1 There is a detailed Action Plan naming lead officers. It is intended to reflect the fact that Educational Inclusion spans a very broad range of delivery across services, and much work is ongoing, but that existing strategies and plans need to include the issues raised in this strategy. This is a three year plan which will be regularly reviewed and updated against the desired outcomes.

EDUCATION INCLUSION STRATEGY**ACTION PLAN**

| Priority 1. Access | | | | | |
|--|--|----------------|------------------|---|-----------------|
| Aim | Action(s) | Lead(s) | Timescale | Criteria for Success | Comments |
| 1a. Schools and learning settings develop buildings, curricula, assessment practices and ethos that meet the needs of all C&YP. | Develop, consult on and implement Leicester City's School Improvement Policy. | JP | 2007-2009 | All C&YP have access to personalized learning that meets their assessed need. | |
| | | | | No school in an Ofsted category. | |
| 1b. Children and Young People are engaged in learning and attend appropriate setting. | Continue to Implement the Attendance Strategy with multi agency strategic group. | JB | Ongoing | Schools remain engaged in the target setting and action planning processes. | |
| | Robust Monitoring of performance. | | | To meet DfES targets for attendance. | |
| 1c. All C&YP including 'Hard to Place' children and young people are on school. | Implement the Fair Access Protocol. | TP BM | Ongoing | Increased % of pupils getting preferred school Reduction in CNRE. | |
| | Monitor implementation and effectiveness of the protocol and extend to all 'hard to place' groups. | TP BM | Jan 08 | | |
| 1d. CNRE are known and processes and provision put in place to ensure they are on provided for. | Implement the CNRE Policy and procedure. Strategic management group meets every 2 months to monitor progress. | PH | Ongoing | Policy in place resulting in fewer pupils not receiving education. | |

| Priority 2. Capacity and Quality | | | | | |
|---|--|----------------|------------------|---|-----------------|
| Aim | Action(s) | Lead(s) | Timescale | Criteria for Success | Comments |
| 2a. Appropriate preventive services are in place to provide for early identification and coordinated interventions for children with identified additional needs. | Make these services explicit in the development of Children's Centres in and around schools. | MM | | Earlier identification of C&YP with additional needs. | |
| | Make these services explicit in the development of extended services in and around schools. | MM | | Earlier identification of C&YP with additional needs. | |
| | Further develop in school processes and locality provision to support children with behaviour, social and emotional needs, through actions included in the Behaviour Strategy, family support/parenting. | JB BM | | | |
| | Enhance the knowledge and skills of mainstream teachers and other practitioners in relation to SEN issues, methodologies and techniques through training initiatives. | | | | |
| | Develop mechanisms and networks to share good practice and expertise between special and mainstream schools. | | | | |
| | Early discussions with Special School Heads in relation to the use of BSF, future role of special schools in Leicester to ensure the BSF programme reflects the principles of inclusion and allows for the development of flexible locality working with C&YP with additional needs. | PH | | | |
| | Develop workforce induction standards to incorporate specific issues relation to inclusion and SEN. | RW MM PV | | | |

| Aim | Action(s) | Lead(s) | Timescale | Criteria for Success | Comments |
|---|---|----------------|------------------|---|-----------------|
| 2b. Children's Centres, youth settings and Extended services in and around schools provide for all C&YP including the most vulnerable. | Implement strategy and evaluate impact. | MM/PV | 2007-2010 | Earlier access to preventative services. | |
| 2c. The children's workforce is fit for purpose. | Implement the Workforce Development Strategy. | TP | 2007-2010 | Workforce exceeds national minimum standards. | |
| 2d. Improve early identification, assessment and intervention. | Introduce the CAF across all schools and learning settings. | JL | Dec 08 | | |
| | Ensure information-sharing protocols are shared and developed across agencies and services. | JL | | | |

| Priority 3. Developing a range of provision | | | | | |
|---|---|----------------|------------------|--|-----------------|
| Aim | Action(s) | Lead(s) | Timescale | Criteria for Success | Comments |
| 3a. Develop flexible mechanisms for Early identification and targeting of resources to children and young people with special educational needs. | Review Leicester's approach to the SEN code of Practice. Review and update the MIN documentation to take account of CYPP and ECM outcomes. Establish a multi disciplinary working party with the following remit: <ul style="list-style-type: none"> Review the process of producing assessments and writing of statements. Review and up date the criteria for statutory assessment ensuring continued transparency. Review the processes for decision making and allocation of resources for children with a Statement of SEN. | JD/VW | December 07 | Multi-disciplinary assessments resulting in a Statement of S.E.N are completed only for those children with the most significant difficulties. Reduction in spend on independent schools, and appropriate resourcing to mainstream and special schools. | |
| | Develop flexible packages for children and young people in localities and/or between groups of schools who are not undergoing statutory assessment of their needs. | VW | Sep 07 | Short term measures are in place piloting approaches to flexible provision. | |
| 3b. Ensure that effective funding and budgetary control measures are in place in relation to SEN provision. | Establishing clear criteria for additional SEN resourcing and develop the transparency of reporting systems for SEN budgets. | VW/JD | Jan 08 | Schools/young people and carers are aware and signed up to the system for funding. | |
| | Benchmark with other authorities to enable comparisons to be made. | VW | | | |
| | Ensure an appropriate funding formula is in place. | VW | | | |
| | Reprofile spend against preventative services rather than complex cases. | VW | | | |
| | Ensure the commissioning strategy takes account of C&YP with the most significant difficulties. | VW/JT | | | |

| | | | | | |
|---|---|----------------|------------|--|---|
| 3c. Deliver specialist provision in a number of areas for example ASD; Speech & Language. | Implement the ASD review – short term actions, Further consider longer term recommendations. | JW | January 08 | Outcomes of the reviews implemented. Increase in C&YP with ASD maintained in city. | |
| 3d. Build capacity in schools and other settings to manage challenging pupil behaviour. | Implement the Behaviour Support Strategy. | JB JW BM | Jan 08 | Reduction of pupils missing school due to behavioural difficulties: extension of provision leading to a reduction in out of authority placements. | Strategy completed |
| 3e. Transform the 13-19 Curriculum in line with National guidelines. | | RW BM | 2007-2010 | Reduction in NEET. Increase in qualifications achieved. Improved attendance and behaviour at KS4 | |
| 3f. Develop a robust system for planning provision for the future, including projecting need, and ensure these plans are taken account of in BSF developments. | Develop plans that include special schools and secondary PRU to ensure the BSF programme reflects the principles of inclusion and allows for the development of flexible locality working for C&YP with additional needs. | JT | 2007-2010 | Schools and learning settings develop buildings, practices and ethos that meets the needs of all children. | Must ensure that Local Authority planning takes place in partnership with other agencies. |
| 3g. Ensure all provision, (including the PRU, the Hospital School and special schools) contribute effectively to the inclusion agenda. | Dedicated work with Hospital School/county council is currently underway to ensure we achieve a service that meets the needs of the population it services. | PH JW | | | |
| | Recommendations from Admissions and school place planning consultancy work to be taken implemented. | | | Admission processes and school place planning takes account of children and young people's personalized learning needs, preferably within locality settings. | |
| | Further planning required in relation to the secondary PRU and use of BSF. | JW | | | |

| Priority 4. Implementing the Education Inclusion Strategy | | | | | |
|--|---|----------------|------------------|--|---|
| Aim | Action(s) | Lead(s) | Timescale | Criteria for Success | Comments |
| 4a. The Strategy remains effective and delivers to agreed outcomes. | Multi agency Education inclusion Partnership meets bi monthly to receive reports on progress Executive group oversees the detail of progress and prepares appropriate agenda, commissions reports for the group. | PH MF | ongoing | Delivery of action plan against targets. | |
| 4b. Further develop feedback systems and participation processes for children, young people, their carers and other key stakeholders. | Establish mechanism for consultation/briefing events for stakeholders, staff and users that will provide effective consultation and feedback on the planned actions. | JF | October 07 | Young people and carers views are well informed and contribute to both the strategy and actions and are fed back into future planning processes. | The developing participation strategy will provide mechanisms for seeking feedback. |
| | Ensure participation in the delivery of the actions is well embedded in other participation processes in line with the participation strategy. | JF | October 07 | | |
| | Establish an annual process of feedback across services from key stakeholders. | JF | | | |
| | Benchmark with other Local Authorities in relation to user feedback. | JF | | | |
| 4c. Ensure that the Strategy is Equality Impact Assessed. | Conduct an Equality Impact Assessment of the Strategy. | PH | | EIA is identified as a priority for the AIP Division and is completed in the next tranche of EIAs announced. | |

KEY

PH – Penny Hajek
 C&YP – Children & Young People
 JB - John Broadhead
 JD - Joe Dawson
 JF - Julie Foster
 MM - Mel Meggs
 JL - James Lynch
 JP - Joe Pajak

BM – Bill Morris
 TP – Trevor Pringle
 RW – Richard Whitehouse
 JT – John True
 JW - Janis Warren
 MF- Mark Fitzgerald
 PV – Paul Vaughan

EDUCATION INCLUSION STRATEGY **PERFORMANCE MEASURES**

- Improved overall % attendance of secondary age pupils to 91.85% in academic year 2008/09.
- Improved overall % attendance of primary age pupils to 94% in academic year 2008/09.
- All city secondary schools achieving a CVA score at or over 1000 measuring progress from KS2 to KS4 from a baseline of 9 schools achieving this in 2006.
- Reduction in the number of permanently excluded secondary pupils by 10% per annum year-on-year from a baseline figure of 55 (2006/07 academic year).
- Maintain permanently excluded primary pupils at zero and reduce the number of permanent exclusions in special schools by 50% from a baseline of 2 (2006/07 academic year), by July 2008.
- Reduction in the number of fixed-term exclusions by 10% per annum year-on-year from a 2006/07 academic year baseline figure of 2153 secondary, 407 primary and 120 special.
- 100% of all excluded pupils have full-time personalised education provided by the 6th day of their exclusion.
- Improved engagement of 14-19 year olds in education and training by a reduced percentage of NEET to 8.2% by November 2010.
- Reduce the number of first time entrants to the Youth Justice system and re offending by 5% by 2008.
- Ensure that 90% of young offenders who are supervised by the YOT are in suitable full time education, training, or employment.
- Reduction of 5% per year in the number of new statements issued from a baseline of 167 in 2007.
- 5% fewer new placements made in out-of-Authority placements per year from a baseline of 77 placements in 2007 and a year on year increase in returns to the city.
- Reduction of 10% per year on the over spend for the independent schools budget to bring spend in line with national average and closer to statistical neighbours spend in this area.