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# **Divisional 3-year Strategies Education & SEND**

Social Care & Education Department

Date of meeting: October 7<sup>th</sup> 2021

Lead director/officer: Tracie Rees  
Sue Welford

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## Useful information

- Ward(s) affected: All
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- Report version number: 2

## 1. Summary

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

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

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

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

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

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

The **SEND** Divisional Strategy

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

## 2. Recommended actions/decision

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

### **3. Scrutiny / stakeholder engagement**

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

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

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

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

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

#### 4.1 Financial implications

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

#### 4.2 Legal implications

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

#### 4.3 Equalities implications

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

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

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

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

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

Sukhi Biring, Equalities Officer, 454 4175

#### 4.4 Climate Emergency implications

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

**Aidan Davis, Sustainability Officer, Ext 37 2284**

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

#### **7. Background information and other papers:**

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

#### **8. Summary of appendices:**

Appendix 1 – Education 3-year Divisional Strategy

Appendix 2 – SEND 3-year Divisional Strategy

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

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

# Education Division Strategy

April 2021 to March 2024



# Introduction

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

In Leicester, over this time we have seen:

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

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

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

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

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

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

## Our Vision, Principles and Values

### Social Care and Education vision and values

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

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

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

### Education Principles

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

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

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

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

# Our Approach

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

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





# Priorities

## Priority one: Sufficiency of Places



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

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

## Priority two: Excellence in leadership and partnership



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

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

**Priority three:  
Readiness for school**



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

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

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



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

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

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



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

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

# How will we achieve our Strategy?

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

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

**Year One (2021-2022)**

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

We will coproduce the Education Strategy for Leicester

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

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

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

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

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

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

**Year Two (2022-2023)**

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

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

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

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

We will promote effective governor recruitment/ retention and succession planning

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

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

**Year Three (2023-2024)**

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

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

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

**Year One (2021-2022)**

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

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

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

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

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

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

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

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

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

**Year Two (2022-2023)**

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

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

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

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

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

**Year Three (2023-2024)**

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

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

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

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

<b>Year One (2021-2022)</b>	<b>Year Two (2022-2023)</b>	<b>Year Three (2023-2024)</b>
<p>We will support work with providers to support transition across each stage of education for all learners</p> <p>We will highlight to providers the importance for children and young people to develop skills alongside their education that enable them to aspire and thrive in life</p> <p>We will further develop the system and processes for collating information held about schools and settings across the council to understand their performance</p> <p>We will use a range of data to identify strengths and concerns about the education provision across the city</p> <p>We will work with partners to provide challenge for those schools where performance is less than good</p> <p>We will work with Teaching School Hubs to support the rollout of the Early Career Framework for teachers</p> <p>We will work with education settings to identify emerging themes to improve quality first teaching, inclusion and targeted support</p> <p>We will work with SEND services, Public Health and NHS partners to implement the mental health and wellbeing programmes to support inclusion of learners in schools</p> <p>We will ensure that the most vulnerable families have access to appropriate provision without delay through an effective Fair Access Protocol which is developed with schools</p>	<p>We will implement the delivery plan of the City Education Strategy</p> <p>We will actively promote inclusive practices across the education sector including Quality First Teaching, racial literacy and trauma informed practice (ACE)</p> <p>We will work with to ensure those schools choosing to join multi-academy trusts are making informed choices</p> <p>We will continue to monitor performance of schools and groups of children across the city</p> <p>We will identify good practice and highlight this across the schools' partnership</p> <p>We will challenge schools where there are emerging concerns and ensure appropriate support is offered</p> <p>We will continue to identify where specific interventions or support are needed for individual or groups of children</p>	<p>We will improve children and young people's attainment at Foundation Stage, Key Stage 1, Key Stage 2 and GCSE</p> <p>We will continue to monitor the gaps between different groups of children to inform future priorities and innovative practice</p>

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

<b>Year One (2021-2022)</b>	<b>Year Two (2022-2023)</b>	<b>Year Three (2023-2024)</b>
<p>We will better understand which groups in Leicester underachieve and promote initiatives across the education sector to improve outcomes for SEND, Black Caribbean heritage, Pupil Premium and White children</p> <p>We will work with the education sector to ensure every child has the right school place that enables them to learn effectively and access the right qualifications</p> <p>We will work with partners to provide an enriched learning offer which may not be based in a school</p> <p>We will finalise and implement the Medical Education Policy for children to continue to access education whilst not attending school</p> <p>We will work with SEND services and partners to ensure children with SEND have access to high quality, responsive and inclusive provision that their improves outcomes</p> <p>We will support the transition across each stage of education (and into adult services where appropriate) for children and young people with SEND and those who are looked after</p> <p>We will work with the community and school partners to develop a Leicester Diverse Curriculum and an anti-racist quality mark</p> <p>We will develop our understanding of children not attending school full-time and implement an electronic monitoring system</p> <p>We will use digital systems as the first stage to monitor the suitability of home education</p>	<p>We will maximise funding opportunities through the European Social Fund and DWP to tackle youth unemployment.</p> <p>We will evaluate the effectiveness of the Fair Access Protocol to ensure children are in receipt of suitable education</p> <p>We will challenge or mediate as needed with parents or partners where children are not attending school full-time</p> <p>We will continue to update the Education Sector on underperforming groups and work with partners to identify actions to address their needs</p> <p>We will review the effectiveness of the Medical Education Policy</p> <p>We will continue to support the development of the Leicester Diverse Curriculum and ensure it is widely promoted across the sector</p> <p>We will identify and share opportunities for cultural experiences that will enrich the curriculum for children across the city</p>	<p>We will continue to monitor and identify any groups of children who are underachieving and share this with partners</p> <p>We will review the impact of the European Social Fund and DWP on reducing youth unemployment and identify mitigating actions</p>

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

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



# How will we measure success?

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

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

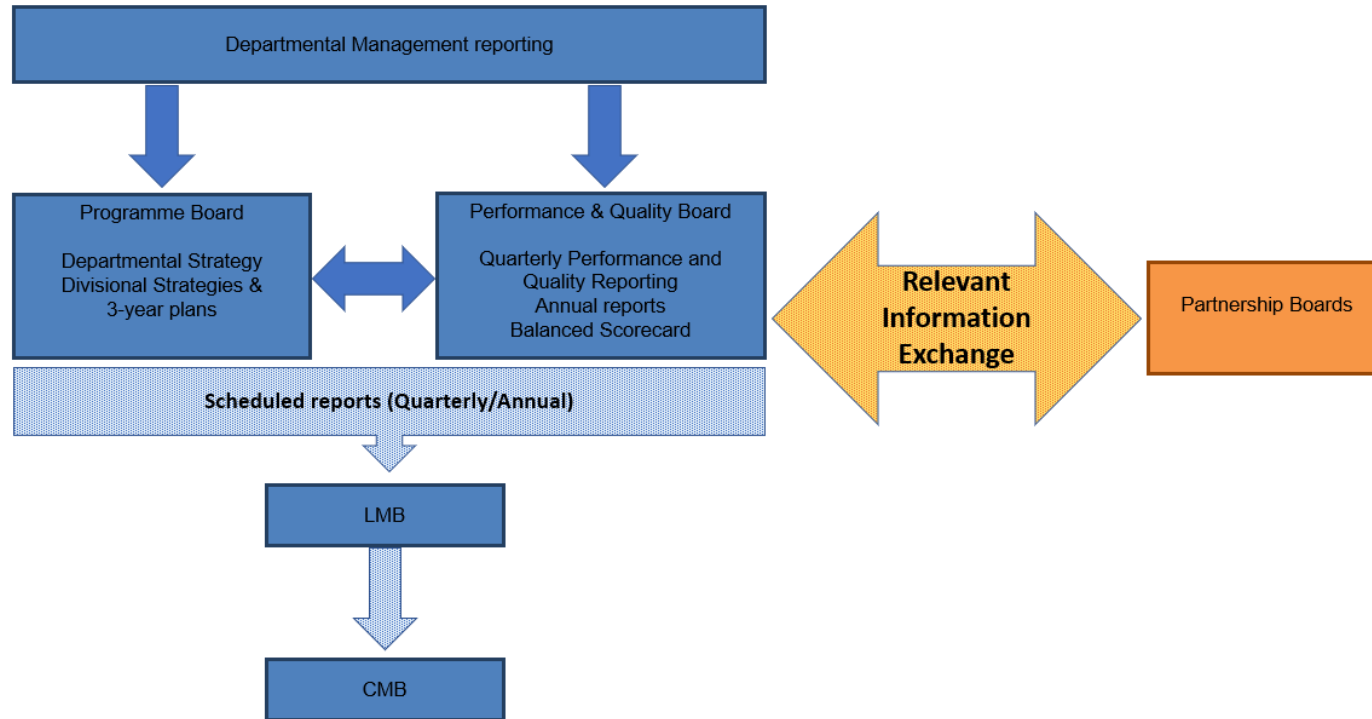
We also closely monitor the admissions to schools and the take-up of early years funded education. This, alongside birth-rate and new arrivals enables us to forecast need across the city.

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

# Governance and Accountability

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

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

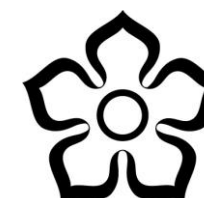


They will hold responsible officers to account through the Divisional Management Team meetings.

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

# SEND Division Strategy

April 2021 to March 2024



# Introduction

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

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

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

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

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

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

## Our Vision, Principles and Values

### Social Care and Education vision and values

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

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

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

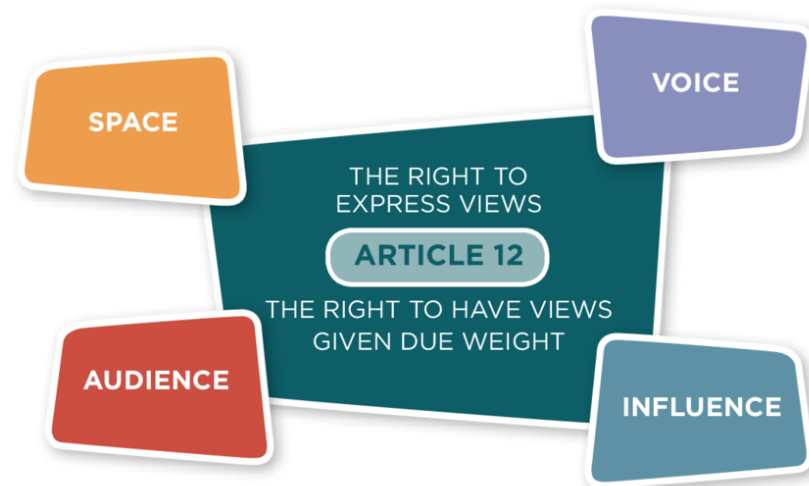
The aim of this plan is to develop a system which facilitates early identification and intervention and where the views and aspirations of children, young people and their families are not only considered, but actively drive change.

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

## Special Education Needs and Disabilities Principles

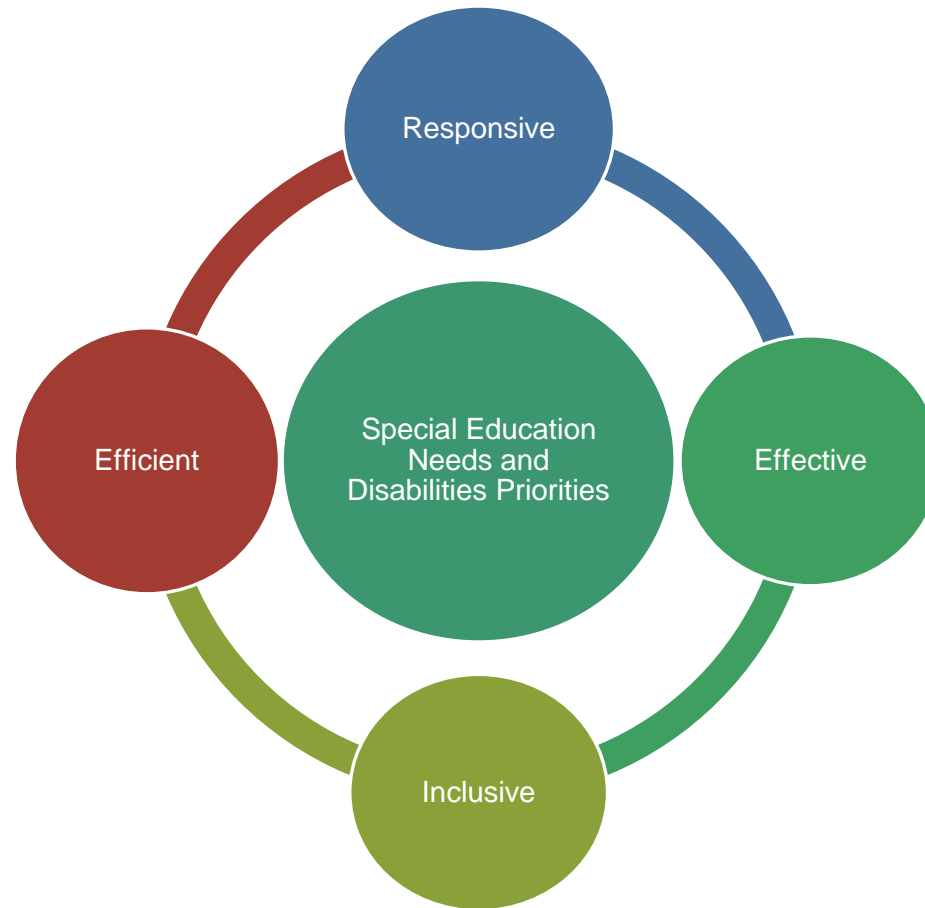
The division embraces person-centred approaches which remain core to our activity, by ensuring the voice of the child or young person or their family is at the centre to the planning and delivery of services. Our Early Intervention system wide approach aims to support all children and young people to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

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



# Our Approach

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



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



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

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



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

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



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



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



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

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

# How will we achieve our Strategy?

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

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

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

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

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

**Priority Four: Efficient by Partnership working and use of resources**

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

# How will we measure success?

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

Outcomes focused questions:

*My voice is heard*

*I am healthy*

*I am happy*

*I feel supported*

*I feel safe*

*I am included and active in my local community*

*I am able to learn*

*I am in control of my life*

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

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

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



# Governance and Accountability

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

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

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

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