

Schools and colleges are crucial to the successful implementation of the SEND Reforms and we have provided them with a range of support to enable them to successfully meet the needs of children and young people with SEND. Through SENCO Networks and Task and Finish Groups, schools and colleges have been central to developing the North Lincolnshire Local Offer, the statutory assessment process and supporting materials and the EHC Plan and PEP formats. Our Education Improvement (SEND) Teachers support and challenge schools by working with SENCOs and senior leaders to introduce and embed a strategic approach to SEND, implementing the graduated approach and the Good to Great for SEND toolkit and monitoring Achievement for All in participating schools.

<http://www.northlincslocaloffer.com/Resources/Councils/NorthLincsOffers/Documents/Grad-Approach-Autumn-2015-version.pdf>

North Lincolnshire has supported schools and colleges by :

- Delivering training for school staff including child-centred reviews and transitions to ECHP's.
- Delivering emerging workforce training to School Centred Initial Teacher Training (SCITT) and newly qualified teacher (NQT) cohorts.
- Sharing DfE updates and resources with schools e.g. The School Leaders Pack.
- Organising SEND Inclusion conferences for families and professionals, with national keynote speakers, celebrating excellent local practice and providing workshops on key local and national themes.
- Auditing school websites and providing feedback on quality and compliance.
- Holding briefing sessions for Governors.
- Sharing transition information and letters to all parents of children and young people with statements by the SEN team. Regular parent meetings have been held to discuss the SEND reforms.
- Monitoring the numbers of SENCO's achieving the National SENCO Award to gauge the quality of professional standards to be expected in schools.
- A Head teacher/Principal SEND Bulletin has been published and circulated to leaders in all schools and colleges.

CPD offered to schools, colleges and independent providers in North Lincolnshire includes:

- TAMHs Networking Meetings,
- PSHE Network Meetings,
- Behaviour Network,
- Nurturing Leads Network,
- Primary SENCO Network
- Secondary SENCO Network
- Termly Designated Teacher for LAC Network,
- Information, Advice and Guidance for Designated Senior Leads,
- Early Years SENCO Training- Writing SMART targets
- Early Years SENCO Termly Update,
- Early Years SENCO Termly Locality,
- Update- Early Years SEND Inclusion Handbook
- Early Years SENCO- Introduction to the role of the SENCO,
- New to SENCO in North Lincolnshire (Primary & Secondary Phase)
- An Introduction to the SEND Code of Practice,
- Effective Use of TA's (SEND),
- Statutory Assessment Training (SEND),
- EHCP Transfers
- A Closer look into Autism Spectrum,
- Dyslexia Friendly Classrooms
- An Introduction to Dyscalculia

- Moderate Learning Difficulties
- Assessments
- ADD/ADHD
- Top Tips Behaviour,
- Creative Solutions to Mental Health: Therapeutic Toolkit,
- PSHE Education in Primary Schools,
- PSHE- Primary Working Group,
- PSHE- Preparing to teach mental health,
- Anti-Bullying
- A PREVENT Resource: Joint working with Humberside Police, schools and academies,
- Targeted Mental Health in Schools (TAMHs) Network Group - Anxious Children,
- TAMHs - Soothing Anger,

More information can be found in the [North Lincolnshire Learning and Development Programme \(Virtual School and Inclusion Services\)](#)

Ambition: There will be increased opportunities for joint commissioning of services / provision across education, health and care (Integrated Commissioning Partnership) with robust contracting and monitoring arrangements to ensure quality and achievement of outcomes for families. Commissioning and contracting arrangements will be informed by effective data, needs analysis and feedback from children, young people and their parents or carers.

A range of safe, high quality services and interventions are available to support choice and ability to meet an individual's needs. All such services will have a robust monitoring programme in place to ensure they are contract compliant and meeting the individual's needs and overarching outcomes.

Complex Care Panel monitors commissioned services and provision for our most vulnerable children and young people, funded by education, health and care partners. In addition to statutory social work visits all children and young people in independent specialist provision are monitored by regular contract monitoring visits and independent education providers are monitored by our Independent Monitoring Officer who will undertake a robust monitoring visit at least twice per year. All young people with a PEP or EHCP are monitored at termly and annual reviews. In addition, for children and young people placed out of North Lincolnshire, we have commissioned an independent company called Welfare Call to monitor daily attendance and notify us of exclusions to ensure our children and young people attend school regularly and are safe.

In 2015 a lead Commissioning Officer has been appointed to oversee the People Directorate All Age Commissioning Strategy and the All Age Carers Commissioning Strategy. This follows the One Council approach and will work in partnership with providers from the Private, Voluntary and other Public Sector organisations.

Consultation is embedded within our commissioning processes and will be enhanced by the introduction of the Personal Outcomes Evaluation Tool (POET) in 2016 – 2017. This will further enable us to access quality service user feedback, in addition to the analysis of other information to inform our commissioned services.

In 2016-2017 we will be consulting on the re-commissioning of:

- Short Breaks for Disabled Children
- Speech and Language Therapy Service
- Carers Support (Kaleidoscope)
- School Nursing and Health Visiting (0 – 19) Services
- Personalised learning

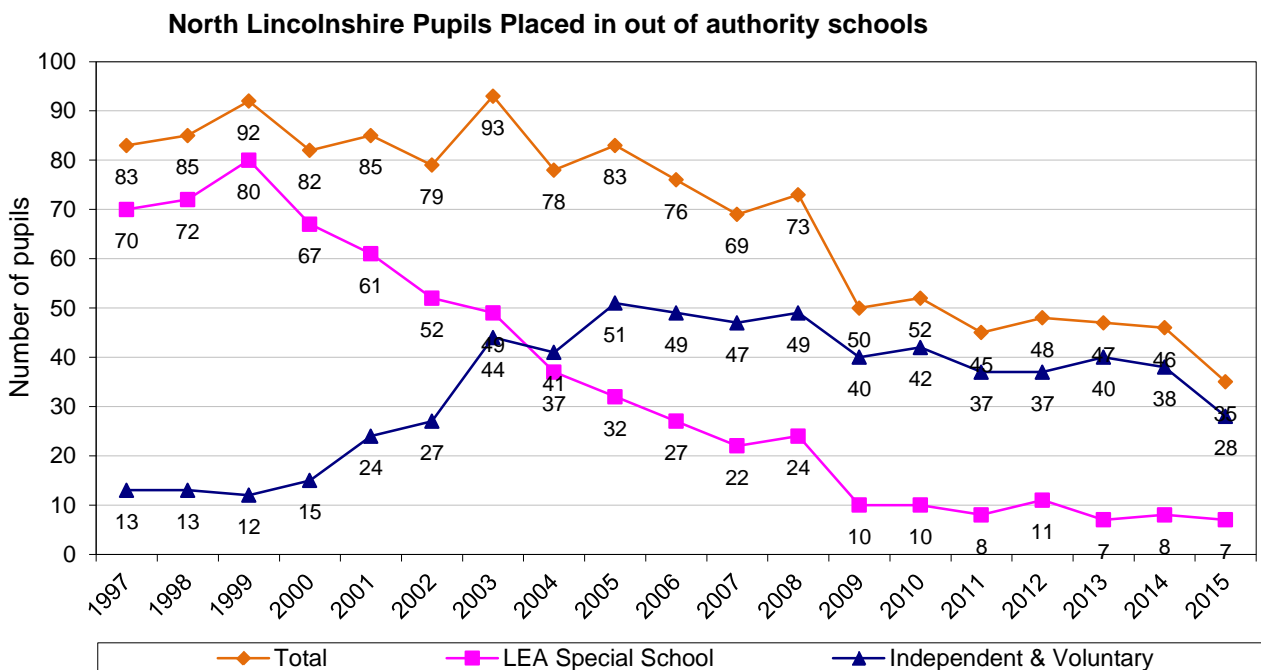
Achievement for all

Ambition: The vast majority of SEND children and young people will have their needs met in mainstream school and college provision within North Lincolnshire.



The overwhelming majority of children and young people with SEN – identified at SEN Support or with a statement of SEND / EHCP - attend mainstream provision in North Lincolnshire. Their needs are met through a graduated approach of universal, targeted and specialist support. Where assessed need requires support that is in addition or different to the SEND support offered by their school, this will be funded from the High Needs Budget and monitored at the Annual Review.

The sufficiency and quality of specialist education provision in North Lincolnshire will be developed - supporting a further reduction in the need for out of area non-maintained and independent special school placements.



NB Includes independent mainstream schools

As we develop our local offer to children and young people with SEND, we are increasingly able to meet their needs locally. In 2014 – 2015 93% of pupils with statement of SEND or an EHCP attended local provision. Just 24 children and young people attended non-maintained and independent special schools in other local authorities.

In 2015 – 16 this reduced further to 25 with 94% of children and young people having their needs met locally. Where children and young people were placed in a specialist school this might be through parental choice, or if a young person was placed in a neighbouring authority with a foster carer. A very small number of young people chose to attend a specialist provision due to a sensory need (for example, Doncaster School

for the Deaf). Many children and young people attending out of area schools were able to attend as day students and did not require residential provision.

In 2015 North Lincolnshire School's Forum commissioned an independent consultant to review provision for children and young people with special educational needs. This report made recommendations, particularly in terms of provision for young people with social, emotional and mental health needs. Post review, there are plans to update the local offer for young people with SEND. This will include a new service area for Emotional Health and Well-being with a multi-disciplinary team of psychologists and specialist support staff; the development of a CAMHS project to improve the capacity of schools to work with young people with mental health needs at the universal and targeted level; the development of specialist provision within North Lincolnshire to meet the needs of children in Key Stage 2 who have identified or emerging social, emotional or mental health needs.

Ambition: The sufficiency and quality of mainstream and specialist post-16 and post-19 education provision in North Lincolnshire will be developed – supporting a reduction in the need for out of area specialist college placements from 17 in 2014 to less than 10 in 2017.

Changes in the way the Education Funding Agency funds post 16 provision for students with an EHCP has meant that North Lincolnshire now has responsibility for High Needs funding for these students. This has driven increased partnership work with our local colleges and special schools (maintained and independent) and increasingly creative and personalised approaches to the curriculum for students with special needs. Some of our post 16 students on roll at St Hugh's Communication and Interaction Specialist College attend work placements and engage in community learning in locality hubs alongside adult learners. We have commissioned five supported internships for children and young people who might benefit from learning within a work-based environment. We intend to double the number of supported internships in 2016 - 17 so that more young people can benefit from this approach.

As a result of consultation with young people and their families during the independent review of SEND provision, it is proposed to refocus the Information Advice and Guidance (IAG) Team. Their new role will support and challenge providers to strengthen preparation for adulthood for young people with SEND. The team will improve transitions for young people into adult provision, working closely with adult health and social care professionals to ensure young people's voices are at the heart of a person-centred planning approach, developing pathways for employment, housing, good health and community engagement.

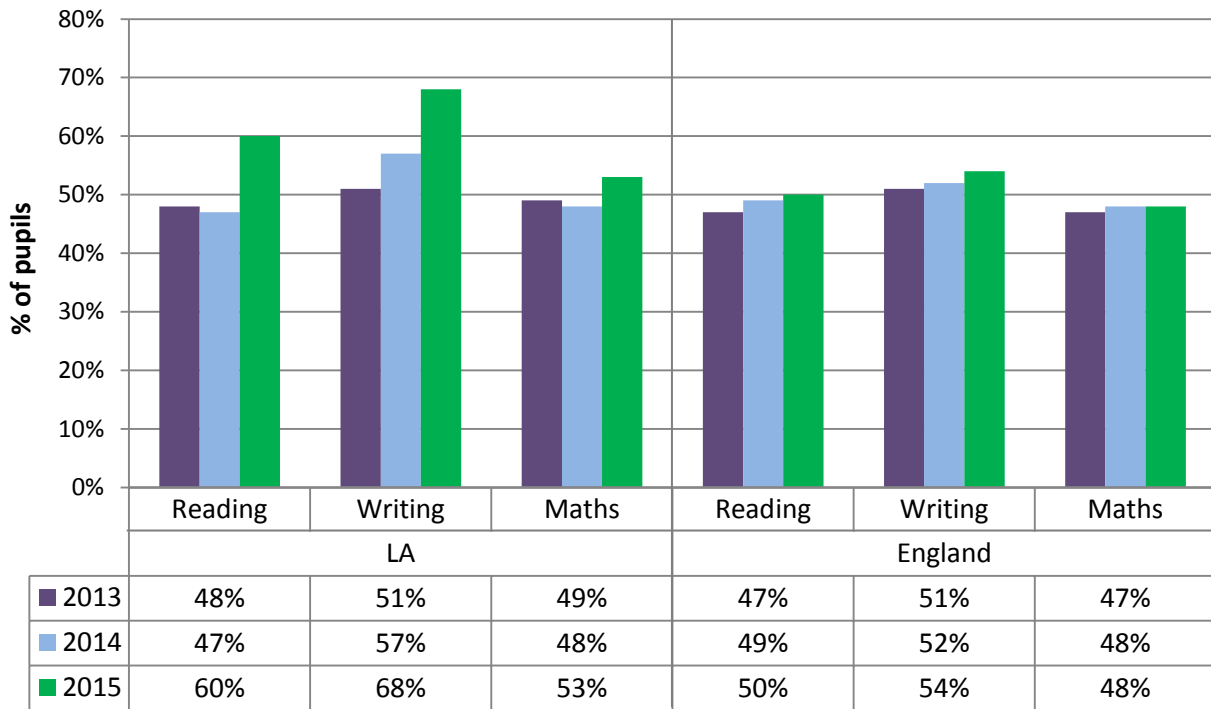
Measures are being undertaken to improve fixed term exclusion rates by the introduction of the Fair Access and Inclusion Panel (FAIP) led by an independent chair. The FAIP is attended by the senior leadership representatives of each school and offers support and challenge to peers. The success of the FAIP has seen pupils continue to be supported in their current education setting and a number of pupils successfully completing a managed move and a fresh start - supported and monitored by panel members. Exclusion rates are now reducing.

Ambition: Overall progress for children and young people with SEND will be above the national average and statistical neighbours.

Although children and young people with SEND are not yet achieving in line with their non-SEND peers, outcomes continue to improve and overall progress rates are above their peers nationally. For example in 2015:

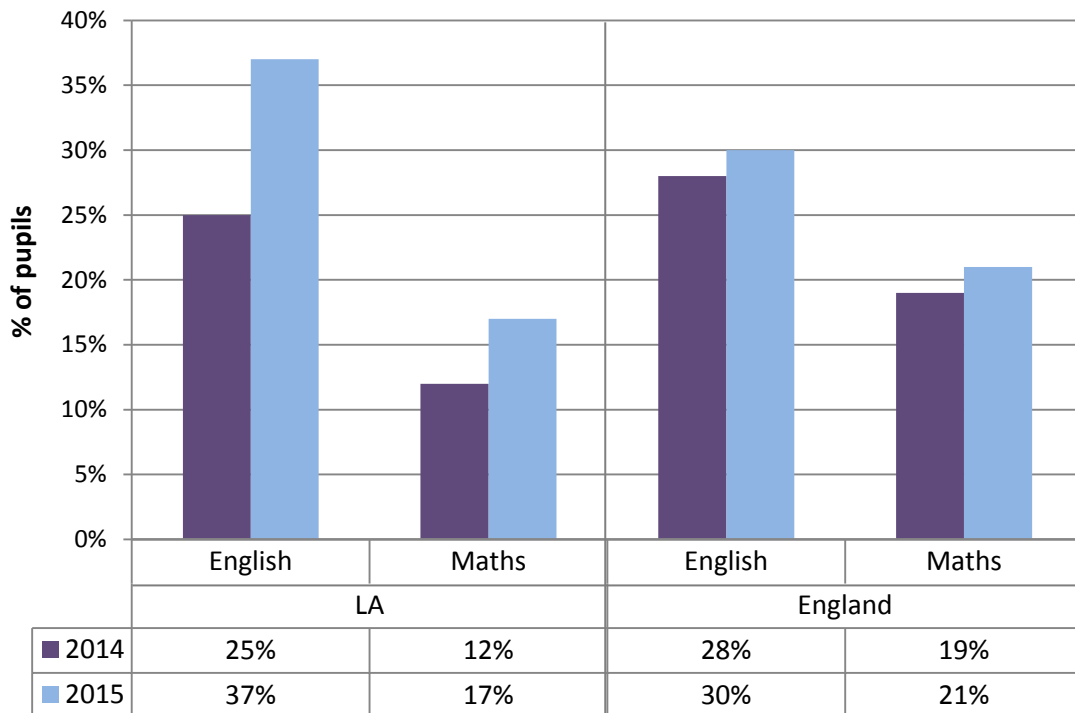
at **KS2** 60% of children with an EHCP made expected progress in reading compared to 50% nationally. 65% of children with an EHCP made expected progress in writing compared to 54% nationally and 53% made expected progress in maths compared to 48% nationally.

Children with an EHCP making expected progress between KS1 and KS2



At **KS4** in terms of expected progress, pupils with an EHCP and at SEN Support outperformed their national peers, apart from EHCP students in maths - where they still improved on 2014 progress and narrowed the gap.

Children with an EHCP making expected progress between KS2 and KS4



Source: NEXUS data (LA) and KS2 SFR Dec 2015

Ambition: The achievement gap at Key Stage 2 and Key Stage 4 for children and young people with SEND will be less than the national gap and those of statistical neighbours.

CLOSING THE GAPS – SPECIAL EDUCATIONAL NEEDS

Early Years Foundation Stage	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Pupils with no identified SEN achieving a good level of development (GLD)	57%	69%	74%	+17ppt	71%	+15ppt
Children with identified SEN but without a statement or EHC plan achieving a GLD	19%	22%	26%	+7ppt	24%	+8ppt
Attainment gap to peers	38ppt	47ppt	48ppt	+10ppt	44ppt	+7ppt
Children with a statement or EHC plan achieving a GLD	x	x	x	x	4%	+2ppt
Attainment gap to peers	n/a	n/a	n/a	n/a	67ppt	+13ppt

Source: SFR 46/2014 published 20/11/14. Data for 2015 sourced from additional tables published 19/11/15.
x = data suppressed due to low cohort numbers

Phonics (Year 1)	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Pupils with no identified SEN meeting the expected standard of phonic decoding	79%	84%	84%	+5ppt	83%	+7ppt
Children with identified SEN but without a statement or EHC plan meeting the expected standard of phonic decoding	31%	41%	39%	+8ppt	42%	+8ppt
Attainment gap to peers	48ppt	43ppt	45ppt	-3ppt	41ppt	-1ppt
Children with a statement or EHC plan meeting the expected standard of phonic decoding	x	19%	10%	n/a	18%	+4ppt
Attainment gap to peers	n/a	65ppt	74ppt	n/a	65ppt	+3ppt

Source: SFR 32/2015 published 25/09/15
x = data suppressed due to low cohort numbers

Key Stage 1	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children with no identified SEN achieving Level 2+ in reading	96%	96%	97%	+1ppt	96%	0ppt
Children with identified SEN but without a statement or EHC Plan achieving Level 2+ in reading	57%	62%	65%	+8ppt	64%	+2ppt
Attainment gap to peers	39ppt	34ppt	32ppt	-7ppt	32ppt	-2ppt
Children with a statement or EHC Plan achieving Level 2+ in reading	15%	23%	26%	+11ppt	27%	+3ppt
Attainment gap to peers	81ppt	73ppt	71ppt	-10ppt	72ppt	0ppt
Children with no identified SEN achieving Level	94%	94%	95%	+1ppt	95%	+1ppt

2+ in writing						
Children with identified SEN but without a statement or EHC Plan achieving Level 2+ in writing	50%	50%	56%	+6ppt	55%	+3ppt
Attainment gap to peers	44ppt	44ppt	39ppt	-5ppt	40ppt	-2ppt
Children with a statement or EHC Plan achieving Level 2+ in writing	12%	15%	15%	+3ppt	21%	+3ppt
Attainment gap to peers	82ppt	79ppt	80ppt	-2ppt	75ppt	-1ppt
Children with no identified SEN achieving Level 2+ in maths	97%	97%	98%	+1ppt	98%	+1ppt
Children with identified SEN but without a statement or EHC Plan achieving Level 2+ in maths	71%	69%	74%	+3ppt	73%	+2ppt
Attainment gap to peers	26ppt	28ppt	24ppt	-2ppt	25ppt	-1ppt
Children with a statement or EHC Plan achieving Level 2+ in maths	20%	23%	26%	+6ppt	29%	+2ppt
Attainment gap to peers	77ppt	74ppt	72ppt	-5ppt	70ppt	-1ppt

Source: SFR 32/2015 published 25/09/15

Key Stage 2	2013	2014	2015	N Lincs 3 year change	National 2015	National 3 year change
Children with no identified SEN achieving Level 4+ in reading, writing and maths	85%	89%	90%	+5ppt	90%	+2ppt
Children with identified SEN but without a statement achieving Level 4+ in reading, writing and maths	23%	33%	40%	+17ppt	43%	+5ppt
Attainment gap to peers	62ppt	56ppt	50ppt	-12ppt	47ppt	-3ppt
Children with a statement or EHC Plan achieving Level 4+ in reading, writing and maths	9%	10%	7%	-2ppt	16%	+2ppt
Attainment gap to peers	76ppt	79ppt	83ppt	+7ppt	74ppt	0ppt

Source: SFR 47/2015 published 10/12/15.

Key Stage 4	2014	2015	N Lincs 2 year change	National 2015	National 2 year change
Pupils with no identified SEN achieving 5A*-C including GCSE English and maths	64%	67%	+3ppt	65%	-1ppt
Pupils with identified SEN but without a statement achieving 5A*-C including GCSE English and maths	21%	27%	+6ppt	24%	0ppt
Attainment gap to peers	43ppt	40ppt	-3ppt	41ppt	-1ppt
Pupils with a statement or EHC Plan achieving 5A*-C including GCSE English and maths	7%	7%	0ppt	9%	+1ppt
Attainment gap to peers	57ppt	60ppt	+3ppt	56ppt	-2ppt

Source: SFR01/2016 published 21/01/16

Level 2 qualification by age 19	2013	2014	2015	N Lincs 3 year change	All LAs 2015	All LAs 3 year change
Students with no identified SEN qualified to Level 2 or higher by age 19	93%	94%	94%	+1ppt	92%	0ppt
Students with identified SEN but without a statement qualified to Level 2 or higher by age 19	67%	71%	73%	+6ppt	72%	+2ppt
Attainment gap to peers	26ppt	23ppt	21ppt	-5ppt	20ppt	-2ppt
Students with a statement qualified to Level 2 or higher by age 19	47%	31%	42%	-5ppt	37%	+1ppt
Attainment gap to peers	46ppt	63ppt	52ppt	+6ppt	55ppt	0ppt

Source: SFR 12/2016 published 07/04/16

Level 3 qualification by age 19	2013	2014	2015	N Lincs 3 year change	All LAs 2015	All LAs 3 year change
Students with no identified SEN qualified to Level 3 or higher by age 19	61%	60%	62%	+1ppt	66%	0ppt
Students with identified SEN but without a statement qualified to Level 3 or higher by age 19	22%	26%	29%	+7ppt	32%	+1ppt
Attainment gap to peers	39ppt	34ppt	33ppt	-6ppt	34ppt	-1ppt
Students with a statement qualified to Level 3 or higher by age 19	13%	8%	11%	-2ppt	13%	0ppt
Attainment gap to peers	48ppt	52ppt	51ppt	+3ppt	53ppt	0ppt

Source: SFR 12/2016 published 07/04/16

At **Foundation Stage** SEN Support children out performed their national peers and statistical neighbours in terms of average total point score across all the early learning goals.

At **KS1** outcomes for every indicator have improved on 2014 results with children at SEN Support out performing their national peers and statistical neighbours. Children with an EHCP are still to close the gaps with other SEND pupils nationally.

At **KS2** Whilst results for reading, writing and maths (RWM) combined have improved on 2014 for pupils at SEN Support, they are still 3% lower than their national peers. Attainment in RWM for pupils with an EHCP fell from 10% to 7% and the gap between North Lincolnshire SEND pupils and their national peers has increased.

At **KS4** 27% of young people at SEN Support achieved 5 A*-C (including English and maths) compared to 23% nationally and 20% for statistical neighbours. However, those with an EHCP did not perform as well as their national peers with 6.5% achieving 5A*-C (including English and maths) compared to 8.8% nationally.

School Improvement Officers and Leading Teachers for SEND will be working with schools in 2016 to share good practice locally and focus on improving standards for children and young people with SEND at all key stages.

Ambition: The percentage of North Lincolnshire Special Schools (including independent sector) judged good or better in Ofsted inspections will improve from 75% to 100% (NB. Two maintained and three independent provisions).

In 2015 all specialist provision in North Lincolnshire was judged good or better by Ofsted. This includes maintained special schools and independent special schools. St Hugh's Communication and Interaction Specialist College was rated outstanding.

Ambition: The percentage of SEND children and young people attending mainstream schools judged good or better in Ofsted inspections will improve to above national average by 2017 ensuring that more children and young people with SEND are well taught and make good progress.

In 2015 90% of children and young people with SEND attend provision judged good or better by Ofsted. School to school support and support and challenge from local authority teams ensure schools continue to improve their offer to children and young people with SEND.

All our Children's Centres have been judged good or better.

Ambition: There will be improved attendance and reduced persistent absence rates for those with SEND in primary and secondary schools from 6.3% in 2014.

The national dataset for this indicator has not been published. For children and young people placed out of area we have worked in partnership with Welfare Call, to develop an attendance monitoring system which allows us to know when children and young people are absent from school and take appropriate action.

Ambition: There will be an increase in the percentage of young people with SEND aged 16-19 engaged in learning or training and there will be robust monitoring arrangements in place to ensure quality and progression - informing future commissioning requirements.

The national dataset for this indicator has not been published. However we monitor our young people robustly and make regular contact with them to ensure they have the tools to realise their ambitions. We do know that of young people with SEND in this age group:

- 93.2% are engaged in learning (nationally it was 80.2%)
- 4.3% are Not in Education Employment or Training (NEET) (Nationally 9.8%)
- 1.7% are not known (nationally 5.4%) which means we have been unable to contact them to track their longer term outcomes. This may be because they have moved out of the area and not left contact details. We do make every attempt to identify where these young people may have moved to and our ability to do so is better than other areas nationally.

This compares with data for the whole of the 16-18 year old cohort in North Lincolnshire as follows:

- % in learning 87.3% (nationally it was 83.8%)
- % NEET 4.2% (Nationally 4.5%)
- % not known 5.9% (nationally 6.3%)

The percentage of those with SEND in learning is higher than national and higher than for the whole cohort. The percentage of those with SEND who are NEET is half that nationally and very similar to the whole

cohort. The percentage of those with SEND who are not known is much lower than nationally and the whole cohort. Our Careers and Progression Team will continue to make every effort to engage all young people 16-19 in education, employment or training.

Ambition: Points of transfer between key phases and schools will be well-planned and provide for both continuity and an increased level of learning challenge.

In 2015 the Preparation for Adulthood Group was created. This is a practitioner group of professionals from education, health and care – including schools and colleges - which supports the transfer between children and adult services, ensuring young people are at the heart of every decision. In 2016 there will be additional capacity created by the creation of the Careers and Progression team which will follow an individual casework approach to further strengthen the voice of young people and their families and person centred planning.

Ambition: There will be increased support and challenge to education providers – supporting and embedding an inclusive ‘can do’ culture for all our children and young people. This will be evidenced through reduced rates of Fixed Term Exclusion (FTE) for children and young people with SEND (5.49% in 2013/14) and continued low rates of Permanent Exclusion (PE)

Support and challenge to providers has been a key focus for North Lincolnshire specialist teams who work with children and young people with SEND. Whilst exclusion rates for all pupils have increased in the area, pupils with a statement or EHCP have seen their exclusion rates fall. **No pupil with a statement or EHCP was permanently excluded in 2015.** However, for those at SEN Support this is a different picture and providers will be monitored very carefully in 2016 and challenged robustly if rates of exclusion for this cohort do not reduce.

The Education Standards Board (ESB) recognises that the accountability for overall education standards and outcomes for the most vulnerable children and young people is owned collectively and provides a coordinated approach to improving outcomes for all children and young people – including those with SEND. This coordinated approach ensures high quality outcomes for our most vulnerable children and young people – sustaining the North Lincolnshire culture of inclusive practices and cooperation within the schools’ sector.

Ambition: The monitoring and support arrangements for children and young people with complex health needs, medical conditions and emotional well-being needs will be enhanced to ensure that all have opportunity to achieve their potential.



Following on from the independent report on SEND provision in North Lincolnshire, we have undertaken a review of services supporting children and young people with complex health needs and those with identified social emotional and mental health needs. This area is part of a service restructure to ensure monitoring and support arrangements will be enhanced for this vulnerable group. An audit of all schools has been undertaken to ensure children and young people with medical needs are supported by a suitable school policy and an individual health care plan where required. The appointment of the Nurse Educator, based at the two maintained special schools will provide additional outreach support to mainstream schools and colleges in the development of school staff and individual health care

plans for children and young people with complex health needs.

Ambition: The impact of bullying in relation to all our children and young people (including those with SEND) will be reduced through enhanced support and challenge.



North Lincolnshire has recognised the importance of children and young people’s emotional health and wellbeing in underpinning every aspect of the priorities and outcomes in our current and previous Children and Young People’s Plans. We have listened to the voices of Children and Young People through our Youth Council, Make your Mark, Square Table Event and the Adolescent and College Lifestyle Surveys telling us that good emotional health and wellbeing is important to young people. We continue to listen to the views of children and young people about the things that affect their lives and matter to them. Our Emotional Health and Wellbeing Strategy has been developed in response to young people’s views. The Adolescent Lifestyle Survey 2013 identified that the majority of young people have a positive outlook on life and most are happy, confident and feel they have a lot to be proud of. However we know that more things can be done to improve young people’s situations. Young people have said that they want:

- Clear information from approved sources in a variety of ways to enable them to understand issues of emotional wellbeing and mental health
- To be supported to build resilience
- Understanding of their mental health in the context of external factors and pressures

- Swift and confidential access to a trusted/supportive adult who knows what to do to help and where to go
- A simple offer for emotional wellbeing and mental health services
- Assessments and services tailored to meet their individual needs and circumstances
- Swift access and choice to specialist services

There is much already in place to support these ambitions for local young people but we recognise we have more to do. We will build on the good practice we have locally. We have a better understanding of how we can work together and have a much better knowledge of the needs of our young people and what is important to them. We have a growing body of evidence of what works and feedback from children and young people to inform our planning and commissioning. This strategy will be fundamental to the development of our [Transformation Plan](#) as we implement Young People in Mind.

Child and family first

Ambition: SEND children and young people and their families will have an active role in determining and implementing any plan (Early Help / EHC Plan) through person-centred strengths-based approaches and outcome-focussed planning.

Children, young people and their families played a vital role in developing the formats for both the Early Help and EHCP formats through consultations and planning events.

Person centred planning pilots were developed by the Autism Spectrum Education Team (ASET) and the Hearing Impaired (HI) Service who developed and tested materials with the children, young people and families they have been working with in mainstream and specialist provision. Some of this work was shared with schools and colleges at the Annual SEND Conference and materials were made available on the local offer website.

In 2015 the SEND Team and Leading Teacher Teams worked with schools, both individually and at a range of training events to support the use of person centred planning during transfer reviews (Statements to EHCP). The EHCP format was shared with foster carers at training events who requested that the Personal Education Plan (PEP) have a similar format. In 2015 we have developed a new PEP format which follows the person-centred planning approach of the EHCP.

In 2016 we shall be introducing a WIKI pilot, working with up to 50 families across the Key Stages and at SEN Support as well as those who have a child with an EHCP. Wikis are simple, accessible, secure and easy to build personal websites. They can be used to create multimedia person-centred plans that use pictures, words, video and sound to capture the voice, skills, aspirations and needs of the individual.

Ambition: There will be improvements in the quality and range of information available to SEND children and young people and their families to enable them to make informed choices (including access to independent advocacy support).

We have co-produced a range of information leaflets for children and young people and their parent / carers in partnership with our PIP Forum and the SEND Information, Advice and Support Service (SENDIASS, formerly known as Parent Partnership). These are available on our Local Offer website. We always include information about how to contact SENDIASS in our correspondence with families. We provided colleges with a range of material to offer to students with SEND, including information about how to request an EHC

assessment and how to contact SENDIASS or the Independent Supporters. Our IAG team share information about EHCP, SENDIASS and Independent Supporters during guidance sessions in schools and colleges.

In 2015/16 SENDIASS received 357 service user requests for support from parents/carers and young people at SEN Support, with a statement, Learning Difficulty assessment (LDA) or an EHCP.

Also in 2015, the PIP Forum worked with our SEND Project Manager to develop the online Local Offer, which was showcased during a series of road shows for parents and at the Annual Parent Conference.

Ambition: A 0-25 assessment and planning process for children and young people with SEND leading to a single Education, Health and Care (EHC) Plan will be increasingly well established as the 'transitional plan' arrangements near a close (Statements to EHC Plans). Transitional Plan in place for 2014-18.

The statutory Transition Plan is reviewed annually and children, young people, their families and education providers are encouraged to participate in the consultation process that takes place prior to publishing the plan each September. The plan outlines the consultation on moving from statements of SEN and Learning Difficulty Assessments (LDAs) to Education, Health and Care (EHC) Plans. North Lincolnshire has received guidance on transitional arrangements from the Department for Education (DfE), which sets out how the legislation relating to children and young people with special educational needs (SEN) will operate between 1st September 2015 and 31st March 2018.

In North Lincolnshire 47.5% of statutory plans are EHCPs (29% nationally) – we are on target for completion by 2018. The Transition Plan requires LDA transfers to be completed by December 2016 and we are on track to complete this work.

In North Lincolnshire 81% of EHCP were completed within the statutory 20 week timescale compared to 51% nationally.

In 2016-2017 we will be introducing a Personal Outcomes Evaluation Tool (POET). This is an outcome-focused approach where performance is measured by reported experience of children and young people who have an EHCP, and their families. POET will enable a deeper understanding of their experiences of the process and impact on day-to-day life of having an EHCP and will inform the development of the EHCP process.

Ambition: Education, health and care services will be delivered in an increasingly integrated way so that the experience of families accessing services is positive and children and young people's safety, well-being and health outcomes are well promoted alongside their educational progress and achievement.

Partners in education, health and care work together to deliver an integrated service for children, young people and their families wherever possible. Partners attend decision making panels, such as SENDAP and Complex Care; practitioners' forums such as the Preparation for Adulthood Group and have a strategic role overseeing development of the SEND reform and school improvement on the SEND Partnership and Inclusion Partnership.

Jointly commissioned services such as Speech and Language Therapy enable children and young people to receive assessment and intervention at school rather than in a clinic based environment, which means attendance for therapy sessions is high with lower rates of discharge due to non-attendance.

Our Nurse Educator (another jointly commissioned role) supports staff development in our mainstream and specialist schools and short breaks services, to implement quality individual health care plans for children and young people with complex health needs.

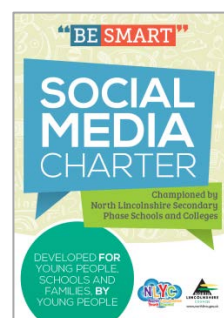
Short breaks for disabled children are also jointly commissioned wherever possible, including our successful summer play scheme which enables our children with complex health needs to participate in stimulating and safe activities – fully supported by staff trained to meet their medical needs.

Kaleidoscope, another service jointly commissioned with Health, provides a wide range of services to support the parents, carers and siblings of children and young people with additional needs, disabilities and long term health conditions. Services include:

- Emotional and practical support, advice and guidance
- Welfare Benefit workshops to assist families (DLA/PIP and other benefits)
- Parent to parent support, a peer support programme
- Support groups
- Activity sessions for under 5's, a joint provision provided with the support of the Early Years Inclusion Team
- Support for Siblings, a monthly support group for SIBS aged 8 to 16 years
- Training courses for parent/carers, these include Paediatric 1st Aid, Mindfulness and Sleep solutions.

Recent Young Voice activity includes:

- Launch of a Social Media Charter and roll out to schools (secondary/college phase)
- Championed at strategic level and in key planning documents
- Commenced development of primary version and version for people with learning disabilities



Children, young people and their families are at the heart of any commissioning process – either through consultations or through the involvement of the PIP Forum.

Ambition: There will be more opportunities for feedback and consultation to inform provision and service development – at the point of access and in relation to integrated strategic commissioning across partner organisations (including education, health and care).

In North Lincolnshire we have a proud tradition of listening to the voice of children, young people and their families. We listen to young people when identifying their individual need and their voice and aspiration is central to planning at SEN Support and EHCP level. Young people are encouraged to participate in person centred reviews and develop outcome focused plans with the professionals working to support them.

Collectively as a group we listen to young people in a number of ways, for example:

- Lifestyle Surveys
- Make Your Mark
- Great Debate
- Young Inspectors programme
- Youth Council, CYP Partnership and other engagement groups and networks

The North Lincolnshire Youth Council (NLYC) is a constituted group which has representation from children and young people with special educational needs and disabilities. It aims to:

- provide a forum for young people to have a voice on things that matter to them
- represent the views of young people aged between 11 and 20 (up to 25 for young people with additional needs)
- communicate and promote the views of young people
- raise the profile of young people in a positive way
- highlight issues affecting young people
- shape and influence priority setting, service planning and delivery and ensure the views of young people have been taken into account

All Our Children 2020, North Lincolnshire's Education Plan, takes account of young people's views, some of which were directly fed in through the NLYC itself. The NLYC identified that the plan reflects the issues they had raised at their initial consultation session, notably their expectations regarding inclusive practices, emotional health and wellbeing and the quality of the learning experience. The NLYC will be working with education officers to help further develop some of the key priorities in the plan by providing insight into the first hand experience of children

Make Your Mark is the British Youth Council's annual youth ballot where young people across the country have their say on issues that matter to them. Young people are encouraged to vote after which the results are collated and the top five issues are debated in the House of Commons by members of the UK Youth Parliament. North Lincolnshire amassed a total of 5902 votes, improving on our target by 100%. This represents 44% of the eligible voting turnout and a year on year increase since 2012. The top five issues voted for were:

- The Living Wage
- A curriculum to prepare us for life
- Mental health
- Transport
- Tackling racism and religious discrimination

Through the Adolescent Lifestyle Survey, the majority of children and young people tell us that they have a positive outlook on life; most are happy and confident and feel they have a lot to be proud of.

Ambition: 'Nothing for us, without us'. A wider group of families, in partnership with the Parents' Involvement and Participation Group (PIP), will be engaged in shaping and developing services.

We are proud of our strong partnership with our PIP Forum over many years to produce positive impact and to shape services in the following areas:-

Aiming High, Short Breaks, Strategic SEND planning, Carers Strategy, Foresight, Commissioning of Kaleidoscope and fully accessible changing facilities at Normandy Hall and hosting a number of joint conferences and events for parents and carers.

Over the past year there have been a number of formal and informal occasions for stakeholders to consult with professionals across education, health, care and other local wider services. The purpose was to get feedback on what is currently available for parents and carers and children and young people with SEND and how we are, as services, are consulting and acting on feedback to improve local provision. There have also

been dedicated events for parents & carers and children & young people. Some of these have also been attended by professionals. Examples of such consultation events that have been facilitated by the Local Authority in the academic year 2015-2016 include:

- Our annual conference for parents and carers
www.northlincslocaloffer.com/s4s/WhereLive/Council?pageId=836
- Local Offer Peer Review with Wakefield Authority
- SEND roadshows for parents and carers

More information can be found by visiting the PIP Forum website www.northlincspipforum.co.uk

Ambition: The introduction of Independent Supporters will complement existing SENDIASS and Mediation Services to ensure that formal appeals and disputes remain very low (2013 -14 = 0).

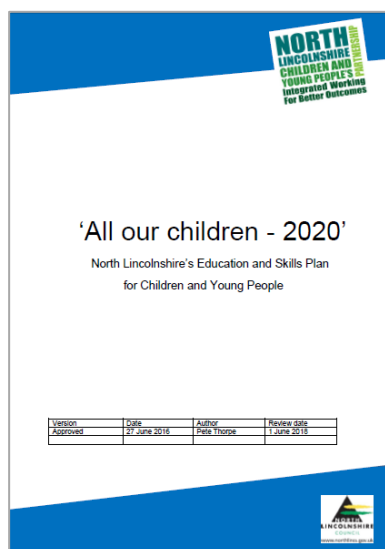
In 2015 we had very few formal complaints from children, young people or their parents and carers.

Regular meetings are scheduled between SENDIASS and SEND managers to share parental concerns and seek to resolve issues at the earliest opportunity.

Formal appeals and disputes remain very low compared to other local authorities, with very few cases being lodged at SENDIST during the academic year.

What next?

Consultation is underway with all our partners to review and update this SEND plan. This plan will align closely with the vision and priorities set out in our new Education and Skills plan for Children and Young People **'All our Children 2020'**.



The drive towards even better outcomes for children will be characterised by child centred approaches, improving outcomes for vulnerable and disadvantaged children, and embedding the sector led system.

As a result, children and young people will:

- **feel safe and be safe**
- **enjoy good health and emotional wellbeing**

- **recognise and achieve their potential**

Driving forward – our priority actions

People lead improvement. The driving force for further improving the outcomes of children and young people in North Lincolnshire must come from families, communities, professionals and, crucially, children and young people themselves.

Empowering children

Education is essential to empowering children and young people so that they can confidently take their place in society aware of their rights, responsibilities and duties. Children and young people must have a voice, choices and the opportunity to contribute. They need to be equipped to make positive and informed decisions that support their well-being, safety, education and future life chances.

Building family and community capacity

Increasingly, families and communities must take greater responsibility for their own wellbeing and for finding solutions to help achieve positive outcomes. High quality engagement, timely and effective support and the willingness to have the honest conversation are all essential to nurturing family and community resilience. Education providers are essential assets for contributing to social and economic regeneration in North Lincolnshire and will increasingly need to engage with a range of employers and wider community partners.

Developing the workforce

North Lincolnshire has a strong record of recruiting and developing a skilled, professional workforce capable of making a significant difference to the lives of children and young people in the area. Our ambition is that every member of the children's workforce is equipped to meet a broad range of children's learning and developmental needs at the first point of contact, to be able to work confidently with families to build their capacity and to ensure that the right service is available at the right time and in the right place through a graduated approach for SEND.