

# Hull SEND Partnership



## Self-Evaluation report

February 2023

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24/03/2023	Amends to improvements (1.1, 1.2, 1.4, 1.5, 3.4, 3.5)	HPCF
26/03/2023	Integration of DBV 'high impact area' visuals into relevant 'What we are worried about' sections	Delivering Better Value
26/03/2023	Actions following DfE review of Neuro service added (feedback letter, 9 <sup>th</sup> March 2023) 3.3, 3.4, 3.5	DfE Review feedback letter
26/03/2023	High quality careers education – priority 6. Frederick Holmes Ofsted report0	SEND Strategic Board /HET CEO

## EXECUTIVE SUMMARY

School inspection outcomes highlight much solid and a good deal of exceptional support for children and young people within our city, both mainstream and specialist. 100% of Hull’s specialist settings are good or better, a third of them Outstanding. The Learning Partnership prioritises SEND through its accountability boards and associated workstreams. Excellent use is made of inclusion scorecard data with mitigations jointly planned by SEND partners when required. A strong governance and accountability structure drives improvement whilst also ensuring that lived experience informs decision making. Coproduction is now an area of strength.

Hull’s children and young people with SEND typically secure positive outcomes. The last meaningful data (2019) saw KS2 children at both SEND Support and with EHCPs perform in quartiles A and B for reading, writing and maths with the Progress 8 KS4 measure also placing EHCP and SEND Support cohorts in quartiles A and B respectively. The outcomes of the city’s SEND 19-year-olds compare favourably with both statistical neighbours and regional averages. Most parents report that their children are happy at school, and leaders do not under-estimate the importance of wellbeing, which is central to the city’s coproduced vision for SEND.

Whilst our arrangements typically lead to positive outcomes and experiences for children and young people with SEND, we do recognise some key areas of weakness need to be addressed. Health partners are formulating recovery plans to mitigate waiting times for assessment and therapeutic services; statutory assessment timeliness has been a persistent issue within the SEND service, with council investment only just beginning to see this improve; our SEND Sufficiency Strategy was fit for purpose in 2019, but a four-year delay to the delivery of our 125 place Special Free School, plus the pandemic, has required a refresh of the 2019 SEND Sufficiency Strategy which will not create the additional capacity soon enough for some families. Much as mitigations are in active development in relation to all of these areas, their impact on the families we serve is not under-estimated by the local area’s SEND Partnership.

The system is having to adjust. Local data confirms that the pandemic had a profound impact on children’s development, especially in the early years, and the cost-of-living crisis is compounding this. The SEND Partnership’s recovery strategy focuses on narrowing widened speech and language gaps and on meeting heightened social, emotional, and mental health needs. The impact of this work will not be immediately evident, but leaders are following the evidence with the DfE’s Delivering Better Value programme providing an opportunity to invest further in workforce development and mainstream capacity building.

Leaders are ambitious for children and young people with SEND, and their outcomes have historically justified that ambition. We are also ambitious for inclusion. By continuing to support complex children waiting for special school places, and by drawing on support from the city’s specialist SEND services, many of our mainstream Headteachers have demonstrated what is possible, when there is commitment and moral purpose.

*“Pupils with highly complex special educational needs receive outstanding levels of support. Leaders ensure that these pupils benefit from the expertise of specialist professionals. For example, the Guide Dogs Association supports pupils with sight loss to learn how to navigate safely around school. Leaders ensure that pupils can develop essential life skills through activities such as learning to dress independently and simple food preparation. The multi-academy trust has provided teachers with detailed suggestions for how to adapt every aspect of the curriculum.”*

***Clifton Primary School, Ofsted, November 2021***

## PART ONE

### Hull's Demographic

Compact and highly urbanised, Hull is the most densely populated local authority in the Yorkshire and Humber region. 57,600 children and young people aged 0 to 17 account for 22% of the city's overall population (267,100).

Children's health is generally poorer than the England average, health inequalities closely linked to deprivation. The unemployment claim count in the city is at its highest rate in the last 25 years and Hull is the 4<sup>th</sup> most deprived of 317 LA areas.<sup>1</sup> More than a third (38%) of children and young people live in income deprived households and Hull has more than double the number of people with severe disadvantage compared to the average for England.<sup>2</sup>

The school population is 42,800, with 7,895 children and young people identified as having special educational needs. Ethnic minority pupils account for 22% (9,200) of the school population and 16.6% of the school population speak English as an additional language. 122 languages are spoken across 98 schools in the city; 31% of pupils are eligible for free school meals (England 23%).

International migration has exacerbated the sufficiency challenges our city faces since many newly arrived children present with complex medical and SEND needs. At the time of writing, in-year admissions have increased by 60% compared with academic year 2021/22.

The dominant primary need of children and young people with an Education Health and Care Plan (EHCP) is autistic spectrum disorder (21% of plans) followed by Social, Emotional and Mental Health (SEMH) and Speech Language and Communication Needs (SLCN), both 19%. This represents a growth of 9% each year over the last 5 years with SEMH and SLCN forecast to overtake autism as the most common primary need in the next two years, as identified in plans.

The dominant need of those receiving SEND Support is SLCN (34%) followed by 19% identified as having Moderate Learning Difficulty (MLD). The proportion of pupils receiving SEN support is higher in Hull (18.4%) than most other English local authority areas (16.3% on average). The percentage of pupils with an EHC plan now stands at 4.4%, compared to a national average of 4%.

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<sup>1</sup> [Indices of Deprivation 2015 and 2019 \(communities.gov.uk\)](https://communities.gov.uk)

<sup>2</sup> [Deprivation and Poverty \(hulljsna.com\)](https://hulljsna.com)

## Our vision and ambitions for children and young people

Our renewed and re-energised approach to SEND is underpinned by a determination to enhance the full inclusion and through that the outcomes of children and young people with SEND, including their wellbeing. We are absolutely committed to the principles of co-production, endorsing the ‘nothing about us, without us’ principle to ensure that lived experience informs both the development of services and a shared vision for inclusion. The priorities set out in [The Hull SEND Strategy, 2021-2024](#) were co-produced and will remain firm commitments, shared across Health, Education and Social Care, even as the wider policy context might shift and change. We will actively pursue our stated vision:

***We want all children and young people aged 0-25 with SEND to be healthy and happy, do well in education, make friends and build strong, lasting relationships within their local community. To develop independence, be safe, active and successful and have the confidence to achieve their aspirations.***

This self-evaluation captures our progress towards this vision by focusing on each of the six priorities that underpin it. Beneath each, in Part Two, it identifies ‘What’s going well’ in terms of the impact of our arrangements for children and young people with SEND, as well as the current challenges (What we are worried about) and our plans to address them over the next 12 months (What needs to happen).

## Learner outcomes

The **attendance levels** of pupils in receipt of SEND provision in the city compare well with statistical neighbours and England. The table below presents the latest published data, relating to the 2020/2021 academic year.

	City	Stat. Neigh. (Av.)	Engl.
Primary SEN Support	94.7%	94.6%	94.8%
Primary EHC plan	92.1%	90.3%	90.2%
Secondary SEN Support	91.3%	89.9%	91.7%
Secondary EHC plan	87.7%	83.2%	86.1%

Although the permanent **exclusion rate** for pupils with EHCPs in the city has been below the England average for the last two years, the suspension rate increased significantly between 2019/2020 and 2020/2021 – moving from below to above the corresponding England average.

The permanent exclusion rate for pupils in receipt of SEN Support has been broadly in line with the England average for the last two years. The corresponding rate for suspensions moved from being below to above the England average between 2019/2020 and 2020/2021.

Pupils with any level of SEND typically make up some 26% of the city's **Elective Home Education cohort**. This figure, representing around 24 pupils with EHCPs, has remained relatively stable throughout the last few academic years – despite a growing number of pupils seeking elective home education. At 14<sup>th</sup> July 2022, out of a **Reduced Provision/Part-Time Timetable** cohort of 149 pupils in the city, 28 pupils had EHCPs. National benchmarking data is not available in relation to these measures.

The most reliable **academic outcomes** data relates to 2018/2019. Generally, key stage outcomes for vulnerable groups of pupils in the city compare favourably with comparator averages. The tables below present summary data at Key Stage 2 and Key Stage 4 for 2019, including the city's national quartile and rank (where a rank of A indicates the highest performing local authority). Whilst Attainment 8 saw the SEND Support cohort in Band D in 2019, it is notable that Progress 8 placed those learners in the top quartile, indicating how strongly they performed against their starting points.

### Key Stage 2

Measure	Group	City	SNA	Engl.	City Rank/Quart.
Reading, Writing & Maths. (Comb.)	EHC plans	8%	10%	9%	78/C
	SEN Support	30%	25%	25%	39/B

<b>Reading Progress</b>	EHC plans	-2.80	-3.92	-3.60	42/B
	SEN Support	1.20	-0.74	-1.00	13/A
<b>Writing Progress</b>	EHC plans	-2.90	-4.39	-4.30	33/B
	SEN Support	-0.40	-1.56	-1.70	21/A
<b>Maths. Progress</b>	EHC plans	-3.60	-4.09	-4.00	58/B
	SEN Support	0.80	-0.51	-1.00	18/A

#### Key Stage 4

Measure	Group	City	SNA	Engl.	City Rank/Quart.
<b>Attainment 8</b>	EHC plans	15.9	12.17	15.7	69/B
	SEN Support	32.2	32.95	36.7	135/D
<b>Progress 8</b>	EHC plans	-1.11	-1.38	-1.17	55/B
	SEN Support	-0.16	-0.71	-0.43	17/A

#### Most recent (2022) outcomes data

##### Reading, Writing and Mathematics (Combined Measure) – % of KS2 pupils achieving the expected standard

- Outcomes for pupils without special educational needs were **in line** with the England average
- Outcomes for pupils in receipt of SEN Support were **above** the England average
- Outcomes for pupils with an EHC plan were **in line** with the England average.

	Non-SEN	SEN-Support	EHC Plans
<b>City</b>	69	23	7
<b>England</b>	69	21	7
<b>City Quartile and Rank</b>	<b>C/77</b>	<b>B/50</b>	<b>C/62</b>

#### Reading Progress

- Outcomes for pupils without SEN were **in line** with the England average
- Outcomes for pupils in receipt of SEN Support were **above** the England average
- Outcomes for pupils with an Education, Health and Care plan were **above** the England average.



### Writing Progress

- Outcomes for pupils without SEN were **above** the England average
- Outcomes for pupils in receipt of SEN Support were **above** the England average
- Outcomes for pupils with an EHCP were **below** the England average

### Mathematics Progress

- Outcomes for pupils without SEN were **below** the England average
- Outcomes for pupils in receipt of SEN Support were **above** the England average
- Outcomes for pupils with an EHCP were **in line** with the England average.

	Non-SEN			SEN-Support			EHC Plans		
	Read.	Writ.	Maths.	Read.	Writ.	Maths.	Read.	Writ.	Maths.
City	0.4	1.6	0.2	-0.2	0.4	0.1	-4.0	-5.3	-3.9
England	0.5	0.6	0.4	-1.2	-1.6	-0.9	-4.5	-4.1	-3.9
City Quartile and Rank	C/85	A/16	C/96	B/30	A/8	A/21	B/63	D/121	C/80

### Key Stage 4

#### Attainment 8

- Outcomes for pupils without SEN were **below** the England average
- Outcomes for pupils in receipt of SEN Support were **below** the England average
- Outcomes for pupils with an EHCP were **above** the England average

	Non-SEN	SEN-Support	EHC Plans
City	49.3	29.2	17.0
England	52.5	34.8	14.3
City Quartile and Rank	D/127	D/144	B/40

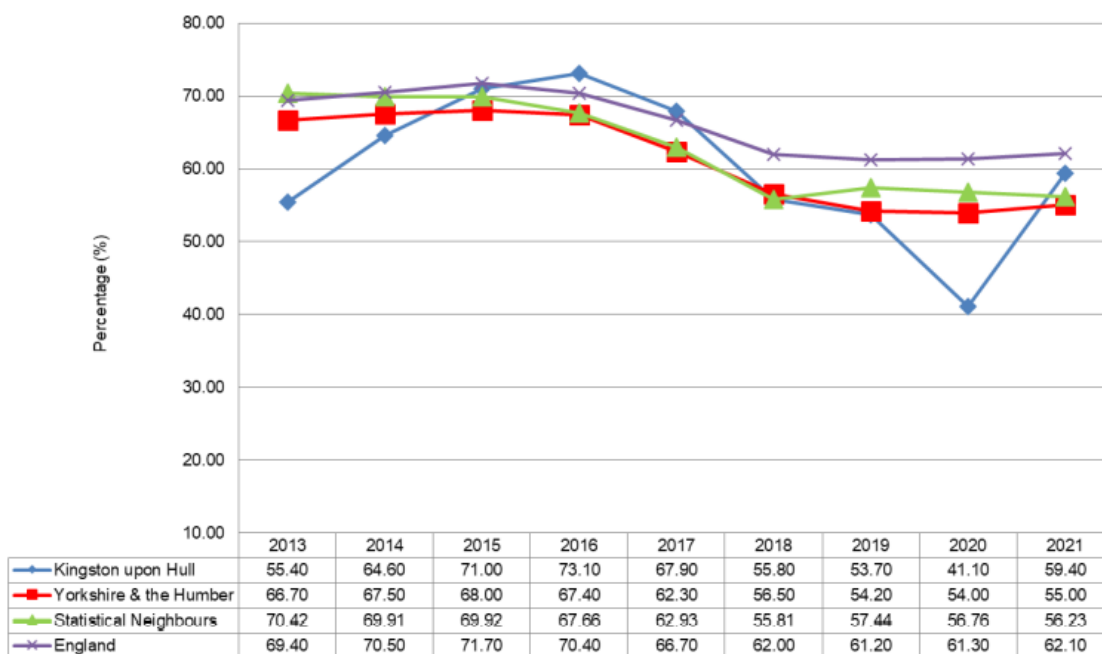
#### Progress 8

- Outcomes for pupils without SEN were **below** the England average
- Outcomes for pupils in receipt of SEN Support were **below** the England average
- Outcomes for pupils with an EHCP were **above** the England average.

	Non-SEN	SEN-Support	EHC Plans
City	-0.18	-0.87	-1.24
England	-0.10	-0.47	-1.33
City Quartile and Rank	D/139	D/143	B/60

## Outcomes of 19-year-olds with SEND

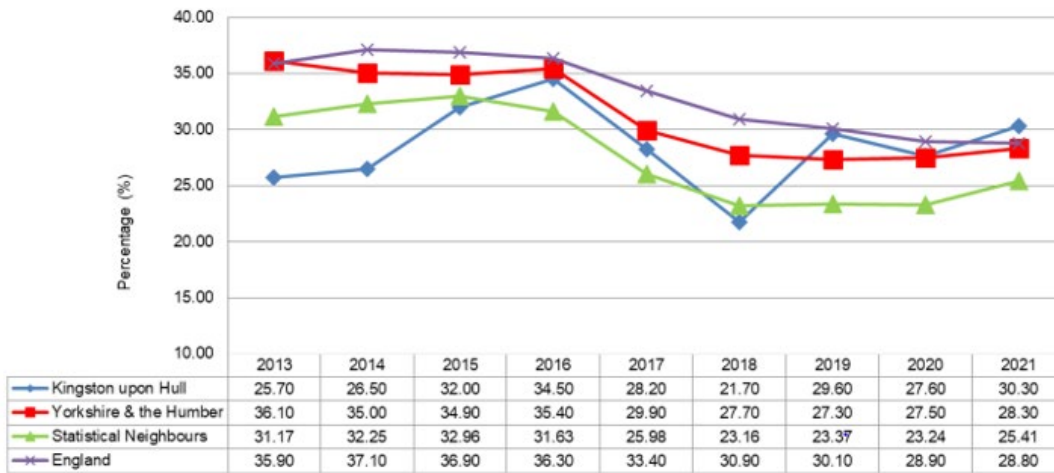
The achievement of **Level 2** in English and maths is seen as the minimum level for employability and progression to further study at higher levels. 2020 saw a substantial dip in performance for 19-year-old pupils at SEND Support, compared with 2019. However, this trend reversed in 2021 with Hull out-performing regional and statistical neighbours and just 2.7% below the national average.



**Figure 4:** Percentage of 19 year olds qualified to Level 2, by special educational need (SEN) status in Year 11 (SEN without statements or EHC plans).

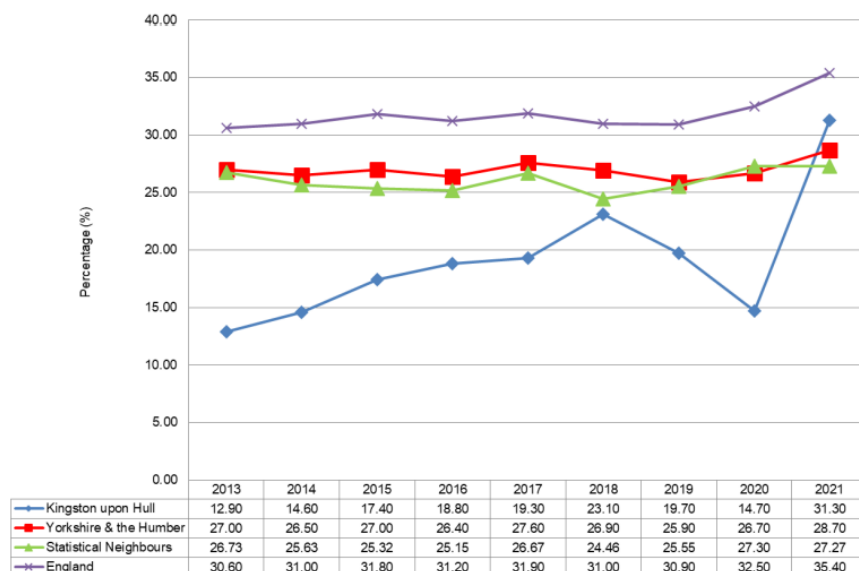
Pupils with EHCPs out-perform statistical, regional, and national comparators:

In 2021, 30.3% of Hull’s year olds EHCPs achieved a Level 2 qualification compared to 28.3% regionally. 28.8% nationally and 25.41% statistical neighbours. (Fig. 5). This is an increase of 2.7% on 2020 performance. Hull is now out-performing regional, national and statistical neighbours by 2%, 1.5% and 4.89% respectively.



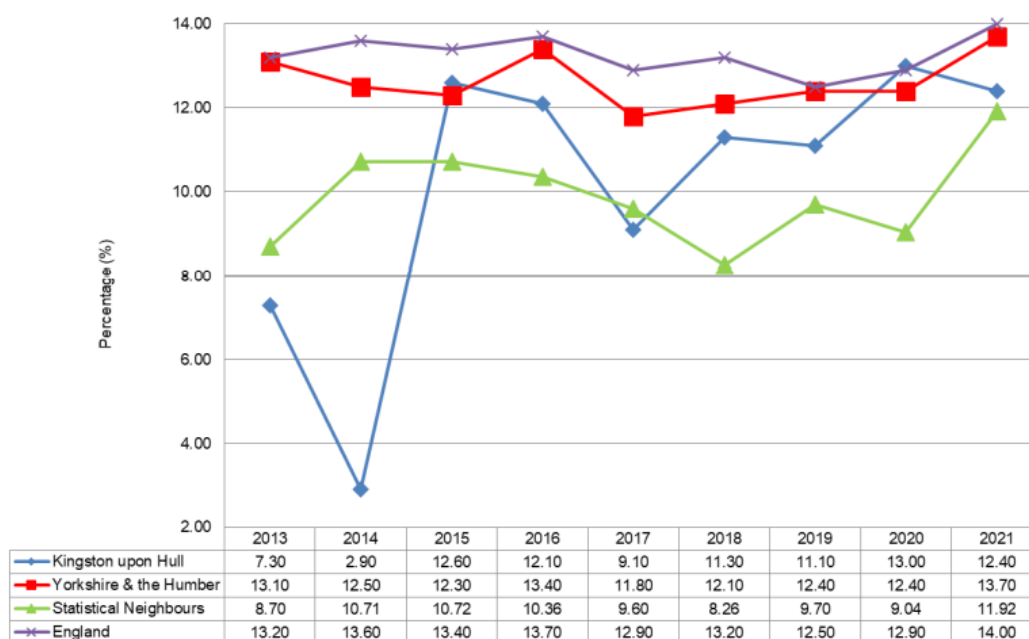
**Figure 5:** Percentage of 19 year olds qualified to Level 2, by special educational need (SEN) status in Year 11 (SEN with statements or EHC plans).

Attainment at **Level 3** is seen as the minimum requirement for entry into High Education and has demonstrable returns in the labour market. In 2020, young people in Hull achieving a level 3 at SEND Support were performing well below regional, statistical, and national averages. However, this trend was reversed in 2021 to see Hull now performing at its highest level since 2013 and better than both the regional and statistical comparators.



**Figure 9:** Percentage of 19 year olds qualified to Level 3, with a special educational need or disability (without statements or EHC plans)

The performance of pupils with EHCPs achieving Level 3 remains relatively consistent and broadly in line with regional, national and statistical neighbour averages.



**Figure 10:** Percentage of 19 year olds qualified to Level 3, by special educational need (SEN) status in Year 11 (SEN w with statements or EHC plans).

As well as academic outcomes, the SEND partnership seeks feedback on the happiness of children and young people with SEND, in line with its vision which emphasises the importance of this to families. A survey was carried out by the Learning Partnership in June 2022. 503 parental responses were received. 332 from primary school parents, 133 from secondary school parents, 38 from special school or pupil referral unit parents. The survey was sent to 98 settings in the city with a request that survey was shared with all parents of children on the schools SEN Register. Responses were received from 38 settings (39% of primary schools, 42% of secondary schools, 54% of Pupil Referral Units and 84% of special schools).

49% of parents who responded had a child with an EHCP.

Question Posed	Strongly agree / agree	Neither agree nor disagree	Disagree / strongly disagree
My child is happy at school.	68% (Primary 71%, Secondary 56%, Special/PRU 95%)	16%	16%
I am pleased with the progress my child is making at school.	69% (Primary 70%, Secondary 63%, Special/PRU 92%)	13%	18%
I am happy with the help and support my child receives in school.	60% (Primary 60%, Secondary 49%, Special/PRU 92%)	20%	20%
My child feels safe at school.	75% (Primary 78%, Secondary 68%, Special/PRU 92%)	14%	11%
I have chance to talk about my	78%	13%	8%

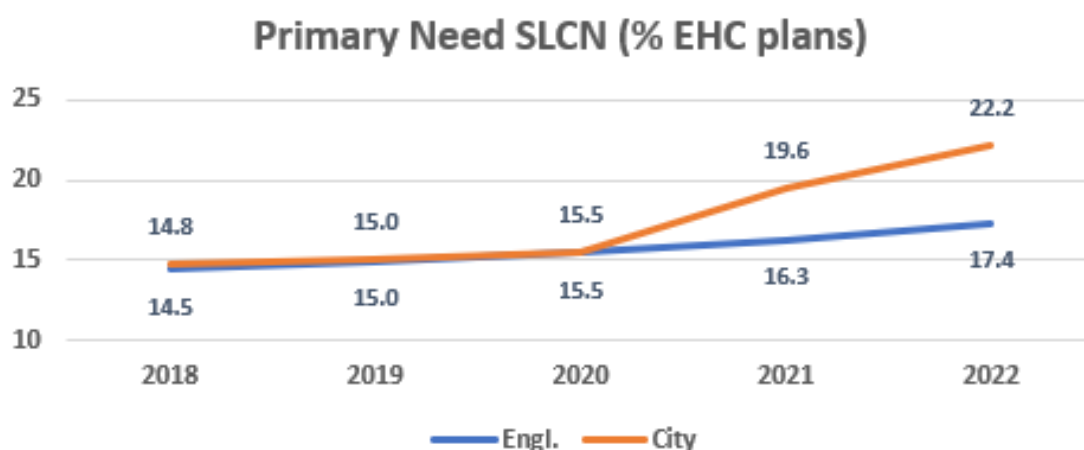
child's needs and the support they receive in school.	(Primary 80%, Secondary 71%, Special/PRU 84%)		
My child is included in clubs, trips and extra-curricular activities.	<b>74%</b> (Primary 78%, Secondary 64%, Special/PRU 79%)	<b>17%</b>	<b>9%</b>

Whilst this feedback is generally positive, there are 20% of parents in the sample who are not happy with their child's support in school. Several of the priorities for improvement over the next 12 months relate to workforce development and the creation of inclusive school cultures: it is acknowledged that there is more to do to ensure that all children benefit from the right support at the right time and in the right place.

## Pandemic Recovery

The pandemic escalated a trend of rising complexity and need in our city. In addition to the impact of lockdowns on children's early development, their mental health and their learning, we saw a significant increase in the number of pupils living with the stress of poverty. Eligibility for Free School Meals (FSM) rose from 23% at the start of the pandemic to 28.9% at the last census. Indicative of the well documented link between special educational needs and poverty<sup>3</sup>, 47% of Hull's special school pupils now qualify for FSM.

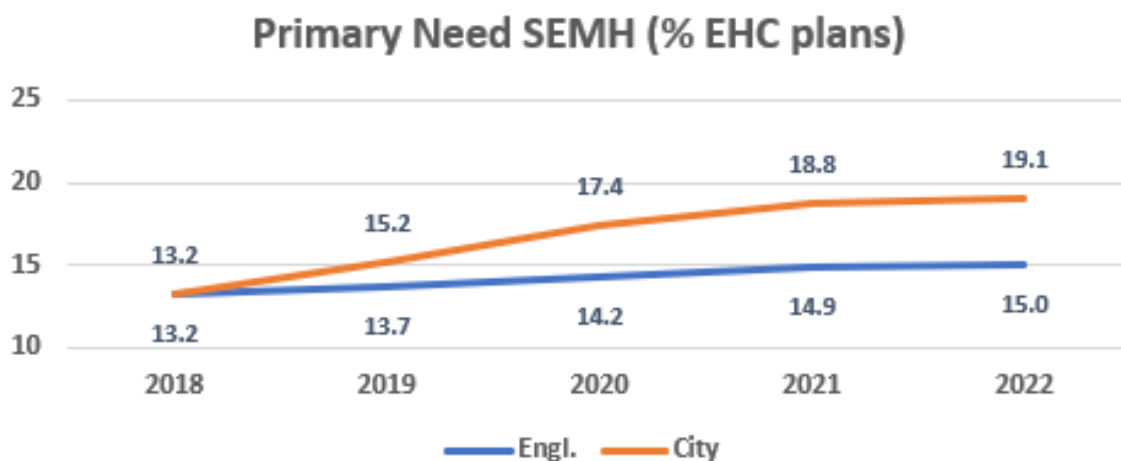
This escalation of need is most evident in the early years, where it is becoming ever more clear that children's development has been profoundly impacted by lockdowns and the lack of stimulation at key developmental stages.



A key element of pandemic recovery has centred on ensuring that eligible families benefit from the Early Years entitlement. The work here has been extraordinarily successful with 97% take up in November 2022 and an average of 90% thereafter, some 20% above the national rate. The LA also offer places to 2-year-old children identified by Health Visitors as developmentally delayed, so that intervention can begin at the earliest opportunity, regardless of whether families meet national eligibility criteria. Focused on speech and communication development, the positive impact of this evidence-based approach is summarised in Part Two.

Many of our children and young people were impacted by social isolation and lack of structure during the pandemic, restricting their social and emotional development. This has led to the increase in mental health and wellbeing concerns and the increase in the primary need of SEMH already noted:

<sup>3</sup> [Special educational needs and their links to poverty | JRF](#)



The LA has introduced a range of mitigations, including investing heavily in the Healthy Holidays programme. Uniquely, the LA ensures activities are available for all children and young people, not just those who are eligible for FSM. Accessibility for children and young people with SEND has been prioritised through a bespoke, extensive, and coproduced SEND Healthy Holidays offer, ensuring that any lack of stimulation during lockdowns is, as far as possible, counteracted. Our schools have also prioritised extra-curricular activity as a pandemic recovery priority, those in the most disadvantaged wards utilising resource from HEY Children’s University<sup>4</sup> to provide children with an outstanding range of experiences beyond the classroom.

Additional funding from the Virtual School and the Transitions sub-group of the Learning Partnership has increased the number of trained Emotional Literacy Support Assistants (ELSAs) who work to support the emotional regulation of pupils across the city, in all phases and sectors. As well as training in attachment, social skills, self-esteem, emotional-awareness, loss and bereavement, ELSAs are instructed in the use of psychological assessment tools to evaluate the impact of interventions. 86% of schools have at least one ELSA and 100% of alternative provisions, where the increase has been highest this year.

*“The school’s emotional literacy support assistants ensure that pupils’ get the right support for their social and emotional needs.”<sup>5</sup> (Cleeve Primary School Ofsted Report, October 2021)*

Vantage Teaching School Hub and the SEND subgroup of the Learning Partnership has launched a series of six inclusion modules specifically to mitigate the impact of the pandemic on children and young people. The first two modules, delivered by therapists from the Anna Freud Centre for Children and Families, highlight the impact of poverty and deprivation on children’s cognitive, social and emotional development. Later modules focus on communication and interaction needs. Supervision from Hull’s educational psychology team together with micro-implementation activities between trainings ensure that new skills are practiced and embedded. A train-the-trainer delivery model maximises the reach of this 6 months’ long and sequential training programme.

Cabinet agreed to an aspiration to become a ‘Trauma-Informed City with an NHS-led steering

<sup>4</sup> [About us - Hull Children's University \(hullchildrensuniversity.com\)](https://www.hullchildrensuniversity.com)

<sup>5</sup> [50173367 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk)

group responsible for delivering this vision. The LP's inaugural Trauma-Informed Schools conference raised the profile of this ambition in July 2022 and workforce development is progressing through the steering group. Mental Health Support Teams provide Trauma-Informed Care training, utilising the Arc model, and the Whole School Approach promoted through the Thrive model is being further developed to ensure that there is more explicit focus on trauma-informed practice along with a coproduced training offer.

Mindful of the compelling evidence-base, leaders are acutely aware of the need to focus efforts in the first years of life, to achieve the greatest impact on children's outcomes<sup>6</sup>. This is why Hull retained its network of Children's Centres and the wide range of services they offer. Our successful bid for Family Hubs funding will enable us to further invest in that offer, with a focus on the infant-parent bond and the healthy development of the baby brain through that.

Longitudinal studies will need to be undertaken to fully understand the impact of much of the pandemic recovery work outlined above. Currently, what we are responding to is a pandemic-driven escalation of need, further aggravated by the cost-of-living crisis. Undoubtedly, the SEND system and the education sector more broadly is under pressure and meaningful 'quick wins' are not available. However, excellent use of data, a culture of transparency and collaboration as well as the resilience which defines our city means that the local area's SEND partnership plans for the future with determination and ambition for our children and young people.

#### **Pandemic Recovery Measures at a Glance**

- Investment through Family Hubs in healthy brain development of infants
- Extension of 2 year old entitlement to include children with possible SEND
- Early intervention for speech and communication delays
- Roll-out of Anna Freud and VTSH Inclusion modules, focused on SEMH, SLCN
- Additional ELSAs trained
- Trauma-informed city workforce development
- Investment in out-of-school activities through Children's University and SEND Healthy Holidays

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<sup>6</sup> [Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy - The Heckman Equation](#)



## The SEND Landscape

As evidenced in inspection outcomes, the city has an extensive and high quality specialist SEND portfolio, including 6 special schools supporting 825 pupils, with a further 125 place school approved by the DfE and 8 resource bases supporting a maximum of 87 pupils. Additionally, the city's Alternative Provision schools support 187 pupils with EHC plans. Representing 4% of the overall EHCP cohort, the number of pupils with AP named on plans is higher than the England average, but these are positive placements, not interim arrangements attributable solely to current sufficiency challenges. In addition, Sullivan Centre and Euler are alternative provisions with specialist designations.

*"Our child has only just joined Euler but so far they have been amazing and supportive and communications are fantastic."*<sup>1</sup>

*"A well trained team of practitioners provide pupils who have social and emotional needs with expert guidance. This helps those pupils who struggle with managing their emotions to do so."* (Rise Academy Ofsted Report, October 2021)

*"Aspire Academy is a welcoming and inclusive school. Pupils experience a learning environment that is well resourced and designed to meet their needs".* (Ofsted Report, December 2021)

*"Pupils with SEND feature in all aspects of the school's work. Pupils' social, emotional and mental health needs are well planned for."* (Compass Academy Ofsted Report, May 2022)

100% of Hull's specialist provision is Good or better, a third of it is Outstanding.

Special School	Locality	Category	Ofsted rating
Bridgeview School	West Hull	SEMH Special School	Outstanding
Frederick Holmes School	North Hull	PD Special School	Good
Ganton School (SLD outreach)	West Hull	SLD Special School	Outstanding
Northcott School (C&I outreach)	North Hull	ASD Special School	Good
Oakfield School	East Hull	SEMH Special School	Good
Tweendykes Academy	North Hull	SLD Special School	Outstanding
Aspire Academy	East Hull	Alternative Provision	Good
Euler Academy	East Hull	Alternative Provision	No report

Rise Academy	West Hull	Alternative Provision	Good
The Boulevard Centre	West Hull	Alternative Provision	Outstanding
The Compass Academy	North Hull	Alternative Provision	Good
The Sullivan Centre (PRU for Children with Medical Needs)	West Hull	Alternative Provision	Outstanding
Whitehouse PRU (SEMH outreach)	West Hull	Alternative Provision	Good

Resource Base	Locality	Primary Need	Ofsted rating
Bricknall	West Hull	ASC	Outstanding
Broadacre Primary	North Hull	ASC	Good
Christopher Pickering Primary*	West Hull	HI	Good
Ings Primary	East Hull	ASC	Good
Kelvin Hall Secondary	West Hull	ASC	Outstanding
Spring Cottage Primary	East	ASC	Pending
Sirius West Secondary*	West Hull	HI	Good
Wansbeck Primary	East Hull	ASC	Good

The two resource bases for hearing impaired children are managed by the Local Authority's Integrated Physical and Sensory Service (IPASS) which also provides specialist support through a Language Unit: pupils with SLCN needs attend the unit twice a week, for co-ordinated support from both specialist teachers and an NHS Speech and Language Therapist, but are otherwise part of a mainstream school.

School leaders are positive about the contribution resourced provision makes to whole school culture. *"The resourced provision at Broadacre is joyous. The ASC children integrate more successfully into the whole school than we ever thought possible"*<sup>7</sup>

Pupils benefit from specialist intervention through the LA's strong portfolio of outreach services.

- HI Peri Service (IPASS)

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<sup>7</sup> HET CEO at Learning Partnership Board meeting, Jan 31<sup>st</sup> 2023

- VI Peri Service (IPASS)
- PD (IPASS)
- ASC Outreach (Northcott Special School)
- SEMH Outreach (Whitehouse PRU)
- SLD Outreach (Ganton and Tweendykes Special Schools)

This offer was positively evaluated through an external review of the LA's specialist SEND support services, undertaken by Social Finance. For example:

*"IPaSS offers specialist, high quality services which are valued by parents, schools and children and young people. A child-centred approach is used, which recognises the diverse needs of different individuals, instead of employing a 'one-size-fits-all' method."*

*"The SEND Outreach services ... offer wide coverage across Hull. They offer child-centered support to children and young people. Schools appreciate the services' proactivity and responsiveness. The SLD Outreach service was specifically praised for modelling strategies for teachers, so that they could implement these more easily with no room for misinterpretation." (Social Finance Final Report, March 2023)*

## SEND Sufficiency

The current SEND Sufficiency Strategy<sup>8</sup> was published in 2019 and concluded that demand for SEND school places was likely to continue to rise (at a greater rate than the overall growth in school numbers on roll) and that demand would be greater than capacity. The strategy gave rise to the introduction of the resource bases referred to above and additional capacity was also created in the city's special school and AP estate. In addition, the city secured two free schools: one SLD special school and one hybrid (Euler).

Despite this planning and the capital investment that followed it, the city now faces a sufficiency challenge with increasing numbers of children waiting for a special school place. The vast majority are being supported in mainstream schools through enhanced funding with a smaller number, 32 at the time of writing, accessing Education Other Than at School (EOTAS) packages, provision aligned to their EHCP outcomes. As leaders determined to deliver the right support at the right time and in the right place for our families, we do not consider this to be a satisfactory position and work to refresh our Sufficiency Strategy is progressing at pace.

The current challenge has two main causes. Firstly, delays at the Department for Education mean that our SLD special school (Willowfield Academy) has still not been delivered. Due to open in 2021 but now delayed until March 2025, the city remains short of 125 places for its most complex children. Secondly, the pandemic was unforeseen and the sharp increase in communication and interaction difficulties described above has created a surge in demand for both plans and special school places, especially for young children and those moving into the secondary phase. Resourced provision in secondary was also missing from the 2019 plan, resulting in the phase transfer pinch-point that the city is now experiencing.

With 42% of EHCP pupils educated in special schools, Hull's mainstream schools are no less inclusive than those across the rest of England, on average. However, with the demand for EHCPs continuing to rise, building SEND capacity in mainstream will be just as important to the creation of a sustainable local system as the creation of additional special school places. The Strategy will be published in April 2023, delegated powers then allowing the LA's 8m of capital project funding to be expedited.

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<sup>8</sup> [SEND Final Strategy \(hull.gov.uk\)](https://www.hull.gov.uk/SEND-Final-Strategy)

## How we know what impact we are having

The performance measures and more qualitative data captured above supports our assessment that local arrangements typically lead to positive outcomes for children and young people with SEND. However, we are also clear that there are areas we do need to improve, and we use all of the sources of feedback below to identify these, and to plan the next steps of our improvement journey.

### Reviews of SEND provision

- ✓ Subject to an Accelerated Progress Plan, the local area benefits from six monthly DfE improvement reviews through which partners and stakeholders provide feedback on the impact of the local area's SEND arrangements.
- ✓ Intelligence from Ofsted inspection is utilised, the LA's SEND Standards and Improvement Officer supporting those schools where SEND is identified by HMI as an area for improvement.
- ✓ Intelligence from Whole School SEND Reviews is shared through the SEND Subgroup of the Learning Partnership, who signpost good practice as well as identifying areas for development.

### Analysis of quantitative data

- ✓ A comprehensive SEND scorecard<sup>9</sup> allows leaders to monitor how well the SEND system is working for children and young people with SEND. Updated monthly, and encompassing Health, Education and Social Care, it is supplemented by deep dives, as required.
- ✓ Trust attendance scorecards have been developed to inform termly strategic meetings with CEOs. These include a focus on the attendance of pupils with SEND, encompassing reduced provision and suspensions and exclusions.
- ✓ The academic outcomes of SEND learners and NEET data is benchmarked against regional and England averages as well as statistical neighbours and shared across the Learning Partnership.

### Analysis of qualitative data

- ✓ Parents, carers and SENCOs are surveyed at least annually, by both the Parent Carer Forum and the SEND subgroup of the Learning Partnership. Findings are shared through key strategic Boards of the Learning Partnership, as well as through SENCO forums.
- ✓ The SENDIAS service produces quarterly reports which provide further insight into parents' views, their concerns and any difficulties navigating the system. Mitigating

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<sup>9</sup> Included in the scorecard, benchmarking data (Statistical neighbours and England) in relation to EHCP trends & 20wk timescales, Maintain/Amend/Cease (MAC) decisions; attendance, exclusions, suspensions, elective home education, reduced provision, Education Other Than At School (EOTAS), Health waiting times, % vulnerable groups with SEND.

actions are either agreed at SEND Delivery Board, and tracked to completion, or escalated.

### **Open lines of communication**

- ✓ Senior leaders from across Health, Education and Social care meets with representatives of the PCF at least monthly, for informal feedback on how well SEND arrangements are working across the partnership.
- ✓ A dedicated SEND worker within the Voice and Influence Team actively seeks young people's views and engagement in the local offer site. They organise feedback activities and visit youth groups, to ensure that the views of young people with SEND are captured and shared with leaders.
- ✓ A range of parent groups have been established, both as sources of peer support but also to enable LA officers to meet informally and to gather views about the impact of services on children and families. These include 'Parents United', for parents of pre-school SEND children and more recently, a BAME SEND parent group.
- ✓ The SEND team ensures that there is learning from complaints with parents routinely afforded the opportunity to meet with officers to talk about their experiences of the system and how it needs to improve.

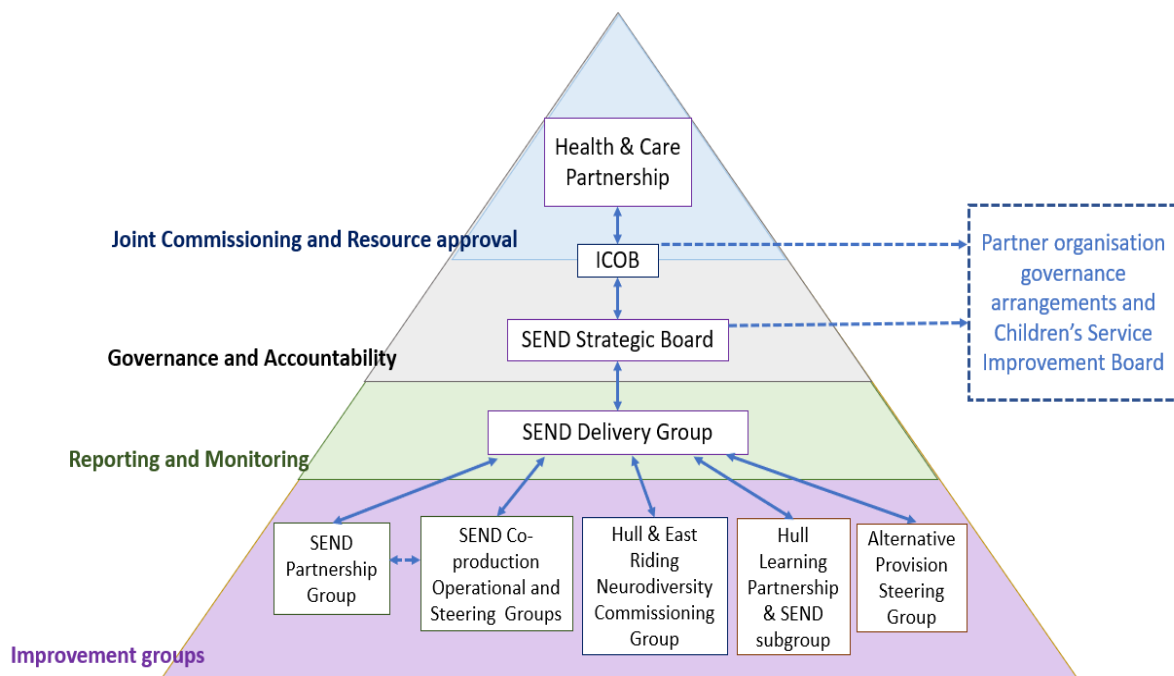
### **Formal feedback systems**

- ✓ Parents are represented as equal partners within our governance and accountability arrangements with agendas prioritising their feedback on specific elements of the SEND system.
- ✓ The EHCP process has been developed to capture feedback from both pupils and their parents on how they experienced the process and whether the plan is fit for purpose.

## Governance and accountability

Governance and accountability arrangements are robust and focus relentlessly on the delivery of our strategic priorities. Our structure facilitates joint decision making from operational to strategic level.

The SEND Delivery Board monitors the impact of SEND services on children’s experiences and outcomes through a workplan of reports covering education, health and social care. Delivery is also responsible for monitoring progress towards improvement milestones. The SEND Strategic Board receives updates from Delivery on that improvement activity as well as escalations. Following the transition from CCGs to ICB, the Health and Care Partnership is now the vehicle for joint-commissioning activity. This is also one of several places where the Joint Strategic Needs Assessment is kept under review to ensure that local needs are matched to services.



## Our Improvement Journey

Hull Parent Carer Forum (HPCF) has described our improvement journey in an accessible format for families through [this animation](#). It summarises key improvements since 2019 as follows:

- ✓ improvements to the EHCP request process, making it easier for parents and SENCOs to navigate
- ✓ investment in the LA SEND team
- ✓ the employment of a SEND Standards and Effectiveness Officer
- ✓ reduction in waiting times for speech and language therapy
- ✓ an EHCP audit framework
- ✓ support for pupils waiting an autism diagnosis
- ✓ training for schools on autism
- ✓ the coproduction of a joint commissioning strategy
- ✓ the coproduction of a coproduction strategy
- ✓ stronger relationships with schools
- ✓ IPSEA training for SENCOs

Following the SEND re-inspection of October 2019, the DfE and NHS England continued to monitor the partnership's progress on two key areas of focus within the Written Statement of Action (WSOA) sufficient progress having been made in relation to leadership, accountability and governance and the accuracy of self-evaluation. An Accelerated Progress Plan (APP) was introduced to ensure that these two areas were given stronger focus:

- The lack of an effective strategy for jointly commissioning services across education, health, and social care.
- A lack of involvement of families in decision making about services and support they need, and their awareness of the resources and support available to them.

As a result of the DfE's APP review in January 2022, which noted significant improvement, the focus narrowed to three more specific areas: the impact of the neurodiversity pathway, coproduction "at the operational level" and EHCP timeliness.

The most recent review, undertaken on June 23rd, 2022, concluded:



*“It was clear at the review that co-production in Hull is good, and the creation of a steering group and coproduction audit tool should ensure that it is fully embedded in how SEND in the local area develops. It is also promising that the strong parent carer forum is exploring ways to ensure it reaches even broader groups of parents, that parents feel the offer is accessible and reflects the city well, and that SENCO survey data showed positive trends on collaborative working with professionals, parents, and families.”*

In light of this progress, the DfE has once again narrowed its focus on SEND improvement, as follows:

*“We will retain the APP to support and challenge of the neurodiversity pathway only, with the next review to take place in January 2023. We also expect you to engage with DfE’s SEND advisor to address the recent decline in EHCP timeliness.”*

The current position in relation to both EHCP timeliness and the neurodiversity pathway is captured within Part Two of this SEF which also evaluates the wider range of strategic priorities.

## PART TWO

### Progress evaluated against our strategic priorities

1. To have clear and open lines of communication that support a personalised approach to the delivery of services, with more choice and control

#### What is working well

##### Our SEND Strategy, 2021-24

This is our blueprint for SEND improvement and it is absolutely a reflection of what our parents told us, through the Listening Events held at the beginning of 2021, should be our strategic priorities. Each of these events had a different focus with young people also invited to talk about their lived experience of the system. Our SEND Strategy is one of several [‘Good examples of Coproduction’](#) which services and partners submit to a dedicated area of the Local Offer to promote and celebrate best practice.

##### Personalisation within the graduated approach

Clear guidance within the Local Offer is designed to ensure that a degree of personalisation is an entitlement for all pupils who may face barriers to learning. A learner profile should capture “classroom-based interventions or support, reasonable adjustments and modifications to the curriculum which ordinarily form part of the setting’s universal offer for all learners.”<sup>10</sup>

Where SEND Support is required, local guidance ensures that the level of personalisation increases, with adjustments to that made through cycles of assess-plan-do-review and advice from outside agencies. A multi-agency person-centred planning (PCP) meeting is held when progress towards targets remains a cause for concern, the voice of child and family central to that.

The emphasis that is placed on personalisation through Hull’s Graduated Approach methodology can be traced in many of the city school’s exceptionally positive Ofsted reports.

*“Leaders are quick to identify potential barriers to learning for disadvantaged pupils and those with SEND. Staff expertly adapt their teaching to meet pupils’ precise needs.”*  
(Pearson Primary, June 2022)

*“The multi-academy trust has provided teachers with detailed suggestions for how to adapt every aspect of the curriculum”.*

*(Clifton Primary School, Ofsted Report, Nov 2021)*

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<sup>10</sup> [The Graduated Response and SEN Support | Support within school for children with additional needs | Hull SEND Local Offer \(mylocaloffer.org\)](#)

## Parents and child voice within the EHCP

Coproduced changes to the EHCP have done much to ensure that the PCP meeting is built on so that the views of both child and parent are centred within the final report. The city has adopted the Invision 360 audit tool to ensure that this is a strong focus within the auditing process, which has further improved quality. An EHCP feedback form has been developed specifically for children and young people to report how they experienced the process.

## Partnership working in schools

HPCF has recognised improved relationships with schools, rooted in more open communication and person-centred planning. Through a survey issued by the SEND subgroup of the Learning Partnership first in 2020 and then repeated in 2022, we found that the proportion of SENCOs who believed “collaborative working with professionals, parents and families is a strength” increased from 80% to 92%. HPCF recorded [this interview](#) between a SENCO, TA and parent, to illustrate what excellent partnership working looks like from the parental perspective. It is an object-lesson in coproduction.

## Coproduced attendance toolkit

The focus on coproduction since the publication of the city’s charter has been such that it is becoming ‘the way we do things around here’. Service leads fully understand the value, not least because the end result is fuller and richer when it has been coproduced, with lived experience having informed it. A good example of this is Hull’s Attendance Toolkit, which will be rolled out as part of the city’s attendance strategy. The impact of the Toolkit remains to be seen since it has only just been completed, but the attendance strategy to be launched later this year will provide a framework for its consistent translation into practice; the LA will require good evidence of a graduated approach to attendance concerns, informed by the evidence-based and co-produced Toolkit. An additional legal officer will be recruited to ensure that there is this level of quality assurance and a consistent approach to the use of legal powers, as recommended in new guidance<sup>11</sup>.

## Hull’s transition protocol

The transitions subgroup of the Learning Partnership has successfully introduced a transitions protocol which every school across the city proactively supports. This means that there is an agreed transitions week, the sharing of information has been standardised and for pupils with SEND and their families, there is an enhanced offer, described [here](#) for parents. In this way, a strong partnership approach has been established before September begins and personalised support is in place for children who might otherwise struggle.

The protocol has now been extended so that Post 16 learners benefit from a similarly consistent and scaffolded approach, including when their destination is outside the city boundary: by taking the post 16 transition protocol to the regional post 16 group, Hull’s LP and LA officers have galvanised stronger collaboration and information-sharing across the

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<sup>11</sup> [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance)

region, in the interests of SEND learners.

### **Coproduced school conference**

Hull's inaugural 'trauma-informed schools conference' (June 2022) was commissioned by the LP as a pandemic recovery measure. Training is now also being rolled out across schools through Mental Health Support Teams. In addition, the Thrive Whole School Approach focuses explicitly on trauma-informed practice, with parents involved in the coproduction of that training.

The conference, an extremely positively evaluated two-day event attended by over 300 professionals and parents, was coproduced so that families could ensure that lived experience informed its planning and delivery. It was opened by Hull's Young Mayor and her team, promoting their anti-racism model policy and training offer.

*"This was an inspirational day. I had fire in my belly!" (Service lead)*

*"The voices of young people were heard throughout the conference and not just an add on." (Parent)*

*"Every teacher should attend this trauma-informed schools conference." (Teacher)*

This year's school conference will also focus on SEMH, in line with those pandemic recovery measures already discussed.

### **Our Local Offer**

The refreshed Local Offer provides families with information about the activities on offer to them. To ensure the site is fit for purpose, feedback from users is actively sought. An annual feedback event for professionals, parents, carers and young people is designed to ensure that the Local Offer remains accessible and relevant with a development plan stemming from that engagement. A secret shopper exercise by the LA's performance team this year confirmed how well it is working, contact details listed for each service were all current and correct and the user experience was positive. A range of social media is used to promote activities to families and direct them to the website. In addition, Hull's proactive Parent Carer Forum receives requests for engagement work via this site.

### **Hull Parent Carer Forum**

HPCF ensures that families' voices are heard by decision-makers, working in coproduction whenever possible. Regular breakfast clubs, coffee mornings and evening meet ups are well attended and highly valued by parents. Information events on the health, social care, education and leisure services are also valued by the forum's growing number of members. PCF leaders share survey outcomes with the LA, to help us understand how well the SEND system is working and what needs to change.

### **The Parents United Group**

Facilitated by our Early Years Team, this group continues to grow. Sessions vary from virtual

MS Teams meetings to group sessions across the city, to individual meetings when required, and communication through telephone and text. Whilst the group is predominantly a chance for parents to link up and share concerns and ideas, the team supports them by offering advice and guidance, signposting services, and providing individual support if needed. This forum is a further means to consult with parents about the impact of services. Feedback is recorded from every session with questionnaires sent out to all parents termly. The forum had 50 attendees during the 2021/22 period.

## SENDIASS

[Hull's SENDIAS Service](#), within the wider KIDS Hull offer, delivers a high-standard of information, advice and support in-line with the IASS Minimum Standards. A drop-in option has been introduced to make it as easy to access as possible.

*"It was good to have someone in meetings with mental health teams. I am neurodiverse, so many of my needs are not recognised by mental health staff, this has been a difficulty going through the system. It was helpful to have a supporter from KIDS who was familiar with neurodivergency".*

*"All my needs for my son and support was amazing all the way from first contact to closing the file now my son has a place at his special school to suit his needs and support him through his yrs. I'm so thankful for everything you have done"*

*"I am learning more about how to help my child".*

*"K has been amazing with the support took a lot of worry from myself, resolved things to lift a huge weight off my shoulders. Couldn't thank her enough"*

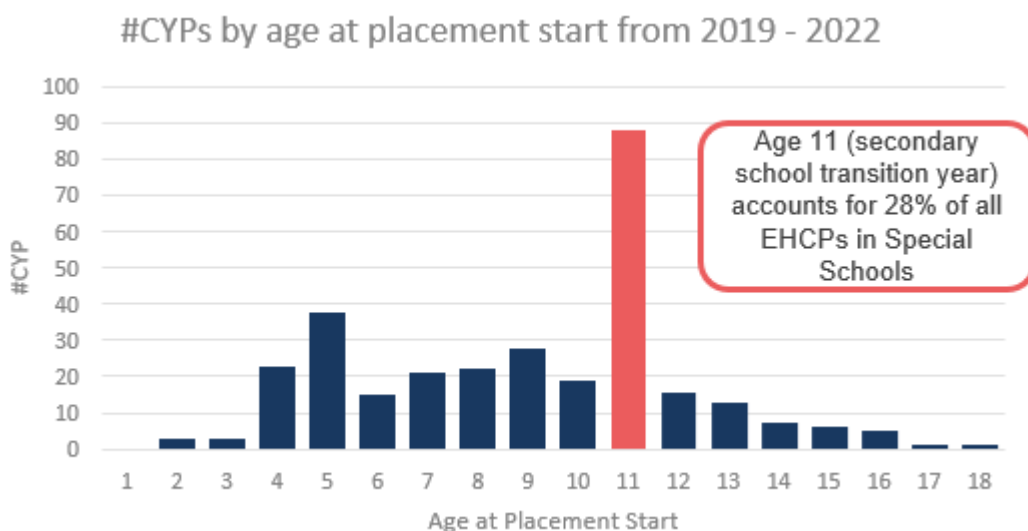
Service-User Feedback

The SENDIAS service provides impartial information relating to a wide range of services, its ongoing communications strategy emphasising the importance of collaborative multi-agency working between services in the local area.

## What are we worried about

### Secondary phase inclusion

Hull's secondary schools are large and at capacity as a birth-rate bulge works through the system. Families report that this can make the learning environment feel overwhelming, especially for those children who relied upon a high level of personalisation and a strong sense of belonging within their much smaller and more nurturing primary schools. The SEND service subsequently receives a surge in EHCP requests prior to phase transfer, as well as requests for special school places. Transition from primary to secondary has been identified as a 'high impact' area through Delivering Better Value analytics: a high proportion of pupils begin special school at the age of eleven, indicating parents' lack of confidence that their needs can be met in mainstream secondary schools:



Whereas Hull’s primary schools have been able to meet the needs of pupils with complex needs through enhanced funding, as a sufficiency challenge mitigation, the 2023 allocations exercise and negative responses to consultation from secondary Headteachers have made it clear that they feel less confident about being able to do that. This in turns erodes the confidence in families that their children can flourish in mainstream, exacerbating the sufficiency challenge and parental dissatisfaction, leading to an increase in appeals and tribunals.

The primary needs that present the most significant barriers to mainstream inclusion are also increasing in prevalence, with further implications for sufficiency:



Sources: Analysis of CYP v3 template Data

### Recruitment of Teaching Assistants

As a direct result of the cost-of-living crisis, both primary and secondary schools are reporting increased difficulty in recruiting teaching assistants, often those trusted adults who are uniquely well placed to build warm and supportive relationships with children who need to be known well and understood as individuals if they are to thrive. Concerns about staffing capacity on this level can and do impact on the readiness of some Headteachers to respond

positively to consults, restricting parental choice.

## What needs to happen

### Secondary phase inclusion

The pressure that pre-phase transfer requests for either EHCP or special school and often both is placing on the high needs block will be mitigated through a pilot of transition funding. This will be available to support eligible children from Year 6 to Year 7 (and from Early Years to Reception) so that progress can be reviewed once transition is complete and the child is well settled within the new learning environment. The transition fund will allow for enhanced support to be provided during the transitional period, building on the transition protocol. When progress is reviewed, pupil, parents and professionals will be much better placed to agree whether statutory assessment and/or special school is needed. The unknown element of the impact of transition into the secondary school (or Reception) environment will have been removed and there will now be a stronger evidence-base for informed decision-making.

A deep dive into negative consultation responses undertaken by the SEND service and the Learning Partnership will ensure that workforce development focuses on the profile of needs that present barriers to mainstream inclusion, adding to the broad understanding that has been provided through DBV (SEMH, SLCN and ASD needs).

Commissioned resourced provision will be introduced into a number of secondary settings as part of the SEND sufficiency strategy, increasing the range of placement options within the secondary phase available to families. The SEND service manager will also work with schools to support them in developing their own resourced provisions, including providing additional funding.

### Recruitment of TAs

With many Headteachers reporting that they are unable to fill vacant TA posts, the LA will promote the career through a campaign including attendance at recruitment fairs. Within the IPASS service, progression routes from apprentice TA through to high level, specialist TA will be introduced as part of a wider restructure of the services. The workforce development programme will also include this cohort of practitioners, enhancing their status, effectiveness and job satisfaction.

## 2. To have improved links and partnership working where we develop and plan services together

### What is working well

#### The Coproduction Operational Group (COG)

The goal of the COG is to embed [Hull's coproduction charter](#) in practice and working culture across all partners and agencies, to ensure that children, young people and their families are meaningfully engaged in the commissioning, development, and evaluation of services. This multi-agency group comprises members of HPCF, KIDS, NHS Humber and North Yorkshire

Integrated Care Board (ICB,) Humber and North Yorkshire Health and Care Partnership, Hull City Council's Voice & Influence team, Hull City Council's SEND service, CYPFS Transformation team, Hull City Council's Social Care service, and representatives from services who work directly with our children and young people (Matthew's Hub & LAFSS etc).

### **Hear by Right**

Hear by Right is an organisational development tool that describes best practice, supporting organisations to plan, develop and evaluate their participation practices and provision. During 2021 and 2022, the LA undertook the Hear by Right assessment to evaluate the local area's participation practices. The LA was subsequently awarded the highest 'Active' award for Participation, recognising our success in embedding participation across our services.

### **Hull Young People's Parliament**

This provides our young people with opportunities to learn about democracy, their rights and how to use their voice to bring about positive change. Through the roles of Members of Youth Parliament (MYP) and Deputy Members of Youth Parliament (DMYP) young people represent Hull locally, regionally and nationally taking part in discussions, debates and activities with young people from across the UK. They identify topics that are important to young people. They then facilitate action to make changes locally through HYPP. They also meet MPs, senior leaders and experts to develop their knowledge and raise awareness of the issues facing young people.

One of our MYPs is autistic and he has been a voice for young people with SEND. He is raising awareness, challenging and questioning at scrutiny meetings, through the people he meets in his role. HYPP is open to all young people, and we have seen our young people ask questions using their eye gaze equipment, so visually impaired young people can ask panel members in the Council Chambers how they can stay safe on the streets.

### **SEND parenting support**

*"The SEND Family support worker has helped me more than she will even know, I have told her things I have not told anyone else, and her support has made me want to do more and help myself more"*

KIDS charity is commissioned to deliver the SEND parenting support across Hull until the end of March 2023 and offers a range of courses such as Stepping Stones, Riding the Rapids and Autism Awareness. Over the past 6 months a review of the SEND parenting support needs of families in Hull has been undertaken to agree a way forward following the end of this contract. Two co-produced events were held which were well attended by both professionals and parents, and as a result of that there will be a two-year Early Identification SEND peer support contract awarded from April 2023, to support families to navigate services.

Support is currently offered by the LA through the Solihull on-line guides in addition to the KIDS offer. This is a basic level course, which is easily accessible for all. The LA will also run an Autism Awareness Course and a Healthy Eating course for neurodiverse children as part of the offer moving forward.



## Specialist Disability Services

Children and young people with disabilities and complex needs, their parents, partner agencies, staff and stakeholders routinely co-produce developments in the service. This has allowed them to identify what they feel has worked well and what has not worked well.

Service-users across the Specialist Disability Services are included in review panels to ensure that lived experience informs decision-making. This will drive the continued development of service improvements for children and young people with disabilities and complex health care needs and their families. Audits are undertaken to support continued learning and development.

## Disability Short Breaks Panel and Direct Payments

The Children's Disability Short Breaks Panel has regrouped following COVID 19 when there was a significant increase in direct payments reflecting the reduced number of provisions available for children, young people with disabilities and their families. Representation is now available from targeted and universal services, from Support Care, finance, commissioning, LAFSS, SEN, Health, equipment panel representative, Children and Adults Continuing Health Care and residential short break provisions. The Disability Short Breaks Panel ensures that children, young people and their families are provided with support to access opportunities and experiences that might not be accessible to them without this. Families are able to go out for the day safely and to take part in activities with peers and friends.

## Leisure and Family Support Service (LAFSS)

We asked children, young people and their families what worked well with LAFSS, what they felt did not work so well and what could be improved.

*'Staff are a delight, great, helpful and really friendly'*

*'Really good, good variety and good days out'*

*'Communication – between the service and families could be improved'*

*'Location of the building difficult to access from West Hull with no transport. Could transport be provided?'*

*'Activities – provide reminders of activities coming up so families don't forget about them and provide more activity sessions particularly at weekends, evenings and holiday times.'*

There is now a dedicated LAFSS Team Manager, Direct Payments Planning and Reviewing Officer and an expansion of activities which are delivered directly by LAFSS and with partners has created a more flexible and responsive service.

More children will be supported by changes to the service structure which are designed to support a further 100 children and young people with disabilities and complex needs. This includes those in wheelchairs, those who are gastrostomy fed, those who require safe moving and handling and providing an environment where they are able to all come and have some fun and enjoyment through LAFSS short break activities.

All LAFSS staff are receiving either new, or refresher training, in key areas such as administering medication, moving and handling, gastrostomy feeding, therapeutic crisis intervention, and epilepsy medication to identify a few. This will ensure the widest range of children and young people and those with complex needs can be supported to access a short break.

More parents will be involved in the development of LAFSS through a new steering group to include parent/carer and children and young people representatives, staff and managers. This will drive the continued development of the LAFSS services and the review the LAFSS programme every six months, ensuring we are meeting the complex needs of all our children and young people.

### **Hull's Healthy Holidays (HH): Holiday, Activities & Food (HAF) Programme**

A SEND subgroup within the Health Holidays governance structure provides specific expertise, focus and leadership in relation to the needs of children and young people with SEND. This subgroup has a focus on co-production and includes HPCF, Early Help SEND, Healthy Holidays core team and Healthy Lifestyles Team representatives. The group also provides advice and guidance to other sub-groups, specifically Marketing & Communications and the Food groups to ensure that the message is communicated appropriately to families with children with additional needs and to ensure the food offer is appropriate for all participants.

This year the subgroup has commissioned a bespoke SEND provision as part of our Hull Healthy Holidays programme until 2025. The lead provider for this has staff who are experienced in working with SEND children and young people, which is invaluable. In addition to this, the community foundations operated by the city's professional sports clubs deliver a programme of activities specifically for children and young people with additional needs.

### **Number of our children and young people attending our summer activities**

<b>Session</b>	<b>Number of sessions held</b>	<b>Total number of attendances</b>
SEND Intensive Swimming Lessons	10	107
SEND Arts and Crafts Session	5	70
SEND Cook and Eat Session	5	62
SEND Dance	5	38
SEND Drumming Workshop	2	9
SEND Family Sessions	6	16
SEND Family & Water Play Session	30	343
SEND Forestry School	2	7
Send Rock Up – Climbing Trips	3	40

SEND Sports and Games Session	4	41
<b>TOTALS</b>	<b>72</b>	<b>733</b>

*“We thank you so much for this opportunity it has been such a fun enjoyable family day out we wouldn’t usually be able to do or afford thank you.”*

*“We are so grateful that he had this opportunity to be part of Big Buzz and it has given him the confidence in looking to the future.”*

*“My two boys personally enjoyed it [rock climbing], it was nice to see them being able to attend something together rather than it just being for A because of his disability”.*

The winter SEND HAF programme was no less successful with a a total of 427 attendances over the 8 days of delivery.

Session	Number of sessions held	Attendance (5-16)	Overall Attendances
SEND Family Swim	8	42	51
SEND Swimming Lessons	5	30	35
SEND Christmas Activities	2	3	3
SEND Christmas Party	1	22	22
SEND Christmas Dinner/ Party	1	1	7
SEND Ice Skating	1	39	74
SEND Inclusive session	1	9	9
SEND Indoor Golf	1	1	1
SEND Inflatable Swim Session	1	14	14
SEND Multi Sport	4	56	56
SEND Climbing Experience	1	14	15
SEND Soft Play Session	2	98	104
SEND Trip to the Panto	1	8	15
SEND Trip to Sundown	1	9	21
<b>TOTALS</b>	<b>30</b>	<b>346</b>	<b>427</b>

*“The SEND session was the most enjoyable session as not one of our disabled children has ever been ice-skating and being allowed to take their wheelchairs on to the ice was a memory they will keep for a long time.*

*The ice-skating sessions for our more mobile children was equally as special, they cannot thank you enough for the tickets”*

HAF funding has also been allocated to the implementation of a Next Gen Young Leaders programme for young people aged 11-16 with additional needs.

## **What we are worried about**

### **Partnership working within EHCP process**

Families involved on the EHCP journey are not consistently experiencing the seamless partnership working that it was the aim of the Children and Families Act (2014) to deliver. For example, there is more to do to ensure that health social and care advice is consistently included within the EHCN assessment and health professionals are not always able to attend annual reviews, particularly when notice is short and clinical time cannot be changed.

## **What needs to happen**

### **Partnership working within EHCP process**

The DCO and ADCO will continue to work with all teams across health who may support children and young people up to 25 with SEND to improve the quality of health advice and also to ensure that teams have basic knowledge around their role within the SEND reforms.

Within the SEND Service, a recently recruited Commissioning and Effectiveness Officer is developing a corresponding training programme for social care teams which will ensure that they are fully aware of their obligations and greater consistency is achieved.

A protocol is being developed to address any ongoing difficulties in obtaining advice from health or social care partners for EHC assessments and reviews. Due to be finalised in March 2023, it is an escalation policy and should be used less and less once teams are consistently providing optimal health advice.

In addition, by training an EHCP auditing team of colleagues beyond the SEND team and across Education and Social Care, we have already ensured that matters of compliance and quality in relation to EHCP assessments are better understood. The DCO and ADCO have received this training and form part of the auditing team.

### 3. To identify needs early so that the right support can be put in place at the right time

#### What is working well

##### Multi-agency allocations

The Early Help SEND Family support team hold a weekly multiagency allocation meeting, to ensure that requests for additional SEND support are allocated to the most appropriate agency in a timely manner. The team work closely with all our SEND partners such as the range of health partners, disability social care, KIDS, SENDIASS, the Parent Carer Forum and education to ensure support is co-ordinated.

The SEND Family Support Team comprises six staff, based in the Early Help Children's Centres. From April 2021 to April 2022, 170 children have received support through the service. As

##### *Example case study: Early Help SEND Family Support*

*Background information:* Mum and child had fled an abusive relationship and therefore they had an allocated Women's aid worker to provide emotional support and housing support. The child's previous school had identified the child had a special education need or disability and was behind with speech and language and therefore had an education health care plan.

##### *Support given:*

An assessment identified Mum had little knowledge of SEND services, but she said she was not confident in accessing support on her own. Mum suffered with anxiety and said she felt isolated which impacted on her mental health. A Let's Talk referral was made and Mum was encouraged to access this support.

Information given on SEND activities, Children's Centre activities and parent peer support groups around Hull. Referrals were also completed to KIDS Training for parents to help Mum understand her child's needs and behaviours and to the neurodiversity team to request autism assessment.

Mum now attends the parent peer support group weekly where she can gain support from other parents with children with SEND, gain support from an Early Help SEND Worker and other SEND agencies. Mum attended the Children's Centre Easter trip, some of the Easter events and the Children's Centre Summer trip.

Mum also had a lot of debt, so a referral was made to Citizens Advice Bureau and a debt management plan was put in place. A Family Fund grant was applied for help furnish and purchase household goods. Mum was also supported to access funding for sensory items to meet the child's needs. Mum was supported to complete the Disability Living Allowance paperwork.

##### *What difference has this made?*

Mum was granted an allowance and said this has made a big difference to her financial situation. The school supported Mum to make a referral to private funded play therapy for the child for his emotional wellbeing and communication needs. The child continues accessing support in school through his EHCP.

part of the support, 103 Early Help assessments have been initiated. Positive feedback from families confirms that this support makes a real difference:

### **Early identification of Learning Needs**

Strong partnership working ensures that children's needs are identified and met at the earliest possible stage. Each child aged 0-5 years has a named health visitor who undertakes home visits. Drop-in health clinics are also provided by the service. Health visitors are experts in all areas of early identification of need and they work closely with other services, providing advocacy and support where required.

Statutory notifications are received by the LA Early Years Access and Inclusion team from health visitors for any child who has or may have special educational needs or disabilities. Children under 2 years (up to 20 months) are passed over to the Portage Supervisor in the first instance. Children over 20 months are referred into the Inclusion team for support with transition into an Early Years setting.

This non-statutory but essential early access to provision enables the gap between children with SEND and their peers to remain as narrow as possible. The Early Years team provides training and support to the Early Years settings who report that they feel well supported by the team and are better able to support their increasingly complex children and families. Feedback from parents show they greatly value the support provided for their children and they can see progress.

Data from the Early Years team is captured within the SEND scorecard which is updated on a monthly basis. This is designed to allow partners across Health, Social Care and Education to understand trends and to ensure that demand is matched by supply.

### **First steps to communication**

This pathway, devised by the Early Years Team and a Speech and Language Therapist, helps to identify children early with mild speech delays, one of the aims being to reduce the number being referred into the specialist therapy service. Staff from all services involved in the project, based in Children's Centres, have received training to support families to implement the strategies initially delivered by the Assistant SALT Practitioners. This work will be further extended through the Family Hub 'home learning' grant funding.

From September 2021 – December, 572 children and families benefitted from this project, resulting in 71 more children being referred for support from the Speech & Language service, with a potential for 16 more identified. The focus of intervention has been on adult child interaction and supporting parents to develop the communication skills of their children.

The core interventions have been 'Let's Play' and 'Special Talking Time'. To evidence the efficacy of these programmes an analysis of outcome, using a pre and post intervention, parent questionnaire has been undertaken. The data has been collected by SALT from families receiving direct intervention from the Assistant Practitioners – Speech Language and Communication.

The impact of this project is significant. Individual children made a range of progress with some improving in only one area and others making progress in up to 9 of 11 (81%) of areas.

Functional language was the area in which most children made progress.

- Following intervention, nearly 70% of children made progress regarding making requests and using their voice to communicate.
- 35-45% of children made progress with their attention to activities, both on their own and in an activity with an adult.
- Over one third of children made progress with finding named pictures in a book and nearly half made progress with their understanding of nouns, simple verbs, and prepositions.
- Individual children made a range of progress in social communication, with 73% showing improvement in all 11 areas assessed.

Most parents provided comments on changes they observed in children pre and post intervention. Some parents reported on very significant changes following the intervention. Others commented on what they liked about the intervention, and whether they would continue with the activities:

*“Mum enjoyed talking 1:1 with someone about her concerns and how best to support C and seeing C enjoy the activities and his development progress.” Mum will continue symbolic sounds cards as C enjoyed these.”*

*“Mum will continue labelling objects to T and giving him choices as she has seen these two recommendations really improve his speech from week 1.”*

### **Hull Youth Justice Service, identifying hidden SLCN needs**

A speech and language project within Hull’s Youth Justice Service identified that only 5% of young people had their language needs identified prior to contact with that service. From January 2023, S&L therapists from within NHS Humber Teaching Foundation Trust will work with HYJS service users and their families to equip them with strategies to reduce the impact of their difficulties. The team will also provide support for educational settings and will inform the work of the AP steering group such that young people whose behaviour is a concern are screened for SLCN and referred onto intervention programmes before they are referred into alternative provision.

### **Specialist Disability Services**

Strategic leadership is now well established across the Specialist Disability Services. This leadership has accelerated the progress made for children and young people with disabilities and complex needs and their families.

Whilst there has been increase in requests for specialist support (see *What we are worried about*) social workers have also demonstrated a real commitment to supporting the development of the Specialist Disability Services to ensure children with disabilities, complex needs and their families receive an assessment in a timely manner. The quality of assessments has improved, ensuring the voice of the child and family is at the centre.

## **The Occupational Therapy Service**

Some children, young people and their families have experienced lengthy waits for OT assessments and therefore steps have been progressed to allocate assessments and to ensure these are undertaken in a more timely manner. This does mean that for some families the OT services may look and feel a little different.

A number of improvements have been made in key areas; the commissioning of an agency OT is in place to work on the outstanding waiting list, a key priority for the Specialist Disability Services. Trialling of a hybrid model is underway where some or all parts of the assessment are being undertaken virtually. There has also been a successful bid to the Disability Facilities Grant for additional OT staff.

The additional OT staff will include a new OT manager, two new full time OT posts and two assistant OTs. One of these will be a training position to support the LA to “grow our own” in light of national shortages. A team coordinator will also be recruited to support the newly developing OT service, making this experience more transparent and responsive for families.

In addition, work on the OT recording systems with our colleagues in housing has improved the progress of home adaptations once OT assessments are received.

## **Humber & North Yorkshire keyworker service**

The Humber and North Yorkshire Keyworker Service supports children and young people with a learning disability and/or who are autistic, who have the most complex needs and are inpatients in, or at risk of being admitted to, a mental health inpatient unit. Keyworkers work with children and young people who are on the Dynamic Support Register, helping them to get the right support at the right time. They ensure that all the local services work together to meet the needs of the children and young people in a holistic and joined-up way.

In addition, Keyworkers:

- Act as the main point of contact for children and young people and their families
- Aim to avoid unnecessary admission to, or facilitate discharge from, a mental health inpatient unit and help to strengthen links with relevant services.
- Work on behalf of children and young people, and their families or carers, towards unblocking challenges and barriers.
- Ensure all children and young people have a clear personalised plan to promote their development.
- Ensure that Care Education and Treatment Review recommendations/ actions are completed in a timely manner and that these are reflected in the Dynamic Support Register.
- Ensure continuity of care for the child/young person, working across systems and services to ensure they respond and react to child/young person’s needs as required.



## SEN outreach services

There are currently three specialist SEND Outreach services commissioned by the LA, focusing on different need categories: Northcott Outreach (ASD), Steps to Success (SEMH), and SLD Outreach (SLD). All three are attached to educational settings: Northcott School, Whitehouse PRU, and Ganton School and Tweendykes School respectively. Steps to Success and SLD Outreach support primary age children only, whereas Northcott supports both primary and secondary age children. In addition, Steps to Success has run a pilot this year working with early years settings on early intervention, separately funded.

All services provide a mixture of targeted one-to-one support to our children and young people and wider training to staff and schools. Whilst good training of school staff is recognised as a crucial part of outreach support, one-to-one support makes up the bulk of the services' work – although teachers and TAs are typically trained individually as part of this work. One-to-one support is determined by need, and can include adjustments to the school environment, management of anxiety, new modes of communication, strategies for learning, behaviour management, and so on.

As confirmed by a review undertaken by consultancy Social Finance across a three-month period, these services are highly regarded and offer wide coverage across Hull, providing child-centred support to children and young people. The city's schools have commented on the services' proactivity and responsiveness. The SLD Outreach service was specifically praised for modelling strategies for teachers, so that they could implement these more easily with no room for misinterpretation.

*"Thanks to the Language Unit my son's confidence is growing all the time. When it comes to his speech, he would previously get very upset and not communicate but now thanks to the brilliant staff he is doing amazingly. We will always be so grateful for what they are doing for my son but also all the other children they help"*

*"Her ability to access services in the school which are made deaf friendly is amazing to see and the fact she is not left out of anything means a lot to me, her being included in everyday school life (with the odd adaptation) was the main reason for me sending her to this school."*

## IPaSS - support for sensory, physical and language needs

This is a multidisciplinary service that supports children and young people with sensory, physical, and language development needs. IPASS provides specialist support through three peripatetic teams: Hearing Impairment (HI), Visual Impairment (VI), and Physical Disability (PD). These focus on enabling children and young people to access the school curriculum, through advice to teachers on inclusion strategies, maintenance of specialist equipment, and language development strategies.

The IPASS resource bases deliver curriculum teaching, focusing on both academic progress and social and life skills. The formation of peer groups and provision of deaf role models is also central to this approach. In the Language Unit, children and young people attend the base twice a week in small groups and follow an individual communication programme.

*“We’d be lost without them-they supported me through a breakup, moving to one bedroom in my mum’s house. They’ve been amazing. It’s not just teaching, it’s the emotional support they give.*

*When I had to about my son attending school the whole process was so overwhelming and daunting. [Staff member] supported the whole family, worked well alongside the nursery and school, and visited him regularly to support all transitions. She also supported me mentally, talking through concerns and offering advice”*

### **Emotional literacy support assistants**

As already established, a higher proportion of Hull pupils with EHCPs are identified as having a primary need of SEMH needs than the England average. Hull City Psychology Service (HCPC), benefitting from funding from the LP SEND Subgroup, has subsequently scaled up its delivery of Emotional Literacy Support Assistant (ELSA) training across the city. The period between Autumn 2021 and Summer 2022 saw the number of ELSAs across the city increase from 138 to 185, with 33% more ELSAs providing support in secondary schools and a 47% increase in the AP ELSA workforce. 86% of all Hull schools now have at least one trained ELSA and a third have three or more.

As well as training in attachment, social skills, self-esteem, emotional-awareness, loss and bereavement, ELSAs are instructed in the use of psychological assessment tools to evaluate the impact of interventions. SEND Support planning for SEMH has improved as a result. ELSAs also benefit from a termly newsletter which includes a ‘Focus On’, relating to requests for further guidance. Topics have included health anxiety, parents in prison, and talking to pupils about the Ukraine conflict. Further support for ELSAs is available through the ‘Buddy System’ introduced by HCPS. A full evaluation of ELSA training is available, but in summary it indicates that it met expectations in 97% of cases.

HCPS received the ELSA Network Quality Mark in June 2021.

*“I enjoyed learning about fight flight freeze responses and how early experiences can affect the brain – such as emotional facial expressions being seen as a threat.”*

*“The belonging module and section on misdirected goals was an eye-opener. My background is behaviour management, so it helped me to see attention/power-seeking behaviour in a new way and consider what it means for pupils who feel that they don't fit in.”*

## Learner of Concern

The SEND Team has introduced a 'learner of concern' system which enables schools, early years and post 16 settings to bring any learner with an EHC plan to the attention of the LA where challenges to or disengagement in learning has been identified. This process enables early, and proactive steps to be taken so that any new emerging needs or challenges are identified early, in order that appropriate amendments and or changes can be progressed.

*In 2021/22, 35 of our children have been supported through the learner of concern process, enabling emerging and new needs to be supported proactively avoiding placement breakdown.*

## New in Country pathway

There has been an increase in children and young people arriving new to both the country and city with exceptional needs. This newly developed pathway was established as a proof of concept. Its aim is to provide early support and assessment for children and young people, who are new to the country and city, presenting with complex health, medical and SEN needs, but with no statutory EHC plan to secure specialist educational provision.

Since its conception in 2021, 28 New in Country children have been supported to attend a school setting. By providing interim funding and multi-agency support, whilst the EHCNA process is being progressed, 7 children are now attending school full time. A further 9 children have now increased their access to learning from a minimum 5 hours a week to part time hours or more, to help them start to rebuild their lives.

## What we are worried about

### Increased demand for Specialist Disability Services

There has been a significant increase in requests for support from children and young people and their families. Referrals for assessments continue to increase through parents and professionals' requests via EHASH, internal transfers from Locality teams, permanency, Post Adoption, from other LAs. The impact therefore is on the timeliness of services, the volume of assessments and therefore the desired outcomes for children and young people. From family's perspective, eligibility criteria and referral are not as clear as they need to be.

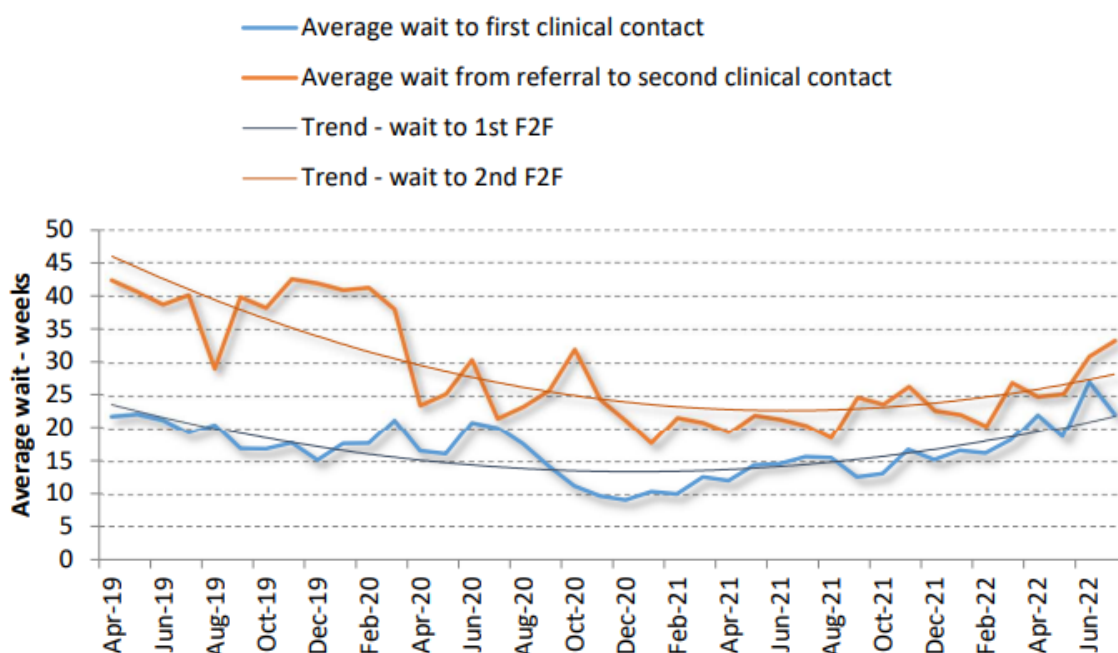
### SALT Waiting Times

Referral rates continue to remain high with 75% of the referrals being for children under the age of 5 years. Despite this, data collected over the reporting period of December 2022 showed the average waiting times for the first appointment (assessment) to be decreasing from 27.2 weeks in June 2022 to 16.5 weeks in December 2022. However, there were longer waits of up to 46.7 weeks in December 2022 with some parts of the service experiencing pressure points.

It is recognised that waiting times following the first appointment for assessment are also a challenge. Therapists have noticed an increased complexity of speech, language and communication needs following the pandemic and this has led to children requiring longer

periods of intervention and more health advice reports being requested for statutory assessment of special educational needs.

### SLT: Seen waits to 1st and 2nd clinical contacts

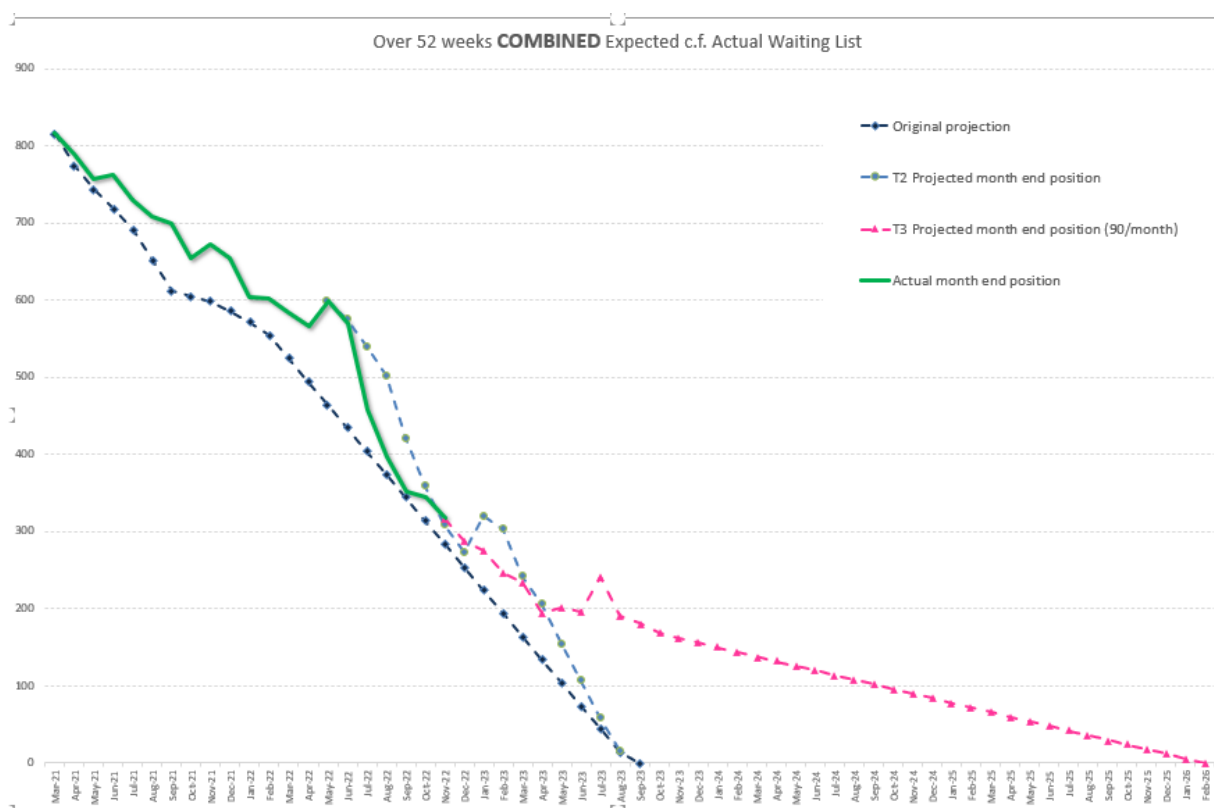


### Gap in specialist outreach for secondary SLCN

Whilst current outreach SEN support services address SLCN broadly, the city currently has no SEN outreach support service that focuses specifically on SLCN. Furthermore, other than Northcott outreach, current SEN support services primarily focus on the primary sector, leaving the secondary schools unsupported. Whilst we are strongly focused on upskilling frontline practitioners to better support SLCN needs, young people with, for example, developmental language disorder require specialist support and this needs to be routinely available for secondary aged pupils as well as primary.

### Autism Diagnosis Waiting Times

As a result of a noted increase in demand for autism assessment, the recovery trajectory has been refreshed from December 2022 and is now less positive. This is demonstrated below via the pink line (T3) which shows that the originally agreed timeframe to recover will no longer be achieved due to the high increase in demand for an Autism assessment.



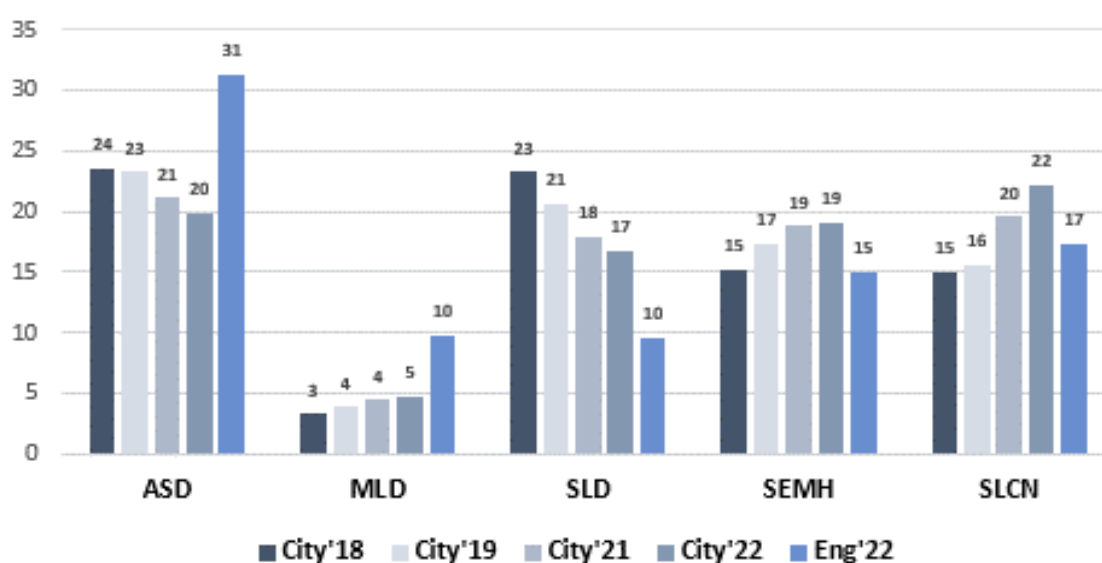
### Neurodiversity service challenges

The Neurodiversity service was introduced in the spring of 2022 as a proof of concept, its aim to provide a needs-led service which was not dependent on children and young people having a formal diagnosis. However, demand for the service was much greater than anticipated, resulting in waiting times for ‘requests for support’ quickly growing and the service unable to deliver its objectives.

Following a comprehensive review, a decision was made to pause the requests for support to the Front Door Team, from August 2022, for an initial period of 8 weeks. This temporary measure did not affect direct access to all other services that work alongside the front door including autism and ADHD diagnostic services, children’s learning disability, sensory and sleep services. A phased approach to the reopening of the front door is now underway, and there has been recruitment into a strengthened service, but the opportunity for families to refer directly into the service is no longer available, which is a concern for those whose children mask their difficulties so that they are not visible to professionals.

Whilst the service has worked hard to engage stakeholders and involve parents in coproduction, the challenges experienced to date have frustrated parents who are not as clear as they need to be about how to access therapeutic services and what to expect. SENDIASS report that service-users report feeling they are “passed from pillar to post” when they try to access support for ADHD, autism and services linking neurodiversity and mental health.

## Anomalies in the identification of primary need



The primary needs of Hull's EHCP cohort differs significantly from the national picture, particularly in relation to ASD where there is a gap of 11%, and a steadily falling rate compared with a rising one nationally.<sup>12</sup> Conversely, the identification of Severe Learning Difficulty (SLD) is 7% higher than the England comparator in Hull, though the falling trend is bringing Hull closer to England than it was in 2018. It would appear that historically there has been an over-identification of SLD which is being corrected over time, under-identified moderate learning difficulty also rising to a level closer to what we might expect. The reasons for these differences need to be understood and, if necessary, mitigated since they do raise questions about accurate identification.

## What needs to happen

### Increased demand for Specialist Disability Services

The outcome of the review of staffing capacity currently being undertaken within the Children's Disability Team needs to ensure that the rising demand for services can be met. The service also needs to meet the requirements with the Mental Capacity Act of 2005 to consider whether clients from the age of 16 lack capacity, since this assessment has not in the past been undertaken ahead of social worker involvement. This will ensure that Best Interest Meetings are facilitated and that the experience of transition into adult services is improved.

The draft pathway under development needs to ensure that parents of children, young people with disabilities and complex needs benefit from a clear pathway when they require large packages of support. This will reduce parental anxieties and delay and provide a clearer plan around what is a short break and what is supported care.

To ensure that more children with disabilities and their families have their needs met, the changes and significant progress made to date need to be embedded through improved

<sup>12</sup> [Special educational needs in England, Academic Year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

partnership working and co-production.

### **SALT Waiting Times**

In response to the large numbers of children being referred to the Speech and Language Therapy service and the increased complexity of needs since the pandemic, there has been a focus on workforce development within mainstream schools. SENCOs in the local area asked for training in the identification of children with SLCN and the strategies, interventions, and resources they could use to evidence a graduated response before referring on. This training was provided through the Primary and Secondary SENCO forums.

The SALT referral forms were refreshed with the SEND Standards and Effectiveness Offer resulting in more appropriate referrals with a higher quality of information needs and support already in place.

- Education settings asked for SALT reports to show recommendations and treatment plans more clearly. The format of these reports was updated.
- The SALT health advice form for statutory assessment of special educational needs was updated and co-produced with the SEND team.
- Bite sized training has been delivered to settings to support staff carrying out recommendations following assessments.
- The Speech and Language Therapy website has been refreshed to include more links to resources for those children needing targeted or specialist support.
- Specialist Speech and Language Therapy Assistant posts were created to address intervention waiting times mitigating the impact of recruitment challenges for newly qualified Therapists.

As referral rates and waiting times remain high, future improvements include

- Continuing to develop effective relationships with our partner agencies such as Health Visitor colleagues and Children's Centres around the 1001 discussions.
- Developing a pre assessment pathway to improve the quality of wait for preschool children with complex needs.
- More flexibility accessing the bite sized training by offered recorded sessions.

### **Gap in specialist outreach for secondary SLCN**

A mapping exercise will be undertaken to understand what support services are currently available to support SLCN, how these are commissioned, who they support and what impact they have. An outreach partners group has been formed to consider the extent to which current support services are co-ordinated and aligned or whether there is disconnect resulting in duplication, contradiction in advice and services working in isolation with no coherent approach to SLCN across the key phases of education. This work will then inform where gaps exist and where future investment is required and how this should look.



### **Autism diagnosis waiting times**

Oversight has remained with commissioning/ICB colleagues throughout the recovery period and an acknowledgement of the impact to the trajectory has been received. The Neurodiversity Recovery Board oversee plans to address the recovery work and a detailed capacity and demand plan has been developed. The implementation of this will decrease waiting times and enable recovery of the 52 week wait position by December 2023. However, monthly fluctuations in demand will see this worsen and improve across the months.

A future service model has been designed so that independent providers can be deployed to undertake the required number of assessments per month, limiting the risks posed by ongoing workforce issues. Where appropriate, new pathways and models of care will be developed with system partners, ensuring that children and young people are receiving the right care, in the right place at the right time.

### **Neurodiversity service pressures**

The joint work being undertaken by the ADCO and Lead Officer for the Local Offer aims to negate passing parents from pillar to post by ensuring there is clarity as to what a service (in particular health) can offer in terms of support. This is being developed for professionals to use as well, so they can be clear on what help is available. The DCO and ADCO will be working with all health services locally to promote the use of the local offer when professionals are working with families and signposting to other sources of support.

The neurodiversity front door has been transformed since the pause and redesigned to support the increase in demand. It now includes consultation and support to those professional groups who refer into the service, to review the support which has been tried prior to referral and support information for the triage process.

The recovery action plan, developed with stakeholders, also aims to:

- Clear the current and backlog of requests for support
- Mobilise the service SOP alongside system partner provider services to enable joint screening and allocation and improve integrated working
- Complete the request for support analysis with recommendations for service improvement and targeted engagement with partner services
- Improve service data collation, monitoring and analysis to inform service planning and delivery with system partners at strategic and operational levels
- Improve equity of services across Hull & ERY
- Maintain engagement and participation with system partners, children and young people and their parents and carers

A protocol or appeal process needs to be introduced to help those families who require access to the service but who are not supported by professionals in securing that. This would



include, for example, severely anxious young people experiencing emotionally based school avoidance and unable to engage with professionals.

The Neurodiversity service is also working on a recovery plan in relation to waiting times for ADHD. This work has allowed the service to gain a very clear understanding of the service requirements and create recovery trajectories to deliver the waiting times down to 52 weeks.

### **Anomalies in the identification of primary needs**

The SEND Standards and Effectiveness officer and Hull Educational Psychology Service need to ensure that the Certificate of Competence in Educational Testing (CCET) training currently being undertaken by SENCOs improves the accurate identification of need, in particular the threshold between moderate and severe learning difficulty. SEND profiling tools, such as the Do It Profiler or Valuing SEND should also be added to SENCO's Toolkit, as well as a toolkit of linked resources.

Work with Health will be undertaken to understand the low rate of primary need ASD in our city. This needs to include more granular reporting to SEND Delivery, focusing not just on the waiting times but also requests and trends.

## **4. An effective, timely, legally compliant EHCP process leading to good quality plans**

### **What is working well**

#### **Early Years Inclusion Funding**

All of the city's early years settings are committed to their obligations under the SEND Code of Practice and are trained to identify and meet needs early. Requests for additional support for children with SEND are made through the Early Years Resource, Allocation and Support panel. However, providers must first have accessed Area SENCO advice and guidance to ensure that a robust graduated response is followed.

Outcomes from the multiagency panel may include additional Area SENCO input, additional funding, onward referrals to Educational Psychologists, SLD/ASD Outreach services, Early Help and additional Health visitor input. In 2021/22, there were 240 children referred into this panel. Once support is agreed, each case is reviewed by the Area SENCO and then brought back to panel at least once per term. Support may then be reduced, removed, or increased according to the progress of the individual child.

In 2021/2022, 15 referrals were made to Education Psychologists and 118 referrals to SLD and 11 to ASD outreach services. 22 children had their required support reduced or removed as a result of their improved progress following intervention.

Those children who are identified early as needing EHCPs (120 in 21/22) enter school with the appropriate support packages in place having benefited from a well-founded graduated approach. This is supplemented through a robust transition package, again supported by the Early Years Inclusion team. Training is also offered for any child who has received additional support via the Early Years Resource, Allocations and Support panel.

#### **Quality First Teaching**

The SEND Standards and Effectiveness officer, working in close collaboration with the SEND subgroup, has been instrumental in driving up the standard of quality first teaching across the city. Analysis of EHCNAs and feedback from SENCOs had previously exposed a gap in understanding around what should be ordinarily available for all SEND learners. This has been addressed through SENCO forums and a programme of high-quality CPD and training on the graduated approach as well as detailed guidance within the Local Offer.

The SEND subgroup promotes and oversees Whole School SEND Reviews across our area. Every Trust in the city has engaged in this review programme with 40 school reviews undertaken to date. 73% of these identify leaders' prioritisation of SEND and CPD for staff in SEND as a specific area of strength.

75 SENCOs/SENCO assistants in the city signed up to undertake CCET training, delivered in four rounds. The first two cohorts will have completed their training by the end of March 2023. The third cohort will be completed by the end of May 2023. The final cohort will have completed the training by the end of July 2023.

Our repeat survey of SENCOs indicates that they are more experienced than they were two

years ago when 25% were new to post. In 2022, this applied to just 12%. In 2020, 65% of SENCOs felt that early identification was a strength compared with 74% in 2022. The LP's investment in SENCOs is helping schools retain them, and children are benefitting from their growing expertise.

### **Refreshed Documentation**

EHC Assessment requests, EHC annual review and school consultation documentation and operational guidance have all been reviewed and refreshed and a bespoke consultation form for each type of education setting has been introduced. Additionally, guidance has been developed to advise schools and educational settings on how to respond to a school consultation and what supporting evidence may be needed. This information is enabling the SEND Service to identify where there are gaps in a school's SEND provision and to challenge and support appropriately.

### **EHC Moderation panel**

Initial changes to the EHC Moderation panel have been reviewed to determine whether the developments are having a positive impact. The review identified the need for further changes to ensure greater transparency and consistency on EHC commissioning decisions and these were implemented in October 2021. Whilst the most recent review identified issues with deferrals which are being addressed within the SEND service, the system now in place, the depth of analysis, the preparation of panel members and the rigour of their decision making were all deemed to be positives.

### **What we are worried about**

#### **Statutory timescales**

Despite substantial investment which doubled SEND caseworker capacity in 2021, the team has struggled to meet statutory timescales. This is due primarily to vacancies created by recruitment and retention challenges within the SEND team alongside the national shortage of educational psychologists. Rising demand and labour-intensive working practices (we have not yet implemented our new education management system) are aggravating factors.

#### **SEND sufficiency**

As noted in Part One, whilst enhanced funding is provided to mainstream schools so that learning needs can be met when children are waiting for special school places, it has not been possible to secure these enhanced mainstream places for all pupils, and the wider area does not have a sufficient supply of INMS provision to fill this sufficiency gap. A small minority of families are deeply and understandably frustrated by this with an increase in complaints and tribunals the inevitable result. The LA is using EOTAS packages so that children waiting for a special school place continue to access education, but children's social and emotional progress may be impeded when they are unable to learn in classroom situations, alongside their peers.

## What needs to happen

### Statutory timescales

The assistant caseworker (ACW) role is critical to timeliness. We saw this vividly when ACWs had to prioritise data processing for Delivering Better Value over their support for SEND caseworkers, severely impacting on the efficiency of the service just at the time when performance was improving because of the increased capacity within the team. Working alongside Human Resources, we are now developing a 'grow our own' ACW and SEND caseworker pathway through an innovative apprenticeship programme. This will enable apprentices to progress through two ACW levels and, over time, into the SEND caseworker role.

The EP team also carries vacancies and a six week wait for assessment has resulted from this. Because several recruitment campaigns, including those offering market supplements, have been unsuccessful, here too we are adopting a grow our own approach involving the recruitment of additional assistant EPs (AEPs). The AEP programme will be rolled out over three phases, each phase increasing the numbers of statutory assessments that AEPs and main grade EPs complete alongside a decrease in the use of locums. Phases 2 and 3 will be implemented over two academic years each, to account for the average time it takes for an AEP to gain a place on a doctoral training programme and to return as a Trainee EPs.

HCPS already has an impressive track record in attracting trainee EPs back into the service, so we can have a level of confidence that our investment will be rewarded. At the very least, the recruitment of AEPs will lend additional capacity to the assessment team, once they are trained to undertake assessment work. An additional area SENCO will also be recruited to undertake early years' assessments, under the supervision of the EP team. Together, these measures will mitigate the impact of the national shortage of EPs to create a fully staffed team of professionals, committed to our local area.

### SEND sufficiency

Whilst there is a clear need for further capital investment to develop additional specialist provisions and school places, not least because of the delayed SLD free school, this needs to be commissioned alongside an inclusion strategy which will enable a greater proportion of children and young people with SEND to be fully included within mainstream settings. The new EHCP banding formula outlined under strategic priority 5 below prepares some of the ground for this; EHCP funding will no longer be linked to school type but will follow the learner whose complex needs may in future be met within mainstream settings because the highest level of Element 3 funding will be available to support personalisation.

Plans to invest the LA's 8m SEND capital allocation of DfE funding are in active development with the SEND service manager alongside the Major Projects and in collaboration with the Learning Partnership to map out options around additional resourced provision and special school satellites. Hull's Sufficiency Strategy will be presented to cabinet in June 2023.

## **5. To deliver services that are value for money and ensure we have financial sustainability for SEND**

### **What is working well**

#### **EHC Banding (progressive provision) review**

With an increased complexity of needs being identified at SEND Support, a decision was made to review and update the Element 3 banding used to support EHC plans in the city. The purpose of the review was to further strengthen the graduated approach to SEN Support as well as ensure the allocation of an appropriate level of funding to an EHC plan, regardless of a pupil's setting (the current model does not incentivise inclusion since funding for mainstream pupils is capped). Supporting documentation will outline the increasing levels of SEND and associated special educational provision.

The review proposes a transition from 3 bands to 10 levels as follows:

- Levels 1-3 relate to levels of support at SEN School Support
- Levels 4-8 relate to provision which can be delivered in a mainstream setting supported by an EHCP.
- Levels 6-10 relate to provision which can be delivered in either a mainstream or specialist setting.

The proposed ten levels of the revised document will provide a clear framework to support all users to identify when it is appropriate to request an EHC Assessment, as well as the level of support which may be implemented if an EHCP is agreed. This will promote transparency and equity across the city in relation to requests for EHC Assessments, funding assigned to EHCPs, as well as the expectations about what can be delivered within mainstream schools, thereby providing greater clarity at special school allocations panel.

#### **A streamlined IPASS service**

A range of measures have been introduced to mitigate the rising cost of the IPASS service and to ensure that the high quality of service identified through the recent externally commissioned review is financially sustainable. Mitigations to date include the elimination of agency spend through the establishment of a casual pool of staff to cover absence. A traded offer will also replace some elements of the current universal one and neighbouring LAs are now to be charged for placing pupils within IPASS resource bases. In addition, outreach support will focus more strongly on capability building rather than primarily on direct work with individual children.

#### **Investment in new fleet of vehicles**

In November, corporate approval was given to replace the fleet of 15 vehicles which provide SEN home to school transport with new, adapted vehicles to eliminate potential delays and the risk of unplanned repair costs associated with an ageing fleet. This will improve the experience for service-users and ensure the council has a modern, reliable fleet of vehicles to support home to school transport. The new fleet will come into operation during 2023.

## Independent travel training

Independent travel training to support Preparing for Adulthood (PfA) and to enable more young people to travel independently has recently been reviewed and a training provider will be commissioned to deliver a “train the trainers” course at a subsidised rate to frontline practitioners. This will enable staff from schools, colleges, training providers and parents to be trained in independent travel techniques, in turn promoting independence and with that employability. Feedback from parents will inform the shape of the training offer.

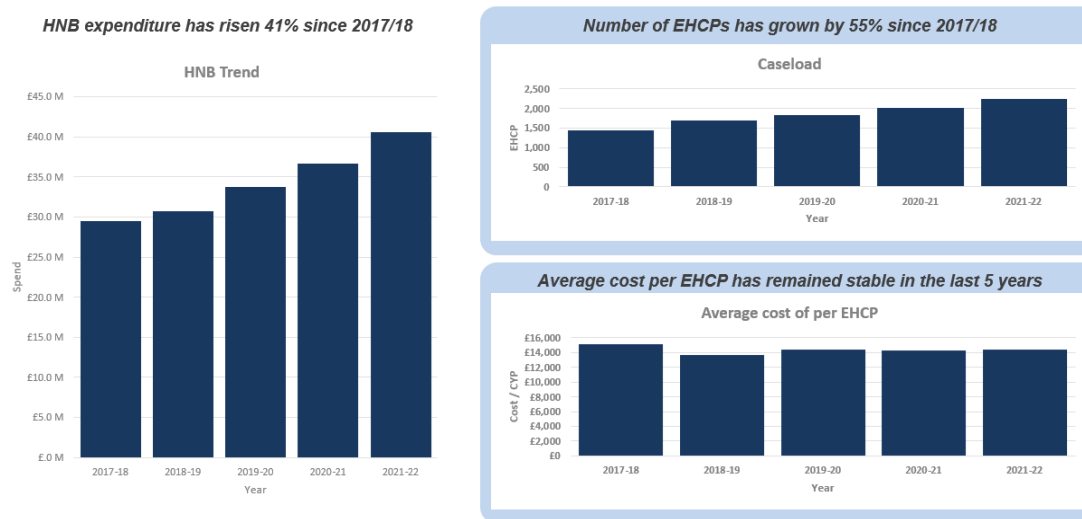
## What we are worried about

### Demand trajectories

There has been a significant increase in the number of children accessing Early Years settings with complex and medical needs. Illustrating this, referrals into the SLD outreach service increased from 61 in 2019/20 to 106 in 2021/22. 30% of all EHCP requests can be attributed to the Early Years, despite the good practice in relation to early intervention outlined above.

Over the past 5 years the city has seen increases in the number of plans-maintained year on year, resulting in a 41% increase in High Needs spend. Whilst capacity within the SEND service was increased to meet this demand in 2020, the LA cannot sustain ongoing expansion of its SEND services and specialist estate.

- In the last 5 years, expenditure has grown by 41%, with the growth being attributed to rising EHCPs caseload



Sources: HNB Block Expenditure reported by LA in F&O Data Template ; Total HN Block Expenditure by provision reported in the F&O Data Template

## Bespoke packages

As already discussed, the demand for special educational places is currently greater than their supply. The SEND Assessment and Review Team is increasingly having to commission Education other than at School (EOTAS) packages as a means of delivering the special educational provision detailed in an EHC plan.

30 EOTAS packages are currently being delivered to children and young people across both SEND and Post 16/Connexions, with SEND commissioning 22 and Connexions commissioning

8 packages. The total High Needs spend for these 30 EOTAS packages totals £487,705 for a 14-week block. Since packages are extended if a long-term educational setting has not been secured by the end of the 14-week period, the overall cost will be considerably higher across a standard 38-week academic year.

### **SEND Transport challenges**

The demand and spend on SEND transport is heavily influenced both by the increasing number of children and the increased complexity of need. Whilst front line resources have increased to cope with changing service passenger and service demands, there is still a requirement for more. For example, the number of passenger assistants has increased from 78 in 2018 to 126 in 2022, a 62% growth. External contracts are up by 30% with requests continuing to increase that figure.

Prior to the COVID 19 pandemic there was a market of suppliers bidding for the Taxi and Small Bus Service Contracts, competition was healthy and there were adequate drivers with appropriate licences. Since the pandemic, there has been a noticeable change and the LA no longer has access to a reliable level of interest from providers to commit to contracts. Children's experience of the service can be negative as a result. Through [Mia's story](#), HPCF illustrate the whole family negative impacts of 'transport troubles'. With the transport budget also substantially overspent, we are concerned about value for money.

### **Over-reliance on alternative provision**

Whilst there are many caveats, such as the fact that unregistered AP is not used extensively in Hull, it remains the case that a disproportionate number of pupils are referred directly into AP by schools because of the relatively low cost of placements, and the assurance of high quality provision which meets needs and delivers positive outcomes. In Aspire, for example, the academic offer is as broad as that offered by mainstream schools. However, there are at least two unintended consequences. Firstly, the capacity of Hull's mainstream schools to meet SEMH needs may be under-developed and secondly, Hull's APs are at capacity. Most pupils are not reintegrated back into mainstream and this reduces any scope that there may otherwise be for commissioning SEMH places, so that a high quality and specialist resource is targeted at greatest need. The majority of pupils currently accessing EOTAS packages have SEMH needs.

## **What needs to happen**

### **Demand trajectories**

Measures in place to intervene early so that needs do not escalate need to embed over time so that we see their impact. The focus on accurate identification of speech and language needs is particularly important, as is building school's capacity to meet social, emotional, and mental health needs which neural plasticity tell us need not be enduring. The work of the Mental Health Support Teams to promote trauma-informed care is critical in this regard, as is the exemplary Inclusion offer from Vantage, the result of an exciting partnership with the Anna Freud Centre for Children's Mental Health.

The early labelling of children needs to be avoided with transition funding to replace an EHCP one key way of ensuring there is the right support at the right time, without any need for

statutory assessment and a label. Once we have recruited additional AEPs, we will also ensure that our EPs support the graduated approach because they will not have to commit so much of their time to statutory assessment. Currently, 62% of all EHCP requests have had no prior EP involvement, meaning that opportunities for them to intervene early are being lost.

Through the outreach partnership work currently underway, we will also ensure that services consistently focus on capability building, rather than direct work (acknowledging the importance of specialist intervention when that is required). A Toolkit of resources will be located them within an accessible digital hub. Robust reporting and quality assurance arrangements will be developed so that commissioners can evaluate the impact of services in preventing escalation of need.

Focussing on phase transition points, we will consider more routinely whether plans can be ceased when children and young people have progressed towards independence and no longer require that scaffold. We will also introduce a transition from special school to mainstream protocol so that, when families want to explore that step, they benefit from the safety net of a period of dual registration and SEND caseworker support.

### **Bespoke packages**

Resource from Corporate commissioning is required to ensure that alternative educational placements are procured in a way that grows the market, quality assures providers, provides financial assurance through benchmarking, introduces auditable decision-making panels and monitors contracts. It is clear that the additional resource required to develop a commissioning framework of this kind will represent an invest to save, although Delivering Better Value funding may also be ear-marked for this work.

### **SEND Transport challenges**

A DCS-led transport review group is currently undertaking a review of transport services. It is recognised that entitlements cannot and should not be summarily removed, but equally it is important that they are reviewed, and that young people are prepared for adulthood by developing the confidence to utilise public transport without anxiety. Parents are currently being surveyed to establish whether they would like independent travel training for their children, with a focus on those who would not have to navigate multiple bus stops were they willing to make this step. Thought is also being given to the role of Personal Assistants on public as opposed to taxi transport, as an additional support.

### **Over-reliance on alternative provision**

An AP strategic board will be introduced to strengthen the stewardship of this part of the SEND system. The Board will oversee a graduated approach to referral, intervention planning and reintegration. Quality assurance of provision, particularly unregistered, will also be driven by the Board.



## 6. To ensure that our children and young people have successful transition and become happy and informed adults

### What is working well

#### Outcomes Compare Well

In 2021, 30.3% of our 19-year-olds with EHCPs achieved a Level 2 qualification compared to 28.3% regionally, 28.8% nationally and 25.41% statistical neighbours. This is an increase of 2.7% on 2020 performance of 27.6%. Hull is now out-performing regional, national and statistical neighbours by 2%, 1.5% and 4.89% respectively.

#### High quality careers education

Hull and East Riding Children's University provide primary school children with inclusive [learning experiences](#) which encourage them to think about their futures early, the aim being to spark curiosity into different industries and career paths. In addition, Enterprise Education is given a high priority sector wide with 'The Big 13 Enterprise Skills' supporting all types of learner to participate in workplace activities and competition. Ganton Special School's enterprise curriculum is built around this framework with every key stage group taking ownership of an enterprise, from Charity Shop (KS3) to 'Blue Ceramics' craft shop (KS5) to Enterprise Café (KS1). Frederick Holmes Special School offers similarly high quality careers education.

*There is a sensitively designed careers programme in place for all students in the sixth form. Adults support students on visits to a range of local businesses, and education and training providers. Leaders invite these providers into school to enable parents to experience the range of options on offer. Leaders have incorporated a range of formal accreditations, such as horticulture, performing arts, and independent living skills, into the curriculum. These are available to all students, including those on a sensory pathway. In addition, students can participate in the Duke of Edinburgh's Award scheme, with several working towards the silver award.*

*Frederick Holmes School Ofsted Report, April 2023*

The Employment & Skills Team has entered into a partnership with the Humber and North Yorks ICB to deliver an Inclusive Careers project which will focus on increasing the number of young people entering the health and social care workforce. The focus will be on those with SEND experiencing barriers to employment.

The HEY LEP is the only one in the country with authority to accredit settings with the Quality in Careers Standard, which is being promoted across the Careers Hub. 49 of 50 school across the region have joined this. The awarding status is indicative of the quality of guidance and support offered by the service.

#### The Youth Development Service

This provides voluntary access to sessions where young people can meet their friends, socialise and have fun. Whilst attending the youth club sessions, youth workers provide

activities that develop young people's skills and knowledge, and which prepare them for adulthood in a safe and young person led environment. Youth workers also provide support and information for young people, so that they can make informed decisions, learning about their rights and responsibilities as they transition to adulthood.

A Youth and Community Development Worker attends weekly Short Breaks Panel meetings and works closely with the Children's Disability Team, to identify youth work sessions and opportunities in the community that support young people's transition to adult services. By identifying our young people's interests early and thinking about how they can safely access the community, young people can develop lasting friendships and peers support networks that will last in adulthood. By offering a social session for 16 – 24 years, as they face change with the move to adult services at 18, we provide a consistent space with appropriate adults who can offer support during this critical period.

*During the recent joint Christmas party for Big Buzz and Buzzaballoo, where our young people came together to celebrate Christmas, it was also the last night for one long standing member. This young man had been a regular attendee to the sessions over the last 7 years and he had become an important member of the group, building positive relationships with his peers and youth workers. Big Buzz was an important part of his life, as it offered him the weekly opportunity to meet and socialise with other young people and build a positive peer network which will continue into his adult life. Although it was an emotional last session, his mother said, 'we are so grateful that he had this opportunity to be part of Big Buzz which has given him the confidence in looking to the future'*

*Another young man was extremely anxious and nervous about starting the new group and his carer was concerned that he would yet again try a group that didn't work for him. After a few weeks of gaining trust in youth workers, and slowly being introduced to new friends and being allowed the space to settle in, he is now a vibrant and fully participating member of the session.*

There are two dedicated SEND sessions running each week at Kingston Youth Centre. However, if young people want and are able to, they can access the open access sessions available in localities. Both Big Buzz and Buzzaballoo disability social sessions are designed to support young people to develop their social skills, make new friends, try new activities and widen their peer support networks within a safe and friendly environment. For many young people, starting the group for the first time is a frightening and daunting prospect. However, youth workers are there to support young people, make them feel at ease and help them adapt to their new group and meet others for the first time.

### **Post 16 Options and Preparation for Adulthood event**

In May 2022, the LA organised a post 16 options event held at Hull College. It was aimed at Hull young people with EHCPs from year 9 upwards and their families. The focus was to

*"The event was great, but more notice would have been appreciated, would definitely welcome this type of event again"*  
*'Space to have workshops on topics which people could book onto would be good'*

provide information and guidance on education and training options, and agencies supporting transition. 62 visitors attended the event, and 23 feedback questionnaires were completed.

Due to the positive feedback, a PFA /Post 16 options event is being planned for 2023. The event will build upon the success of the event in 2022 and using feedback from participants to co-produce a broader Preparation for Adulthood event. A task and finish Group has been established with the aim of expanding on the success of the 2022 event as well as supporting the LA to deliver on its statutory duties to help our young people prepare for adulthood.

Aims include preparing young people for making informed choices about their future, supporting the objective of preparation for adulthood, and increasing the awareness of parents about post 16 options and agencies supporting transition.

### **Support for Post 16 Future Adults (Preparation for Adulthood)**

The Hull childhood to adulthood transition protocol was implemented in May 2018. The protocol aims to help Hull SEND and other services within CYPFS to work together with families and young people, and Adult Social Care (ASC), to secure the best possible outcomes for young people as they approach, and live through, their transition to adulthood. Working with partners, ASC develops the life skills of young people to enable them to be as independent as possible at age 18, also seeking to promote their emotional wellbeing. To this end, EHCP reviews are attended from Year 9 onwards with information shared regarding Mental Capacity Act, transport and finance.

### **Key Performance Indicators**

Data is now being collated and analysed on a regular basis. This will inform senior leaders of progress and any areas that continue to require attention. The improvement plan will be used to monitor and reporting to the Strategic Transition group will also take place. Task owners providing regular updates through these robust governance and accountability arrangements.

The average time between age of referral to age of allocation has been decreasing continuously. The average age of referral has reduced by 2 months, this is now 15 Years 4 Months. Out of 167 (16+) cases managed via the locality teams, 87 have a statutory assessment completed. The average age of completion is 17 Years 3 Months, this continues to decrease and the target key performance indicator in place is 17.

We have seen a steady increase in the number of staff attending ECHP reviews, which is positive. However, as a Local Authority we aim to attend from Yr 9 onwards.

The average time between age of referral to age of allocation has been decreasing continuously. It is now 15 Years 4 Months. Regarding assessments, out of 154 cases which are 16+ within all teams, 90 (58%) of these have a completed statutory assessment. The average age of completion is 17 Years 1 Months.

### **Regional Preparing for Adulthood Peer Review**

A Peer Challenge event held in April 2021 found that Hull City Council is open to learning with continuous development demonstrated by a regular commitment to engaging in the peer

challenge process. A continuous improvement plan has been developed within ASC to encompass the recommendations, with clear action owners and timescales for completion in place. This is being reviewed monthly and updates on progress will be reported to the SEND Board and senior management within the local authority.

Work is underway to strengthen the co-production offer and to develop a joined-up commissioning strategy. Developments to date include:

- The creation of supported living settings which have brought new and innovative providers to Hull
- The introduction of an additional specialist social worker role to support transition.

### **Supported Internships**

The Department for Education aims to double the number of Supported Internships and provide more young people with an EHCP the skills to secure and sustain paid employment. Hull Council has received an indicative three-year grant allocation having successfully completed a bid and supporting action plan. This will enable us to build capacity within local and medium sized enterprises to host placements for interns, improving provision in the area. We will also introduce a SEND employment forum in collaboration with our East Riding partners.

### **16+ LAFFS**

LAFFS service-users who are 16+ are encouraged to volunteer at LAFSS, developing a CV and references, and building confidences within a working environment. They are also routinely included on interview panels, gaining further insight into the world of work as well as bringing their lived experience to recruitment decisions.

## **What we are worried about**

### **Pathway into Adult Social Care**

We have an identified pathway into ASC for our young people. However, this is not always followed, and referrals are low from our special schools. Furthermore, whilst ASC has created two specific transition social work posts, this resource is insufficient to manage the current demand and future need in a timely way.

### **Supported internships**

There is a risk that not enough employers will engage to increase the number of supported internships sufficiently or there will be an insufficient breadth of opportunity available to satisfy the interests and aspirations of young people. There is an additional risk that employers may be willing to offer work experience but not be able to offer employment at the end of the internship owing to economic conditions.

There is also a risk that young people and families are not informed about supported internships as an option at an early enough stage to allow them to see it as an achievable goal to work towards. We also need to consider how to develop opportunities for young people

with SEND without an EHCP to ensure there is a broad and inclusive employability offer.

### **Bespoke accommodation options**

There has been an increase in the number of suitable commissioned services, in particular supported living, and young people on average are being placed by 18.1 years. Options including supported living within individual and multiple settings and creative alternatives for young people need to be introduced to support the vision of an individual and personalised offer with more choice for the young person.

### **Commissioning Post 16 places in education and training**

Recently announced plans to remove Traineeships are a concern. Traineeships have represented an important route for vulnerable young people including SEND who cannot access provision in large mainstream colleges and are not ready to enter an apprenticeship. Traineeships have provided a vital stepping stone and preparation for transition into other opportunities. Plans to remove traineeships creates a potential challenge to NEET figures for SEND young people and to the September Guarantee and Raising the Participation Age.

In a small number of cases where a young person is not ready to access mainstream post 16 provision, a bespoke placement is required to provide services such as re-engagement activities, therapeutic support, confidence building, or vocational training in a smaller environment with closer pastoral support. The purpose is to enable the young person to make a sustainable transition to mainstream provision post 16 including training or employment. This provision is used only when other provision has been consulted and cannot meet needs and is regarded as a facilitator for progression to college provision, further training or employment.

## **What needs to happen**

### **Pathway into Adult Social Care**

We need to provide further joint training events for frontline transition workers in CYPFS, Learning Partnership, SEND to develop a fuller understanding of one another's role. Linking with the corporate learning and development team, will develop a programme of briefings that will assist learning across all partners. This will include the understanding of the Mental Capacity Act and young people and/or their parents/carer to be involved.

We will also further develop our 'One Commissioning Strategy' across the city, being creative in our commissioning of care and support by, for example, attracting more bespoke and specialist providers of care into the area. A more robust quality assurance monitoring system that promotes continuous improvement will also be developed.

We will develop a sufficient staffing resource to support preparation for adulthood. Currently there are two senior social work roles specifically for Transition/PfA. Although there is a clear pathway, triage and risk assessments process in place, once allocated to a generic social work team either in the LA or Humber FT, the data and statistics demonstrate other urgent crisis work takes priority meaning backlogs for Transition remain. There is a currently a redesign

taking place which will include Transition and a report with recommendations is to be produced by 31 March 2023.

### **Supported internships**

We are meeting with East Riding of Yorkshire Council to plan the setting up of the area Employment Forum and will consider the membership and terms of reference. It is important that we reach a range of both public and private sector employers including small and medium enterprises to create a diverse offer. We will also aim to utilise the experience of employers with the Level 3 Disability Confident award who may already offer supported internships to promote the benefits to businesses of having a diverse workforce. The Department for Work and Pensions will be invited to participate in order to provide advice to businesses and individuals around schemes such as Access to Work. Although the Employment Forum will have a focus on supported internships, it will also address broader issues of SEND employability including increasing work experience opportunities for SEND learners in education settings

We will ensure that all professionals working with SEND young people are aware of supported internships and that up-to-date information is available on the Local Offer and on 'Logonmoveon'. In partnership with East Riding of Yorkshire Council, Hull has initiated a local SEND adviser network to provide CPD and peer support for Local Authority teams and Careers advisers in schools providing Careers Information Advice and Guidance to SEND young people. This network will provide a forum to raise awareness and provide updates on the availability of supported internships locally. Updates on developments in supported internships can also be shared at Hull SEND Partnership meetings, SEND strategic Meetings and Transition Group meetings.

### **Bespoke accommodation options**

Ongoing work is taking place to further develop a more bespoke and improved accommodation offer. The current commissioning offer has seen improvement and brought new innovative providers to the City. However, there remains a need for bespoke and complex placements or packages of support with appropriately training and specialised staff.

### **Commissioning Post 16 places in education and training**

Protocols are being developed to describe the circumstances in which bespoke placements could be considered post 16. Monitoring visits will be undertaken, and reports requested termly to discuss and ensure learner progress. A robust commissioning framework will also be introduced through the recruitment of a SEND service commissioner who will work cross-phase to ensure that procurement and contract management arrangements are robust.

## PART THREE

### Summary of improvement priorities over the next 12 months

#### Priority one – more flexible and personalised provision

Action ref	Action	Lead
1.1	Implement a graduated approach to attendance concerns, including EBSA.	Access & Inclusion manager
1.2	Pilot additional transition funding for SEND Support pupils, into YR and Y7 where ECHP is being considered.  Evaluate impact of SEND transition protocol.	LA SEND
1.3	Invest in workforce development of TAs within wider recruitment and retention strategy.	LA SEND
1.4	Through Thrive offer, coproduce and deliver Relational Whole School Approach training to promote inclusive, trauma-informed whole-school cultures	Early Help Education
1.5	Further develop SEND workforce development programme, including access to a toolkit of training materials such as coproduced short webinars. Include resources developed by outreach support services.	LA SEND

#### Priority two – embedded coproduction

2.1	Introduce an early identification SEND peer support service to help families navigate services.	Children's Disabilities
2.2	Introduce an autism awareness course and Healthy Eating for neurodiverse children training for parents	SEND Early Help
2.3	Within HAF, implement the 'Next Gen Leaders Programme' for young people with additional needs, aged 11-16.	SEND Early Help
2.4	Ensure social care and Health partners provide high quality advice consistently and embed an escalation protocol for occasions where third party advice is not provided.	LA SEND



2.5	Embed the multi-agency EHCP auditing process to drive up quality and implement a robust quality assurance framework which includes feedback from families.	LA SEND
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### Priority three – right support, right time

3.1	Utilise Family Hub funding to extend the Early Years Inclusion 'First Steps to Communication' programme.	Early Help
3.2	Deploy S&L therapists to work with HYJS service users and their families and their schools to equip them with strategies to reduce the impact of their difficulties.	HYJS
3.3	Communicate to parents the remit of neurodiversity front door, including pathways around what is offered pre and post diagnosis.	ICB
3.4	Investigate low rate of ASD identification as primary need through review of referrals to front door. Consider what this means for capacity required to reduce waiting times.	ICB
3.5	With partners, undertake a gap analysis to create a single pathway of support for neurodiverse pupils.	ICB
3.6	Implement a recovery plan to increase capacity and reduce ADHD assessment waiting times.	ICB
3.7	Recruit additional OT staff, embed new working practices and implement the 'grow our own' OT strategy.	Children's Disabilities
3.8	Increase staffing of Children's Disability Team and review roles to meet rising demand.	Children's Disabilities
3.9	Introduce a pathway for families whose disabled children require large packages of support.	Children's Disabilities
3.10	Introduce a pathway to improve quality of wait for children with complex SAL needs.	ICB
3.11	Remodel outreach services to fill gap in specialist support for secondary SLCN and SEMH.	LA SEND



3.12	Understand anomalies in identification of primary need, ensuring SENCo CCET training contributes to accurate identification. Introduce a SEND profiling tool.	LA SEND
3.13	Ensure that good data flow between agencies provides clear sight of extent to which SEND CYP are benefitting from Thrive services.	Thrive

#### Priority Four – legal compliance

4.1	Ensure that staff are trained and high quality data is migrated into Synergy as basis for more efficient and reliable administration of the service.	LA SEND
4.2	Drive up 20-week timeliness, including by strengthening graduated approach and flattening the curve of rising demand.	LA SEND
4.3	Implement the EP team ‘grow our own’ strategy and build capacity through the deployment of additional Assistant EPs and Area SENCO within statutory SEND.	LA SEND
4.4	Complete the refresh of the SEND sufficiency strategy and invest SEND capital to create additional specialist provision, with focus on secondary.	LA SEND

#### Priority Five – financial sustainability

5.1	Ensure that successful implementation of the Banding review promotes consistency across the city in relation to requests for EHC Assessments, funding assigned to EHCPs, as well as the expectations about what can delivered within mainstream schools.	LA SEND
5.2	Deploy EPs within the graduated approach through an enhanced traded offer, to prevent needs from escalating	LA SEND
5.3	Through the remodelling of the IPASS & outreach services, ensure outreach services strengthen mainstream inclusion by building capability.	LA SEND

5.4	Introduce a robust commissioning framework by introducing a commissioning post within Learning and Skills.	LA SEND
5.5	Strengthen stewardship of the AP system through an AP Strategic Board. Align with DfE SEND and AP improvement plan and three tier model for AP.	Access & Inclusion, LA SEND & LP

### **Priority 6 – preparing for adulthood**

6.1	Expand the transition team within Adult social care to ensure that planning begins at the Y9 annual review.	Adult Social Care
6.2	Ensure that the supported internship programme successfully develops young people for the workplace	Post 16

## PART FOUR

### Improvement updates for the last 12 months

Date	Section	Page	Update added
<i>Date of update</i>	<i>Area relates too e.g EHCP timeliness</i>	<i>Page no.</i>	<i>Details of update e.g. April 2023 timeliness data added to table.</i>