

Local Area Special Educational Needs and Disabilities Strategy

2023-2026



Introduction

The North Yorkshire Local Area SEND Strategy has been developed by the partnership with, and the support of North Yorkshire Council, Local Health Commissioning education settings partners and Parent Carer Voice. The strategy aims to improve the lived experiences of children and young people with SEND across the county by identifying needs early, providing timely and effective support and being ambitious for their future to live happy and fulfilling lives.

Our ambition and aim is that all children and young people with SEND have better outcomes which will make sure they are well prepared for a happy, healthy and fulfilling adult life. Working in partnership and the strength in relationships is of critical importance to ensure that children and young people have their needs identified early so that support can be more effective.

This strategy sets out how the Local Area Partnership will work together, guided by agreed priorities, that have been developed with young people, parents/carers and professionals. It will provide a way forward that is clear and transparent, ensuring the views of all stakeholders are understood and acted upon and accountability is shared. The priorities identified apply to all areas of SEND but we acknowledge a specific focus on children and young people with autism and those with Social, Emotional and Mental Health Needs (SEMH). in response to the increased identification of children and young people with such needs.

As we have developed this strategy we have agreed collectively, and included:

- What is important to children with SEND and their families
- What are the overarching priorities that the partnership will focus on
- Some of the key actions that will be needed
- What we will see when things are working well and some measures, that collectively, would indicate our approach is improving experiences of children and young people



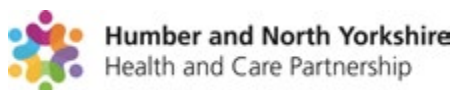
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Local organisational change and national policy development

Throughout the development of our SEND strategy there have been significant changes taking shape both locally and nationally. It has been important to consider these changes in the context of the local SEND system and await their implementation to ensure our strategy is fit for purpose moving forward. These are set out below:

Local Government Reorganisation

As of 1st April 2023, the previous two-tier council system in North Yorkshire ceased and a new single council was established.

This is a significant development which will see benefits to the residents of North Yorkshire including those with SEND.

The unitary council will be better placed to support businesses and economic development as well as employment, work experience and leisure opportunities for young people with SEND. Being able to provide greater support in local communities will help us deliver supportive inclusive communities where young people moving into adulthood have greater opportunities and the support they need to live healthy and fulfilling adult lives.

Integrated Care System

Integrated care systems (ICS) are partnerships of organisations that come together to plan and deliver joined up health and care services, and to improve the lives of people who live and work in their area.



Integrated Care Partnership and Boards

Integrated Care Boards are a statutory NHS organisation responsible for developing a plan for meeting the health needs of the population, managing the NHS budget and arranging for the provision of health services in the ICS area.

This new arrangement is bringing together partners concerned with improving the care, health and wellbeing of the population of North Yorkshire. This collaboration will assist partners to tackle complex challenges including:

- improving the health of children and young people
- supporting people to stay well and independent
- acting sooner to help those with preventable conditions
- supporting those with long-term conditions or mental health issues
- caring for those with multiple needs as populations age
- getting the best from collective resources so people get care as quickly as possible.

SEND and Alternative Provision Improvement Plan

In March 2023 the SEND and Alternative Provision (AP) Improvement Plan was published. This plan provides clarity on the governments' approach to addressing the national issues within the SEND system.

Whilst the Local Area SEND Strategy has been in development, the content of the previous SEND Green Paper has been considered. As anticipated, the SEND and AP Improvement Plan is not significantly different to previous proposals and our strategy has allowed for these policy changes to be responded to as implementation begins.



North Yorkshire SEND in Numbers



158,253
0-25

Year olds in
North Yorkshire



4500

young people have
an Education, Health
and Care Plan (EHCP)



Nearly

44%

of children with EHCPs
are in mainstream School



38%

of EHCPs support
children with a Primary
Need of ASD



Around
10,000

pupils in North Yorkshire
schools are in receipt of
SEN Support



814

new EHCPs
issued in 2022



1 in 4 (28.1%)
children with an
EHCP attend Specialist
Provision



Of the children with
SEN in schools,
17% (1,924)
have an EHC plan and

83.1% (9,451)
have SEN Support



57
Electronic Health
Notifications in 2022



156%
increase in EHCPs
since January 2015



32%
of EHCP pupils are
eligible for FSM



13%
of pupils in NYCC
schools have SEN



North Yorkshire's High
Needs Allocation was
£64m
for 2022/23



£20m
of the High Needs
Budget was used to fund
special school places

Experiences of Children and Families



Listening to, and acting on, children and young people's lived experiences is of central importance to our strategy. As a local area we are ambitious for all children in North Yorkshire. Accounts such as those below demonstrate the challenges children can face and how with appropriate support at the right time, children and young people can achieve their ambitions.

L's Story

L has a complex range of needs that have meant she has been unable to manage education in school since year 5. Despite these challenges she, her family and the services supporting her have worked to find ways to make education accessible and for L to achieve her ambitions.

Working with support services, technology was identified and used that enabled access to her primary school, when being inside the building became too difficult. This enabled her to have access to the school she had always known, be able to be taught remotely by her class teacher and engage with the school community despite not being able to physically 'attend'. She joined in with lessons and enrichment activities that she had not previously been able to get involved with.

L is now in Y10 and has continued to access support through her secondary education from health and local authority services as well as demonstrating drive and determination to achieve the outcomes she has set for herself. Being clear what her aspirations are throughout, she has shaped her provision with support from services and her family.

L recently achieved a grade 9 (A* equivalent) in her 5th GCSE, and upon receiving it she simply said **'it means I am equal'**.

J's Story

J's needs meant he had struggled to access mainstream primary school. The impact of this was it had "led to a lot of time being unable to function in daily life" in the words of J's parent.

In 2020, following consultation, the establishment of Targeted Mainstream Provisions began, providing both a mainstream school environment as well as specialist support, resources and therapies.

J took up a place in one of the newly established provisions and thrived. His outlook on school has changed dramatically.

Recently, J's mother contacted one of the services which had supported him into his new school to highlight the impact it has had. She explained that her daughter was struggling with starting school and the words of support from J that had reflected his new outlook.

She wrote, "my daughter is struggling trying to start school, it is impacting my son (J) but he's being amazing. He whispered in my ear 'School isn't hard.' It was hard, it led to a lot of time unable to function in daily life. **'School isn't hard' is about the most amazing thing I've heard, thank you**"

Our Ambition

North Yorkshire’s ambition for children and young people is set out in “Being Young in North Yorkshire 2021-2024 as:

“All children and young people are safe, happy, healthy and able to achieve in North Yorkshire”

Underpinned by our understanding that positive relationships are central to achieving better outcomes, our ambition is to work in partnership across the system to improve the lived experiences of children and young people with SEND, so that:

- Families know how and where they can access support and information
- Children and young people receive the support they need at the right time
- Our communities are inclusive
- Children and young people can develop their independence and live happy and healthy adult lives within their local community
- Lived experiences are an integral part of our continued improvement

How will we achieve our ambition?

- Placing value in relationships and working in partnership to ensure support is coordinated and of high quality
- Ensure lived experiences are at the centre of shaping services and understanding if we are making a positive difference
- Ensure children and young people and parents/carers are fully involved in decision making at individual and strategic level
- Embrace innovation and be willing to change
- Be visible and communicate well with our families, communities and partners
- Regularly review whether we are making a difference

In North Yorkshire it is the intent of all statutory services across Education, Health and Social Care to work in partnership with children, young people and their families to ensure this ambition is realised. The diagram below illustrates how the Local Area Strategy links to and guides the more detailed and specific action plans across SEND.



Our Partnership and Vision



The North Yorkshire SEND Partnership works together to support children and their families with SEND achieve their full potential. The SEND Partnership consists of our stakeholders:

- North Yorkshire Council
- Health providers and commissioners
- North Yorkshire Youth Voice
- Educational settings (through our Locality Boards)
- Parent Carer Voice (our local Parent Carer Forum)
- SENDIASS

Our shared vision for all children and young people with Special Educational Needs and Disabilities is that;

- They have the best opportunities so that they achieve the best outcomes.
- They are able to attend a school or provision close to home, where they can make friends and develop their place within their local community.
- Have good social, emotional and physical health and are fully prepared for a fulfilling adult life.
- Developing independence and high aspirations are a focus for all throughout their entire educational journey.
- They are able to have their needs identified early and met at whatever period in their lives needs arise
- Partners share a collective responsibility for providing high quality support that builds confidence and supports smooth transitions
- Young people move confidently into adulthood where they feel equipped to thrive and enjoy life

The shared principles we will work to in order to make a positive difference are to:

- Be ambitious for all children
- Value the contribution of all partners
- Work together to deliver improvement
- Listen and communicate effectively
- Invest in relationships
- Focus on actions that will improve outcomes

What have you told us?

Throughout the process of developing our future strategic priorities, the views of young people, parents/carers and professionals have been of central importance. We have engaged with parents/carers, children and young people and our partner organisations through various forums to hear views about what was important for children with SEND and what needed further improvement in order to secure the best outcomes for children and young people.

Following that engagement, the strategic priorities within this document have been developed. The following key aspects outlined below have helped to shape our five strategic priorities:

What is important for children and young people with SEND:

- Being cared for, having meaningful friendships and being valued by supporting adults
- Being healthy, having confidence and a sense of purpose
- Sharing a range of experiences, enjoying learning and achievements being celebrated
- Developing independence, being involved in decisions and having meaningful prospects of employment in adult life
- Being safe
- Services providing support early

- Smooth transitions into adulthood

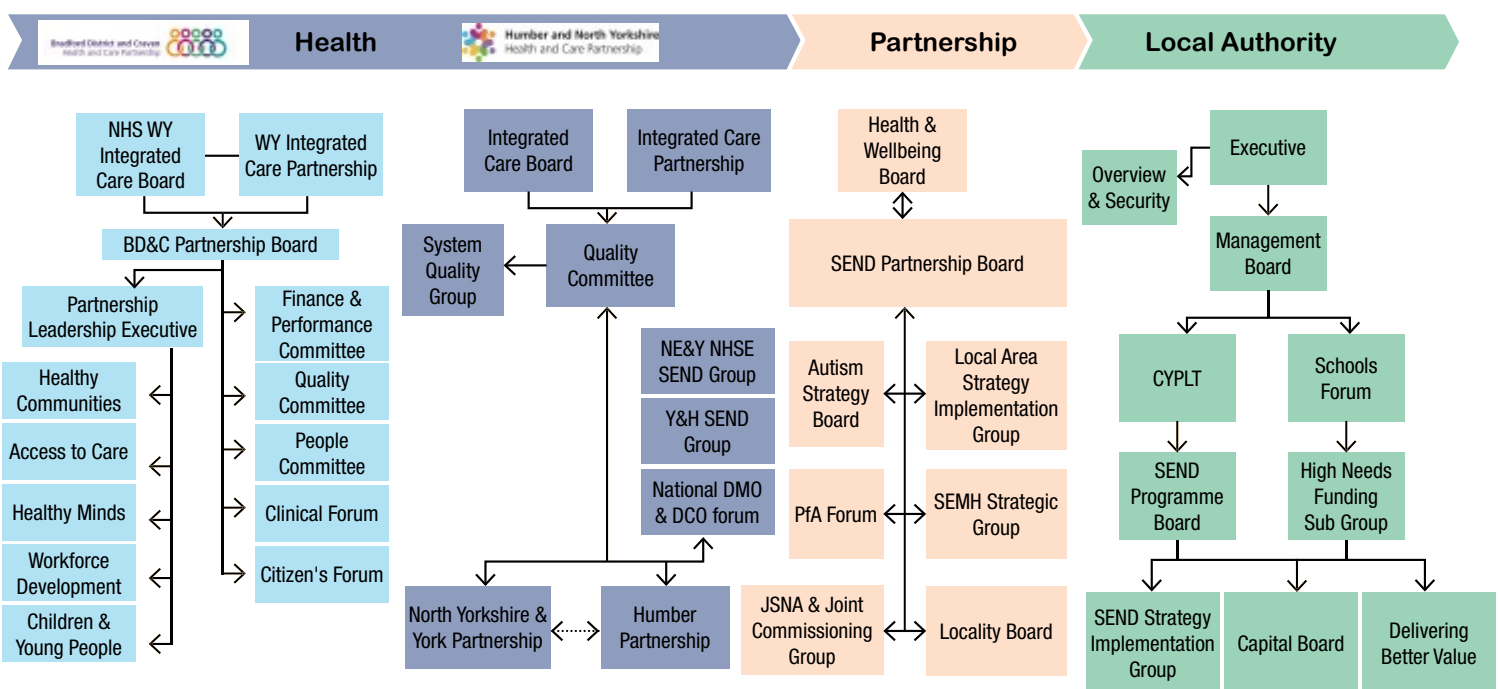
What needs further improvement?

- Communication at strategic and individual level
- Improved Local Offer
- Better exchange of information between services and families
- Greater range and availability of local provision
- Increased range of social opportunities for children and young people with SEND
- Knowledge, training and understanding of school staff to continue to support children within mainstream settings
- Timeliness and quality of assessment processes in particular agreed outcomes and annual reviews
- Availability of respite support and appropriate care staff

Governance, Monitoring and Review

It is important that clear and strong governance arrangements are in place to ensure regular review of progress and impact. We have well established governance arrangements that involve all key stakeholder groups. The SEND Partnership Board will maintain regular oversight of this strategy, and underpinning action plans, so that the forum members, including parent/carer and young people representatives, have input into reviewing progress and influencing future direction.

In line with our statutory duties we have also set out the key decision making routes for both the Local Authority and Health Partners below. This includes the work of the Joint Commissioning Group and joint commissioning plan. The Strategy and any subsequent action plans will be reviewed and published annually. Each review will utilise quantitative and qualitative feedback from statutory partners and stakeholders before being published.





Our Priorities

Through the engagement with our stakeholders, facilitated by the Council for Disabled Children the following priorities have been developed to improve the lived experiences of all children and young people with SEND in North Yorkshire. Appendix A sets out key actions and activity to be undertaken.

Priority 1

Identifying the needs of children and young people early

We know that identifying the Special Educational Needs and Disabilities of children at an early stage improves outcomes and life chances. Across Education, Health and Care services in North Yorkshire improving early identification systems will remain a key focus so that children can access the support they need as they need it.



What will success look like?

- Schools and settings will be confident in the identification of children and young people with SEND
- Identification of children and young people at SEN Support is accurate and appropriate and there is confidence in its application across all schools and settings and the rationale for difference
- SEN Support and EHC Plans are of high quality and demonstrate improved outcomes
- Increased health notifications will be received by the local authority enabling more families to receive help and advice early
- Reduced numbers of referrals for statutory assessment are turned down and refusals to issue decrease
- Children and Young People with SEND achieve well at every stage of their learning and progress into adulthood
- Waiting lists for SEND Services are reduced
- All agencies working together in partnership to ensure that early identification and assessments clearly identify needs
- The graduated response in schools and settings is consistent across NY schools and settings

What will we measure to understand if we are making a positive difference?

Schools and settings will be confident in the identification of children and young people with SEND

- Number of early notifications from health increasing
- Parental and young people's feedback during and after accessing support and services
- SENCO and other key professional confidence and feedback through regular survey
- Attainment outcomes for children and young people with SEND
- % of children identified as having SEND in early years and primary settings
- % of children continuing to have their needs met in mainstream education settings
- Reduction in waiting lists for diagnosis and therapeutic support
- Reduction in appeals leading to tribunal on the grounds of identified needs
- Volume of people accessing information via the Local Offer

Priority 2

Working together-Improving communication, co-production and engagement

We want as many children and young people with SEND to receive the right support from health, education and care services to meet their needs. High quality services are informed by lived experiences of those who access them.

Good communication is important so that children and young people, parents and carers feel listened to, their views inform decisions and that transparency develops trust across all partners. Parents have told us that clear communication is of high importance.

What will success look like?

- Children and young people are supported to positively contribute to decisions that affect their future
- Children and Young people and their families are confident in the range of local support options they have helped to design
- Decisions are transparent at all levels and partnerships continue to strengthen
- Parent Carer forums are representative of the general population of parents and carers of children with SEND
- Development of services is done in partnership with all stakeholders from design through to implementation
- Governance arrangements for the delivery of this strategy and subsequent action plans have oversight from all stakeholders and progress is reported on regularly
- Parental satisfaction and confidence is high
- The Local Offer is up to date with information that is easy to find and easily understood
- Children, young people, parents and carers report feeling well informed
- Services at universal, targeted and specialist level are informed by lived experience
- Parents/carers and children and young people value services and this is reflected in their feedback
- Services are of high quality and are influenced by the lived experience of children and young people

What will we measure to understand if we are making a positive difference?

- Parental satisfaction and voice measures
- Commissioning decisions are clearly influenced by the SEND JSNA
- Reduction in the % of cases proceeding to appeal and tribunal
- % of Parents/carers and young people who feel they are able to contribute fully to the planning/review meeting.
- Number of parents/service users accessing support through Local Offer
- Voice of children and young people as well as parents and carers
- Evidence within EHCPs and SEN Support Plans of parent and child input
- Complaints analysis shows they are being addressed to service users satisfaction and at an early stage
- % of children becoming Elective Home Educated
- Number of children receiving support from EOTAS
- Increase in parental preference for local provision in both mainstream and specialist settings

Priority 3

Improving outcomes for children and young people with SEND

Our ambition is that children and young people with SEND have the best opportunity to live healthy and happy lives and are supported to have high aspirations and achieve their goals. Helping children and young people to achieve outcomes in education, health, employment, relationships and participation in society is central to this vision.

What will success look like?

- Children and young people with SEND make good progress in terms of educational attainment at all stages of education
- Children with SEND, experience lower levels of exclusion, part time tables and have increased levels of attendance
- Children and young people make positive choices in terms of health, relationships and participation in their community
- Children and young people have received the right support post COVID to catch up and maintain good mental health
- Children and young people with SEND make positive transitions into further education, higher education, employment and training
- Children and young people become increasingly independent, relevant to their needs, as they move towards adulthood
- More young people access an increased range of Supported Internships, Apprenticeships and Employment opportunities
- Children with SEND have high quality outcomes evidenced in SEN Support Plans and EHCPs

What will we measure to understand if we are making a positive difference?

- % of SEND pupils achieving a Good Level of Development at the Early Years Foundation Stage Profile
- % of SEND pupils achieving the expected level or above in reading, writing and maths combined at Key Stage 2
- % of SEND pupils persistently absent
- % of SEND pupils suspended from school
- Quality assurance of outcomes in EHCPs and SEN Support Plans
- Return of young people from PRS/AP provision back into sustained mainstream education
- Improved data from 'Growing Up in North Yorkshire' returns for wellbeing measures
- Reduced number of children on part-time timetables and only when a medical need prevents full time attendance.
- Proportion of children achieving outcomes set out in EHCPs

Priority 4

Preparing Young People for Adulthood

Developing independence and preparing for adulthood is important to young people and their families. Done well and at the earliest stages it allows children and young people to develop skills that will serve them well throughout their lives. Through engagement it was clear from feedback that it is important for children and young people to feel they make a valuable contribution in their communities, that their talents and skills are recognised and supported and that this in turn develops self-esteem and supports them in maintaining high aspirations.

What will success look like?

- Children and young people, those that care for them and those that provide support, will place importance on, and high aspirations for developing independence throughout their lives
- More children with SEND will access a wider range of experiences including in the workplace, community and leisure activities
- Numbers of young people with SEND moving into employment, education and training will continue to improve
- Young people, and their families, will be confident in key transitions and the opportunities that exists to live with a greater degree of independence
- Developing independent skills and preparing for adulthood will be recognised by all professionals and parents through all educational phases with clear outcomes within SEN Support Plans and EHCPs evidenced, tracked and achieved
- Children and young people will have access to more social and community based activities
- Transition points are planned and well managed by all those who support young people

What will we measure to understand if we are making a positive difference?

- % of young people who are not in education, employment or training (NEET) in academic year 12 and year 13
- Difference in NEET between SEND and non-SEND
- % of EHCP/SEN Support plans for young people from year 9 with appropriate PfA and Independence focussed outcomes
- % of young people with a level 2 and level 3 qualification by age 19 increasing
- Tribunals for post-16 discontinued EHC plans reducing
- Accommodation status for adults with learning disabilities
- Employment status for adults with learning disabilities
- Numbers and % of children with SEND successfully completing Supported Internships and/or Apprenticeships
- % of children with SEND taking up work experience opportunities

Priority 5

Achieving Best Value

The Local Authority and the National Health Service have a statutory duty to meet the assessed needs of all children with SEND in North Yorkshire. Alongside this duty is an expectation that statutory bodies utilise public finances efficiently and effectively. It is important that all stakeholders understand what resources are available, that they are used to best effect for all children and the local system is sustainable.

What will success look like?

- All stakeholders understand the available resources that are at the disposal of statutory bodies to implement quality services and support for children and young people
- There is a collective understanding and responsibility amongst stakeholders to ensure resources are directed to where they are needed most so that all families and children can be provided with the support they need
- Joint commissioning arrangements are in place, are informed by thorough review of strategic needs
- Provision available is sufficient to meet the needs of the county's population with SEND
- Services are efficient, coordinated and effective in meeting the needs of children and young people
- Young people and parents have choice and control of how their needs are met
- Universal, targeted and specialist services are mapped and parents are aware of provision across the county and neighbouring areas
- Services will be sustainable within the limits of the High Needs Budget

What will we measure to understand if we are making a positive difference?

- % of children educated Out of Authority reducing as a result of an improved continuum of Local Provision
- % of children accessing SEND Hub support and remaining in mainstream education
- % of young people transitioning into employment and no longer requiring an EHCP
- Increase in the numbers of children at SEN Support having their needs met without a requirement for an EHCP
- Average age at which EHCP's are discontinued
- Reduction in the High Needs Budget deficit



Priority 1

Identifying the needs of children and young people early



Actions

Review and adapt the **information, advice and support** available for parents/carers and children and young people on what they can do if they think their child might have special educational needs.

Continue to strengthen the **workforce development programme** for adults working with children and young people with SEND in education, care and health to build expertise on the identification of SEND, screening tools and approaches to support.

Work with schools and settings to ensure they are confident in **the early identification of SEND** and that the application of the graduated response is effective.

Strengthen the capacity of **educational psychologists** to undertake assessments of children and young people with SEND.

Embed the updated **early health notification process** to ensure information exchange between health and the LA is effective.

Continue the improvement journey in terms of **statutory assessment** to ensure high quality advice and informed decision making in terms of Education, Health and Care Plans.

Develop a continuum of support from early intervention to specialist support for families with autistic children.

Promote the rollout of the Oliver McGowan Mandatory Training on learning disability and autism for **all health and adult social** care staff.

Pilot innovative approaches to **autism assessments and reduction of waiting** lists, including building skill in schools in early identification.

Continue to work with locality boards and key stakeholders to ensure that there is **collective oversight of children and young people** with SEND in localities across NY and that action is taken to improve outcomes.

Review SEN Support levels in schools that are significantly below or above NY average across NY **and pilot a peer review approach** with SENCos.

Inclusion indicators to be finalised with School Improvement so they can be discussed with schools at regular meetings.

Priority 2

Working together-Improving communication, co-production and engagement



Actions

Work with parents and carers to refresh the **mapping of services, provision, leisure and social opportunities** at locality, county and regional level and ensure this information is readily available on the local offer.

Utilise the **Joint Strategic Needs Assessment** to identify pinch points in services and develop innovative approaches to address demands.

Publish the **Joint Commissioning Statement** of Commitment and Plan.

Establish an annual **training programme and network for foster carers** supporting children with SEN and/or Disabilities.

Take forward the recommendations of the **social care review of support for disabled children** and their families.

Review the **pre and post diagnostic support for children and young people with autism** and their families across education, care, health and the voluntary sector.

Review the **short breaks** offer for families with disabled children and young people.

Review and refresh the **recruitment of foster carers for short breaks** and shared care.

Review **speech and language provision and capacity** across North Yorkshire.

Explore opportunities to implement **reasonable adjustments training for health and social care** professionals supporting autistic young people.

Work with locality boards to **strengthen cross sector approaches** to supporting children with SEND.

Establish and maintain a new format for the **SEND partnership newsletter**.

Develop the role of **North Yorkshire's 'Young Inspectors'** in service improvement.

Priority 3

Improving outcomes for children and young people with SEND



Actions

Implement proposals from the post implementation review of Pupil Referral Services to further **reduce exclusions and part time tables**.

Develop and implement a raising attainment plan for children with SEND and groups vulnerable to underachievement.

Support schools and educational settings with high quality advice, guidance and training via the SEND Hubs and School Improvement Service.

Review **early years provision sufficiency** across the county in partnership with Education and Skills.

Support the role out of **Dingley's Promise** and further develop training that is sympathetic to the needs of small child care providers.

Deliver training for mainstream SENCo's to improve the quality of outcomes within EHCPs.

Undertake an audit and **review of the quality of careers advice** received by young people with SEND in mainstream settings.

Continue to **develop the range and capacity of targeted, specialist educational provision** across the county to ensure children can go to school in North Yorkshire.

Priority 4

Preparing Young People for Adulthood



Actions

Further develop the range of opportunities and choice in relation to **supported employment, work experience and volunteering** to build the necessary skills to gain meaningful and rewarding jobs in adulthood.

Develop and improve access to **sleep services**.

Introduce an **audit programme of SEN Support plans** and EHCP's in **partnership with school SENCO's** to understand current practice and improve quality of PfA outcomes in plans.

Develop a specific **PfA health transition care plan** for LD and/ or Autism.

Work with the Youth Justice service to ensure that the needs of young people with autism are appropriately identified and supported.

Work with the Parent Carer Forum to review the **range of accessible social leisure opportunities** available for young people with SEND in all localities.

Develop and pilot a **parent mentoring scheme** to provide emotional, social and practical support for parents of disabled children.

Develop **Unlocking Autism Teens course** covering wellbeing, anxiety, puberty, sex & relationships, vulnerability, independence and risk.

Establish **partnerships with employers and enterprise forums** to ensure the skills and talents of young people with SEND are promoted and opportunities for work experience, Supported Internships and Apprenticeships are increased.

Coproduce with young people, and publish, a new comprehensive PfA Guide to provide support and information to families.

Develop, maintain and publish a **short breaks directory**.

Ready, Steady, Go NHS PfA pathway to be adopted by NY NHS Providers.

Develop **'Autism Aware'** kite mark as part of the Social Prescribing Project.

Health services further develop systems to capture and utilise feedback from children and young people to guide continued service improvement and promote better health outcomes.

Pilot a work experience programme for children with SEND within Inclusion and wider Children's Services.

Priority 5

Achieving best value



Actions

Establish systems to regularly review **service performance that is influenced by the lived experience** of children and young people.

Keep the SEND **Joint Strategic Needs Assessment** under review so it is understood, current and influences coproduced developments to address areas for improvement.

Engage in the **DfE Delivering Better Value Programme**.

Explore and assess innovative approaches to ensure resources are targeted at supporting needs sooner.

Finalise and implement a capital investment programme that **develops cost effective, high quality and local provision** where it is needed most.

Develop further opportunities to **jointly commission support and services** where pooling or aligning budgets provides better cost effectiveness.

LA and Health partners to work together on reducing waiting times for assessment and diagnosis of Autism.

Develop a five year High Needs Budget forecast.

Local Area Special Educational Needs and Disabilities Strategy

2023-2026



Contact us

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You can request this information in another language or format at
northyorks.gov.uk/accessibility

Inspection Recommendation 1

Leaders across the partnership should ensure that EHC plans consistently and accurately reflect the needs of children and young people. This includes updating information regularly and setting clear and measurable targets. The partnership should expedite their quality assurance systems, ensuring there is clarity from all partners on what a good quality EHC plan looks like in order to ensure that all plans are accurate and support children and young people’s needs and next steps effectively.

| Action | Expected Impact | Partner lead | Completion Date |
|--|--|-----------------------|--------------------------------------|
| <p>1a)</p> <p>Refine existing QA processes within the partnership to ensure that systems are adapted, or established, that:</p> <ul style="list-style-type: none"> • Ensure EHCPs are good quality • Advice is of high quality from all advice givers • Scrutiny and feedback supports system improvement and practice | <p>Improve the quality and timeliness of EHCP plans reflective of Multi Agency working to improve outcomes for the child and/or young person</p> <p>Ensure that QA processes are established to inform practice development and learning</p> | <p>LA</p> <p>ICBs</p> | <p>July 2025</p> |
| <p>1b)</p> <p>Review LAP training opportunities to establish a workforce development programme that includes:</p> <ul style="list-style-type: none"> • Refreshing and delivering SEND awareness training across key teams within the partnership at practitioner level • Maintaining SEND Level 3 Health Training, delivered jointly by HNYICB SEND Team and Local Authority, for health providers who input into EHCPs • Comprehensive induction and training and learning programme at all levels within the EHC Assessment Team | <p>Clear and defined understanding of the role of statutory partners and how they contribute to the statutory assessment process, leading to improved quality of advice</p> | <p>ICB</p> <p>LA</p> | <p>July 2025</p> |
| <p>1c)</p> <p>The LAP Board to establish mechanisms to report on and monitor quality assurance outputs in addition to statutory performance indicators</p> | <p>Greater strategic oversight of quality improvement as well as statutory measures.</p> <p>This mechanism will ensure robust quality assurance in both long and short term outcomes for CYP.</p> | <p>LAP Board</p> | <p>July 2025</p> |
| <p>1d)</p> <p>New digital EHCP to be developed and implemented across the partnership</p> | <p>Improved information sharing, timeliness, quality of data and governance arrangements.</p> | <p>LA</p> | <p>September 2025</p> |
| <p>1e)</p> <p>Recruit and build capacity of Educational Psychology to support the strengthening of practice relating to the local area’s graduated approach.</p> | <p>Improved advice, support and timeliness of intervention</p> <p>Consistent practice model established across the LAP</p> | <p>LA</p> | <p>September 2024-September 2025</p> |

Inspection Recommendation 2

Leaders across the partnership should improve their planning and oversight of exclusions and attendance data for children and young people with SEND. The recently formed attendance alliance group, consisting of partners across education, health and social care, should use this data to intervene swiftly to help bring about improvements.

| Action | Expected Impact | Partner lead | Completion Date |
|--|---|--|-----------------------------|
| <p>2a)</p> <p>Trial and adapt a new SEND Hub model which includes scrutiny of data and proactive support to schools regarding CYP receiving high levels of suspension / at risk of exclusion</p> | Faster access to advice/support from specialists | LA | September 2024 to July 2025 |
| <p>2b)</p> <p>Continue to coproduce and finalise with Parent Carer Voice the Barriers to School Engagement and Attendance Guidance for schools</p> | Partners will better understand the barriers to school engagement and attendance from a parent/carer perspective and young person perspective. | Parent Carer Voice ICB's LA | April 2025 |
| <p>2c)</p> <p>Continue work in the LAP Task and Finish Group established with key mental health services to undertake a deep dive into the reasons for school non-attendance (persistent and severe absence).</p> | LAP will better understand the causes of school non-attendance linked to CYP MH and the key triggers and reasons. | LA ICB's | April 2025 |
| <p>2d)</p> <p>Use evidence from the task and finish group to agree targeted activity to address school non-attendance linked to Children and Young People's mental health.</p> | CYPs MH needs will be met effectively and professionals from across the specified organisations in education and health will work jointly to support improved attendance rates in schools | LA ICB Commissioners | September 2025 |
| <p>2e)</p> <p>Track schools with high levels of exclusion and suspensions and arrange termly meetings with schools suspending or excluding at a rate higher than the National Average</p> | Pro-active support to schools in relation to inclusion | LA | December 2024 |
| <p>2f)</p> <p>Undertake a joint review of all excluded children with SEND, followed by the establishment of routine auditing, to support practice development of the partnership.</p> | Improved understanding of systemic issues that contribute to suspensions and exclusions | LA Schools and Academies ICB Parents and Carers | July 2025 |
| <p>2g)</p> <p>Improve the consistency of advice and guidance provided to system partners through an agreed training programme for key teams within the Local Authority</p> | Improved quality and consistency of advice to partners | LA | December 2025 |

Inspection Recommendation 3

The local area partnership should develop systems to use data effectively so that they can identify gaps in service, monitor the impact of their strategies and put plans in place to meet the needs of all children and young people with SEND.

| Action | Expected Impact | Partner lead | Completion Date |
|---|--|------------------------|--------------------|
| <p>3a)</p> <p>The Local Area SEND Partnership Board to review strategic data requirements and agree data sets to aid strengthened oversight by the LAP Board</p> | Improved governance, identify gaps, monitor the impact of strategies and improve oversight | LA ICB's Schools | February 2025 |
| <p>3b)</p> <p>Working group to be established between key officers and data teams across the partnership to establish data sharing agreements and create a SEND data dashboard to satisfy the requirements set by the Partnership Board</p> | <p>Data quality improved</p> <p>All relevant data sharing agreements in place</p> <p>Joint understanding of data requirements, agreed performance indicators which lead to positive outcomes for CYP.</p> | LA ICB's | September 2025 |
| <p>3c)</p> <p>Plans and strategies to be reviewed to ensure that all KPI's are included in reporting to assist the partnership in monitoring progress and success</p> | Progress can be evidenced and reported more precisely at operational and strategic levels | LA ICB's | September 2025 |
| <p>3d)</p> <p>Establish regular data and performance meetings between HNY ICB (NY Place) and WY ICB (BDC Place) to share SEND dashboards, review data and performance and agree actions to address any gaps or required improvement in performance</p> | Improved shared oversight of data and agree actions to address any required improvements; including equity of access, gaps in service provision and monitor the impact of strategies and plans that meet the needs of children and young people with SEND. | ICB's | December 2024 |
| <p>3e)</p> <p>HNY ICB and WY ICB to use established meetings with Health Service Provider leads to share performance data and to agree action to address any required improvements.</p> | Improved equity of access, identify gaps in service provision and monitor the impact of strategies and plans | ICB's | From February 2025 |

Inspection Recommendation 4

Leaders across the partnership should work together to improve children and young people's transitions across education, health and social care settings so that they are prepared for adulthood well.

| Action | Expected Impact | Partner lead | Completion Date |
|--|---|----------------------------------|---------------------------|
| <p>4a) QA of EHCPs to include a focus on relevant and up to date PfA outcomes and information. Routine auditing and learning to be shared with relevant teams on a 6 monthly basis</p> | <p>Improved EHCPs and better support young people and families at points of transition</p> <p>Planning has greater focus on young people's long-term aspirations with measurable steps to reaching them</p> | <p>LA ICB's SENDIASS</p> | <p>From December 2024</p> |
| <p>4b) Maintain and update PfA Pathways on the Local Offer in line with the action plan</p> | <p>YP and their parents/carers have access to accurate referral pathway and service information bringing about improved outcomes.</p> | <p>ICB LA SENDIASS</p> | <p>Ongoing</p> |
| <p>4c) Review the PfA forum and PfA board (formerly Transitions Board) action plans and work programmes to ensure there is focus upon:</p> <ul style="list-style-type: none"> • Strengthening Communication • Co-Production of Services <p>Identifying Gaps and Areas for Improvement</p> | <p>The needs of children and young people are understood, responded to and there is a forum for collaboration and co-production across the partnership</p> | <p>LA</p> | <p>April 2025</p> |
| <p>4d) The Disabled Children's Service will continue implementation of its agreed action plan to further improve the support available to disabled children and young people</p> | <p>Children receive support from a range of services at an appropriate level</p> <p>Planning for transition to adult services support is more timely</p> | <p>LA</p> | <p>December 2025</p> |
| <p>4e) The Partnership workforce development plan will include focus on PfA to improve quality of advice and assessment</p> | <p>PfA is central to the statutory assessment process, is included in advice from relevant professionals and the content of plans</p> | <p>ICB's LA PCV</p> | <p>September 2025</p> |

Inspection Recommendation 5

Commissioners across the partnership need to further develop strategies to reduce waiting times and ensure children and young people across North Yorkshire can equitably access health services. There should be clear processes in place to monitor and report on progress made so that there is evidence of performance against the trajectory on improvements of waits from referral to treatment.

| Action | Expected Impact | Partner lead | Completion Date |
|--|--|--------------|-----------------|
| <p>5a) Standardised Pathway Development for Key Areas Identified in Inspection</p> <ul style="list-style-type: none"> Establish clear, standardised pathways for all CYP with SEND to ensure consistent support, regardless of location. These pathways will focus on equitable access to services and interventions, reducing the variability in support across different regions. Review pathway efficiencies and experience, including waiting well offers <p>Link pathway development work in with the Joint Commissioning Strategy between health and NYC</p> | Children and young people with SEND will have consistent access to high-quality services and good outcomes, regardless of where they live. | ICB's | September 2026 |
| <p>5b) Agree data and performance oversight meetings between NYICB (NY Place) and WYICB (BDC Place) to share SEND dashboards, review data and performance and agree actions to address any required improvement in performance; understand the differences within North Yorkshire that come with a vast geography and two ICBs</p> | Improved equity of offer and quality | ICBs | December 2024 |
| <p>5c) Create actions plans for each service area and regularly monitor these at joined up meetings, including trajectories and recovery plans</p> | Improved quality and waiting times | ICB's | September 2025 |
| <p>5d) Regular meetings with providers to look at data, performance and monitor impact of plans put in place</p> | Improved quality and waiting times. | ICB's | February 2025 |
| <p>5e) Create networks between local authority, health commissioners and providers to improve relationships and knowledge of each other's work. For example, speech, language and communication and OT.</p> | Improved waiting well offer and communication with children, young people and families. | ICB's LA | September 2024 |

| Action | Expected Impact | Partner lead | Completion Date |
|---|---|--------------|-----------------|
| <p>5f) Improve Referrals Pathways (Specialist Services):</p> <ul style="list-style-type: none"> Develop and implement pathways that explore the possibility of alternative referral routes e.g direct referrals from health and educational settings to specialist services, bypassing the need for GP involvement. <p>Work with healthcare providers to explore clearer referral processes and allow professionals such as paediatricians, educational psychologists, school nurses and other health professionals to refer directly to specialist services.</p> | Streamlined processes allow commissioners to monitor any effects it may have on the system. | ICB's | December 2025 |
| <p>5g) Expand Interim Support While Waiting for specialist health services:</p> <ul style="list-style-type: none"> Enhance initiatives providing interim support and guidance to families while they wait for specialist assessments. This could include additional workshops, online resources, and telehealth consultations. <p>Work with providers to establish robust system responses for CYP at risk of escalation while waiting.</p> | The needs of children and young people will be addressed earlier, reducing the risk of conditions worsening while waiting for care. | ICB's | December 2025 |