

CABINET

DATE	13th March 2024
REPORT OF	Councillor Margaret Cracknell Portfolio Holder for Children and Education
RESPONSIBLE OFFICER	Ann-Marie Matson, Director of Children's Services
SUBJECT	Special Educational Needs and Disability and Alternative Provision (SENDAP) Strategy, SENDAP Sufficiency Strategy and SENDAP Joint Commissioning Strategy
STATUS	Open
FORWARD PLAN REF NO	CB 03/24/02

CONTRIBUTION TO OUR AIMS

Following the release of the new Local Area SEND Inspection framework in November 2022 and then the SENDAP green paper in March 2023, the Local Authority have reviewed and updated or rewritten three key policies:

- The SENDAP strategy
- The SENDAP sufficiency strategy
- The SENDAP Joint Commissioning strategy

The Council has a statutory duty under the Education Act 1996 to ensure the provision of sufficient and suitable pupil places for its children.

Analysis of current and future educational need for children with Special Educational Need and Disabilities (SEND) who have an Education, Health and Care Plan (EHCP), or who require an alternative provision (AP) place has identified future shortfalls of sufficient numbers and suitable local education Resource Specialist Provision pupil places to meet current and future predicted needs.

Each of the three strategies will contribute directly towards the Council's strategic priority of supporting the development of 'Stronger Communities' by providing inclusive services including jointly commissioned services, and a fit for purpose service model aligned to the use of physical property, reducing the need to send our children out of area which continues to support communities across the Borough.

EXECUTIVE SUMMARY

Following the release of the new Local Area SEND Inspection framework in November 2022 and then the SENDAP green paper in March 2023, the Local Authority have reviewed and updated or rewritten three key policies:

The SENDAP strategy
The SENDAP sufficiency strategy
The SENDAP Joint Commissioning strategy

The biggest change to all of the strategies is that they now reflect the SEND provision, but also align to the national policy drivers bringing Alternative Provision (AP) alongside the three strategies to be considered as one piece of work, as well as the self-evaluation work that has been happening. Local Authority and health officers have worked alongside SENDIASS and our Parent Carer Forum to complete a SEF document feeding in the views of wider stakeholders and the insights that have been gathered since September 2022:

- Delivering Better Value surveys/workshops/events
- Parent Carer forum launch in March 2023
- Annual SEND survey
- SENDIASS quarterly reports
- Parent carer forum survey to their members

There has been regular communication with schools, professionals and families that the strategies are being developed. This report seeks authority to implement the recommendations of approving all three strategies.

RECOMMENDATIONS

It is recommended that Cabinet:

1. Approves all three strategies and delegates to the Director of Children's Services in consultation with the Portfolio Holder for Children and Education authority to:
 - a. Oversee the delivery of the plans and activities identified.
 - b. Carry out all ancillary activity reasonably arising from the above

REASONS FOR DECISION

Following the release of the new Local Area SEND Inspection framework in November 2022 and then the SENDAP green paper in March 2023, the Local Authority have reviewed and updated or rewritten three key policies:

The SENDAP strategy

The SENDAP sufficiency strategy

The SENDAP Joint Commissioning strategy

There has been regular communication with schools, professionals and families that the strategies are being developed. North East Lincolnshire Council has a statutory duty under The Education Act 1996.

Section 14(1) to ensure that it provides sufficient school places for all pupils who are resident within the authority. It has specific duties to ensure that there is sufficient provision for pupils with SEND where an Education Health and Care plan

(EHCP) has determined that the provision should be met in designated specialist provision.

There are financial emerging pressures due to the lack of current and predicted places required, with NELC having to fund expensive educational places out of borough to meet shortfall of places and increasing demand. By funding local provision and entering into Service Level Agreements with local school Trusts, this will reduce the potential financial costs predicted over the next five years. It will also ensure children and young people are educated in NEL in their community full time in suitable education settings as opposed to being in external or inappropriate provision, improving the safeguarding of a vulnerable cohort of children. Education transport costs will also be reduced as a result.

We need to ensure we have evidence based understating of our local need and strategies that are fit for purpose in our response Without this decision, the Council would be failing in our duties, and would be a criticism from any future government SENDAP inspection. Our commissioning would not be making use of resources available, and we will not be improving outcomes locally for our NEL children and young people.

1. BACKGROUND AND ISSUES

- 1.1 The new Local Area SEND Inspection framework was launched in November 2022 and then the SENDAP green paper in March 2023, A working group was set up to identify gaps and issues and agree actions enable preparation of our Self Evaluation. Three strategies were identified that needed to be refreshed and updated. The SENDAP strategy, The SENDAP sufficiency strategy and The SENDAP Joint Commissioning strategy.
- 1.2 One of the biggest changes needed to all of the previous strategies is that they needed to reflect not only SEND provision, but also now align to the national paper bringing Alternative Provision (AP) alongside SEND planning and action.
- 1.3 In March 2022 paper to Cabinet regarding Schools capital programme, the growing number of predicted places required was identified due to the national increase in the birth rate resulting in a significant increase in pupil numbers. There was identified predicted demand for an increase in mainstream school places and a corresponding increase in demand for specialist placements. Cabinet approved the capital programme which included development of two new primary schools (which included Resource Specialist provision places in each) and High Needs capital grant investment to support the creation of Resource Specialist Provision places on school sites.
- 1.4 The three strategies have been considered one piece of work, alongside the self-evaluation work that has been happening.

Local Authority and health officers have worked alongside SENDIASS and our Parent Carer Forum to complete a SEF document feeding in the views of wider stakeholders and the insights that have been gathered since September 2022:

- Delivering Better Value surveys/workshops/events
- Parent Carer forum (PCF) launch in March 2023
- Annual SEND survey
- SENDIASS quarterly reports
- Parent carer forum survey to their members

There has been regular communication with schools, professionals and families that the strategies are being developed.

1.5 Various methods of consultation and engagement have taken place including face to face and virtual meetings with PCF and YPAG, the documents have been emailed with consultation questions to a wide range of professionals including the SEND board, our education setting SENCOs and Principals as well as a community consultation via NELC website was undertaken which closed on 30th January 2024. The findings to the public consultation are attached as appendix 1.

1.6 The feedback from this wide-ranging consultation has been reviewed and taken into account in the final strategies development. The final texts are attached.

1.7 A competition seeking art submissions that could be used to illustrate the strategies has also been undertaken and will be used in the final version of the strategies to illustrate each document before publishing on NECL website. This competition is yet to conclude.

1.8 These strategies will contribute to an improved position for NELC and its partners for future SENDAP inspection.

2. RISKS AND OPPORTUNITIES

2.1 By not proactively updating the strategies this will lead to potentially poor SENDAP inspection outcomes and not achieving outcome improvements identified.

2.2 There are significant financial implications by not delivering successful Sufficiency strategy and using resources effectively in joint commissioning approach.

2.3 This will result in places having to be sought externally at a significant increased cost and incurring transport costs. Transport travel to out of area will also negatively impact on the environment and contribution to the Councils carbon reduction target. Children and young people will not remain educated and supported in their community in appropriate places which will increase safeguarding concerns and negatively impact on outcomes.

2.4 Without raising standards, knowledge and understanding amongst all frontline staff around special needs and disabilities, the Local Authority and Health authorities will experience continued increased costs, impacting the positive

outcomes for children and young people with SEND.

3. OTHER OPTIONS CONSIDERED

- 3.1 Do nothing. This option has not been recommended as it would not improve for example commissioning of local Resource Specialist Provision places leading to higher financial pressures by having to fund external provision rather than commissioning local places on school sites. Will lead to poor SENDAP inspection outcomes.
- 3.2 Option 2 approval of each strategy is the recommended option.

4. REPUTATION AND COMMUNICATIONS CONSIDERATIONS

The positive benefit to the Council's reputation will be the robust strategies to be approved and delivered.

5. FINANCIAL CONSIDERATIONS

- 5.1 The Local Authority receives an annual Dedicated Schools Grant High Needs block allocation which provides top up funding to schools to support pupils with high needs. This is in addition to the per place funding received by the trusts directly from the ESFA, which is recouped from our High Needs Block baseline.
- 5.2 The Local Authority has a responsibility to commission sufficient high needs places and all per place and top up funding for Resource Specialist Provision is covered by the High Needs Block within the Dedicated Schools Grant.
- 5.3 The identified increase in local provision is required to avoid more costly out of area placements. The increase in provision will need to be funded from within DSG, however there may be a short to medium term pressure whilst the full impact of the proposed arrangements is realised.
- 5.4 There is a relationship between social care respite and short breaks provision and high-cost residential special school places. North East Lincolnshire needs a strong and varied offer in both short break and respite provision as well as educational provision in order to meet the holistic needs of a child. This in turn reduces costs in both education, social care and health as needs can be met at a much lower level for less cost.
- 5.5 Children and young people aged 0-25 with identified SEND in North East Lincolnshire continues to increase. Having a robust set of strategies in place that target current gaps in provision and provide value for money are essential for sustainability of both education provision and social care provision into adulthood.
- 5.6 Ensuring effective joint commissioning to ensure both value for money and joined up services that complement each other across education, health and care can only lead to a much more positive experience for our children and their families. Being able to provide services in a joined-up way that smooth the pathways from children's health and care services, into adult health and care services, as well as the links across different services to ensure the

holistic needs of a child are met, are crucial in sustaining a place based approach of support for children, regardless of need, when they need it.

6. CHILDREN AND YOUNG PEOPLE IMPLICATION

- 6.1 The strategies outline the meeting of our statutory duties including a statutory call upon Local Authorities to ensure the provision of sufficient and suitable pupil places for its residents.
- 6.2 Children will benefit from delivery of each strategy. Such as by accessing education provision which is closer to their locality and enhances their social opportunities and friendships, as well as enabling greater independence for some in their travel to school.
- 6.3 There is a relationship between social care respite and short breaks provision and high-cost residential special school places. North East Lincolnshire needs a strong and varied offer in both short break and respite provision as well as educational provision in order to meet the holistic needs of a child. This in turn reduces costs in both education, social care and health as needs can be met at a much lower level for less cost.
- 6.4 Supporting children and young people with SEND at the earliest opportunity, with the right support at the right time, contributes overall to more positive outcomes for children who can remain in their local community school and area developing relationships and an understanding of their community which will support them into adulthood.

7. CLIMATE CHANGE AND ENVIRONMENTAL IMPLICATIONS

The Local Authority are committed to delivery wherever possible carbon neutral services and building.

8. CONSULTATION WITH SCRUTINY

- 8.1 The three strategies formed part of the SEND update at Children and Young People's Scrutiny panel on 16th November 2023.
- 8.2 Panel members requested an online TEAMS session to better understand the strategies. This took place on 19th December 2023 and was led by the Head of SEND and Inclusion.

9. FINANCIAL IMPLICATIONS

- 9.1. There are no direct financial implications associated with these strategies, however they will inform and support robust budget and resource planning.
- 9.2. Sufficiency of local provision will help to minimise the use of more costly out of area equivalents.

10. LEGAL IMPLICATIONS

- 10.1. Given the release of the new Local Area SEND Inspection framework and the SENDAP green paper, a refresh of the above policies will position the Council to better enable it to meet its obligations.
- 10.2. The delegations sought are appropriate. Ultimately the Portfolio Holder has constitutional authority to approve any future modifications to a policy touching upon the services within the Portfolio Holders defined remit, even those having a borough wide application.

11. HUMAN RESOURCES IMPLICATIONS

There are no direct HR implications.

12. WARD IMPLICATIONS

All wards are potentially affected as the school estate serves the entire borough.

13. BACKGROUND PAPERS

Appendix 1 Outcome of Community Consultation
Appendix 2 SENDAP, SENDAP Sufficiency and SENDAP Joint
commissioning Strategies

14. CONTACT OFFICER(S)

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COUNCILLOR MARGARET CRACKNELL
PORTFOLIO HOLDER FOR CHILDREN AND EDUCATION

North East Lincolnshire

Joint Commissioning Strategy for Special Educational Needs and Disabilities and Alternative Provision (SENDAP)

2024 – 2029



**Humber and North Yorkshire
Health and Care Partnership**



Internal Ref:	NELC/Integrated Care Board Joint Commissioning Strategy for SEND
Review date	2023
Version No.	Final version Feb 2024

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Background

Commissioners in North East Lincolnshire have been developing integrated approaches to service design and delivery for more than a decade. We recognise the value of joint working and combining health, care, and education resources together to design and deliver services which address children and young people’s needs in a comprehensive and holistic way.

This strategy details our approach to deliver the improvements identified in the overarching joint SENDAP strategy which details the drivers for change and our vision for the future which is:

“Our vision is for every young person in North East Lincolnshire with Special Educational Needs and Disabilities to be included in education and society; to develop their independence; and to achieve the outcomes that are important to them to lead successful and fulfilling lives.

To provide access to an alternative provision system that focusses on supporting children to remain in or return to mainstream education”

We are further strengthening the relationship between North East Lincolnshire Council (NELC) and Humber and North Yorkshire Integrated Care Board by building on the adoption of an ‘integrated’ model with the benefits of a joint approach to tackling the key challenges. This has included the appointment of a Children and Young People and Families Board where various subgroups report into for final decisions as needed from the Health and Wellbeing Board. All groups are made up of key partner agencies and involvement from the community representatives in decision making.

The newly developed governance arrangement will support the SEND partnership to jointly commission and deliver the ‘right support at the right time’ in a more efficient way and ensure that leaders are held to account for progress against the SENDAP Strategy.

Our governance model is outlined below in figure 1 below.

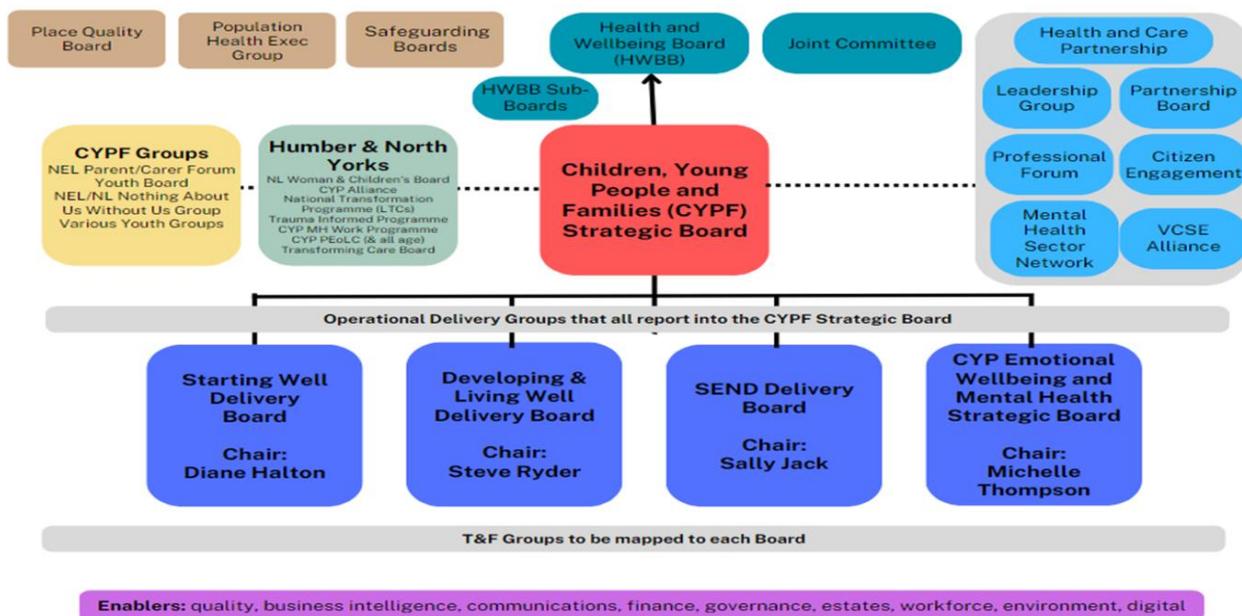


Figure 1 – Our Governance Model

Our partner organisations share the vision of North East Lincolnshire as a *place*, working collaboratively to build stronger communities and a stronger economy for the benefit of all local residents.

The governance arrangements for Local Authority and The Humber and North Yorkshire Integrated Care Board (ICB) continue to develop and strengthen. This will further enhance the ability of health, education, and children's social care to be able to work effectively together both at an operational and a strategic level.

The purpose of this strategy is to formalise and reinforce our approach to joint commissioning for Special Educational Needs and Disabilities and Alternative Provision (SENDAP) with NELC, Humber and North Yorkshire Integrated Care Board and other partner agencies to meet our duties in line with SEND code of practice 2014, providing value for money, driving efficiencies, and ultimately improving the outcomes and experience of children, young people, and their families.

By supporting and developing joint commissioning practices, services will be able to keep pace with changing need and ensure that the best possible outcomes are achieved against a set of locally agreed priorities.

The Children and Families Act 2014 included reforms to the way that organisations work together to support children and young people aged 0-25 with SEND. These reforms place a duty on agencies to work together across education, health, and care for joint outcomes.

Local authorities and ICBs must make joint commissioning arrangements for education, health and care provision for children and young people with Special Educational Needs (SEN) or disabilities (Section 26 of the Act). This is reflected in the current area SEND inspection framework as well. Our intent is to foster a joined up and holistic approach to commissioning at a strategic, operational, and individual level to meet need and ensure compliance with legislation, national guidance and recognised good practice.

This approach should be prioritised to ensure the best use of our shared resources aligned to actual need and provide value for money services in the face of increasing financial pressures. A long term, integrated commissioning plan, which includes robust forward planning and adopts the principles of prevention and early help, will help meet these financial pressures now and in the future.

Our Joint Commissioning Priorities for SENDAP over the next 3 years can be found towards the end of this document. These priorities have been informed by sources detailed in the SENDAP Strategy and are based on a robust Joint Strategic Needs Assessment for Children and Young People.

For further details regarding the data analysis and insights which informed the strategy please see our data linked her

[Local area Special Educational Needs and Disabilities report for North East Lincolnshire Council | LG Inform](#)

SENDAP context document

What do we mean by Joint commissioning?

Since the publication of the original 2018 Joint Commissioning Strategy, we have continued working together to develop and implement a common approach to commissioning. In March 2019 this joint approach was agreed by what was the decision-making group, the 'Union Board' and the implementation of the SEND written statement of action (WSOA) plan at the time was agreed as a union priority.

Whilst the Union Board has been replaced by the CYPF Board the definition is felt to remain relevant to the current approach in 2024.

Our jointly agreed commissioning definition is:

“Commissioning is the process by which we assess the needs of the population and ensure that appropriate responses are designed and delivered, to improve health, care and life experiences.”

The National Audit Office defines successful commissioning as delivering the right outcomes at the right cost. Successful commissioning is provision of a quality service which represents good value for money.

Commissioning activities include:

- assessing the needs of the people of North East Lincolnshire
- setting priorities and developing plans to meet those needs in line with local and national priorities.
- securing sustainable solutions from providers (internal and external) to meet those needs.
- monitoring and evaluating outcomes and all underpinned by
- stakeholder engagement that makes a difference to the way services are provided and leads to improved outcomes.

In NEL our Children and Young People and Families Strategic Board follow the SEND code of Practice (2014) place-based approach to joint commissioning as per figure 2 below

The joint commissioning cycle

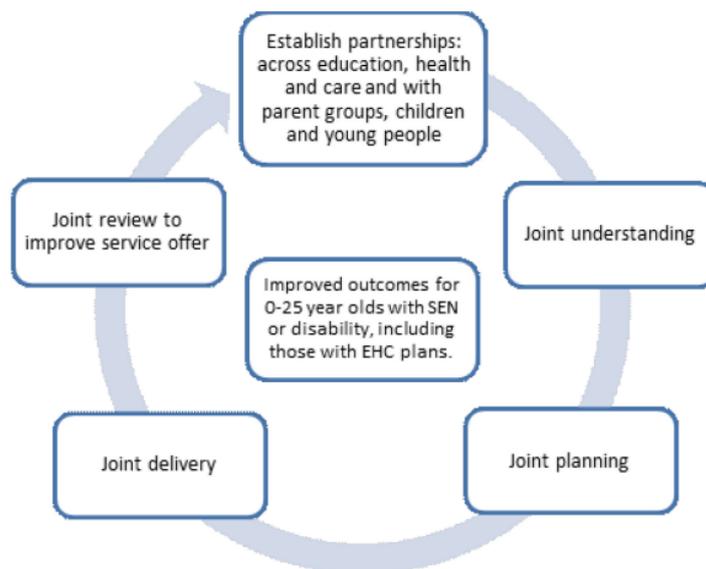


Figure 2 - The Joint Commissioning Cycle

Successful commissioning leads to good decision making, based on evidence and a thorough understanding of need which together set a path for delivering the right outcomes and value for money. It is an ongoing and inclusive process which determines where and how best to deploy the total resources available to meet identified need. There is agreement to a common commissioning approach and principles (see Figure 3 below).

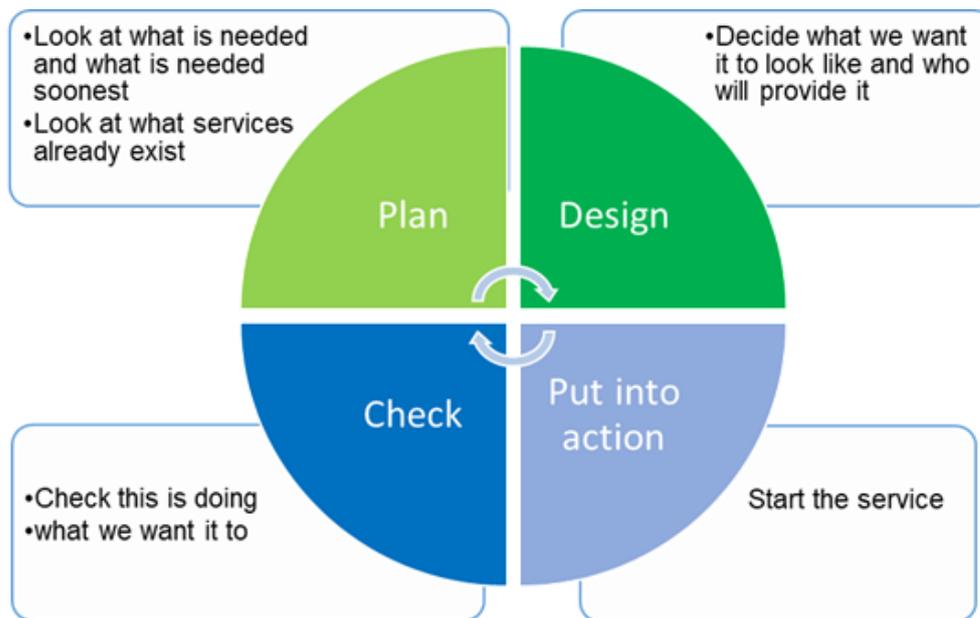


Figure 3 – Our Joint NEL Commissioning Cycle

Our Joint Commissioning Principles for SENDAP

Our commissioning approach is underpinned by a set of CYPF Board commissioning principles which are translated as follows for all work in relation to SENDAP. We will:

- have a single approach when we look at what impact any proposed change we are considering may have.
- work with other organisations for the benefit of our children and families (for example, we will work with schools, academies, health providers and other partnerships).
- where possible, make sure we put in place evidence-based services and consider what is important to local children and families.
- ensure the services we put in place meet the needs of families and fit in with our wider plans for the neighbourhoods they live in and the difference we expect these plans to make.
- make sure the children and families that use our services help us to plan, design and implement them (co production) .

- ensure that everything we do supports young people to become as independent as possible and achieve their full potential.
- actively promote innovation including the use of technology and digital approaches to support.
- make sure that making a positive difference for children and families is at the heart of our commissioning process.
- put a strong focus on delivering better-value, effective support, with quality and safety considered at each stage.
- plan services that make the most of the skills and experience of all people working with our children and families so that the health, education, and family support system works seamlessly for them.
- support children and families to understand and be able to ask for the support they have a right to.
- take every opportunity to promote inclusion, wellbeing, and independence.

Talking, Listening and Working Together

Talking, Listening and Working Together is an agreed approach to community engagement, service user and resident involvement adopted by the Local Health and Care Partnership (HCP). The HCP includes local health, and care providers and voluntary, community and social enterprise (VCSE) organisations, North East Lincolnshire Council and local voluntary, community, and social enterprise (VCSE) organisations have also agreed the Talking, Listening and Working together approach for their wider activities. The approach in figure 4 below sets out how we all intend to meet the North East Lincolnshire Commitment.



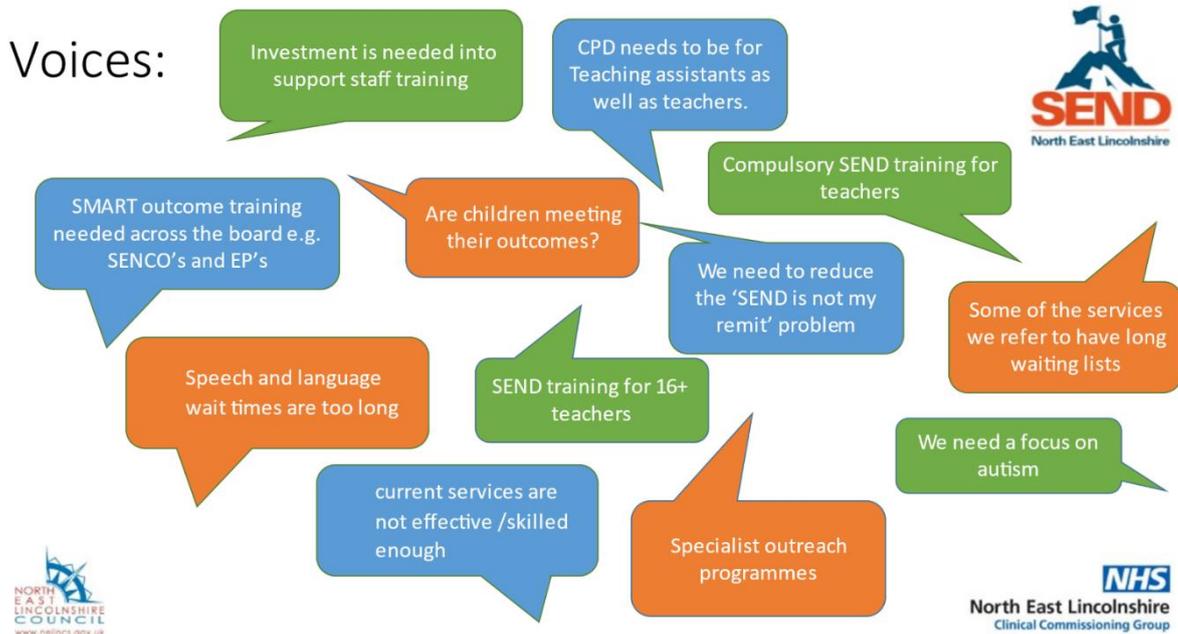
*‘You’ refers to all stakeholders, including children, young people, parents, and carers.

Figure 4- The North East Lincolnshire Commitment

We will continue throughout our commissioning to continue to talk, listen and work together using a variety of ways including attendance at groups such as the Parents Carers Forum (PCF) , Young People’s Advisory Groups (YPAG), focus groups, drop ins, as well as using feedback from our annual surveys , questionnaires and community conversations .

Below is some of the feedback gathered from different activities from our PCF, SEND audit, YPAG, Young People’s group, including Delivering Better Value project analysis and Alternative Provision Review 2023 which informed this strategy. Further key insights can be found in the SENDAP context document.

Voices:



- *A lack of sufficiency and flexibility with the current commissioned model.*
- *Waiting times for statutory assessment impacted the children who needed timely support*
- *There needs to be a clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.*
 - *There's a lack of timely alternative provision leading to permanently excluded pupils.*

Short breaks

- *Parents told us waiting lists for short break overnight respite are too long; not enough provision, can't access activities as not wheelchair friendly, by time know about an activity its full*

Joint Commissioning Plan, Our Priorities

Five key priority areas to work towards achieving our shared vision

Following our insights gained from families, children, young people, professionals and the community along with our data analysis the following five priorities have been identified:

1. **Graduated response to additional needs through partnership working and workforce development** - Work across the SENDAP partnership to improve parental confidence in meeting children with SENDAP needs in mainstream early years settings, schools and colleges.

2. **School places** - Increase the range and number of high needs places available for children with EHCPs across North East Lincolnshire, reducing the overall demand for Independent Non-Maintained Special School Places and personalised packages of support. Provide timely, flexible and sufficient AP places.
3. **Improve joint commissioning of pathways and awareness of services** across education, health and care to ensure that access appropriate assessment and provision. Improvement of timely and flexible alternative provision packages of support and clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.
4. **Transition** – improve further, the links and pathways between teams who support children as they move into adulthood to ensure a smoother transition into services and provision.
5. **Short breaks and respite offer** - jointly commission choice for families of targeted and specialist provision and increase availability

How will we know if we are making a difference?

By 2029:

- More families reporting that they are receiving effective support at the right time
- Fewer children will be attending an education setting out of area
- Fewer suspensions
- Fewer permanent exclusions of children with SEND
- Stabilisation of children requiring an EHCP
- Increased % turnaround of processing Education Health and Care Plan Referral (EHCARs) at 20 weeks
- Improved pathways, governance and finance agreements for joint commissioning at an individual level.
- Attendance improved
- Measured improvement of effectiveness joint commissioning and contract management for services across SENDAP via the joint commissioning working group

How we will monitor our progress

There will be quarterly progress reports to our SEND Executive Board which is made of parents/carer and multi-agency representatives and reports into the Children and Young Peoples Partnership Board. There will be regular discussions and feedback with different groups such as our PCF, YPAG, Schools forums and different agencies decision makers as per our co production approach. Our action plan will be reviewed each year.

Related Documents

Related North East Lincolnshire Strategies and Documents: (add links)

- NELC's Outcomes Framework
- The Local Offer [NELC SEND Local Offer | You searched for plans - NELC SEND Local Offer \(nelincs.gov.uk\)](#)
- The SENDAP Strategy 2024-29
- SENDAP Sufficiency Strategy 2024-29

- Alternative Provision review 2023
- Delivering Better Value in SEND action plan
- Education and Inclusion Strategy
- Attendance duties [Summary table of responsibilities for school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Health and Wellbeing Strategy
- Talking, Listening and Working Together Community Engagement Strategy

Our Jargon Buster

Our jargon buster can be found here

[NELC SEND Local Offer | Jargon Buster - NELC SEND Local Offer \(nelincs.gov.uk\)](https://nelincs.gov.uk)

Thankyou

Our key actions and intended impacts

	Priority	Key actions	By when	Intended impact by 2029
1.	Graduated response to additional needs through partnership working and workforce development - Work across the SENDAP partnership to improve parental confidence in meeting children with SENDAP needs in mainstream early years settings, schools and colleges.	<ul style="list-style-type: none"> - Delivering Better Value in SEND project delivered , which includes up skilling joint workforce, training programme delivery, action plans for each educational setting . - Joint commissioning and delivery of pilot outreach service and speech and language service capacity - Jointly commissioned services in family hubs, Better Start for Life 	<p>July 25</p> <p>July 25</p> <p>March 25</p>	<p>Decrease in Education, health and care plan requests as needs can be met in inclusive mainstream provision</p> <p>Stabilisation of children requiring an EHCP</p> <p>More families reporting that they are receiving effective support at the right time</p> <p>Attendance improved</p>
2.	School places - Increase the range and number of high needs places available for children with EHCPs across North East Lincolnshire, reducing the overall demand for Independent Non-Maintained Special	<ul style="list-style-type: none"> - Joint commissioning of multiagency support to keep children and 	<p>March 25</p> <p>March 25</p>	<p>Fewer children will be attending an education setting out of area</p>

	<p>School Places and personalised packages of support. Provide timely, flexible and sufficient AP places.</p>	<p>young people in NEL area</p> <ul style="list-style-type: none"> - Joint commissioning of early years provision - Joint commissioning of minimum 75 new Resource Specialist Provision and 150 place SEMH free school - Improve pathways and awareness of services across health and care to ensure access to appropriate assessment and provision 	<p>September 26</p> <p>July 25</p> <p>July 25</p>	<p>Cost reduction achieved as per DBV project</p> <p>Fewer suspensions</p> <p>Fewer permanent exclusions of children with SEND</p> <p>Improved pathways, governance and finance agreements for joint commissioning at an individual level.</p> <p>Attendance improved</p> <p>Fewer suspensions</p> <p>Fewer permanent exclusions of children with SEND</p> <p>Stabilisation of children requiring an EHCP</p> <p>Increased % turnaround of processing Education Health and Care Plan Referral (EHCARs) at 20 weeks</p> <p>More families reporting that they are receiving effective support at the right time</p>
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<p>3.</p>	<p>Improve joint commissioning of pathways and awareness of services across education, health and care to ensure that access appropriate assessment and provision. Improvement of timely and flexible alternative provision packages of support and clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.</p>	<p>-Improve pathways and awareness of services across health and care to ensure access to appropriate assessment and provision - Continue to implement the neuropathway relaunch from February 2024. - The complex case panel review effectiveness and strengthen practice (strategic) -A joint funding resource panel to be developed which will jointly commission packages such as short breaks (operational) -Improve the Local Offer Website and information sharing</p>	<p>July 25 July 25 July 24 July 24 July 24</p>	<p>Measured improvement of effectiveness joint commissioning and contract management for services across SENDAP via the joint commissioning working group</p> <p>Improved pathways, governance and finance agreements for joint commissioning at an individual level. Attendance improved</p>

		support to navigate pathways		
4	<p>Transition – improve further, the links and pathways between teams who support children as they move into adulthood to ensure a smoother transition into services and provision.</p> <p>Continue to support families and children, through Start for Life programme, with school ready skills to be able to start school for the first time.</p>	<ul style="list-style-type: none"> -New protocol development to be reviewed -New protocol changes to be embedded -Joint commissioning of transition support Implementation of Start for Life programme across Family hubs 	<p>July 24</p> <p>July 26</p> <p>July 27</p> <p>Ongoing from 2024.</p>	<p>More families reporting that they are receiving effective support at the right time</p> <p>Improved pathways, governance and finance agreements for joint commissioning at an individual level.</p>

North East Lincolnshire

Our Children, Our Future

The Special Educational Needs, Disabilities and Alternative Provision (SENDAP) strategy for Children and Young People aged 0- 25years.

2024 - 2029



**Humber and North Yorkshire
Health and Care Partnership**



North East Lincolnshire ,Our Children, Our Future , Our SENDAP strategy

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Strengthening inclusive practise with education settings

Current Special school places

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Friends, relationships and community

Achieving optimal health

The vision for SENDAP Education provision in North East Lincolnshire

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Thanks

Introduction

On behalf of North East Lincolnshire Special Educational Needs and Disabilities (SEND) partnership, we are pleased to introduce the refreshed and updated Special Educational Needs and Disabilities and Alternative Provision (SENDAP) strategy for North East Lincolnshire (NEL).

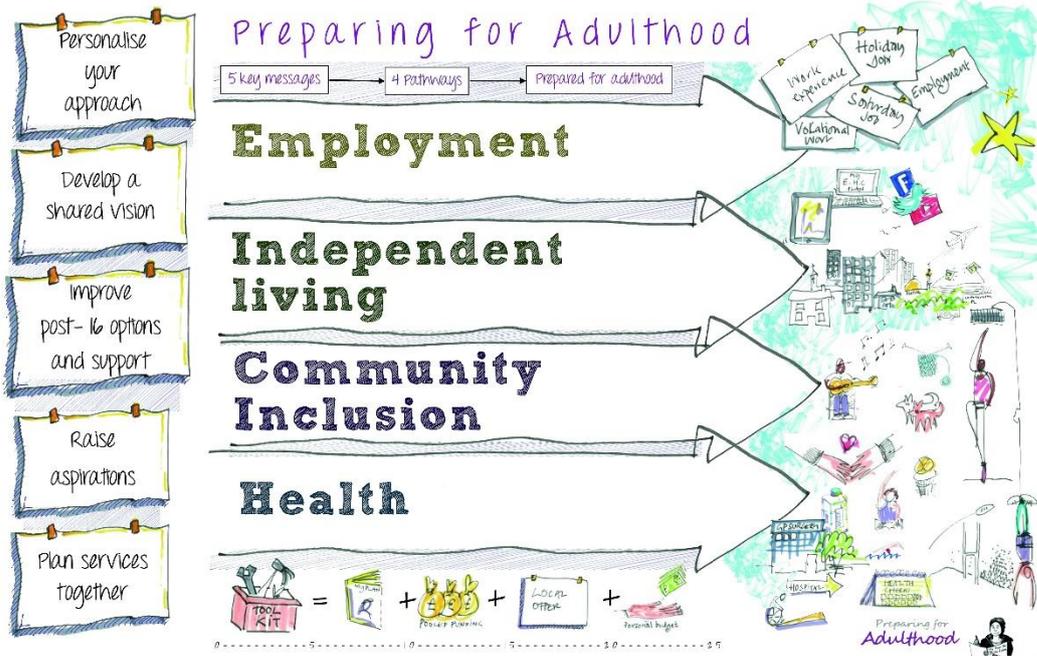
This strategy has been developed through collaboration and engagement with children and young people with SEND and their families, children and families who experienced Alternative Provision, and a wide range of professionals across the partnership. The recent review of Alternative Provision completed by pupils, parents and school and AP leaders sought to explore the current landscape of Alternative Provision across the borough. Our annual SEN survey and regular engagement with our Parents Carers Forum (PCF) and Young Peoples Advisory Group (YPAG) are examples of different groups from which insights and findings along with other data have been used to inform this strategy, shaping how services and provision for children and young people with SEND those needing AP can be improved.

The significant increase in demand for services and support post pandemic, makes it more important than ever to cement the partnership approach to providing well-co-ordinated and timely services and pathways.

Ensuring that all of our children and young people in North East Lincolnshire have an appropriate school place to attend in the area, is central to the plan, alongside the commitment to support all of our frontline practitioners and professionals both in education settings and across children's services to have a better understanding of the needs of children in NEL and how best to support them.

Children and young people with SEND as they grow and develop need a range of support to help them succeed with:

Figure 1 – Preparing for adulthood



Children, young people and their families need timely support during the four stages of Alternative Provision :

- Pre-alternative provision
- Moving into alternative provision
- Thriving, belonging, and achieving in alternative provision
- Leaving alternative provision

Alternative provision (AP) is where children and young people of compulsory school age can receive their education if they aren't able to remain in their school some, or all the time. This can be for health reasons, exclusion, or because they need some additional support beyond that which can reasonably be offered by their school as part of the graduated response.

The SEND & AP Green Paper, 2022 defines Alternative Provision as: *“Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education and support arranged by schools, including for pupils receiving targeted support in their mainstream school; pupils being directed by schools to off-site provision to improve their behaviour; and provision for pupils on a fixed period exclusion. When we reference state place-funded alternative provision, we mean alternative provision receiving £10,000 per place from a local authority or the Education and Skills Funding Agency, comprised of all Pupil Referral Units, alternative provision academies and alternative provision free schools.”*

SEND & AP Green Paper “Right Support; Right Place; Right Time” (March 2022)– p.83

The Department for Education defines Alternative Provision (AP) as: *“Alternative Provision (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after the first day of a permanent exclusion. In other circumstances, AP may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. AP includes Pupil Referral Units (PRUs), AP academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education settings.”*

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, July 2022

The aim of this strategy is to:

- ensure that all of our children and young people in North East Lincolnshire have an appropriate school place to attend in the area, an inclusive education with effective early intervention, supported by a skilled workforce

able to access additional support when it is needed, following a clear graduated response.

- ensure high quality accessible local alternative provision, including outreach programmes.
- provide a shared understanding of the graduated response about when alternative provision may be appropriate.
- focus on development and maintenance of a responsibility-based model of AP in the borough

Local context

North East Lincolnshire (NEL) sits within the Humber and North Yorkshire sub region. Over 80% of NEL is rural, however 80% of the population reside within more urban areas. Home to the coastal town of Cleethorpes and historic fishing town of Grimsby, NEL is a popular choice for families to visit during the summer season. The main residing areas are Grimsby, Cleethorpes, and Immingham, all with differing demographics and needs.

Within our school aged settings, we have an average rolling pupil admission of 24,500, of which, 7,700 children and young people are classified as disadvantaged and in receipt of Free School Meals. Following COVID, locally there has been a 10% rise in the number of children receiving free school meals, with the pandemic having major impact on the education, safety and wellbeing of children and young people. 1

Over the last five years, North East Lincolnshire has had a significant increase in the number of children and young people receiving an Education, Health, and Care Plan (EHCP). Between 2020 and 2022 North East Lincolnshire saw a 20% increase in EHCPs per unit population, indicating the population now has higher needs. The overall number is lower than its statistical neighbours which could mean that further important increase is possible.

The types of provision children with SEND are attending, has remained stable over the last three years, with approximately 50% of children with EHCPs attending mainstream schools and 50% attending other specialist provisions.

Twice as many children aged 11-15 are in Independent non-maintained specialist settings compared to 2018. The 11 – 15 age group is driving the growth of the places required at key stage 3 and 4. Twice as many children with primary need Social Emotional and Mental Health (SEMH) are in independent specialist settings compared to 2018.

SEMH accounts for 22% of the primary need of children in mainstream provisions. The number of children whose primary need is Speech Language and Communication has grown by 22% since 2021.



Cases of Elective Home Education have risen locally from 141 in March 2020 to 370 by 1st September 2023, an increase of 164% over 3.5 years.

In academic year 2022-23 there were 55 permanent exclusions and a total of 23 school years were lost to suspensions across North East Lincolnshire schools. 48% of all exclusions and suspensions were children who had SEND.

The health needs of children and young people in NEL are increasing in complexity, evidenced by a greater demand for support at both universal and specialist service levels. A review of the impact of COVID-19 on children and young people in NEL undertaken in 2021 indicated that settling back into childcare and education settings, separation anxiety, regression in speech and language and toileting were some of the main concerns. There has been an increase in referrals to the School Nursing Service for support relating to anxiety, poor sleep, behaviour, diet and weight, and toileting. The Speech and Language Service continues to see an increase in referrals and caseload numbers across all areas. The number of referrals rose by 10% in Q1 2023 compared to 2022, this represents a 39% increase when compared to pre pandemic levels for the same time period. The service has reported a 308% increase in the mainstream EHCP caseload, 149% increase in the complex caseload (including Developmental Language Disorder, Cleft lip and palette, limited functional communication, selective mutism), 178% in the family hub caseload (2–3-year-olds).

We are seeing greater complexity of needs in relation to social care requirements locally.

For further data and analysis please see our data pages here

[Local area Special Educational Needs and Disabilities report for North East Lincolnshire Council | LG Inform](#)

Our Shared Vision

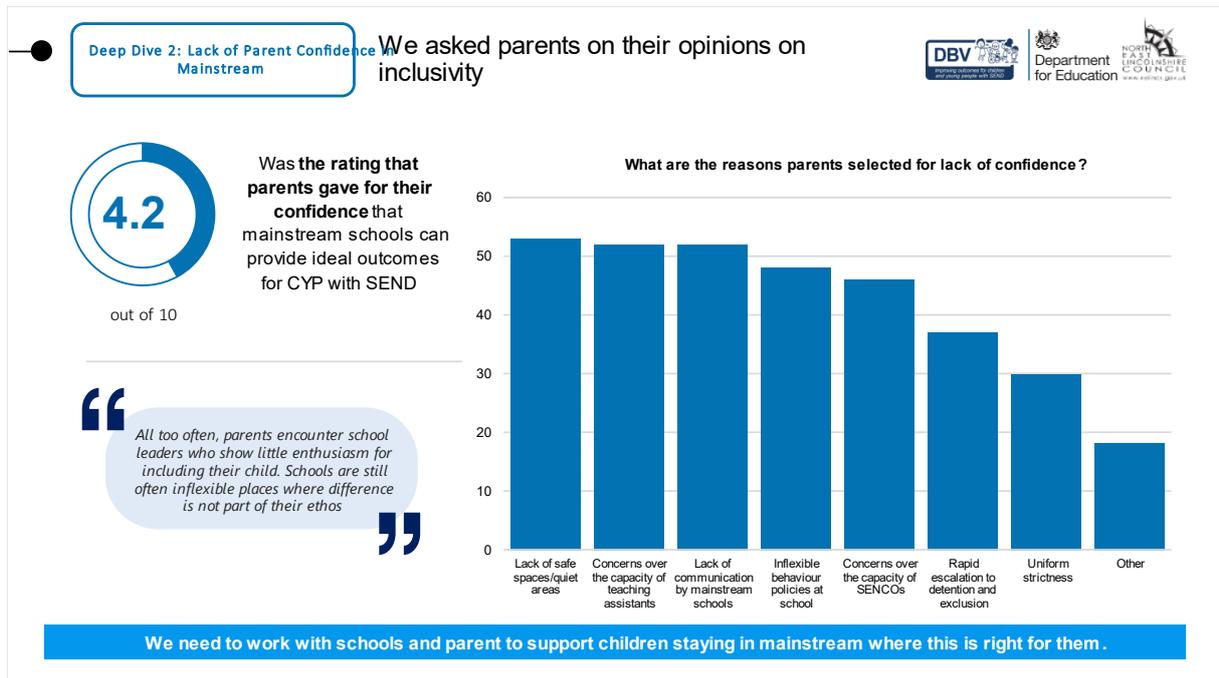
Our Children, Our Future

“Our vision is for every young person in North East Lincolnshire with Special Educational Needs and Disabilities to be included in education and society; to develop their independence; and to achieve the outcomes that are important to them to lead successful and fulfilling lives. To provide access to an alternative provision system that focusses on supporting children to remain in or return to mainstream education”

Voices

Below are some of the insights gathered that shaped this strategy

This is what our families said



This is what our SEND partnership professionals said

Deep Dive 1: Gap in Service Offering & Missed opportunity to utilise existing services

Practitioners fed back on how we can improve services

Two key themes emerged:

Support, training and information

“More support for home, improved Early Help. Ensuring all staff are using the school and LA toolkits consistently.”

“Training and information. Most of us have learnt via every dayschool life which develops into experience. I feel the authority is lacking in SEMH for the younger generation.”

Increased funding for dedicated personnel and space

“If there was quicker support from Young Minds Matter and greater offer. Many children are turned down but are too complex for Compass Go. Those that are accepted, have a long wait for support.”

“An improved sensory space, sensory circuits activities in corridors”

“Increase funding to match the gap between what comes in and how much we can support. We employ two staff to support SEMH from a stretched school budget”

We need to adapt our offering to better support CYP with primary need SEMH and ASD.

Deep Dive 1: Gap in Service Offering & Missed opportunity to utilise existing services

Practitioners fed back on how we can improve services

What themes contributed to the nonideal outcomes?

Theme	Number of cases
Gap in Service Offering	11
Lack of Parent Confidence in Mainstream Settings	8
Lack of Capacity	6
Missed opportunity to utilise existing services	6
Lack of engagement with Social Services	5
No Evidence of Graduated Response	5
Services/Support Not Effective	4
Lack/Limit of Inclusive Practice Within School	3

Over half of CYP with the barrier of 'Gap in Service Offering' had the primary need SEMH

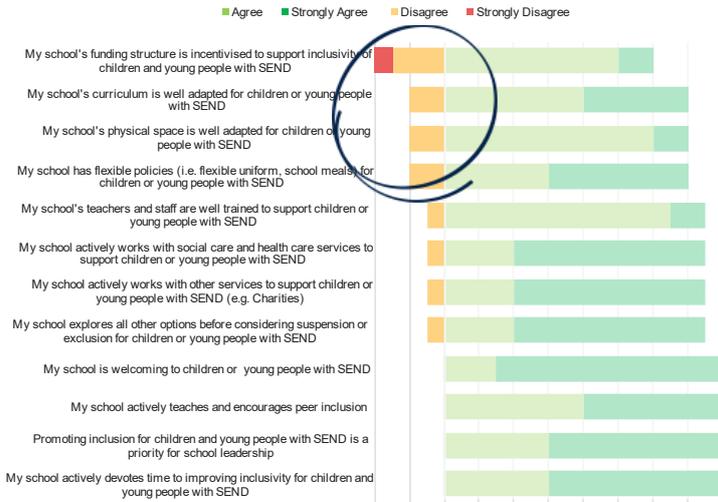
Based on practitioner feedback, we can support these CYP through

- Dedicated space and personnel, through increased funding:** Practitioners asked for extra funding to meet this need, but specifically called out the desire for specially trained staff and more physical space to accommodate CYP with SEMH needs.
- Support, information, and training:** Complementary to the above, practitioners asked for more support at home, improved Early Help and ensuring staff are using school/LA toolkits.

We could support CYP with SEMH better through expanding our offering and increasing training.

Deep Dive 2: Lack of Parent Confidence in Mainstream

Both schools and parents agreed on some key themes



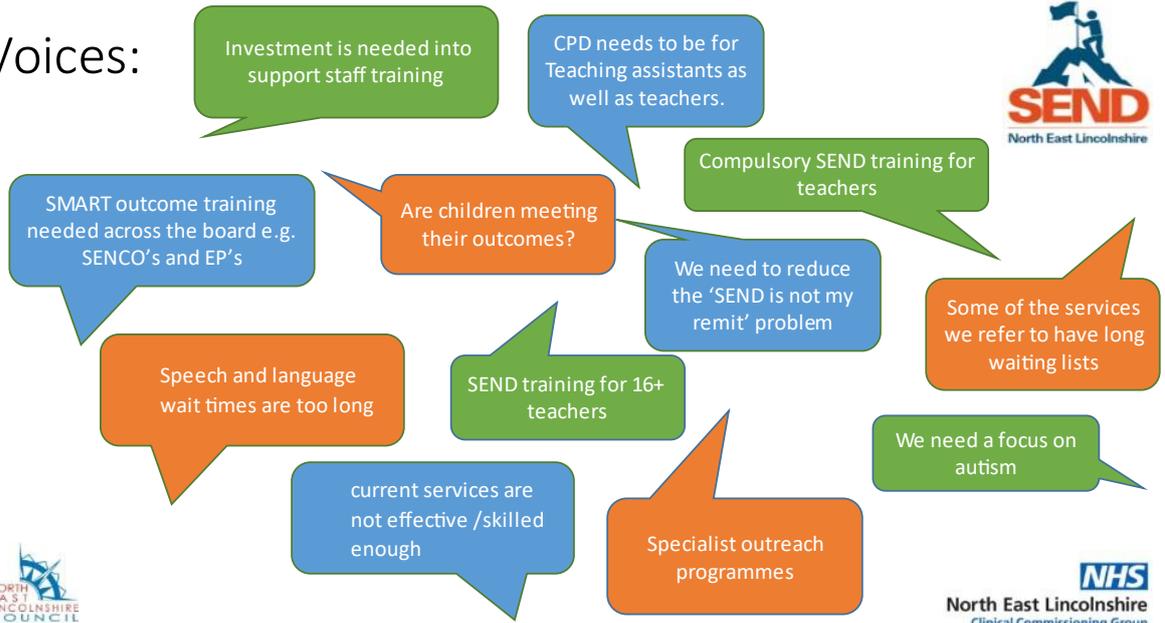
1 in 8

Schools thought they did not have flexible policies, which was a large reason parents did not have confidence in mainstream settings

"We don't always have the physical capacity to meet all the demands of the needs of children and thus I feel we are not always able to provide the best service"

Although there is some agreement, there is a gap in what schools and parents believe. We want to address this via culture and comms.

Voices:



Humber and North Yorkshire Health and Care Partnership



AP review - what children and young people (Pupils) have told us:

Pre-AP:

"They didn't do anything"

"They gave me a time-out card but didn't let me use it"

"I had a comfy spot...I would have liked playdough"

Moving into AP:

"I was worried about the taxi at first but then saw my friend in it".

Thriving, belonging, and achieving in AP:

"I feel happy there".

"I feel okay...I had some trouble which is why I don't want to go on site. I love Mr L".

Leaving AP:

"I know I will go to a new school, we talk about it a lot".

"I don't know"

"I don't want to go to mainstream school".

Parents/carers have told us:

"There was no support. They phoned me up and said she's got anger issues and they wanted to work with her, but two weeks later, they permanently excluded her"

"They did a couple of things like a cool down room"

"There has never been a plan to return to mainstream school"

"He's been going to Pathway...He's even attended GCSE exams and we thought he might not. The school communicates well, and we have reviews every six weeks...I think he is making progress"



A child/young persons 's journey through AP:

- **Pre-AP:** The review indicated a mixed picture in relation to support accessed before a request for AP was submitted. Some schools cited cost as an inhibitor to accessing specialist support, with others funding their own provision. Schools also cited lengthy waiting times for assessment, the pathway, and specialist mental health services as a barrier.
- **Moving into AP:** There was a consensus within the review that waiting times had become too long to access AP, particularly for Key Stage 3 places and led to a perverse incentive to permanently exclude pupils. Communication was also cited as a barrier
- **Moving out of AP:** Local AP providers have shared that for many of the pupils accessing their support, improvement is needed in taking proactive support to achieve the overarching aim should always be for a young person to return to their home school. Schools also shared the need for greater transparency about the planning for an exit strategy and plans for return to mainstream education.

Current AP Provision and Existing Gaps

From the review of AP a number of common themes were evident:

- A lack of timely alternative provision was leading to a perverse incentive to permanently exclude pupils.
- The increase in permanent exclusions and the need to ensure Day 6 was offered, impacted on the capacity to offer preventative placements in AP.
- A lack of sufficiency and flexibility with the current commissioned model.
- Waiting times for statutory assessment impacted the children who needed timely support
- The need for a clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.

Specialist and alternative provision

Children and young people whose needs fall below current special school and alternative provision settings

It is vital that all children are able to receive the right support at the right time in order to access the most appropriate provision matched to their needs. For some children this will require an Education, Health and Care Plan to implement that provision, for many more of our children and young people this will be through universal and targeted support in their mainstream school. Supporting children to access a mainstream offer with enhanced provision for a specific need, or phase of their education, can better prepare children overall for the demands of a curriculum. The Local Authority are

committed to working with all partners to expand the range of SEND provision available locally.

NELC has only two special Academies in the borough, who cater for very distinct needs and age ranges and they currently have no capacity. Increasingly there are cohorts of children and young people where there is no appropriate designated school for them to attend such as :

- Children and young people who have autism and/or social communication needs (diagnosed or otherwise) and are academically able.
- Children and young people who have SEND but are also academically able – working at age related expectations (ARE), above ARE or below ARE due to difficulties in accessing learning or gaps in education (not those with a recognised Learning Difficulty (LD))
- Children and young people who experience high levels of anxiety
- Children and young people who experience a high level of fixed term suspensions
- Children and young people who have a range of complex mental health needs
- Children and young people who are on part time timetables in a mainstream or specialist provision as it is unable to meet the full range of needs of the child effectively.
- Children and young people who are educated at home due to there being no suitable specialist provision for them to attend.
- Children and young people who may be going through a medical procedure or treatment and need bespoke access to education for a period of time.
- Children and young people who are in mainstream awaiting a place in a more specialist provision.
- Children and young people who are on Education Other Than at School (EOTAS) packages due to lack of suitable specialist provision available.
- Children and young people attending specialist settings, who could be supported to attend a mainstream setting more effectively.
- Children and young people who need access to a registered exam centre in order to undertake qualifications.
- Children and young people where families decline the current day 6 offer following a permanent exclusion.
- Children and young people who are allocated a place through the Fair Access Protocol and don't attend.

Alternative Provision is currently split into primary and secondary phases, with an overall total of 186 LA commissioned places which is currently sufficient to meet identified need.

It is accepted that children and young people's life chances are enhanced, where they have access to a broad and balanced curriculum that provides appropriate and accredited qualifications. As of October 23 NEL only has one specialist resource based 12 place provision attached to a primary school and one 16 place provision for

secondary aged young people . It doesn't have any other SEN specialist resource provisions attached to mainstream schools built or commissioned.

The current outreach offer for children and young people requiring formal education is limited and commissioned on an ad hoc needs basis, rather than in a planned and proactive way.

In March 2023, NEL was announced as one of 33 Local Authorities nationally who had been successful in their bid for a Free Special School funded centrally by the Department for Education (DfE). The bid identified the need for a 150 place special school for children with a primary need of Social, emotional and mental health (SEMH), aged 9-19.

NEL are also building two new Primary schools within in which resource specialist provision (RSP) for 12 places in each will be built.

Several Academies have expressed an interest in developing RSP within their sites. These are being explored.

Whilst these projects will go some way to address the needs of the children and young people with SEND in NEL this does not meet the growing demand identified and we are continuing to work with Trusts, mainstream schools and providers to work together to meet as identified in our SENDAP Sufficiency Strategy.

Early Help and Family Hubs

In NEL we want all families to be able to access the advice, guidance and support they need locally, in a way that feels accessible to them.

Our Family Hubs provide welcoming spaces where all families can come to access a range of services such as:

- Health services
- Stay and Play sessions
- Early Learning activities
- Parenting support
- Training and family learning

We aim to be as friendly and open to any family who wants to drop in ; and will listen to family's voices to adapt what we offer as much as possible.

The hubs staff can also connect families to any additional support they need such as:

- One to one discussions when children and families need support
- Parenting support programmes
- Debt advice and support
- Special educational needs support

- Couples' relationship advice and support



Humber and North Yorkshire
Health and Care Partnership



Friends, Relationships and Community

Children and young people with disabilities are automatically defined as 'children in need'

Children and young people with disabilities are defined as those children and young people, aged 0 – 18 years of age, whose daily lives are substantially affected by one or more of the following:

- A hearing impairment
- A visual impairment
- A learning disability
- A physical disability
- A chronic/life threatening physical illness
- A communication disorder (including autism)

There are increasingly a number of children and young people with specific needs, who require regular access to short breaks and respite opportunities.

North East Lincolnshire are committed improving their offer to include:

- Education and recreational activities that are accessible for all
- Targeted and specialist provision for children and young people with moderate to severe need young people
- Overnight offer for specific families who have a child with complex care needs
- Joint commissioned health and care provision for children
- Ensuring supportive transitions as children and young people grow and develop

Reaching optimal health

We recognise the importance of good health on outcomes for children and young people and know from feedback that there is confusion and frustration regarding referral pathways and waiting times for assessment and treatment in North East Lincolnshire. The Local Area Partnership is committed to:

- Improving access to appropriate health services and advice at the right level and right time through accessible, easily understood, graduated response pathways.
- Developing an effective early notification system to enable health professionals to notify the Local Authority when a child aged 0-5 is identified as having (or likely to have) special educational needs or a disability.
- Reducing waiting times for specialist assessment including speech and language, neurodevelopmental, and developmental delay pathways

- Ensuring we keep families and professionals updated with progress and that we are open and honest when there are challenges or delays.
- Working jointly with children's social care colleagues to develop joint packages of care for those children and young people with the most complex needs.
- Supporting young people to develop their independence in relation to staying healthy through improved awareness of Annual Health Checks for young people with learning/intellectual disability.



The approach for SENDAP Education provision in North East Lincolnshire

The diagrams below in figures 2 and 3 show our approach to support delivery of our vision.

A three-tier model for alternative provision

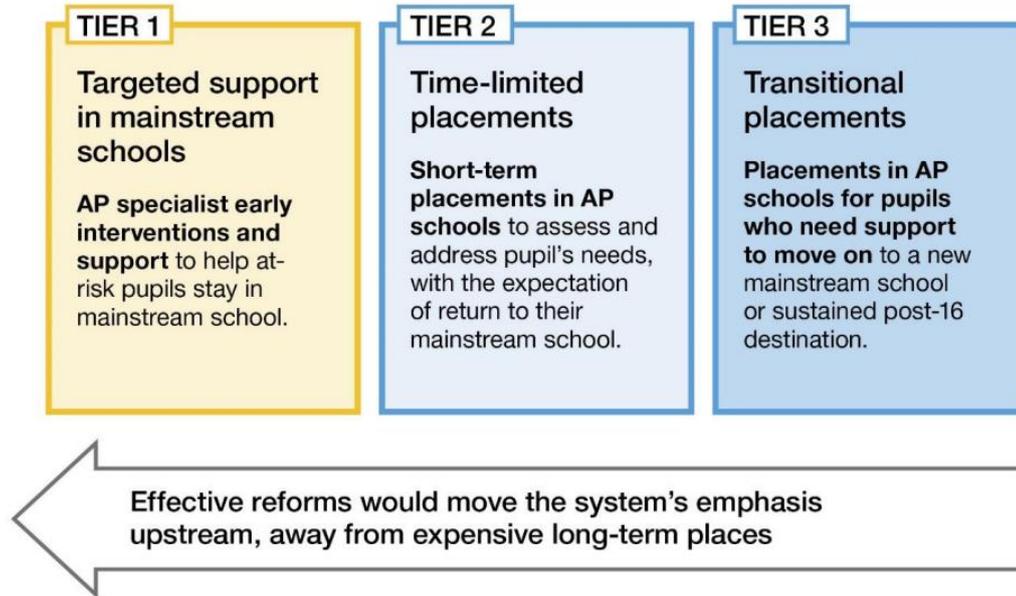
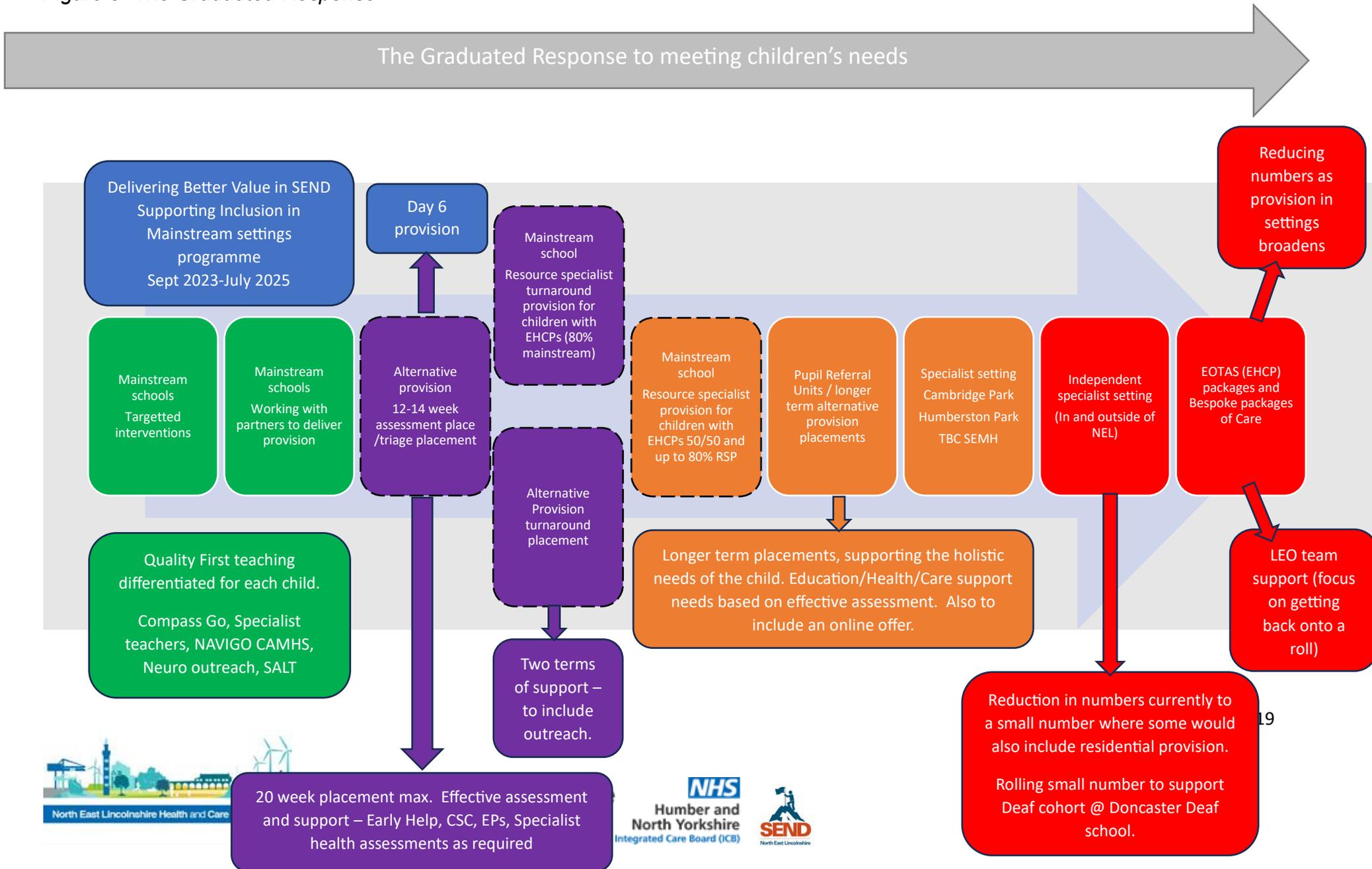


Figure 2: A three-tier model for alternative provision

Figure 3- The Graduated Response



Our partnership pledge

We are committed to working in partnership and talking listening and working together in co-production way to shape and deliver our priorities.



Figure 4 –Our partnership pledge

Five key priority action areas to work towards achieving our shared vision

Following our insights gained from families, children, young people, professionals and the community along with our data analysis, the following five priorities have been identified:

1. **Graduated response to additional needs through partnership working and workforce development** - Work across the SENDAP partnership to improve parental confidence in meeting children with SENDAP needs in mainstream early years settings, schools and colleges.
2. **School places** - Increase the range and number of high needs places available for children with EHCPs across North East Lincolnshire, reducing the overall demand for Independent Non-Maintained Special School Places and personalised packages of support. Provide timely, flexible and sufficient AP places.
3. **Improve joint commissioning of pathways and awareness of services** across education, health and care to ensure that access appropriate assessment and provision. Improvement of timely and flexible alternative provision packages of support and clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.
4. **Transition** – improve further, the links and pathways between teams who support children as they move into adulthood to ensure a smoother transition into services and provision.
5. **Short breaks and respite offer** - jointly commission choice for families of targeted and specialist provision and increase availability

How will we know if we are making a difference?

By 2029:

- Fewer children will be attending an education setting out of area
- Fewer suspensions
- Fewer permanent exclusions of children with SEND
- Stabilisation of children requiring an EHCP

21



Humber and North Yorkshire
Health and Care Partnership



- Increased % turnaround of processing Education Health and Care Plan Referral (EHCARs) at 20 weeks
- More families reporting that they are receiving effective support at the right time
- Improved pathways, governance and finance agreements for joint commissioning at an individual level.
- Attendance improved
- Measured improvement of effectiveness of joint commissioning and contract management for services across SENDAP via the joint commissioning working group



How we will monitor our progress

There will be quarterly progress reports to our SEND Executive Board which is made of parents/carer and multi agency representatives and reports into the Children and Young Peoples Partnership Board. There will be regular discussions and feedback with , different groups such as our PCF ,YPAG, , Schools forums and different agencies decision makers as per our co production approach. Our action plan will be reviewed each year.

Links with other strategies/action plans

The SENDAP strategy is the overarching strategy across a wide range of areas across the partnership and shouldn't be read in isolation.

Further detail on some of the agreed priorities, plans and strategies are:

Education and Inclusion Strategy and action plan

SEND sufficiency strategy

Joint Commissioning strategy

Short breaks and respite offer

Delivering Better Value in SEND

Preparation for Adulthood framework

Attendance duties [Summary table of responsibilities for school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

These can be found on our Local Offer Page here [NELC SEND Local Offer | You searched for plans - NELC SEND Local Offer \(nelincs.gov.uk\)](https://nelincs.gov.uk)

Our Jargon Buster

Our jargon buster can be found here

[NELC SEND Local Offer | Jargon Buster - NELC SEND Local Offer \(nelincs.gov.uk\)](https://nelincs.gov.uk)

Thankyou

North East Lincolnshire

Special Educational Needs and Disabilities and Alternative Provision (SENDAP) Sufficiency Strategy 2024 – 2029



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This strategy will be used by strategic leadership and providers to inform future planning of commissioned places for North East Lincolnshire's Children and Young People with additional needs who require Special Provision and those children and young people who require Alternative Provision beyond that available within usual mainstream settings.

We know that we continue to have significant challenges due to increasing numbers of children and young people with complex and additional needs and stretched resources to provide the right provision at the right time, to meet children and young people's needs across North East Lincolnshire. We will continue to work together to develop a strong education system and joint commissioning of provision in North East Lincolnshire, which caters for all of our children and young people.

Our Vision:

“Our vision is for every young person in North East Lincolnshire with Special Educational Needs and Disabilities to be included in education and society; to develop their independence; and to achieve the outcomes that are important to them to lead successful and fulfilling lives. To provide access to an alternative provision system that focusses on supporting children to remain in or return to mainstream education”

1. Introduction and Background .

In January 2020, a sufficiency exercise concerned with specialist provision for pupils with special educational needs and/or disability (SEND) was led by the then new SEND Strategic Lead for North East Lincolnshire Council (NELC). Data was gathered in close collaboration with key officers of the Council from the Inclusion, Pupil Place Planning and School High Needs Finance teams. The main focus was to assist with projecting future demand for SEND educational provision in the Borough of North East Lincolnshire from 2020 to 2025. The SEND Sufficiency Strategy 2020-2025 was developed and published.

Following NELC successful application to the Governments National Delivering Better Value in SEND programme, which aims to improve outcomes for children and young people with SEND, further data analysis was undertaken, and insights gathered to provide a diagnostic of North East Lincolnshire SEND children and young people's educational needs and future projections.

In July 2023 a review of AP was undertaken to inform future sufficiency and practice development. The results of this inform both the priorities of the AP and the sufficiency of places across the Borough.

Other data and insights were gathered from a range of sources including Parent Care Forum (PCF), Young People's Advisory Group (YPAG) SEN annual survey, SEND Partnership Board which has also informed this strategy.

In line with Government and National development, NELC have combined SEND and Alternative Provision sufficiency into one strategy. The SENDAP Sufficiency strategy has therefore been co-produced following this analysis providing a new 5-year strategy for 2024-2029.



2. Context: Why is sufficiency important ?

Currently, specialist placements in North East Lincolnshire consist of four main types of provision:

1. Enhanced resource specialist provision located on mainstream school sites.
2. Special school academies located in North East Lincolnshire.
3. Academies and maintained special school provision located in other local authorities.
4. Special schools in the independent non-maintained sector (in NEL and outside area) .

There are four stages of Alternative Provision with pupils and their parents:

- Pre-alternative provision
- Moving into alternative provision
- Thriving, belonging, and achieving in alternative provision
- Leaving alternative provision

The provision is currently split into primary and secondary phases.

The Covid-19 pandemic has had a significant impact on CYP and their families , provision including the childcare market with some provision remaining open for children of key workers throughout the length of the pandemic. For the wider provision including the early year's population (particularly in the first phase of the pandemic), some settings remained closed. This has had a significant effect on our needs analysis and our data.

Despite challenges with our data further analysis has been undertaken and can be found here [SEND NEEDS Local area Special Educational Needs and Disabilities report for North East Lincolnshire Council | LG Inform](#)

This strategy outlines the approach being taken to respond to the scale of growth required to meet increased demand. It has been developed following analysis of the number and type of settings required based on the current ratio between enhanced, local special school and independent non-maintained provision projected into the future in line with the anticipated growth in placements and analysis of those requiring alternative provision.

The current provision will need to be varied in order to match future demand. Commissioners will also need to lead the strategic approach to the management of the external and independent non-maintained placements market.

Alternative provision is currently delivered into primary and secondary phases, with an overall total of 186 LA commissioned places:

3. Current Strategies and Policies

There are a number of key Strategies and plans in North East Lincolnshire which interface with the impact and outcome of this sufficiency assessment. These Strategies include:

- The Local Plan 2012-2032
- Health Needs Assessment (HNA)
- The Sufficiency Strategy for Early Years
- The Housing Strategy
- The new SENDAP strategy
- Joint Commissioning Strategy for SEND refresh
- Education and Inclusion Strategy.
- School Organisation plan

3.1 Headline findings from DBV and Other Strategic Work

- North East Lincolnshire's ambition for inclusion is that children and young people with SEND and their families have the opportunity to be included in everything in their local community.

Findings from the DBV analysis identified

1. Needs of children and young people are changing and there is a lack of local provision.
2. There are opportunities to intervene more effectively earlier and capacity needs increasing in some services
3. Some parents, carers and professionals feel confused with the SEND system.
4. There are challenges with inclusion that are driving demand for higher cost services.
5. We need a better way of tracking the impact of investment on demand and outcomes for children and young people.
6. There is no more capacity in special schools
7. SEMH needs specialist provision
8. Development of additional provision is needed to support inclusion in mainstream schools
9. Refocusing of support and increasing capacity is required to support children and young people meaning they do not require EHC's

3.2 Headlines from Health Needs Assessment (HNA)

In North East Lincolnshire, children living in poverty aged under 16 years (2016) is higher compared to national figures.

- The teenage pregnancy rate is worse than England
- Despite the fact that many developmental issues are identifiable at age 2, few of those are receiving SEND support in the early years (including those in early education settings) and the first three years of school.
- For those with Education Health and Care Plans, the most common primary needs were social emotional and mental health issues (SEMH), autism spectrum disorder (ASD) and severe learning difficulty.
- For those recorded as SEN support, the most common primary needs were social, emotional and mental health, speech, language



and communication need and specific learning difficulty.

- Of the young people known to the youth offending service, a high proportion had a recognised SEND.
- North East Lincolnshire has a higher than average number of 16–17-year-olds who were NEET.

Implications for North East Lincolnshire of current strategic findings

1. *Poverty and wider social factors impact significantly upon the attainment and life chances of children and young people living in the most deprived wards of the borough.*
2. *There is a strong link between the young people who have come into contact with the youth justice system and additional needs identified in speech and language.*
3. *Lack of early help and intervention for those with emerging additional needs at 2 years old.*
4. *North East Lincolnshire is ranked 20th most deprived local authority in England. (2019)*
5. *North East Lincolnshire has a limited maintained provision complemented by a range of Academy and Independent provision for pupils with SEND, from mainstream, enhanced resources to special school provision.*
6. *To future proof provision for the young people moving through the system into adult hood and adult services, additional work will need to be done to ensure there is adequate supported housing and social care to meet demand.*

3.3 Headlines from the School Organisation Plan

- Plans are already in place to support growth of mainstream places in the following areas:
Primary Provision .

The implications of demographic predictions in North East Lincolnshire

1. Evidence suggests that the population of North East Lincolnshire will increase
2. We can assume that although the overall population is growing the adult population is producing a higher ratio of children.
3. In order to plan for the rising number of children and young people that will need support for Special Educational Needs in North East Lincolnshire, current need, provision and cost must be reviewed.
4. There is already a programme of planned growth across Primary and Secondary areas of the borough, which now needs to include sufficiency for SEND specialist provisions too. A whole area plan for growth across all types of place is needed. (Primary, Secondary, Specialist provision, Post 16)

3.4 Needs Analysis

The review considered a range of pupil led SEND information including:

- Pupils accessing Special Educational Needs (SEN) support in mainstream settings
- The number of pupils with an Education Health and Care Plan
- Comparison of those with EHCPs with statistical neighbours
- An analysis of the needs of SEN pupils accessing mainstream and specialist provision

The implications of primary needs analysis of children and young people with EHCPs in North East Lincolnshire

- 1. From analysis of internal data held regarding primary needs of children and young people with Education, Health and Care Plans it can be confirmed:
 - a. The highest number of children have the primary need of ASD with the second highest need social, emotional and mental health.*
 - b. There is also a significant number of children (147) with Severe Learning Difficulties.**
- 2. Numbers of children with physical disabilities is increasing, with a higher number of students across the 0-11 age range than 11-25.*
- 3. In order to plan for the increasing numbers of children and young people with ASD and SEMH, additional provision will be needed, to support both complex cases in specialist provision, as well as lower level support similar to that offered within a resource based provision.*
- 4. There is a rapid increase in the number of plans being awarded to under 5s, with a high percentage of those awarded for speech, communication and language need.*
- 5. The support offered by North East Lincolnshire Education and SEND teams, needs to reflect the local needs analysis in order to support children and young people with SEND in their mainstream settings.*

3.5. Current Special School and Mainstream Resource Provision in North East Lincolnshire for Special Educational Needs

Summary of implications for North East Lincolnshire from the Needs and current North East Lincolnshire Special school Places Analysis

1. *There are more children and young people being supported in specialist settings with Education Health and Care Plans, than regionally and nationally.*
2. *There is a shortfall of places to meet identified needs*
3. *North East Lincolnshire Special schools are supporting a higher proportion of children and young people with Autism, Moderate or Severe Learning Difficulty as a presenting need.*
4. *There has been a growth in special school placements nationally*
5. *North East Lincolnshire's own special schools have no further capacity or additional resource capacity . Demand has increased within the independent sector over the last six years leading to rising costs.*

3.6 Exclusions, Elective Home Education and Alternative Provision in North East Lincolnshire and the link to SEND

Implications for North East Lincolnshire of current exclusion, Elective Home Education and Alternative Provision review (2023) findings

1. *Pre-AP: The review indicated a mixed picture in relation to support accessed before a request for AP was submitted. Some schools cited cost as an inhibitor to accessing specialist support, with others funding their own provision. Schools also cited lengthy waiting times for assessment, the pathway, and specialist mental health services as a barrier.*
2. *Moving into AP: There was a consensus within the review that waiting times had become too long to access AP, particularly for Key Stage 3 places and led to a perverse incentive to permanently exclude pupils. Communication was also cited as a barrier with the removal of the BAC & ASPIRE mechanisms and where safeguarding responsibilities sit for children on a part-time timetable, in addition to a lack of flexibility through the current commissioned model. The LA acknowledge that there are a number of senior leaders and headteachers who are new to the role and do not fully understand the mechanism, funding or commissioning responsibilities when requesting an AP place.*
3. *Moving out of AP: Local AP providers have shared that for many of the pupils accessing their support, there is a failure for the home school to retain contact, attend reviews or understand that the overarching aim should always be for a young person to return to their home school. Schools also shared the need for greater transparency about the planning for an exit strategy and plans for return to mainstream education.*
4. *Current Provision and Existing Gaps were evident including a lack of timely alternative provision was leading to a perverse incentive to permanently exclude pupils. ,an increase in permanent exclusions and the need to timely a lack of sufficiency and flexibility with the current commissioned model.; waiting times for statutory assessment impacted the children who needed timely SEMH support*
5. *Pupils on part-time timetables in AP but the full-time place is recharged to the home school*
6. *The need for a clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.*
7. *Significant number of children registering as electively home educated have provided anxiety or emotional health related reasons for choosing to educate at home.*

3.7 Provision Demands

There is a range of specialist provision currently being utilised for North East Lincolnshire's children and young people, including:

- Special schools within North East Lincolnshire
- Enhanced mainstream provision within North East Lincolnshire
- Independent special schools
- Special schools and providers in other Local Authorities
- Further Education Colleges.
- Alternative Provision across primary and secondary schools

Numbers continue to increase and there is a focus on increasing capacity in NEL

As part of this strategy bulk of children with EHCP are school age, and therefore the focus is on these age groups, however further post 16 and early years needs to be focussed including what future provision should look like and further data analysis deep dive into these areas.

AP doesn't have to be provided pre or post school age and therefore there is none provided.

Summary of implications from the Early Years

1. *Settings want a training offer to support them, support children. Specifically speech and language, and ASC.*
2. *Support is needed with purchasing and sourcing resources and equipment in setting.*
3. *Practitioners still want the option to access additional funding for a 1:1 if an individual case requires it.*
4. *We need to understand further high needs places are required.*

Summary of findings for North East Lincolnshire from the analysis of the high needs block and costs of provision

1. *Special school placements in North East Lincolnshire from April 2022 reflect value for money.*
2. *The cost of a place in an Independent Non-Maintained School outside North East Lincolnshire ranges from £23,400 - £496,001(Nov 2023)*
3. *The provision made for profoundly deaf students through the Doncaster Deaf Trust could not be replicated as effectively within North East Lincolnshire, given the low number of students and high cost of specialist provision needed.*
4. *Children and young people with SEMH and ASD are the areas of primary need that North East Lincolnshire are currently unable to meet inside the borough and are spending the most on out of area placements.*
5. *Findings from the DBV diagnostic indicate current projects suggest a circa £54 million pound deficit within 5 years on current projections requiring if no positive change*

A number of placements with external providers which are made for a number of different reasons. These might relate to:

- A young person's safety and the need to be cared for away from North East Lincolnshire
- A lack of capacity across current specialist settings that have the appropriately resourced setting to effectively meet need.
- A young person's needs are so complex that it is not reasonable or cost effective to expect the needs to be met by local special schools.
- As already stated, numbers, complexity and changes to numbers of types of provision required continue to change

Those young people who cannot be placed locally due to capacity issues are the focus of this sufficiency work, along with the increasing demand and future planning considerations. There are a number of considerations why North East Lincolnshire needs to plan strategically;

Too many of North East Lincolnshire's learners are travelling daily, outside the borough, to school

- Too many of North East Lincolnshire's vulnerable learners are losing vital attachments and links with their own localities because they have to travel outside the authority to receive their education
- North East Lincolnshire's mainstream schools are not maintaining an appropriate proportion of children and young people with additional needs within their settings
- Of the growth required, there is little spare capacity to meet this locally due to the physical site of both special needs' academies
- There needs to be a strengthened place based approach to the graduated response to meet the type and profile of current and future needs identified
- Any spare capacity in existing provision, is in the independent sector, which proves to be a more costly option for the Local area

It will be more cost effective to improve local capacity to meet needs.

4. Main Summary and Conclusions How are we going to make happen



- North East Lincolnshire's children and young people with Special Educational Needs and those requiring alternative provision require flexible, timely support and additional capacity increased in provision . Currently a disproportionate number having to travel outside the borough to receive appropriate education.
- The numbers of children and young people who require additional support through an Education Health and care Plan, bringing North East Lincolnshire continues to rise.
- There is current and predicted growth in North East Lincolnshire's population, leading to a rise in the numbers of school age children and a corresponding rise in the numbers of children and young people with special educational needs that cannot be met within the mainstream sector.
- National growth in SEN provision has been recognised and nationally there is a shortage of SEN and AP provision.
- North East Lincolnshire is placing on average 100 children outside the borough which require education at a substantial cost to the High Needs Budget which is significantly overspent.
- The presenting need for the majority of placements outside North East Lincolnshire are within the area of Social Emotional and Mental Health or Autism.
- There is little Post 16 provision to meet complex needs.
- The two special provisions are full with very little physical capacity to increase numbers currently.
- AP places appear sufficient however within some new commissioning arrangements there needs to be more flexible timely support at all AP stages

5. Our vision, Graduated response and SENDAP Priorities:

Following our insights gained from families, children, young people, professionals and the community along with our data analysis the following five priorities have been identified:

- **Graduated response to additional needs through partnership working and workforce development** - Work across the SENDAP partnership to improve parental confidence in meeting children with SENDAP needs in mainstream early years settings, schools and colleges.
- **School places** - Increase the range and number of high needs places available for children with EHCPs across North East Lincolnshire, reducing the overall demand for Independent Non-Maintained Special School Places and personalised packages of support. Provide timely, flexible and sufficient AP places.
- **Improve joint commissioning of pathways and awareness of services** across education, health and care to ensure that access appropriate assessment and provision. Improvement of timely and flexible alternative provision packages of support and clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.
- **Transition** – improve further, the links and pathways between teams who support children as they move into adulthood to ensure a smoother transition into services and provision.
- **Short breaks and respite offer** - jointly commission choice for families of targeted and specialist provision and increase availability

The diagrams below in figures below show our approach to support delivery of our vision.

A three-tier model for alternative provision

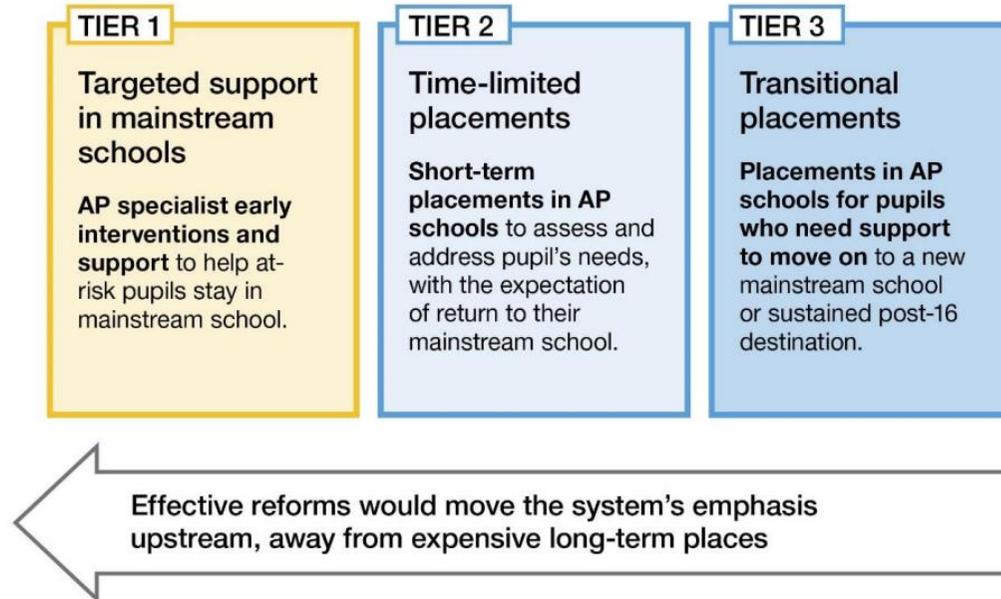
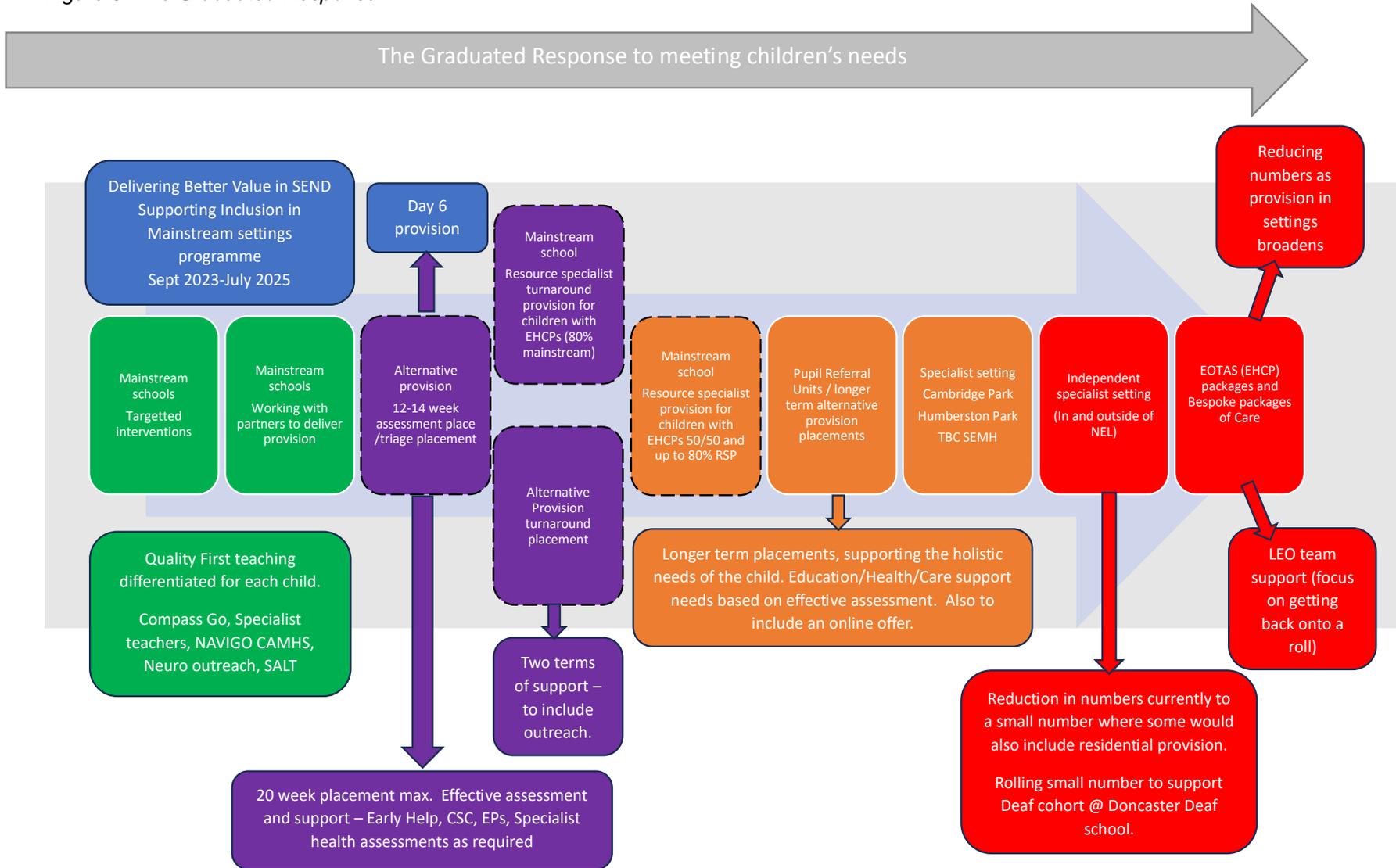


Figure 2: A three-tier model for alternative provision

The Graduated Response
 Figure 3- The Graduated Response



6 Overall places and provisions needed to meet demand:

This 5 year SEND sufficiency plan has been developed to continue to improve the offer available to the children and young people of North East Lincolnshire with additional educational needs which can be delivered in a personalised and efficient way to give them greater choices on their journey to reaching their full potential.

In the table below are a series of actions to reduce spend on out of area places and looking ahead to meet a projected increase in need.

7. How will we review progress of our strategy and effectiveness of priority actions?

There will be monthly progress reports to our SEND Executive Board which is made of parents/carer and multi agency representatives. The Education and Inclusion capital Board will review any financial expenditure of capital funding to ensure value for money of capital investment. There will be regular discussions and feedback with , different groups such as our Parent Carer forums, Young People’s Advisory Group (YPAG) , Schools forums and different agencies decision makers as per our co production approach.

8. Our measure of success

- Reviews of Education, Health and Care plans indicate that needs are being met, children and young people with SEND and those requiring AP in NEL demonstrate academic attainment in accordance with or exceeding that of nearest neighbours
- Fewer children are sent out of area to be educated.
- Reduction in budget spend on out of area placements

9. Our Jargon Buster

Our jargon buster can be found here

[NELC SEND Local Offer | Jargon Buster - NELC SEND Local Offer \(nelincs.gov.uk\)](https://nelincs.gov.uk)

10. Our key actions

	Priority	Key actions	By when
1.	Create SEMH specialist provision for Key Stage 2,3 4 students.	<ol style="list-style-type: none"> 1. Primary resource specialist provision SEMH specialist provision for KS2 to be developed. 2. Deliver two new school build 210 place primary which both include a 12-place resource-specialist based primary provision each as part of plans. 3. Build the new 150 place SEMH specialist school, including space for predicted growth of places needed in this area 	<p>September 25</p> <p>September 25</p> <p>September 27</p>
2.	Create a small complex ASD provision to reduce out of area costs, enabling those children with the most complex needs can have their needs met within their community.	<ol style="list-style-type: none"> 1. Work with current specialist settings to develop existing provision on their main site. 2. Explore other buildings as a possible option for redesign, to meet needs and increased demand for provision. 	<p>September 26</p> <p>September 26</p>
3.	Rebuild and remodel current specialist provisions, within current new housing developments across NEL borough using section 106 funding to secure additional places for children and young people , communication and interaction difficulties,	<ol style="list-style-type: none"> 1. Redesign and realign one of the specialist provisions as a purpose-built special needs setting for children with ASD who are unable to be supported within a 	<p>September 2028</p>

	moderate and severe learning difficulties and ASD provision, including sixth form provision.	mainstream with additional capacity to better meet need.	
4.	Strengthen NEL SEND and Alternative Provision commissioning	<ol style="list-style-type: none"> 1. Review all contracts as per implementation of the SEND Quality Assure Framework 2. Re-procure all places across North East Lincolnshire within special, independent and Alternative Provision/AP sector to ensure clarity for LA and providers. 3. Review existing Memorandum of Understanding Service Level Agreement (SLAs) with alternative provision (previously called “Pupil Referral Units”), to ensure alignment with future need and with any emerging recommendations via the Green Paper. 4. Strengthen terms and conditions used for Alternative Provision 5. Explore open access framework agreements for education setting to commission independent AP 	<p>July 24</p> <p>September 24</p> <p>September 24</p> <p>September 24</p> <p>September 24</p>



5.	Review the allocation of the high needs block, to ensure that it supports and promotes the Local Authority's and vision for children in North East Lincolnshire to be educated within their own communities, within a mainstream provision where possible to ensure the best possible outcomes for adult hood.	<ol style="list-style-type: none"> 1. Provide additional funding for Early Years, especially within the area of speech and language development support. 2. Work with the Autism Education Trust to procure specialist training to upskill all teaching/setting staff across North East Lincolnshire. 3. Work with recognised trauma informed practitioners to procure specialist training to upskill teaching/setting staff across North East Lincolnshire 4. Deliver the DBV inclusion workstream activities 	<p>March 24</p> <p>July 25</p> <p>July 25</p> <p>July 25</p>
6.	Develop our 16-25 provision	<ol style="list-style-type: none"> 1. Undertake review vocational, education and employment pathways provision to ensure currently commissioned service(s) are meeting need. 2. Remodel current NELC specialist post 16 provision to meet identified and changing needs 	<p>July 24</p> <p>September 26</p>
7.	Early Years Commissioning to work with providers to expand existing provision, strengthen current provision to ensure	<ol style="list-style-type: none"> 1. Help existing providers to make their services more inclusive and accessible to children with additional needs and disabilities. 	<p>July 26</p>

	inclusive and develop new provision where it is needed.	<ol style="list-style-type: none"> 2. Complete further deep dive data analysis 3. Develop further provision ensuring inclusive and accessible 	<p>March 25</p> <p>March 26</p>
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SENDAP Strategies Public Consultations

Data to 30th January 2024

Distribution

- Each consultation went live on the 14th December 2023
- They were published on the North East Lincolnshire Council 'Have Your Say' Page as well the SEND Local Offer page.
- They were also distributed through the NELC mailing list, Parish Councillors and members and local community services.
- A link to the consultations were also shared on various social media account.
- The consultation closed on the 30th January 2024.

Results

- [SEND Sufficiency Strategy](#)
- [SENDAP Strategy](#)
- [Joint Commissioning Strategy](#)

7 people said they would like to be involved in further developments of these strategies

Sufficiency Strategy Public Consultations Results

126 People viewed the consultation

10 People participated

8 people completed the consultation

Draft SEND sufficiency strategy

The people completing this consultation were

- Professional - 7
- Parents – 2
- School Governor - 1

Participants were from

- North East Lincolnshire - 9
- Hull – 1

Do they have experience of Special Educational Needs & Disability?

- Yes - 4
- No - 6

Draft SEND sufficiency strategy

Did they understand the draft strategy

- Yes - 9
- Unsure - 1

Did they agree with the vision?

- Yes - 8
- Unsure - 2

Did they agree with the key priorities set out in the strategy?

- All were agreed or partially agreed

Did they feel the approach to provision and graduated response diagrams described in the commissioning models diagrams clear and easy to understand?

- Yes – 7
- No – 2

Comments were “It doesn't seem to fit together very clearly, just lots of floating colourful boxes” And “Be clearer when referring to schools only or whether early years provision is included (15)”

Draft SEND sufficiency strategy

Did they feel there was anything missing from the strategy?

3 said yes and they commented:

- “Specific detail - saying that there will be additional support for mainstreams in the early stages of support is great but what does this actually look like and is it actually feasible? For example, recruitment is challenging (Ed Psychs, SAL Therapists etc), Who is replacing Jane Razagui for in house autism support, who supports schools when they have so many children that need additional support but the school has a limited SLA with the SAS teachers due to funding constraints. How can schools meet the provision set out in higher banding EHCPs that require high levels of support but the banding does not support this (including the notional funding etc)? The ideas seem great but what is the plan when it is drilled down into the actual support and outcomes?”
- There are limited details setting out how the goals will be achieved. For example, all elements of the vision are laudable, and no-one would be in opposition to this statement, but it feels aspirational rather than achievable. I would like to know specifics such as how long should it take for Access Pathway referrals to lead to an assessment - you reference the waiting time is too long but there is no waiting time target
- Resources and additional monies to execute the strategy...

Draft SEND sufficiency strategy

How confident do people think NELC can achieve the actions set out in the strategy?

- Create SEMH specialist provision for Key Stage 2,3 4 students - 56%
- Create a small complex ASD provision to reduce out of area costs, enabling those children with the most complex needs can have their needs met within their community. –44%
- Rebuild and remodel current specialist provisions, - 33%
- Strengthen NEL SEND and Alternative Provision commissioning – 44%
- Review the allocation of the high needs block – 33%
- Develop our 16-25 provision – 22%
- Early Years Commissioning to work with providers - 33%

Draft SEND sufficiency strategy

Talking, Listening & Working Together

- I know what groups/forums to join so I can have my say – 44% agreed
- When I have provided feedback, I felt that I was listened to – 11% agreed
- I feel that my feedback makes a difference – 11% agreed
- I know where to go to get up to date information – 56% agreed

Draft SEND sufficiency strategy

Additional Comments

“The strategy in it’s written form reads well and incorporates lots of missing elements within this local authority, however from my family’s previous and current situation and the time between the two nothing has changed and my child is still not been given an education and is not looking likely to receive one anytime soon potential schools are been consulted with further away from his home town and residential schools are now been brought in to question, would you be happy for your child to be taken from you and educated away from home because your LA didn’t and can’t provide sufficient provision for them? If followed through to completion it would have a profound impact on a lot of families and enable the most vulnerable in our authority to engage with brighter more positive futures and in my opinion reduce the amount of money and assistance needed later on in their lives. Families would feel at ease and confident that their child/family members are validated and well educated ensuring positive aspirations for them.”

“Schools need significant support (actual guidance as well as funding) to enable more children to stay in mainstream settings. There also has to be the acknowledgement that many schools know pupils very well and do not advocate specialist provision because they want 'rid' of children with complex SEN, it's because they have tried many things already that have failed. Delaying the moves means valuable time in seeking the right support is lost and this time can sometimes cause irreversible damage.”

Draft SEND sufficiency strategy

Additional Comments

“Resources. It seems to me that local authorities are not supporting Academy Trusts as it would if they were under local authority control. Young people and their families do not get the LA support they should expect to get. These strategies are trying to improve the provision required, but require resources to deliver.....”

“More specialist provision is clearly required to enable children and families to be listened to about their best interests. If you provided suitable provision for young people with additional needs, parents would have more confidence that their needs were being met, building towards your goals in your other SEND strategies. Without this, these strategies are empty words on paper that is worth nothing to us”

Draft SENDAP Strategy Public Consultations Results

132 Viewed the consultation

16 People participated

12 completing the consultation

SENDAP strategy

The people completing this survey were

- Professional – 10
- Parent – 3
- Other – 3, 1 School Governor, 1 Public

Participants were from

- North East Lincolnshire -11,
- 1 is from Hull
- Lincolnshire 3 but 1 works for NELC

Do they have experience of specialist education & disability?

- Yes – 11, through work or family connections
- No - 5

SENDAP strategy

Did they understand the draft strategy?

- Yes - 11
- Unsure - 3
- No - 2

Did they agree with the Vision?

- Yes -13
- No – 2
- Unsure - 1

Did they feel that the approaches described in the strategy were clear & easy to understand?

- Yes – 12
- No – 3

Those who answered no said:

“Should be in plain language” and another said “The graduated model appears to indicate increased specialist provision but no reference to specialist AHP support or workforce which would need to be commissioned to support this increase”

SENDAP strategy

When asked if there was anything missing from this draft strategy

8 people said no and 4 person said yes commenting

- “I think the overall strategy is great but there does not seem to be any plans around how the establishment for this would be funded and whether the increased places and specialisms would have appropriate commissioning for AHP/ Specialist nursing as this could not stretch from existing resources”
- “Increase the AP offer”
- “Working with specialist provisions to increase the availability of specialist places for local children. Forcing our kids into unsuitable mainstream settings isn't going to fix anything!”
- “Availability of resourceswords are cheap, need to see action.....”

SENDAP strategy

Did they agree with the actions taken for the Key Priority Areas?

Statement	Agree	Partially Agree	Disagree	Partially disagree	Neither agree or disagree	Overall
Graduated response to additional needs through partnership working and workforce development	8 61.54%	3 23.08%	0 0.00%	2 15.38%	0 0.00%	13 100.00%
School places - Increase the range and number of high needs places available for children with EHCPs across North East Lincolnshire,	11 84.62%	1 7.69%	0 0.00%	0 0.00%	1 7.69%	13 100.00%
Improve joint commissioning of pathways and awareness of services across education, health and care	12 92.31%	1 7.69%	0 0.00%	0 0.00%	0 0.00%	13 100.00%
Transition – improve further, the links and pathways between teams who support children as they move into adulthood	11 84.62%	1 7.69%	0 0.00%	1 7.69%	0 0.00%	13 100.00%
Short breaks and respite offer - jointly commission choice for families of targeted and specialist provision	11 84.62%	1 7.69%	1 7.69%	0 0.00%	0 0.00%	13 100.00%

SENDAP strategy

Comments from those who disagreed with the actions taken for the key priority areas:

Graduated response to additional needs

- “Getting no help once finished school”
- “As stated on the joint commissioning survey, the only way to improve parental confidence is to evidence that you can make changes to give us a reason to have more confidence, yet there appears to be no mention of making required changes, just of making us more confident. Unless you can give us evidence of changes happening across the board, our confidence in you won't increase, you'll just be undertaking a paper exercise!”

School Place

- “Some can't cope with main stream school”

Short Breaks

- “Not getting any just because they finish school, still hard work looking after them”

SENDAP strategy

How confident do people think NELC can achieve the actions set out in the strategy?

- Graduated response – 15%
- School Places – 23% confident
- Improve Joint Commissioning – 15% confident
- Transition – 15% confident
- Short Breaks – 23% confident

SENDAP strategy

Talking, Listening & Working Together

- **I know what groups/forums to join so I can have my say** – 25% said they disagreed, 42% said they neither agreed or disagreed
- **When I have provided feedback, I felt that I was listened to** - 33% said they disagreed, 58% said they neither agreed or disagreed
- **I feel that my feedback makes a difference** – 42% disagreed, 50% said they neither agreed or disagreed
- **I know where to go to get up to date information** – 50% agreed, 17% disagreed

Draft SENDAP strategy

Additional Comments

“Clarity as to the nature of improvements to support those with emerging additional needs in the Early Years sector now that it has been identified as an area of need”

“Open your eyes and look at your processes. Children and families are being failed on a daily basis. Increase the number of specialist provision places and spend money on placing children in suitable settings instead of forcing them into unsuitable school places because it makes your budgets balance!”

“You need to up your game and i mean that in the nicest way. How on earth can you think a band7/8 child can stay in mainstream!? How do you expect these poor teachers and children to cope. Cambridge Park have had a new building, but places not increases? There has been nothing but an increase in need for specialist provision and you as an LA have done NOTHING. Cambridge Park looks aesthetically pleasing but it is not fulfilling its purpose in supporting these children.”

Draft Joint Commissioning Strategy Public Consultations Results

190 Viewed the consultation

33 people responded and 15 completed the full consultation

Draft Joint Commissioning strategy

The people completing this survey are

- Professional – 11
- Parent – 10
- Governor – 1
- Grandparents -2

Participants were from

- North East Lincolnshire -22
- North Lincolnshire & works in NEL
- Lincolnshire

Do they have experience of special educational needs or disability

- Yes – 18
- No - 7

Draft Joint Commissioning strategy

Did they understand the draft strategy?

- Yes - 11
- No - 2
- Unsure 9

Did they agree with the vision?

- Yes - 20
- Unsure - 2

Did they feel that the approaches described in the strategy were clear & easy to understand?

- Yes -20
- Unsure - 2

Draft Joint Commissioning strategy

Did they agree with the principles set out in this strategy?

Statement	Agree	Partially Agree	Disagree	Partially disagree	Neither agree or disagree	Overall
Have a single approach when we look at what impact any proposed change we are considering may have.	8 53.33%	2 13.33%	1 6.67%	1 6.67%	3 20.00%	15 100.00%
Work with other organisations for the benefit of our children and families (for example, we will work with schools, academies, health providers and other partnerships).	15 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Where possible, make sure we put in place evidence-based services and consider what is important to local children and families.	14 93.33%	1 6.67%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Ensure the services we put in place meet the needs of families and fit in with our wider plans for the neighbourhoods they live in and the difference we expect these plans to make.	15 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Make sure the children and families that use our services help us to plan, design and implement them.	14 93.33%	1 6.67%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Ensure that everything we do supports young people to become as independent as possible and achieve their full potential.	15 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Actively promote innovation including the use of technology and digital approaches to support.	14 93.33%	1 6.67%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Make sure that making a positive difference for children and families is at the heart of our commissioning process.	13 92.86%	1 7.14%	0 0.00%	0 0.00%	0 0.00%	14 100.00%
Put a strong focus on delivering better-value, effective support, with quality and safety considered at each stage.	14 93.33%	1 6.67%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Plan services that make the most of the skills and experience of all people working with our children and families so that the health, education, and family support system works seamlessly for them.	14 93.33%	1 6.67%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Support children and families to understand and be able to ask for the support they have a right to.	15 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	15 100.00%
Take every opportunity to promote inclusion, wellbeing, and independence.	15 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	15 100.00%

Draft Joint Commissioning strategy

Comments from those who disagreed with the principles

Have a single approach

“Having a single approach can be constricting with so many individual factors to consider with individual needs, as well as the breadth of professionals, families, services that need to be involved”

“Not sure about the question how it is wrote”

Draft Joint Commissioning strategy

Did they agree with the actions being taken?

Statement	Agree	Partially Agree	Disagree	Partially disagree	Neither agree or disagree	Overall
Graduated response to additional needs through partnership working and workforce development -	11 91.67%	0 0.00%	0 0.00%	1 8.33%	0 0.00%	12 100.00%
School places	11 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	11 100.00%
Improve joint commissioning of pathways and awareness of services across education, health and care t	11 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	11 100.00%
Transition	11 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	11 100.00%
Short breaks and respite offer -	11 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	11 100.00%

Comments from those who disagreed

Graduated Response - You mention regularly that you need to improve parental confidence in mainstream settings ability to meet children's needs. Our confidence would improve if the services available to us improved. You won;t increase our confidence by doing anything other than showing us evidence that changes are being made. The current provision for children like my son is disgusting. If a school respond to an EHCP and tell you that they cannot meet the needs of the child contained within the document, having already met with the child's parents and discussed what can and can't be practically implemented, how are we as parents supposed to have confidence when your response is to force them into these settings anyway! I have less confidence in the local authority SEND team than the school setting themselves! Show us evidence of spending more money on more suitable places and adequate support and we'll have more confidence in you. Until then this is all just meaningless paperwork!

Draft Joint Commissioning strategy

What did people think was missing from the draft strategy:

“The strategy does not address the relationship with the private sector and the pre-school demand that exists. It therefore does not include measures to spread demand across the whole surface area of service provision and misses an opportunity to address the root cause of some of the demand. It is a great document but would benefit from these two things being addressed, in my opinion.”

“I feel that often a lot is left for schools to deal with. For example, health care professionals often don't attend annual reviews or even send reports in time when they have had sufficient notice. Equally, I feel that a lot of health care professionals signpost parents to schools regarding the neurodevelopmental pathway with little insight into the child they are talking about- this puts a lot of pressure on schools and can build barriers between the parents and school.”

“It seemed unclear to me how any improvements to the currently completely inadequate provision for Early Years would be monitored or assessed.”

Draft Joint Commissioning strategy

What did people think was missing from the draft strategy:

“The principals are sound, my concern is the availability of resources to deliver the strategy . There is a risk if resources are not provided this strategy is just words and will not deliver change....”

“You need to focus more on alternative provision. Mainstream schools are struggling with high need send. This is having a huge impact on classes. It is also causing high quality teachers to leave the profession..”

“The LA need to work with specialist providers to increase the number of specialist provision places available. You also need to stop arguing with parents about what is best for their children when no one has taken the time to meet the children! You can't make life altering decisions based on a piece of paper!.”

Draft Joint Commissioning strategy

How confident did they feel that NELC would achieve the actions set out in the strategy?

- Graduated response – 25%
- School Places – 25%
- Improve Joint Commissioning 27%
- Transition 25%
- Short Breaks – 17%

Draft Joint Commissioning strategy

Talking, Listening & Working Together

- I know what groups/forums to join so I can have my say– 50% agreed
- When I have provided feedback, I felt that I was listened to– 17% agreed
- I feel that my feedback makes a difference - 17% agreed
- I know where to go to get up to date information - 67% agreed

Draft Joint Commissioning strategy

Additional comments they felt were relevant to the strategy

“Services are overwhelmed which is why I am not confident in things moving forwards; we have professionals within our organisation actively working across partnerships”

“This consultation seems geared to seeking positive affirmation and not a critical review. The principles and objectives are noble and we cannot argue with them - perhaps a greater emphasis on comms and engagement - specifically talking out how you act on feedback and avoid people feeling wasting their time in filling in these boxes, would help?”

Draft Joint Commissioning strategy

Additional comments they felt were relevant to the strategy

“The Parent Carer Forum is useless. They only promote their own services, make out that the LA are blameless and only meet with parents who's children are already in specialist provision instead of supporting those of us who are still fighting. They only meet during working hours, so working parents can't attend and don't allow people to speak freely.”

“The government are expecting children to 'fit boxes' . From early ages education is not focusing on social and emotional needs. Unfortunately, this is causing behaviour issues?”