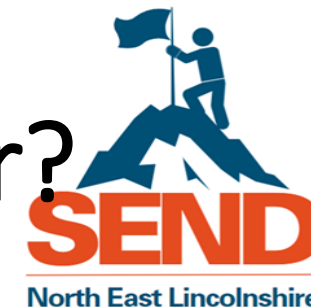


# SEND

January 2024



# What has been happening since September?



## September 2023

Outreach pilot 'Springboard' launched to support 30 children over one academic year (10 per term) who could be supported within mainstream setting, or might require specialist provision.

## September – December 2023

SEND evaluations completed in 60 mainstream settings to better understand areas of good practise, challenges, barriers, risks to delivering effective SEND provision in schools.

## December – February 2024

Consultation on 3 new SENDAP strategies

## January 2024

Face to face action planning days attended by representatives from all 60 settings.

## January – March 2024

SEND evaluations analysed and workforce development programme and outreach support planned. Engagement work with national and local providers e.g. Trauma Informed Schools UK and ELKLAN.

Online feedback sessions of thematic analysis shared with education settings.

## March 2024 onwards

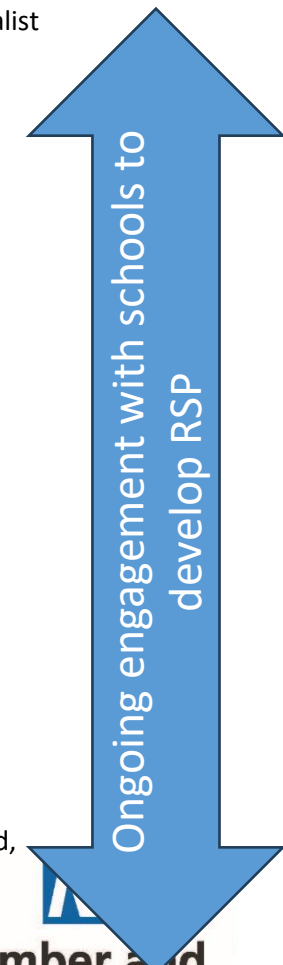
Workforce development programme began rolling out, regularly updated and advertised on SEND Local Offer

## March 2024

Cabinet accepted three new strategies.

## April and May 2024

Engagement with education settings to receive packages of support as part of pilot projects and national programmes – Communication Friendly Settings, BUSS, Positive Regard, Trauma informed Schools UK



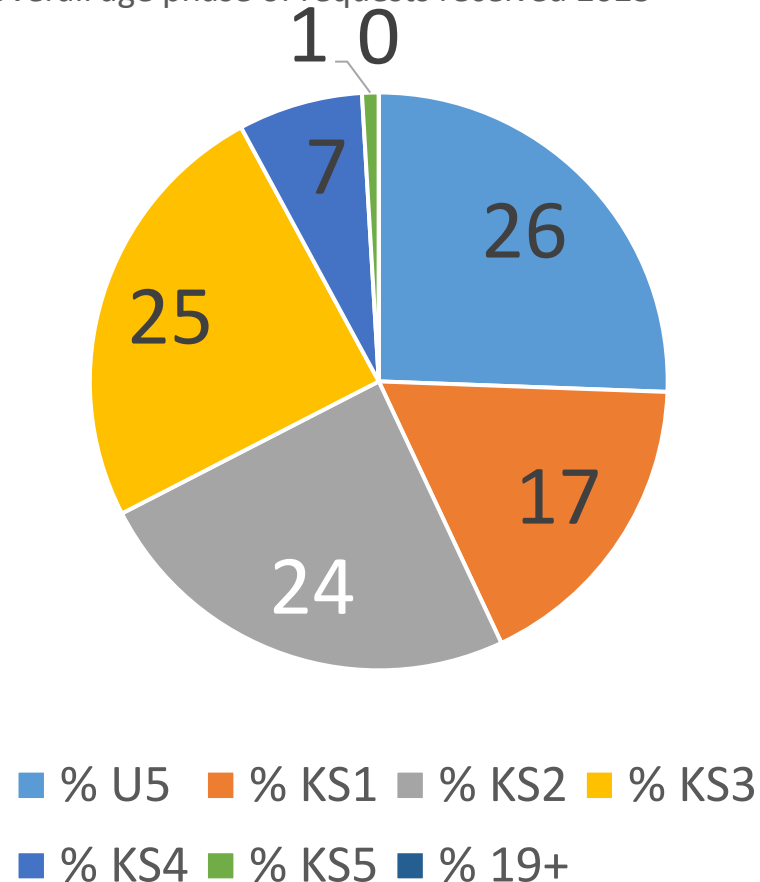
# 20 week data since January 2023



| LA Name: North East Lincolnshire Council         | Jan-24     | Feb-24     | Mar-24     | Apr-24     | May-24     | Jun-24 | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 |
|--|------------|------------|------------|------------|------------|--------|--------|--------|--------|--------|--------|--------|
| Number of EHC Plans issued, excluding exceptions | 39         | 27         | 22         | 27         | 28         |        |        |        |        |        |        |        |
| Number of these issued in 20 weeks               | 10         | 14         | 15         | 20         | 24         |        |        |        |        |        |        |        |
| % in 20 weeks                                    | 26%        | 52%        | 68%        | 74%        | 86%        |        |        |        |        |        |        |        |
| <b>Cumulative % in 20 weeks for 2024</b>         | <b>26%</b> | <b>36%</b> | <b>44%</b> | <b>51%</b> | <b>58%</b> |        |        |        |        |        |        |        |
| Total number of EHC's issued within 30 weeks     | 11         | 6          | 3          | 5          | 3          |        |        |        |        |        |        |        |
| Total number of EHCP's issued within 52 weeks.   | 17         | 7          | 4          | 2          | 1          |        |        |        |        |        |        |        |
| Total number not completed and over 30 weeks     | 21         | 10         | 12         | 5          | 3          |        |        |        |        |        |        |        |
| Total number not completed and over 52 weeks     | 0          | 0          | 0          | 2          | 1          |        |        |        |        |        |        |        |

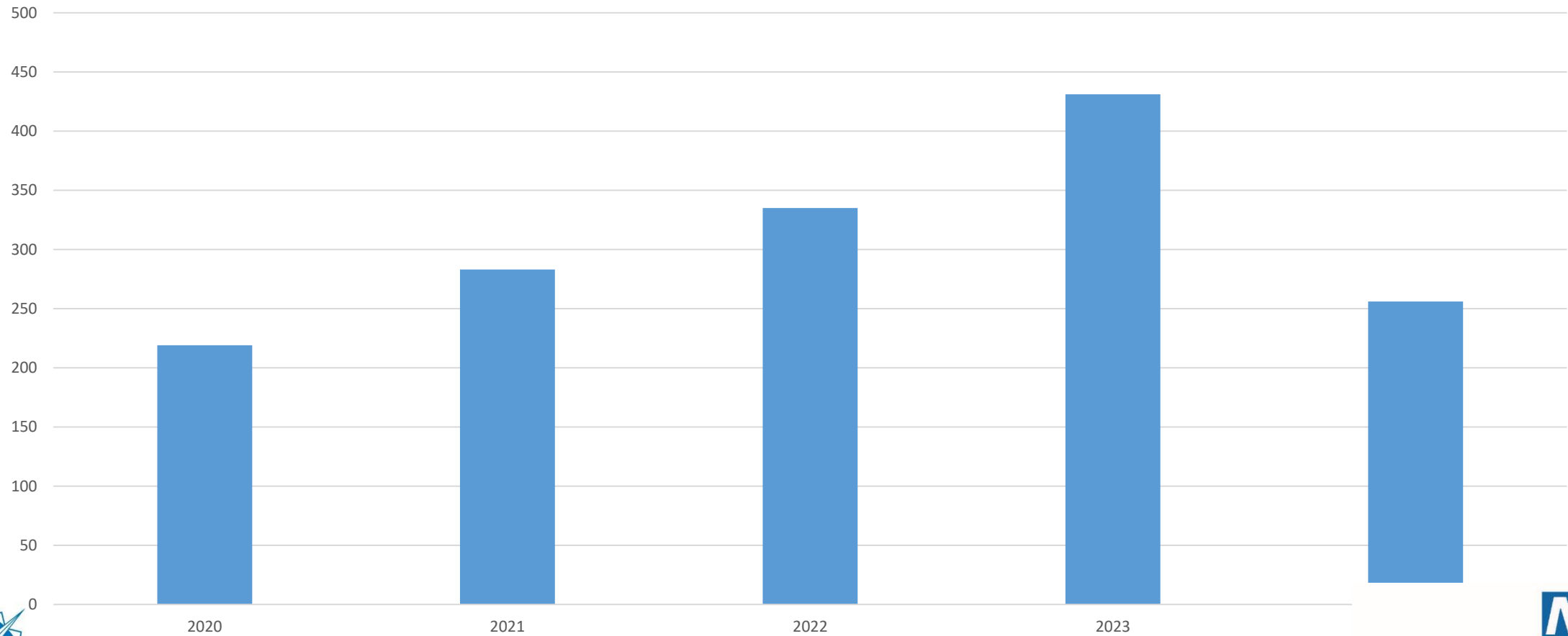
# Statutory requests for assessment:

Overall age phase of requests received 2023

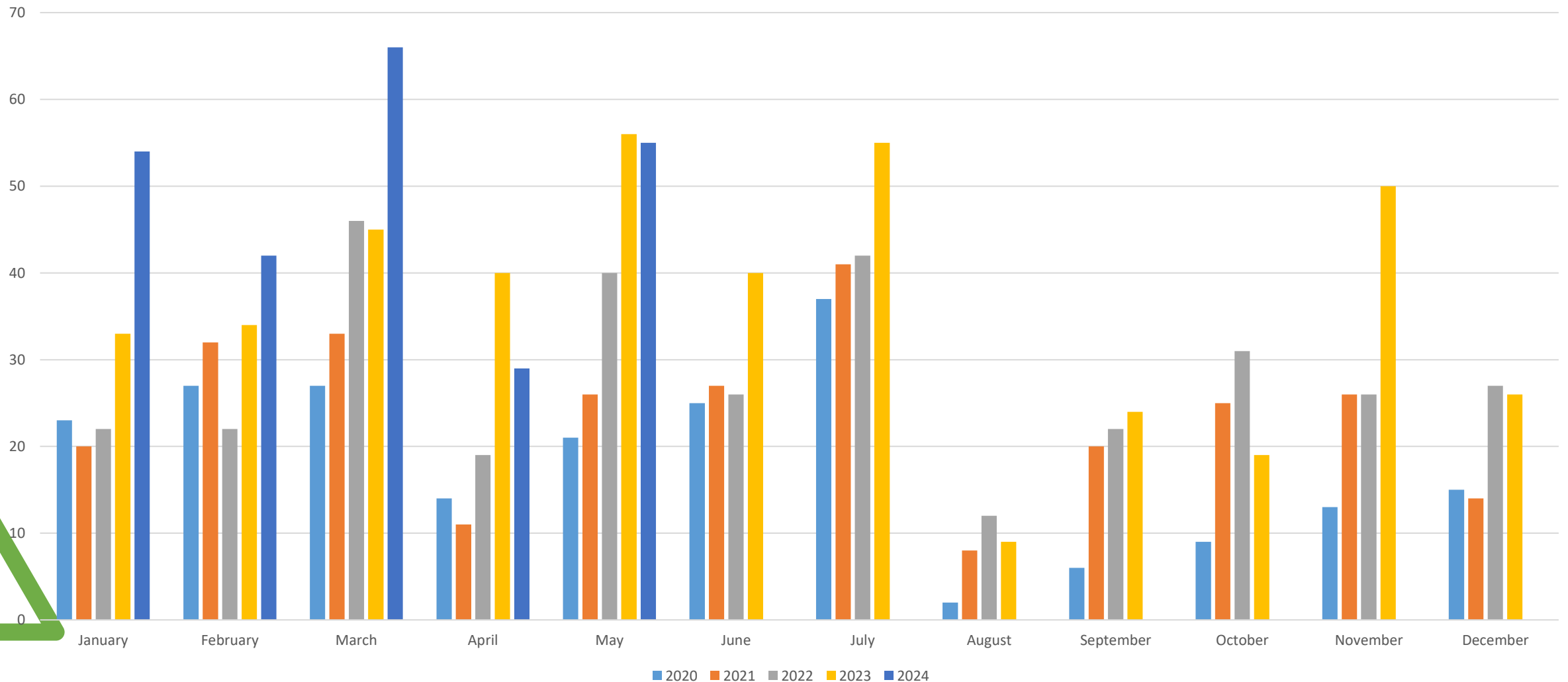


- Total of 431 requests for assessment in 2023
- This is an increase from 335 in 2022
- 26% over the course of the year were for Under 5s (similar to national 25%).
- In August 2023 when over 1/3 of requests were for under 5s, one of the multi-disciplinary panel meetings became focused just on the Under 5 referrals coming through. The aim was to provide help and support without the need for a full EHC assessment and plan.

# Total number of EHCP requests by calendar year



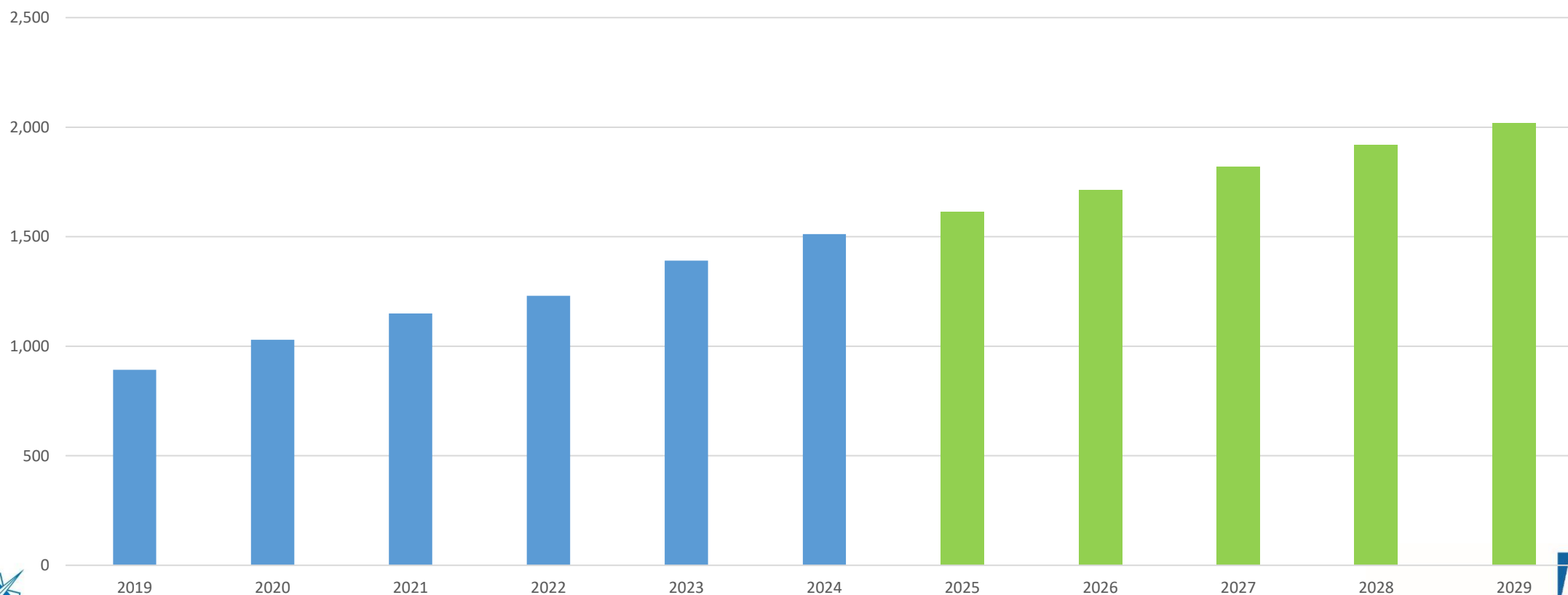
# Monthly requests for EHCPs by calendar year



# Predicted numbers of EHCPs at current rate

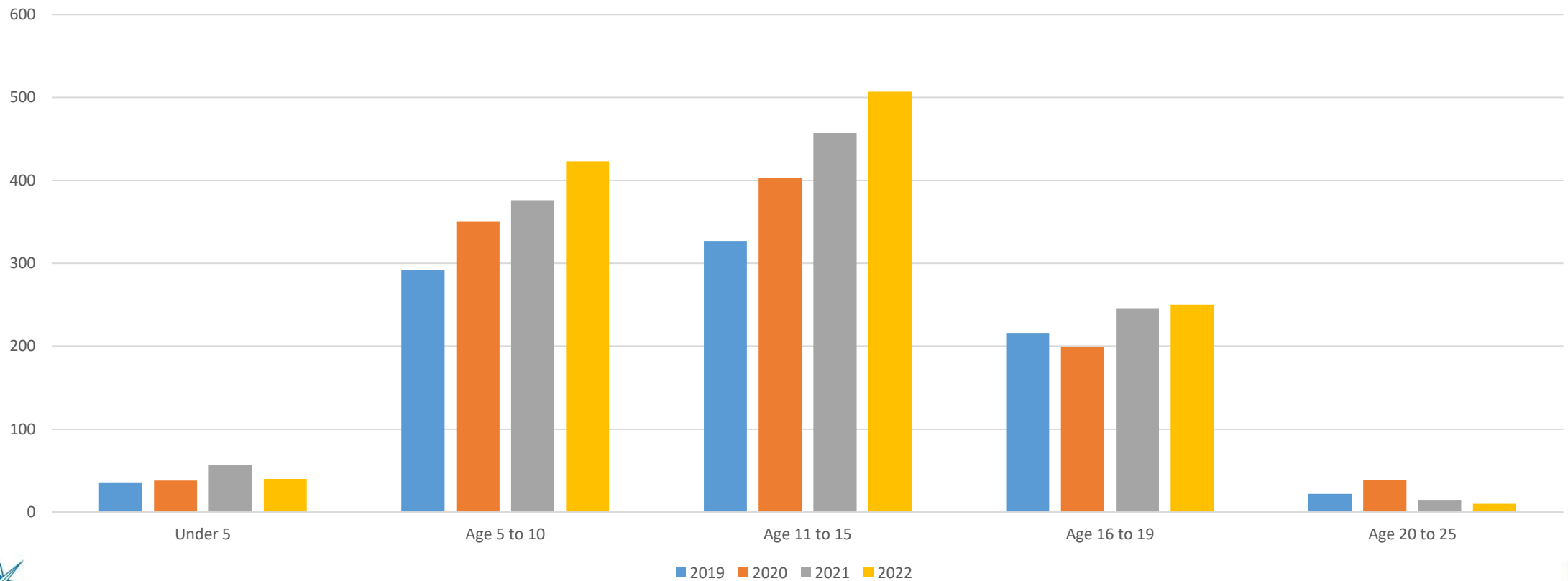


EHCP growth and predicted growth



# EHCPs by age phase

EHCPs by age phase





# Early Years education team

- There has already been significant investment into the Early Years team at the Local Authority over the last 15 months including:
- A dedicated Early Years lead
- An assistant Early Years area SENCO
- 3 Early Years practitioner posts
- Portage is now being line managed by the Early Years Lead to support children who are very young and not yet in setting.

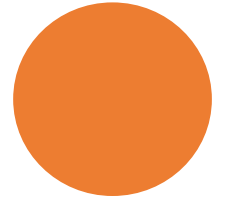
# Communication and Interaction focus

Since April 2023, a roll out of WELLCOMM toolkit and training to support identification of early language skills and how to implement strategies to support children.

During 2021 and into 2023, all Early Years and Nursery settings were also offered 2 free places on Making Sense of Autism training to support with upskilling and understanding of staff.

Portage have introduced a weekly group for children pre/current and post portage with a focus on developing social communication skills.

Termly EY Network meetings have a one hour focus on Speech & Language skills led by an independent S&L Therapist plus an offer of 1 hour face to face per term for specific support identified by settings/schools.



# Additional investment for 2023/2024:

Springboard – outreach service utilising specialist skilled staff working alongside mainstream staff to upskill. Autumn term 50% (5) children can successfully maintain their place in mainstream setting.

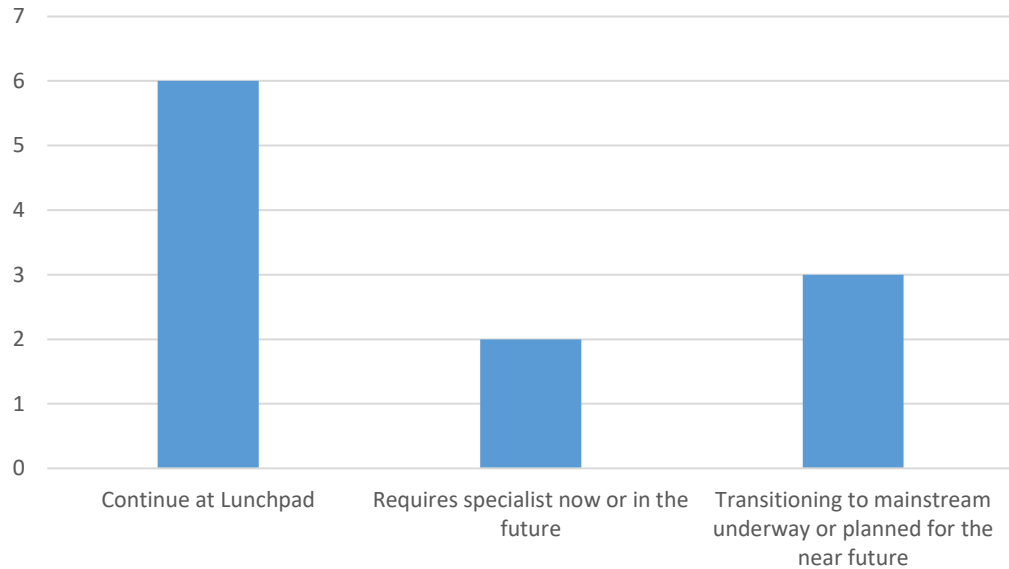
Intensive interaction training attended by 186 staff in total Monday 18<sup>th</sup> and Tuesday 19<sup>th</sup> March 2024.

Early Birds practitioner training course took place in May 2024 to train 8 further practitioners to deliver Early Birds in a more sustainable way across education, health and family hub staff.



# Launchpad

Next steps identified



You listen to our concerns, such as the makaton and the toilet support, wow what we learned in 2 hours with Sarah Arthur (Makaton) is invaluable so thank you for all you do.

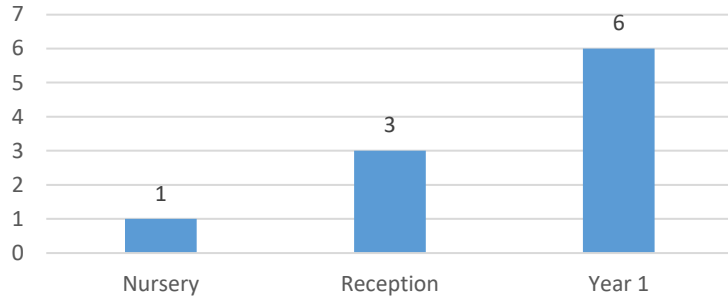
I love how the Launchpad has provided a safe and happy environment for all the children, with many different activities catering to their individuality.

I feel very honoured to have been a part of this project from its inception. It was very evident that something had to be done to help the children from across our borough. It was a long process, but this ensured that what we created was right for those children that needed it. Have we made mistakes, yes, have we learnt from those mistakes and improved, yes. This process is something that takes time to accept.



# Springboard

Springboard Autumn term - NC Year group



Springboard has transformed practice.

Child X made incredible progress; Wasn't able to ask for help and screamed but is now able to use people's names and sit at table.

Teachers and SENCo really trying hard. Staff followed all advice, made and implemented resources.

What worked for Child Y worked for all the children which transformed practice.

Staff didn't stick to what they had been shown



**Outcomes:**

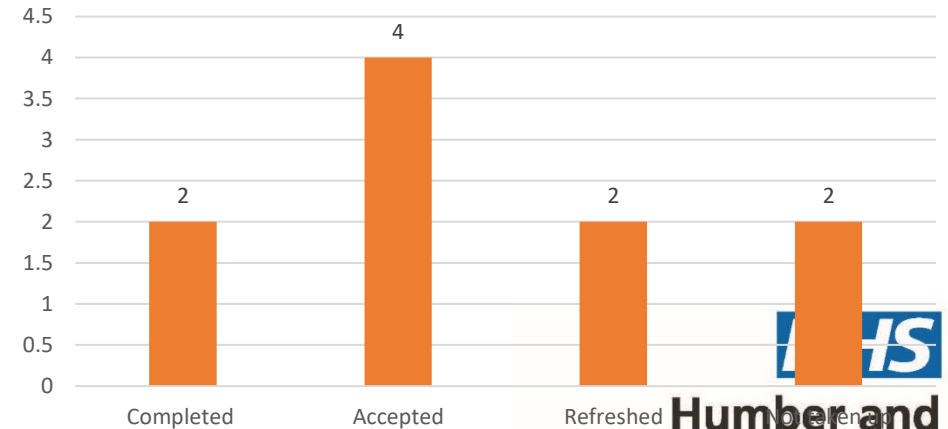
Of the three children referred to the team via the Early Years Inclusion support;

- 2 will remain in mainstream setting with strategies and resources advised by the team; one of the children of the two it was felt will require an EHCP to sustain the level of support and resource required to meet ongoing needs.
- 1 child requires an EHCP and place in specialist provision.

Of the seven children referred to the team via SENART who are already in receipt of an EHCP:

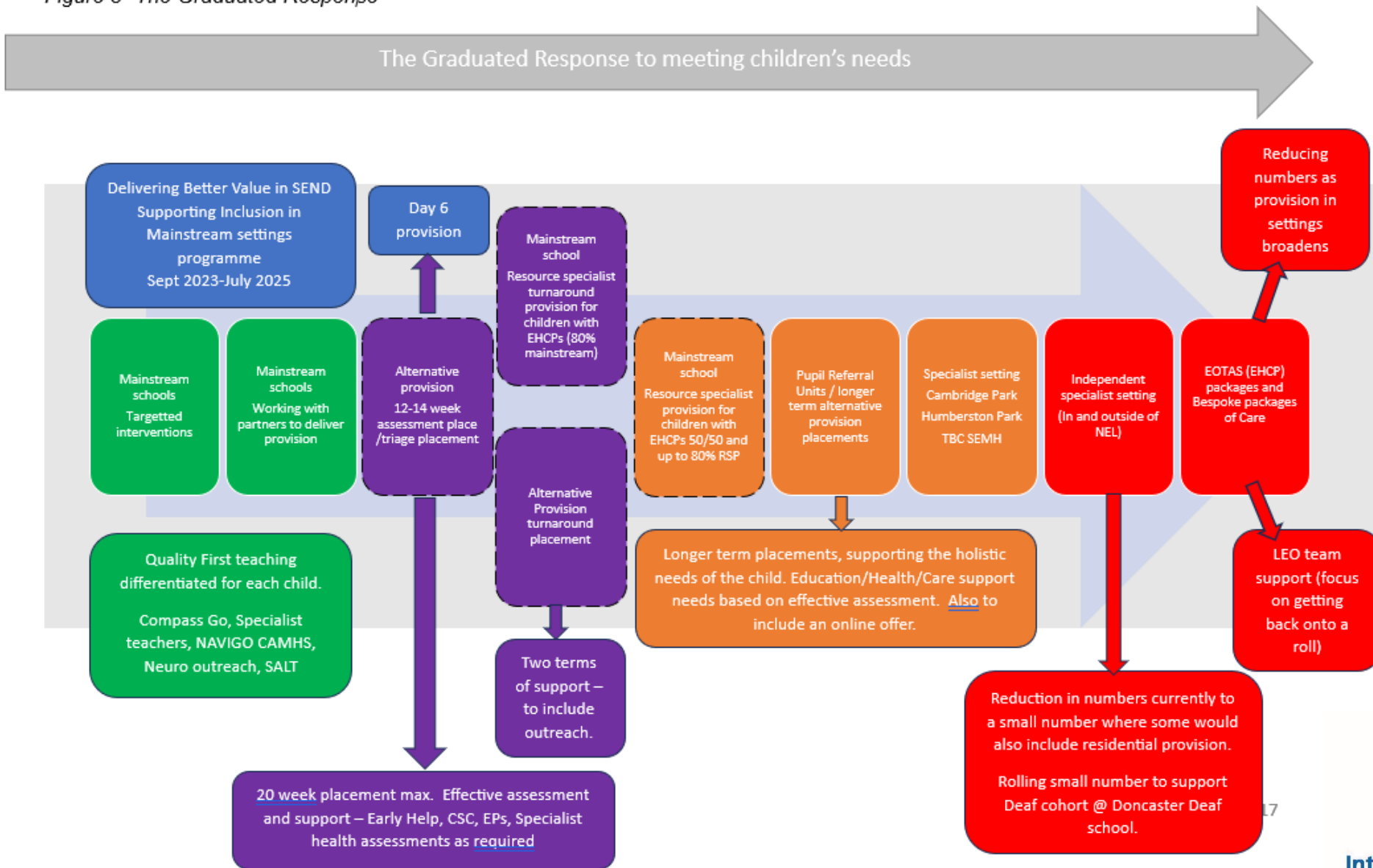
- 3 will remain in mainstream setting continuing to implement the strategies and resources advised and demonstrated by the team.
- 4 children will require specialist provision in the future as the trajectory for meeting their needs requires additional support. 1 of the children has had an increase in banding agreed as a result of the identified needs and provision required by the mainstream school.

Springboard Autumn term - Whole school training offer



# SENDAP sufficiency strategy:

Figure 3- The Graduated Response



# Capital programme



## Resource Specialist Provision

We are currently working with:

- 2 x secondaries
- 1 x Primary
- Work has halted on 2 x Primaries due a change within eh leadership team. To be picked up again in September.
- Governor and Trustees online sessions have been held in May 2024 to support with understanding of the need for provision.

## New specialist provision

New SEMH Free school – Trust appointed, design work underway – September 2027 opening.

Cambridge Park Academy repurposing of 12 places at their Cromwell Road site in order to facilitate improved bespoke provision for children with an autism and Learning Disability profile.

## New mainstream provision

Both new Primary schools will open with RSPs in place which will be phased in alongside the main school cohorts of children.

# Next Steps

- Map out all existing and planned capital activity to understand revenue implications and benefits
- Review approach to EHCP spend
- Quality assurance framework being developed for provision – includes effective value for money.
- Shift and re-prioritisation with officers to focus on impact of provision – outreach, pilot projects, creative solutions. If we aren't seeing the impact why are we still doing it?
- Working with the Council for Disabled Children on their Early Years SEND Ordinarily available provision programme to support integration of the offer for Under 5s with a view to reducing the need for an EHCP.
- What do we need to consider?
  - A complete change of funding model and/or how schools and Academies are held to account for spend.
- What would we like to do with more officer capacity:
  - Thorough setting QA
  - Attend more annual reviews to drive up quality of plans and provision
  - Cessation of EHCPs consistently aligned to the effective meeting of needs / being able to respond to change of need – *Will all of the U5s being issued with a plan still need one 10 years from now?*

