



Hull Local Area Partnership SEND Self Evaluation 2023-2024



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The local context

Compact and highly urbanised, Hull is the most densely populated local authority in the Yorkshire and Humber region. 60,000 children and young people aged 0 to 17 years old account for 22% of the city's overall population (269,000).

Children's health is generally poorer than the England average, health inequalities closely linked to deprivation. Hull is the 4th most deprived of 317 Local Authority areas. More than a third (38%) of children and young people live in poverty and Hull has more than double the number of people with severe disadvantage compared to the average for England. The school population is almost 43,500, with 8,622 children and young people identified as having special educational needs.

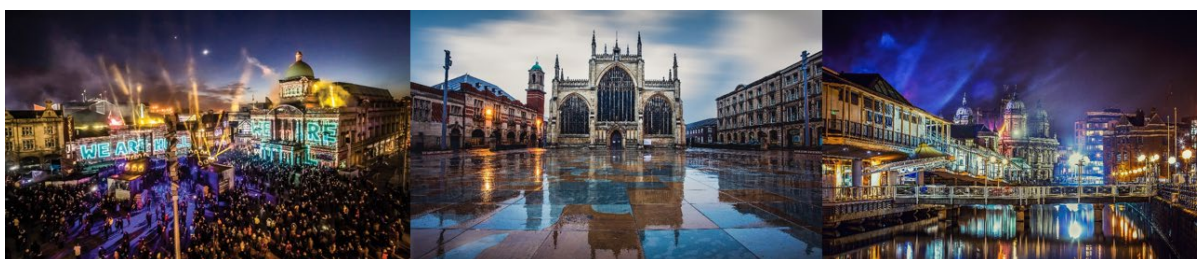
Evidence from the early years demonstrates that the special educational needs and or disabilities (SEND) population continues to increase. To illustrate, by the end of 2024, 1447 early years children were being supported by early years partners, 489 more than in 2022 and 308 more than in 2023. The gap for those children with SEND entering Reception at the expected level of development and their peers widened by 4%, from 36.2 to 40.2.

A significant number of new arrivals into the country present with complex learning and medical needs and it has been necessary to create a 'new in country' pathway to ensure that these are identified and met as early as possible. Without question, the city's Fair Access Protocol demands more of school leaders than is typical in most local areas. They manage high levels of pupil mobility, diversity and complexity as a result, but they typically do this extremely well and Fair Access

A high number of pupils join the school throughout the year. Many of these pupils arrive from overseas. Pupils are proud of their school; they relish the opportunity to welcome their new friends and learn more about them. Leaders ensure that all pupils feel welcome and part of this strong community. The school has high ambitions and aspirations for all its pupils.

Thoresby Primary School Ofsted Report, November 2023

As of January 2024, the dominant primary need of children and young people with an education health care plan (EHCP) is Speech, Language and Communications Needs (29% of plans) followed by Autistic Spectrum Disorder (20%) and Social, Emotional and Mental Health (19%). The city has seen a 14% growth in Speech, Language and Communications needs over the last five years. Work in the early years focuses strongly on identifying and meeting these needs early and leaders are remodelling SEN outreach services to reflect post-pandemic changes to the demographic. The Local Area Partnership (LAP) workforce development strategy has also prioritised these areas of need.



1. Children and young people's needs are identified accurately and assessed in a timely and effective way

Big picture

The introduction of Progressive Provision Levels in 23/24, underpinned by a detailed graduated approach document, has done much to promote a consistently evidence-based approach to the assessment of needs, with training embedding this. The identification of needs and strong, multi-agency work to meet them in the early years is another area of significant strength.

Challenges relate primarily to the timeliness of assessments, linked to supply and demand. In Health, for example, recovery trajectories have been extended to 2026 due to NHS funding challenges. Within statutory SEN services, there are waits for educational psychology assessment, impacting on compliance. The Local Area Partnership continues to promote and support a needs-led approach to meeting SEN as the principle mitigation.

- 1.1 Strong partnership working between health and the local authority (LA) Early Years team ensures that needs are identified and met at the earliest possible stage; statutory notifications from health visitors are received by the LA Early Years Access and Inclusion team from health visitors for any child who has or may have a special educational need or disability. Children under two years old who meet the Portage Criteria are offered support from a portage home visitor. Children over 20 months are referred into the Inclusion team for support with transition into an early years setting. In 2023/24, 385 notifications were received.
- 1.2 Hull's Portage team is registered with the National Portage Association. Early years foundation stage (EYFS) and Portage Development Profiles are used to accurately identify needs as the basis for individualised support.
- 1.3 An additional non-statutory early identification pathway is now embedded. This ensures that children who fail to meet their developmental milestones prior to or at the Ages & Stages Questionnaire 3 (ASQ3) 3 referred by Health visitors to the Early Years team for early intervention. In 2023/24, 410 referrals were received so that children received support via the pathway at the earliest possible stage.
- 1.4 Mild to moderate Speech and Language needs are identified through the First Steps to Communication pathway. 900 children have benefitted from intervention since 2020 (Early Years Annual Report details positive impact of evidence-based interventions).
- 1.5 A multi-agency First Step to Communication panel reviews all referrals. 419 children were referred in 2023/24. The focus of intervention has been on adult child interaction and supporting parents to develop the communication skills of their children.
- 1.6 Requests for inclusion funding are made through the Early Years Allocation and Support panel. To ensure thresholds are understood, providers must first have accessed area special educational needs coordinator (SENCO) advice to implement a robust graduated response.
- 1.7 The quality of EHCP needs assessment is improving. No inadequate plans were recorded within quarter two of 2024 and there was a 14% increase in good plans with 8% Outstanding.
- 1.8 Protocols have been amended so that EHCP funding is backdated to the 20 week point, so that children are not waiting for provision when issue of their plan is delayed.

Hull is one of only two LAs outside of London that has a (relatively) narrow disadvantage gap for 5 years olds (3.7months – Hull; England average – 4.6months)

The Education Policy Institute Annual Report (2024)

1.9 The Healthy Child programme “is delivered effectively” (SEND inspection, 2023) in the reception year and Year 6. Early Years children receive audiology screening and referrals are made by Health into the Integrated Physical and Sensory Service (IPaSS) Hearing Impairment team, the collaboration ensuring children’s needs are met as soon as they are identified.

1.10 Support for Hearing Impaired children from IPaSS has been extended to include babies, where intervention has greatest impact, and a pre-school group has also been established. Children’s language and communication are developed with impact measured through ‘Success from the Start’ assessment (see IPaSS annual report for detailed evidence of impact). This covers 100% of deaf babies and children, 0-3 years old.

1.11 All IPaSS teams and SEN outreach services utilise the best available assessment tools to baseline and monitor children’s progress towards optimum functioning and independence.

Local area partners monitor children and young people’s health closely. The Healthy Child programme is delivered effectively.

(SEND Inspection Report, November 2023)

1.12 30 city SENCOs have secured ‘Certificate of Competence in Education Testing’ (CCET) accreditation to precisely assess cognition and learning needs.

1.13 The Hull graduated approach has been rewritten to incorporate areas of need screening tools, to support accurate assessment of progress within cycles of assess-plan-do-review (APDR)

1.14 The prereferral (into outreach services) network panel supports SENCOs in understanding the presenting needs of pupils. A strengths-based approach is promoted through SEND support advice and the outreach model to overcome barriers with reasonable adjustments and a focus on strengths.

1.15 The coproduced Learner of Concern process enables schools to alert the SEND team to escalated needs that require additional support, or a different approach. This has been strengthened by linking caseworkers to schools and introducing monthly meetings where risk is red, amber, green (RAG) rated and mitigations planned. Consequently, the exclusion rate of pupils with EHCPs has lower than the England average for EHCPs for the past two years.

1.16 The SEND service’s ‘New in Country’ pathway ensures that children and young people with complex medical needs have these assessed at the earliest opportunity, without the requirement on SENCOs to first demonstrate a graduated approach. This ensures that they are able to access learning. One 9-year-old autistic child was

recently found to be profoundly deaf through this pathway. His needs are now being met in the IPaSS Christopher Pickering HI provision.

Leaders recognise the priority to develop a needs-led approach to combine assessment for autism and ADHD. Additional packages of support, such as sleep, behaviour and emotional regulation, address children’s specific needs while they are waiting.

(SEND Inspection Report, Nov 2023)

1.17 New models of assessment have been embedded within Health over the past 5 years so that children and young people’s specific needs can be met whilst waiting for diagnostic assessment. (e.g Sleep, behaviour, emotional regulation).

1.18 Children who are waiting to be assessed by the speech and language therapy and neurodiversity teams receive a single assessment by a dual-trained therapist.

1.19 The Children’s Disability Team’s Occupational Therapy service has eradicated assessment waiting times.

1.17 The Early Help SEND team holds a weekly multiagency allocations meeting to ensure that requests for additional support are met in a timely manner.

Improvement Priorities (IP)

- i) Reduce attention deficit hyperactivity disorder (ADHD) and Autism assessment waiting times and share recovery plan with stakeholders (IP 3.18)
- ii) Reduce waiting times for Speech and Language Therapy and further improve quality of wait (IP 3.19)
- iii) Reduce the waiting time for educational psychology (EP) assessments (IP 4.5)
- iv) Increase the % of plans issued within statutory timescales to 50% (IP 4.6)
- v) Include the quality and depth of Health and Social Care assessment advice to create more holistic and person-centred plans (IP 4.7)
- vi) Embed the Post 16 transition protocol so that they identify how young people will access services as they transition into adulthood (IP 6.7)



2. Children and young people and their families participate in decision-making about their individual plans and support

Big Picture

Partners are proactive in seeking the views of children, young people and their parents in planning support, with their expertise by experience in both their own children and in SEND more broadly, respected. However, the quality of preparing for adulthood planning and delivery is inconsistent across the partnership.

A new post of Preparing for Adulthood Service Manager will begin from November 2024 to address this.

2.1 In 2023/24, 83% of families surveyed by Hull City Psychology Service (HCPS) stated that EP involvement supported them in ensuring that the right provision was in put in place.

2.2 All Early Years plans are coproduced with parents, both as experts in their children and so that learning can be reinforced in the home. Parents participate in Early Years SEND training alongside multi-agency professionals. (See Annual Report 2024 for case-study examples)

2.3 IPaSS services focus strongly on the home-learning environment. A partnership with the National Deaf Children's Society (NDCS), for example, enabled parents to complete training and achieve accreditation in supporting early writing.



Parents receiving their certificates from IPaSS

2.4 The LA has been asked to pilot 'PEEP talk'. This will be co-delivered from the Family Hubs, by the Healthy Lifestyles and 0-19 years team. The impact of these sessions is being recorded on Liquid Logic to ensure that its impact can be fully evaluated over time.

2.5 Across the LAP, there are innovative examples of technology being used to gather the views of children who are non-verbal or struggle to communicate. For example, Sunshine House is piloting a digital 'smiley face' approach to gathering feedback.

2.6 100% of Hull schools have registered with Widgit with only six yet to log on to use the resource at the time of writing. (September 2024). All Trusts have accessed training on 'Exchanging Pictures to Communicate (EP2C), pupils with speech and language needs subsequently more to communicate more effectively with others. This, and other creative media, has enabled children to share their voice.

2.7 EHCP Audit clearly identifies Section A as an area of strength, 79% Good or better in the most recent report. (e.g. "Excellent understanding of the child from observations of the parent and school with input from the child despite his young age." March 2024 Quarterly Report).

- 2.8 Pupil voice has been embedded within the outreach referral process, used by all service providers.
- 2.9 Within Health, parents have choice and control over the method of assessment, whether that be virtual, face-to-face or hybrid.
- 2.10 Short break and continuing care packages have improved to become more personalised through a more flexible range of options (no longer either direct payment or leisure and family support service (LAFFS) placement)
- 2.11 Welfare Rights offer consultations to parents twice weekly from Lil Bilocca House, where LAFFS will be located from October 2024. This has increased access to short breaks.
- 2.12 The quality of assessments undertaken by specialist disability services within social care has improved, ensuring the voice of child and family is at the centre. Audit outcomes demonstrate good quality, children centred case files, creative direct work and clear transition planning.
- 2.13 The quality assurance framework for SEND has been extended to include multi-agency case reviews. These include capturing the views of child & family on the impact of their support, and where necessary, making changes.
- 2.14 SENCO induction and training, delivered by the SEND team leaders, includes a focus on Hull's coproduction charter and the key role of parents in decision-making about children's individual support.
- 2.15 A newly introduced 'Transition Keyworker Service' centres the voice of child and family in planning for transition with professionals across settings. An evidence-based whole system approach underpins it with home visits also included within the offer.
- 2.16 The ATTEND Framework has been adopted city-wide to ensure that, where there are barriers to attendance, parents and child's views are at the centre of the personalised support plan.
- 2.17 Parent and carers of children with SEND are offered targeted family support through Early Help and from April 2023 to March 2024, 559 individuals received SEND Family Support (182 adults, 377 children which equates to 191 families). This included parenting, applying for benefits and grants, co-ordination of meetings, undertaking Early Help assessments, plans, and team around the family meetings to ensure that families have the support they need. There are currently 49 children open to the Early Help SEND family support team, 20 of these children have an EHCP.
- 2.18 Families can also access the Solihull Online for Parent/ Carers of children with Additional Needs, which is an online option for parents/cares of children with SEND whether that be a physical disability, learning disability or autistic traits.
- 2.19 Feedback from parents and carers below shows an overall positive response to the courses with an emphasis on the benefits of parent peer support and sharing lived experiences in a group environment. "Talking about personal experiences and listening to other people's stories really supported me".
- 2.20 Each Family Hub across Hull has a sensory room which can be booked for one-hour slots free of charge. The sensory rooms are designed to help to create a safe space and provide opportunities for engagement in prevention and crisis de-escalation strategies, as well as other therapeutic activities, and just be a positive space for families to spend quality time.

"Talking about personal experiences and listening to other people's stories really supported me".

"It helped meeting other parents who have similar experiences to my family".

"Excellent facilitators, they linked the information to their own lived experiences, I've gained so much more knowledge- Thank you!".

"Brilliant workshop, I have really enjoyed it and learnt a lot about Autism".

Improvement priorities

3. Support the decision-making of young people as they move into adulthood through mental capacity assessments (at 16 years old) and bests interests meetings, court of protection and DOL. (IP 6.3)
4. Ensure robust processes in place between adult and children's social care to ensure that referral is at 14 years old where it is believed that a social care need is present. Ensure person centred planning begins in Year 9. (IP 6.4)



3. Children and young people receive the right help and support at the right time

Big Picture

Early support for emotional health and wellbeing was confirmed as a strength by inspectors as well as a responsive Early Years SEND support system which provides timely and holistic support through strong partnership working. However, sufficiency pressures across the system mean that the right support at the right time is not yet consistently provided by all services and for all ages. For example, whilst there has been tangible and impressive progress in creating specialist school places, there remains a shortfall which means that a minority of children and young people are not yet in the right provision for their needs.

With national challenges around funding for assessment and therapeutic services also felt acutely in Hull, the LAP is focused on 'waiting well' measures, grow our own innovation, and the promotion of a truly needs-led system.

- 3.1 All of the work of the Early Years Access and Inclusion Team is underpinned by collaboration and partnership working which ensures that children are identified early, and the right support is put in place at the right time.
- 3.2 During 2023/4, Speech and Language Therapy (SALT) has trained 323 Early Years professionals in how to deliver core interventions. Strong evidence of this on the impact of children's language and communication skills is available in the Early Years annual report.
- 3.3 The First Steps to Communication programme helps to identify children with mild to moderate speech, language and communication needs (SLCN) needs who do not meet SALT criteria. An integrated pathway ensures they are supported by the service(s) best placed to meet individual needs, e.g. a SALT, Family Hub or 0-19 year old health practitioner. Positive outcomes are detailed in the Early Years annual report.
- 3.4 100% Emotional Literacy Support Assistants (ELSAs) trained for Early Years said it had increased their confidence in supporting emotional wellbeing.
- 3.5 ELSA training has been scaled up to support increase in social emotional and mental health (SEMH) presentations by 19.6% (from 234 to 285 in 2024.) 90% of schools have one trained ELSA. They now receive ELSA peer supervision through HCPS and have access to shared resources via a Microsoft Teams channel. Children with SEMH presentation benefit from access to evidence-based support within their settings.
- 3.6 'Hull Attachment, Resilience and Trauma (HART) consultations support SENCOs in completing emotional wellbeing frameworks and providing circle of adults' support to strengthen pupils psychological safety in schools.
- 3.7 Multi-disciplinary meetings are held in all special schools to ensure a holistic package is in place for children and their families.
- 3.8 Mental Health Support Teams will cover all mainstream secondary schools and sixth form provision in Hull from September 2024. This will provide prevention and early intervention for mild to moderate emotional wellbeing and mental health needs, as well as signposting and support for the Senior Mental Health Lead.

Children in the early years experience a responsive SEND support system. The Integrated Physical and Sensory Service acts effectively to provide specialist support to children with physical, sensory and speech and language difficulties. Practitioners speak favourably of the timely support provided by the portage and the speech and language therapy service.

(SEND Inspection, Nov 2023)

- 3.9 89% of Hull's education settings eligible have received the Department for Education (DfE) grant for training a Senior Mental Health Lead, to support young people being identified with emotional wellbeing and mental health needs to get appropriate support. (10% higher than the national average)
- 3.10 Implementation of the Progressive Provision Level (PPL) funding levels has enabled pupils with more complex needs to have these met in mainstream with the creation of over 180 additional resource base and SEND unit places in 2023/24 further enhancing this.
- 3.11 A city-wide training programme combined with a digitalised toolkit of resources linked to the graduated approach document has increased the capacity of mainstream schools to meet diverse needs. Both take-up and evaluation of impact on attendee confidence to meet needs are extremely positive.
- 3.12 Further strengthening this is a multi-agency pre-referral network panel from which SENCOs can access advice and guidance when there are concerns about a child's progress. This has resulted in children receiving support from the right service at the right time, including Early Help services.
- 3.13 The weekly Education Other Than at School (EOTAS) panel ensures that education packages are aligned to EHCP outcomes and that providers report on their progress towards these. For some learners, therapeutic EOTAS packages are meeting needs when formal learning is not yet a viable option due to dysregulation.
- 3.14 The short breaks and LAFFS offer has been extended to include groups for under 5 year olds, assisted trips for families with their child and a wider range of groups, enabling the numbers of children accessing the service to increase, alongside the choice.
- 3.15 Active steps have been taken to ensure that all parents have full access to the maximum benefits they can claim by including Welfare Rights at all Children's Disability Short Breaks and Continuing Care panel meetings.
- 3.16 Each Family Hub across Hull has a sensory room which can be booked for one-hour slots free of charge. The sensory rooms are designed to help to create a safe space and provide opportunities for engagement in prevention and crisis de-escalation strategies, as well as other therapeutic activities, and just be a positive space for families to spend quality time.

The dynamic support register is well established. Partnership representatives meet each month to check that the dynamic support register supports children and young people's needs well and prevents any need for unplanned hospital admissions. This ensures children and young people with complex needs and their families can access the partnership keyworker programme without waiting for support.

(SEND Inspection, Nov 2023)

Improvement Priorities

- 4 In collaboration with the Learning Partnership, invest SEND capital into 'phase 2 schemes' so that all children and young people can access a local provision that meets their needs. (IP 3.9)
- 5 Through remodelling and re-procurement of outreach services, fill the gaps in specialist support for cognition & learning needs (primary and secondary) and SEMH needs (secondary) (IP 3.7)
- 6 Create capacity to support reintegration from alternative provision back to mainstream, in order to achieve a 'revolving door' that enhances outcomes & value for money. (IP 3.7)
- 7 Construct a new exemplary home for overnight short stays (Limetree Court & Tilia) and a two bedroom home for longer term needs. (IP 3.10 & 3.11)

8 Improve access to edge of care support for families who have a child with a disability (IP 3.12)

4. Children and young people are well prepared for their next steps, and achieve strong outcomes

Big Picture

As the outcomes data below indicate, SEND children and young people achieve well in Hull, despite the high level of both need and deprivation. Hull's remarkable primary school sector delivers outcomes that are, without exception, quartiles A or B for SEND at Key stage 2 (KS). The key area for improvement is secondary SEND Support where both the attainment and progress of pupil places the city in a quartile D position.

The outcomes of 19 years olds with EHCPs also need to improve. In addition, not in education, employment or training (NEET) figures have increased, though the low number of 'not knowns' is indicative of robust oversight of this cohort.

Attendance of EHCP & SEN Support, pri and sec	Above NA
Exclusion rate of EHCP & SEN Support, pri and sec	Below NA
Increase in EHCP and SEN Support choosing EHE	Increased
EYFS GLD SEN Support	Quartile A
EYFS EHCP	Quartile C
KS2 EHCP Outcomes - R, W, Ma combined, R Prog, W Prog, Maths Prog	Quartile A
KS2 SEN Support – R, W, Ma combined, R Prog, Ma Prog	Quartile B
KS2 SEN Support – W Prog	Quartile A
KS4 EHCP Attainment 8	Quartile A
KS4 EHCP Prog 8	Quartile B
KS4 SEN Support Attainment 8	Quartile D
KS4 SEN Support Prog 8	Quartile D
% of EHCP not known & NEET	Below NA
Supported internships	Above NA
19yo EHCP achieving Level 2	Below NA*
19yo SEN support Level 2	Below NA*
19yo EHCP achieving Level 3	Below NA, SN
19yo SEN Support achieving Level 3	Below NA*
% of specialist settings Ofsted Good or Better (100%)	Above NA

4.1 Within IPaSS, the goal of support and intervention is always to ensure that children become as independent as possible. For example, the Habilitation service focus on developing mobility, orientation and independent living skills. Progress against starting points is assessed with outcomes available in the annual report. The service also supports transition by ensuring that modifications and equipment to support independence are in place. (case-study evidence demonstrates how this promotes full access)

4.2 The Portage Team ensure that nurseries understand children's needs when they transition into nursery.

4.3 Support from the Early Years team during 2023/24 enabled 602 nursery children to successfully transition into school in 2024, 333 in receipt of either an EHCP or additional funding.

4.4 The city-wide transition protocol is embedded and includes every school in the city, ensuring information is shared cross-phase and SEND pupils benefit from

additional support for transition. The introduction of transition keyworkers will further enhance this through an evidence, whole-system approach.

- 4.5 A SEND careers adviser network has been introduced to offer CPS and peer support for careers advisers. Links with Job Centre Plus have been established.
- 4.6 Adult Social Care attend EHCP reviews from year 9 sharing information such as mental capacity, transport and finance.
- 4.7 Enterprise Education and the Big 13 Enterprise Skills have been embedded within the curriculum by Humber Education Trust special schools.
- 4.8 35 education settings and independent training providers supported the 2024 Preparing for Adulthood event, helping young people and professionals understand the range of options and make informed choices
- 4.9 The number of young people benefitting from supported internships in Hull has significantly increased from 3 in 2021/22 to 23 in 2023/4, and is three times higher than national (2.1% v 0.7%). The offer includes a pre-internship programme delivered by Hull College
- 4.10 The vast majority of young people, having undergone mandatory training and been matched to three separate job roles, successfully gain employment.
- 4.11 A partnership with the Humber and North Yorkshire Integrated Care Board (ICB) has enabled the delivery of an Inclusive Careers project which will focus on increasing the number of young people entering the health and social care workforce. The focus is on those with SEND experiencing barriers to employment.
- 4.12 A Youth and Community Development Worker attends weekly Short Breaks Panel meetings and works closely with the Children's Disability Team, to identify youth work sessions and opportunities in the community that support young people's transition to adult services.

The local area has an established school transition working group. The group identifies children and young people who may struggle with school transition. Primary and secondary school leaders work together to ensure information is shared well. (SEND Inspection, Nov 2023)

Improvement Priorities

- i) Audit the current Preparing for Adulthood offer across the four pillars to identify any gaps and as the starting point of a Preparing for Adulthood strategy which drives improvement where that is required. (IP 6.1 and 6.2)
- ii) Increase the capacity of the Adult Social Care team to ensure that planning begins in Year 9, consistently, for young people whose needs will require access to adult social care (ASC) services. (IP 6.6)
- iii) Ensure the Local Offer provides comprehensive support and guidance in relation to Preparing for Adulthood. (IP 6.8)
- iv) Develop and embed the post 16 transition protocol to ensure multi-agency, person-centred plans are shared between settings.
- v) Strengthen partnership work with young people, education providers, health and social care services and businesses to promote readiness, including a focus on training. (IP 6.10 and 6.11)

5. Children and young people with SEND are valued, visible and included in their communities

Big Picture

This is an area of strength, as identified through inspection. Strenuous efforts are made across the partnership, and in coproduction with parents and young people, to ensure that children and young people with SEND are seen, valued and heard in Hull and the offer continues to grow. In addition, a very active Parent Carer Forum and a wide range of advocacy groups have been instrumental in moving the city towards a strengths-based and neuro-affirming vision, although more needs to be done to embed the social model of disability within all schools and settings.

5.1 The LAFSS offer has expanded to include under 5 year olds, assisted trips and a wider range of groups, enabling the number of children supported to increase. (average number registered over a 6 month period, 126, 71 attending weekly).

5.2 16+ LAFSS service users are encouraged to volunteer for the service, building their CV and references as well as their confidence within a working environment.

5.3 An inclusive careers project delivered in partnership with the Humber and N. Yorks ICB is increasing the number of SEN children and young people entering the health and social care workforce.

5.4 Short break panel meetings include a youth and community development workers who supports transition into adults services.

5.5 Big Buzz and Buzzaballoo help young people lack confidence socially to make friends and develop social skills.

5.6 The SEND sub-group of Healthy Holidays (HH) and HAF programme co-produces the offer which includes a bespoke and continually expanding [SEND Provision](#).

5.7 IPaSS undertake awareness-raising work about sensory needs in the community, e.g training all museum staff. Deaf role-models are employed by the service.



A 'Sportsability' SEND Healthy Holidays activity

(CYP) feel valued and visible and included in their communities. (They) speak highly about the opportunities they have to socialise, be part of the community and take part in sports and activities."

SEND Inspection, Nov 2023)

- 5.8 The Kids neurodiversity hub (13-25 years old) provides young people with somewhere they can feel accepted as they move towards adulthood.
- 5.9 Hull Culture and Leisure is committed to creating inclusive environments for SEND children and young people. For example, changing places facilities are provided at Woodford Leisure Centre and Albert Avenue Pools and Fitness, along with pool hoists and trained staff to assist as required.
- 5.10 www.liveithull.co.uk features the 'Recite Me' accessibility tool, providing a customizable, inclusive online experience for individuals with disabilities, situational challenges, and those requiring language support.
- 5.11 Hull Ice Arena hosts two weekly disability ice skating sessions, these have quieter music and dimmed lights for a calmer environment. Participants can skate or access the ice in a wheelchair, and while there is a participant fee, carers and skating aids are free of charge. Over the past 12 months, disability ice skating sessions have welcomed approximately 1,800 visits, including both participants and their carers.
- 5.12 Four weekly disability swimming sessions at Woodford Leisure Centre welcome participants of all ages. Carers can join for free. Out of these sessions, three are integrated with public swimming times to provide opportunities for social interaction and community engagement. One session each week is dedicated exclusively to SEND, ensuring a supportive and tailored environment. Disability swimming sessions have seen an estimated 11,000 visits over the past year.
- 5.13 During summer holidays, SEND sessions for children under age of 5 years are available at East Park Water Play, offering a calm and accessible environment at East Park Water Play. During summer 2023/24, these sessions received 150 bookings, including carers and family members.
- 5.14 East Park is home to the region's largest Adapted Cycling Scheme, with over 90 adapted bikes available for people with physical, sensory, or intellectual disabilities. This scheme offers opportunities for individuals of all ages to engage in outdoor physical activity in a relaxed setting. Carers accompanying adults or children with disabilities receive free entry to all our activities. Across the last 12 months, 6,173 visits were made by carers supporting adults and children at various activities, with the most popular being ice skating and swimming.
- 5.15 Hull Culture and Leisure is the city's largest swim education provider, working with five SEND schools and 120 pupils through the Swim Education programme during the 2023/24 academic year.
- 5.16 SEND specific workshops at the Animal Education Centre, included 'The World Around Me' and 'How Am I? How Are You?'. These workshops focused on personal, social, and emotional development. This was funded by the Healthy Holidays and Food Programme. 90 children took part during 2023/24.
- 5.17 'Active through football' sessions for SEND pupils aged years 16+ engaged young people from Northcott Special School at the Waudby Centre. The 10-week course ran from January to March, with a total of 120 visits, averaging 12 participants per session. This programme is also funded by the Healthy Holidays and Food Programme.

Improvement Priorities

- i) Strengthen working relationships with young people, education providers, health and social care services and businesses to ensure partnership. (IP 6.9)
- ii) Provide CPD to raise awareness of Supported Internships. (IP 6.11)
- iii) Develop the Supported Internships offer to raise the quality of the programmes available. (IP 6.12)
- iv) Work with experts by experience to ensure that the workforce development strategy is strengths-based and neuro-affirming. (IP 2.8, 2.7)

Leadership of SEND

6. Leaders are ambitious for children and young people with SEND

Big Picture

System leaders are highly ambitious for children and young people with SEND in Hull and there is strong partnership-wide oversight of the SEND system and improvements to it. At KS2, pupils' outcomes reflect this commitment to SEND learners and the attainment of pupils at KS4 with EHCPs is also Quartile A. The SEND Support cohort does, however, underachieve at KS4 with a Quartile D for position both attainment and progress a matter of concern. The number of pupils with SEMH needs who are referred into alternative provision during the secondary years is disproportionate. System leaders continue to focus on successful transition as a mitigation, enhancing the city-wide transition protocol for SEND pupils.

- 6.1 Leaders have articulated their ambition for SEND through the coproduction of a shared vision and the six ambitious strategic priorities that sit beneath it. There is a relentless focus on delivery of these through robust governance and accountability.
- 6.2 The governance of the Improvement Plan and ensures that Senior Reporting Officers from across the LAP are held to account against the impact of their improvement activity. There is shared ownership of SEND improvement.
- 6.3 Detailed 'benefits realisation' tracking ensures that baseline measures and target performance are identified for every action, with progress driven through SEND Delivery and reported to SEND Board. A change management process ensures that completed actions remain visible to stakeholders, their impact formally documented, that drift and delay is scrutinised and project risks highlighted.
- 6.4 All city Trusts are active members of the Hull Learning Partnership which identified SEND provision as its first and indeed its founding priority. Ambitious for a truly equitable system, leaders share school-level data transparently and provide challenge and support in relation to inclusivity.
- 6.5 A sequential and structured teacher development strategy, developed through the SEND subgroup of the Learning Partnership, ensures the principles of adaptive teaching are introduced and embedded over time so that pupils needs are met in the classroom.
- 6.6 The sector in Hull is characterised by professional generosity and collaboration, despite being near fully academised. For example, SEND reviews are undertaken across Trusts with good practice signposted. SENCOs also support the EHCP moderation process, ensuring that a graduated approach continues to drive up the quality of SEND Support, delivering greater consistency for children and families.
- 6.7 The Standards Board and the SEND Subgroup of the LP both evaluate the outcomes of EHCP and SEND Support pupils, the latter cohort having been identified as requiring improvement at KS4. System leaders have prioritised lifting standards here, beginning with a school-level analysis of the data.
- 6.8 LA and MAT strategic meetings share scorecard data every term as the basis for support and challenge in relation to a range of SEND performance indicators, including suspensions and exclusions, attendance, reduced provision. There are also annual CEO meetings with the DCS, Assistant Director Learning and Skills and standards leads.

6.9 MAT attendance at city-wide SEND training is expected, and as such monitored and reported by the SEND subgroup and through Delivering Better Value (DBV). 94% of Trusts released staff to attend DBV communication and interaction (C&I) training. Over 160 staff from schools, early help and social care participated.

Improvement Priorities

- i) Ensure that all stakeholders are assured of the LAP's improvement activity and its impact (IP 2.3)
- ii) Establish a 'revolving door' approach to AP to enhance life chances and strengthen value for money (IP 3.7)
- iii) Through a focus on supporting transitions and strengthening setting readiness, enhance the outcomes of SEND Support pupils at KS4 and Post 16 (IP 5.5, 6.2, 6.7)



7. Leaders actively engage & work with children, young people and their families

Big Picture

The impact of leadership of the SEND system is clearly seen within this element of the evaluation schedule in that coproduction was identified within the Accelerated Progress Plan (not ceased) as a persistent challenge.

Meaningful engagement with parents, children and young people, impacting on decision-making, has now been highlighted through inspection as an area of strength. Relationships are mature, trusting and respectful but there is also healthy challenge and an appropriate degree of separation between the parties, as befitting their core functions.

The improvement priorities reflect the fact that there is always more that can be done to ensure that the values of Hull's Coproduction Charter are lived.

- 7.1 A dedicated SEND worker within the Voice and Influence Team actively seeks young people's views and engagement in the local offer site. They organise feedback activities and visit youth groups, to ensure that the views of young people with SEND are captured and shared with leaders. Through one strong example of 'you said, we did', the CAMHS services provided training on g to self-harm designated safeguarding leads and a bar-code to the Thrive website was added to school planners.
- 7.2 A school anti-racism was written by the Young Mayor and her campaign team and has been widely adopted by city schools, alongside training delivered by the young people.
- 7.3 The Early Years Parents United group provide the Early Years team with an opportunity to review and coproduce services with parents and involve them in every aspect of delivery, including training. Additional groups have been established across West, North and East of the city.
- 7.4 A Parents United Facebook page was created in response to parents' request for more accessible social media. This saw 514% increase in content posted over 12 months, compared with the Instagram account. Parents report how much this has helped them to get instant responses to questions or concerns.
- 7.5 Colleagues from the Parent Carer Forum are represented as equal partners within the city's governance of SEND with agendas prioritising the feedback from parent carers on services.
- 7.6 To enhance opportunity for coproduction of improvement activity, the SEND Delivery ToRs have been updated to include Parent Carer Forum representation.

Children and young people with SEND in Hull make their voices heard. The Hull Youth Parliament enables children and young people to raise the issues that matter most to them at the most senior levels on the partnership.

The Youth Parliament holds leaders to account well for children and young people's lived experience.

(SEND Inspection Report, Nov 2023)

7.7 As highlighted within the Parent Carer Forum annual report, there is parent representation on a range of strategic and accountability groups. (“Over the past year, our Parent Carer Forum has actively participated in numerous strategic meetings and consultations, ensuring parent carer voices are central to decisions impacting SEND services. Collectively, the forum has contributed to 363 hours of strategic work.”)

The local area partnership engages at listening events and through an active parent and carer forum to understand the lived experiences of children, young people and their families. This informs the partnerships’ strategic priorities.

(SEND Inspection Report, Nov 2023)

7.8 Ahead of Trust scorecard/strategic meetings, the PCF conduct a parent survey about Trust schools so that their views on SEND provision can be shared with school leaders, particularly important when there are clear themes.

7.9 The Local Offer has been redesigned to include the outcome of a coproductive SEND mapping exercise, which helps parents navigate services more easily.

7.10 Service-users across the specialist disability services are included in review panels to ensure that lived experience informs decision-making.

7.11 Transport surgeries have been introduced so that the service-manager can understand and mitigate any challenges experienced by service-users.

7.12 Parent Carer Forum has facilitated a meeting for parents and ICB to explore nursing care in schools for children with Profound and Multiple Disabilities and a stakeholder workshop on medical needs in educational settings.

7.13 A cycle of workshops with parents are planned so that experts by experience are able to review and contribute to SEND training delivered by the LAP. This is designed to ensure that it reflects lived experience and is neuro-affirming.



Parent Carer Forum engagement with councillors

Improvement Priorities

- i) Embed the practice of contacting families who are using the complaints process to provide feedback on the system (IP 1.4)

- ii) Ensure that parents are meaningfully involved in multi-agency case reviews and that their feedback shapes improvements to both individuals' experience and services (IP 1.2)
- iii) Ensure that parents' views inform the commissioning of SEN services (IP 2.2)
- iv) Within the SEND Workforce Development Strategy, embed a strategic approach to harnessing lived experience within an ethos of 'nothing about us without us' (IP 2.7)
- v) Evaluate the impact of training on children and young people's lived experience (IP 2.8)



8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area

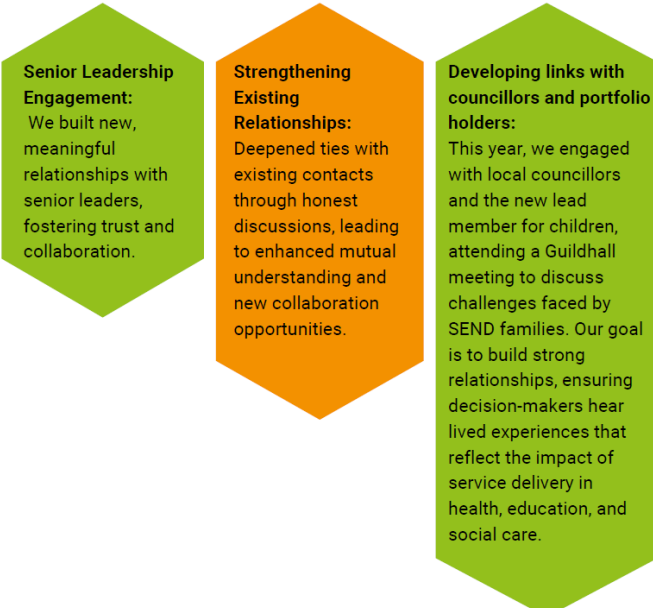
Big Picture

This is an area of strength. A strong spirit of collaboration means that school-level SEND data is shared across schools as the basis for peer challenge and support, for example on setting commitment to inclusion, as suggested through ECHP numbers per school.

Through Hull's Joint Strategic Needs Assessment, leaders gather accurate information about children and young people with SEND in the city and monitor the changing needs of the population.

Information about children and young people's experiences and outcomes is shared across the partnership through a detailed SEND scorecard and softer intelligence, such as case-study evidence from annual reports. The Parent Carer Forum undertakes a survey prior to LA-MAT strategic meetings through which their experience of SEND provision is shared with Headteachers and CEOs. In addition, leaders' strong links with the PCF mean that the impact of service delivery on lived experience is known.

- 8.1 The city's Joint Strategic Needs Assessment (JSNA) is a dynamic report, regularly updated to describe local needs and includes data from Parent Carer Forum.
- 8.2 Although it is a voluntary exercise, 98% of all PVI settings and childminders who are delivering early education submit a data return to the LA using an Overview Tool which includes child level data and developmental reviews. Analysed at citywide and setting level, and shared across Health, Education and Social Care partners. this allows leaders to understand trends and ensure that demand is matched by supply.
- 8.3 Hull's Delivering Better Value programme is underpinned by a forensic examination of needs and trajectories.
- 8.4 A detailed SEND sufficiency needs assessment has informed the sufficiency strategy.
- 8.5 A live consultation on SEND outreach service has been informed by an assessment of local needs and where the gaps are in relation to meeting them (e.g. secondary SEMH)
- 8.6 Surveys are undertaken by the SEND Subgroup of the Learning Partnership, public health, Parent Carer Forum, Social Work Academy and others. Intelligence is also shared through engagement activity, as summarised in the visual below from the PCF annual report.
- 8.7 An updated SEND Scorecard, to which all partners contribute, is a standing item on every Strategic Board agenda, and leads to deeper dives or support and challenge as required. An example of this is the focus of the SEND subgroup on SEND Support outcomes at KS4. Similarly, a Elective Home Education deep dive was undertaken. This led to the introduction of locality-based and multi-agency 'tea and chats' with parents on EHE. The outcomes have included resolving relationship breakdowns with schools, in the best interests of children and young people.



Senior Leadership Engagement:
We built new, meaningful relationships with senior leaders, fostering trust and collaboration.

Strengthening Existing Relationships:
Deepened ties with existing contacts through honest discussions, leading to enhanced mutual understanding and new collaboration opportunities.

Developing links with councillors and portfolio holders:
This year, we engaged with local councillors and the new lead member for children, attending a Guildhall meeting to discuss challenges faced by SEND families. Our goal is to build strong relationships, ensuring decision-makers hear lived experiences that reflect the impact of service delivery in health, education, and social care.

'Partnerships and Collaboration'
Parent Carer Forum Annual Report, 2023-24

Improvement Priorities

Information sharing – SEND needs not always factored into planning

WFD – SEND not always well understood

9. Leaders commission services & provision to meet the needs & aspirations of children and young people, including commissioning arrangements for CYP in Alternative Provision (AP)

Big Picture

The city is not immune from a national SEND sufficiency challenge impacting on access to specialist provision for all children who need it. However, the LA commissioned a detailed sufficiency assessment and has been proactive in planning additional capacity to fill the current and projected gap. Within this, application for a 125 place Special SLD Free school (Willowfield) was approved. However, the scheme is, to date, four years delayed in its delivery.

To mitigate some of the impact, system leaders have created additional specialist places during 2023/24, through the expansion of the resource base and SEND unit estate as well as increases to the PAN of some special schools. LAP is alive to the sufficiency challenge and addressing it has been a priority for the Learning Partnership to address this so that the number of children and young people having their needs met within suitable provision continues to increase.

- 9.1 The LAP Joint Commissioning Strategy (2024/27) enables partners to make best use of available resources and to improve children and young people's outcomes in the most efficient way. It is underpinned by the commitment intent within the Improvement Plan, also 2024/27.
- 9.2 In 2019, the first Early Years enhanced provision was established in Hull to meet the needs of the increasing number of highly complex children. There are now eight enhanced provisions across the city. Nurseries across the city are also introducing their own sensory rooms or bespoke areas, with the support of SLD outreach and Area SENCOs.
- 9.3 From 2017/18, two additional funding streams were introduced to support 3 and 4 year olds with SEND: The Disability Access Fund (DAF) and the SEN Inclusion Fund (SENIF). Following consultation, it was agreed that the LA would retain an element of the hourly funding to enable 2 year olds who required additional support to access mainstream provision early. The recent expansion of funded childcare for working parents of 2 years will now contribute to the cost of this early intervention, already established a priority in Hull City Council.
- 9.4 The termly review procedures in place for Early Years children receiving additional support through the SENIF is robust and ensures that children making progress or lack of have their support package adjusted accordingly. This may result in the level of funding being decreased or increased which is recorded to show the impact of the intervention. Settings in receipt of additional funding are required to submit termly reports highlighting how the funding has been used to support the individual children. In 23/4, 26 children had their allocated support package reduced or removed as a result of their improved progress following intervention.

9.5 During 2023/24, the LA and LP created an additional 183 specialist SEND places through expansion of the city's SEND Unit and Resource base provision by 8 settings and the expansion of three special schools. The work is ongoing with Phase 2 schemes now being agreed in strong collaboration with partners and with cabinet delegations secured to commit SEND capital.

The school has, this year, opened both a SEND resource base and a SEND unit. These provisions provide a nurturing and therapeutic environment. Highly trained staff deliver a bespoke academic curriculum for each pupil. The school is, rightly, proud of its work in this area. The provision for pupils with SEND at this school is highly effective.

Victoria Dock Primary, SEND inspection, July 2024

The Hull Primary Care Networks have funded care coordinators/navigators and the ICB have funded learning disabilities well-being nurses to support local general practices. Parents and carers speak highly about the positive impact of this work in helping children and young people maintain and improve their health. Children and young people also connect to a range of non-clinical services that support their health and wellbeing.

(SEND Inspection, November 2023)

9.6 An AP Steering group comprising all of the LA's commissioned providers and wider partners (e.g PCF and Youth Justice) has been formed to ensure a sufficiency of provision through a recommitment to revolving door provision.

9.7 Leaders are providing support and challenge in relation to the quality of reintegration plans, with a focus on SMART targets, timely review and the voice of parent and child.

9.8 Additional capacity (25 more places) has been commissioned within the KS3 AP to ensure that the LA can continue to meet

its sixth day duty.

9.9 Mental Health Support Teams have been trained to support SEN pupils so that they can access appropriate emotional wellbeing and mental health support in school. From September 2024, every secondary school in Hull has an on-site MHST team.

9.10 CAMHS capacity has been protected and targeted through a commissioning focus on early intervention provision, including School Nursing, MHSTs, Early Help, Youth Services and Emotional Resilience Coaches. The Thrive Annual Report details the impact of these services.

9.11 Leaders have ensured that a wide range of strategic partners within the Healthy Holidays programme offer an activity for every child with SEN and every ability. Sportability co-ordinate this activity, in coproduction with families. All partners prioritise inclusivity to promote a healthy, happy holiday period for all. All providers, from Tigers Trust to Streetgames to Hull FC collaborate with others to pool staff, resources and opportunities.

Leaders have increased capacity in the SEND team. This is helping to ensure that newer EHC plans more fully reflect the needs of children and young people and the support they should receive."

(SEND Inspection, Nov 2023)

9.12 An integrated, multi-disciplinary pathway ensures that Early Years children are supported by the service or services best placed to meet individual needs, including Speech and Language Therapy Assistant Therapy, 0-19 Health & Development practitioner and Family Hubs

9.13 Additional investment in edge of care support for children with disabilities has increased capacity.

9.14 A new education management system (Synergy Access) was commissioned in 2023 and implemented in 2024, systems built to increase the efficiency of the

statutory SEND team and provide leaders with access to more granular data on performance and compliance, in order to drive further improvement.

- 9.15 In partnership with East Riding Council, Humberside Police, Bishop Burton College, CHCP, Wilberforce College, ASDA, the LA has established four project search related programmes, enabling EHCPs learners to develop employability skills with employers who are Level 3 disability confident.

Improvement Priorities

10. Ensure the SEND Hub (Lil Bilocca) is delivered within timescales and that it promotes an integrated approach to service delivery which minimises stress and waiting times for families (IP 2.1)
11. Ensure that gaps in outreach support for secondary pupils with SEMH needs are filled and that the service supports a graduated approach to AP referral for secondary pupils, and reintegration (IP 3.7)
12. Construct a new, exemplary home for short breaks and a two bedroom home for longer term needs (IP 3.11)

10. Leaders evaluate services and make improvements

Big Picture

This area of work has significantly improved through the recruitment within the commissioning team of a highly skilled and experienced SEND officer. Clear processes are now in place to enable SEN outreach partners to evaluate their impact on children and young people's outcomes and a programme of service transformation is underway to ensure that the offer aligns with needs as impacted by the pandemic and cost of living crisis.

- 10.1 A review of SEN outreach services has been undertaken to ensure that the offer is aligned to needs.
- 10.2 This builds on a review of in-house IPaSS (sensory and physical needs) service which was restructured and future-proofed to meet rising demand in 2023.
- 10.3 Mapping of the current Outreach offer has been undertaken, including the collective training offer. Duplication has been eradicated and joint working strengthened so that children receive the right outreach service at the right time.
- 10.4 Benchmarking against neighbouring local authorities and Hull City Council's statistical neighbours has also been undertaken, to determine what has been most effective in improving outcomes elsewhere.
- 10.5 The SEND Strategic Board monitors the impact of SEND services on children's experiences and outcomes through a workplan of annual reports from education, health, and social care partners.
- 10.6 Leaders have streamlined the referral forms across all SEND Outreach services, adding impact measures that will be reportable to stakeholders.
- 10.7 A detailed SEND scorecard is presented to the Strategic Board bi-monthly, enabling leaders to understand the impact of the overall SEND offer.
- 10.8 The restructure and redesign of IPaSS, the LA's principle in-house service, was informed by a review undertaken over 6 months by an external consultancy.
- 10.9 Improvements have been made to the SEND Outreach offer as the result of a careful mapping exercise which identified duplication and lack of integration. Both issues have been addressed to improve the experience of service-users as well as efficiency.
- 10.10 Contract management processes have been strengthened to ensure that providers share data on impact. The SEND Strategic Board forward plan includes a programme of annual reports from all commissioned partners and key LA services.

Leaders have strengthened the quality assurance of the administration of EHC plans. This has enabled leaders to identify where they need to make improvements more quickly.

(SEND Inspection, Nov 2023)

IPaSS Consultation & Community of Experience Sessions

These consultations provided opportunities for parents to share their experiences and contribute to the development of services that meet their needs.

(PCF Annual Report, 2023/24)

SEN Partners consult the parent and carer forum well on changes and new initiatives. They are well informed on what is working well and any partnership work that needs further improvement.

SEND Inspection, Nov 2023)

Improvement Priorities

- i) Ensure that commissioning is informed by lived experience and according to the principles of the city's Coproduction Charter,
- ii) beginning with the SEN outreach services commissioning cycle and contract management arrangements thereafter (IP 2.2)
- iii) Ensure that training commissioned by the LAP harnesses lived experience and the ethos of 'nothing about us without us' (IP 2.8)



11. Leaders create an environment for effective practice and multi-agency working to flourish

Big Picture

The last two years has seen a much stronger focus on SEND training across the partnership and partners are subsequently more confident about their individual roles in relation to the SEND Code of Practice. A workforce development strategy, including a mandatory 'SEND essentials' component, is currently under construction to ensure that this work does not rely on committed individuals but is firmly located within the LAP's learning and development programme, its impact monitored and evaluated by leaders. A city-wide SEND training programme, aligned with the refreshed graduated approach document, is also ensuring that practitioners have the knowledge and skills to create inclusive learning environments in which all children and young people have their needs met and there is shared language and terminology across the city. Information about SEND needs is included within social care case files and a programme of multi-agency SEND case reviews is further strengthening partnership working.

11.1 During 2023/24, a renewed focus on partnership training and development has ensured that legislation, duties and good SEND practice are better understood across the LAP.

11.2 City wide training for the four areas of need started with a focus on the highest incident area first (Communication and interaction) underway. The Outreach parentship and Speech and Language therapists worked together to ensure the two systems are aligned and there is consistency in approach.

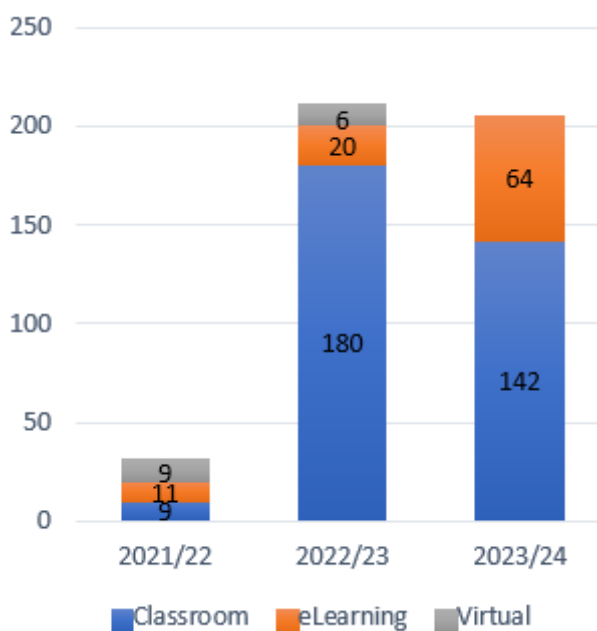
11.3 SEND Summits have been repurposed to provide the opportunity for parents to review training outreach partners, to share resources and to enhance further cycles, with a strong focus on neuro-affirming practice.

11.4 A multi-agency team undertakes monthly EHCP audits using Invision 360 with quarterly reports shared at SEND Board. The team has been expanded in 23/4 with virtual school staff joining.

11.5 No inadequate plan was recorded within quarter 2 of 2024 and a 14% increase in good plans. 8% Outstanding

11.6 All partners are represented at RSEP (high-cost provision and EOTAS packages) panel.

11.7 The statutory assessment stage 1 panel stage is multi-disciplinary with attendance from the SEND Team, DBV Leads, EP leads, Virtual School and Trust



CYPFS Statutory SEND with

SEND Leads from across the city. This promotes a shared understanding of the legal requirements and thresholds.

11.8 The statutory assessment panel stage 2 is also multi-disciplinary with attendance from SEND Team, health (ADCO), Early Years, Virtual school and social care. This ensures a shared understanding of thresholds and the need for 'additional and different'.

Children, young people and their families benefit from the local area partnership's work with community partners. For example, families speak highly of a local neurodiversity hub for children and young people aged 13 to 25 years.

(Ofsted Inspection, Nov 2023)

11.9 A multi-agency Outreach Pre-Referral network has been established for SENCOs to receive support and advice from a multi-agency team at the earliest opportunity.

11.10 Link caseworkers/officers from the SEND Team attend MDTs at the special schools each month to work together on high priority cases of the most vulnerable pupils.

11.11 SEND Team and virtual school meetings take place monthly to discuss and action high priority cases. This ensures actions are expediated when required, for example to maintain fragile school placements.

11.12 Access and Inclusion monthly meetings with Trusts across the city are held to analyse key data trends, with a focus on SEND outcomes.

11.13 SENCO forums are held twice a term to ensure consistent messages are shared across partners from education, health and social care. Health partners present, as a standing agenda item.

11.14 The Early Years SENCO Focus group, including SENCOs, nursery managers and SEND specialists, meet termly to review service delivery. This ensures that high quality care supports children under 5 and their families.

'For me the focus group is essential as it brings together professionals from different settings and backgrounds to come together to discuss, plan and execute effective working models. Practitioners can bring all their areas of expertise from different settings to offer a holistic approach to how we can all work collaboratively. It allows for our unique perspectives to be heard from across the board to decide how we can adapt or change ways of working or updating policies. We are able to address new legislation or criteria so we are on top of things before they come into effect. The group is very supportive, practitioners share ideas, offer advice and guidance to one another'.

Little Acorns July 2024

(Ofsted Inspection, Nov 2023)

11.15 The network of Early Years enhanced provisions meets termly to share good practice, suggest training priorities and provide peer support. Similarly, SEND unit and Resource Base leads meet with the LA every term to share good practice and receive updates.

11.16 Welfare Rights attend all social care short break/complex care panels to ensure parents have access to maximum benefits.

Improvement Priorities

- i) Ensure the SEND integrated hub promotes the integrated approach to SEND services delivery, including through colocation of Children with Disabilities and Statutory SEND teams (IP 2.1)
- ii) Ensure that the SEND improvement plan is understood and jointly owned across the partnership and that governors holds all partners to account on delivery (IP 2.3)
- iii) Embed the ICB SEND training framework across health partners (IP 2.6)
- iv) Coproduce a LAP-wide workforce development strategy, including a mandatory component to ensure that duties are understood by all. Ensure that lived experience informs it and that parents subsequently have confidence in the offer (IP 2.7)
- v) Evaluate the impact of training on the experience of children and young people in school and their outcomes (IP 2.8)
- vi) Revisit and refresh the system of school SEND Reviews, ensuring that good practice is identified and shared, promoting a more consistent graduated approach between schools and Trusts (IP 3.6)
- vii) Improve the quality and depth of contributions from health and social care partners to EHC plans so that they have clear child and young person focus and any outcomes are specific to the individual (IP 4.7)
- viii) Ensure that EHCPs are shared with all services, including GPs (IP 4.8)
- ix) Ensure that Single View includes up to date information on SEND/EHCPs and that children's plans are informed by it (4.9, 4.10)
- x) Develop and embed the current post 16 transition protocol to ensure multi-agency, person-centred plans are coproduced and shared between settings. (IP 6.7)
- xi) Drawing on NDTI consultancy support, devise a comprehensive Preparing for Adulthood Strategy which ensures that partners work together to support transition points. Beginning with an audit, ensure that any gaps are filled (IP 6.1)