

Name of meeting: Cabinet
Date: 26th July 2022
Title of report: Special Educational Needs and Disabilities (SEND) – Transformation plan update

12. Appendices

- Appendix 1 – Our Kirklees Inclusive Ambitions
- Appendix 2 – Continuum of provision / Graduated approach
- Appendix 3 – SEND Programme governance
- Appendix 4 – Safety Valve Agreement
- Appendix 5 – Non statutory consultation supporting public information

Appendix 1

Kirklees Inclusive Ambitions (Developed in Workshops Autumn/Winter 2020)

1. We will have a renewed focus on responsive and holistic early intervention for children and young people, refocusing resources to produce a varied multi agency offer including the use of the community and assistive technology and building the skills of the workforce to work preventatively.
2. Families and carers feel empowered and supported. They have strong knowledge of the support available and there is a clear culture of trust between professionals and families. This will enable a shared understanding of needs; the joint support required to meet them and a clear focus on aspirations.
3. Children and young people feel included across the community and within education settings. Schools are celebrated and held accountable for their pupil centred inclusive practice, and the contribution of individuals with additional needs is better understood across the system. This will mean that more children are able to be supported in mainstream settings across Kirklees.
4. Children and young people are able to thrive within their education settings and are supported to access an education that is flexible and empathetic to their needs. Needs are addressed in a proactive and individual way. Schools focus on and measure an individual's holistic outcomes, recognising success outside of purely academic achievements.
5. The system works in an integrated way, using its resources to take a holistic and targeted approach to needs whilst creating a seamless journey for children, young people and their families. This means that bureaucracy is reduced, and that children and young people are able to receive the right support at the right time.
6. Professionals are empowered to meet the needs of children and young people and support them to achieve their aspirations. This is achieved through embedding a shared culture of proactivity; holistic skills and knowledge across the workforce; and creating clear pathways for meeting needs.
7. Children and young people are supported to have clear aspirations for the future, with a focus on independence and preparing for adulthood. Throughout a young person's journey, they are supported to achieve their aspirations through the support they receive. Ultimately, this will mean more young people enter education, employment and training as they progress into adulthood.

Appendix 2 – Safety Valve Agreement

1. This agreement is between the Department for Education and Kirklees Council and covers the financial years from 2021-22 to 2026-27.
2. The authority undertakes to reach a positive in-year balance on its Dedicated Schools Grant (DSG) account by the end of 2026-27 and in each subsequent year. The authority undertakes to control and reduce the cumulative deficit as follows, not including any contribution made by the department through this agreement:

Year	Forecast DSG Deficit Profile at year end¹ £m
2021-22	£34.0m
2022-23	£36.5m
2023-24	£37.6m
2024-25	£37.0m
2025-26	£35.1m
2026-27	£33.0m

3. The authority agrees to implement the DSG management plan that it has set out. This includes action to:
 - 3.1 Ensure inclusive co-production and engagement is and will be central in approach to understand children's, young people's and family needs and how these are best met by a range of settings services, local schools and at home;
 - 3.2 Implement joint commissioning and sufficiency strategies, re-balancing the range of placements, services and provision locally. These will include rebuilding and creating additional SEMH and Complex ASD special school places and increasing additionally resourced provision, to ensure a sufficient mix of flexible services and local placements for children and young people;

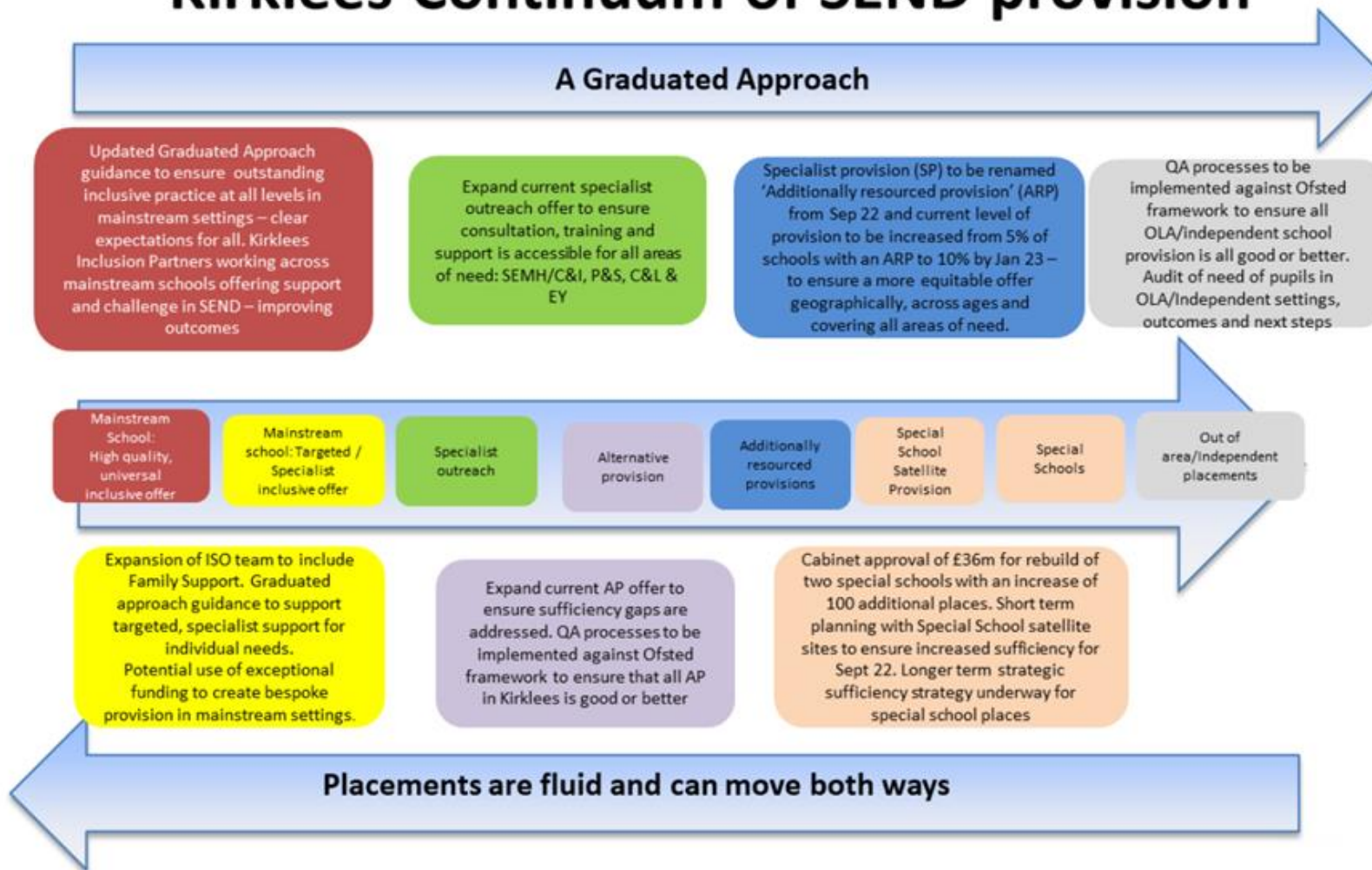
- 3.3 Support children with SEND in mainstream schools by continuing to develop and implement the graduated approach, outreach support model and inclusion strategies which further develop the skills, expertise and capacity of the workforce;
- 3.4 Ensure that children and young people are being prepared for adulthood throughout their life course, promoting a focus on independence and transition as early as possible in a child's and families journey;
- 3.5 Ensure that children, young people and families have the right help at the earliest possible opportunity at a time that is right for them. This will mean having their needs met at the most appropriate level of provision without the need escalate into formal processes in order to have that need met. This will build on approaches being implemented including outcome-based tools such as VSEND ensuring need is understood holistically and can be met at school and at home; and our inclusion support offer (ISO) providing advice and support for professionals and families;
- 3.6 Continue to review assessment and decision-making processes to ensure decisions are made transparently, in a timely manner and in partnership with children young people and families. This will involve the implementation of a range of holistic assessments tools engaging professionals and families and consolidating improvements and timeliness in our EHCP assessments and reviews;
- 3.7 Develop and implement inclusion strategies to further develop skills, expertise, and capacity to support children with SEND in mainstream schools.
4. The authority also agrees to ongoing monitoring of its performance in fulfilling this agreement. The authority will:
 - 4.1 Report quarterly (as a minimum) in writing to the Department (Funding Policy Unit) on its progress towards implementing the plan as per the conditions set out in paragraphs 2 and 3;
 - 4.2 The monitoring reports should include progress against the conditions of grant and a financial dashboard detailing various metrics relating to demand and cost. DfE will provide a template for this;
 - 4.3 Inform the Department (Funding Policy Unit) of any unforeseen difficulties or impacts of carrying out the agreement, or any significant risks to reaching the agreed financial position as soon as they arise;
 - 4.4 Meet with the Department at any time when the Department deems it necessary to discuss progress towards the agreement.
5. The Department agrees to pay to the authority an additional £13.5 million of DSG before the end of the financial year 2021-22. In subsequent financial years, subject to compliance with the conditions set out in paragraph 3, the Department will pay DSG sums as follows. This funding will be provided in instalments and subject to continued satisfactory progress. Subject to full compliance, Kirklees should therefore eliminate their cumulative deficit no later than 2026-27.

The Department agrees to pay to the authority an additional £m of DSG by year end 2021-22 £13.5m 2022-23 £4.0m 2023-24 £4.0m 2024-25 £4.0m 4 2025-26 £4.0m 2026-27 £4.0m.

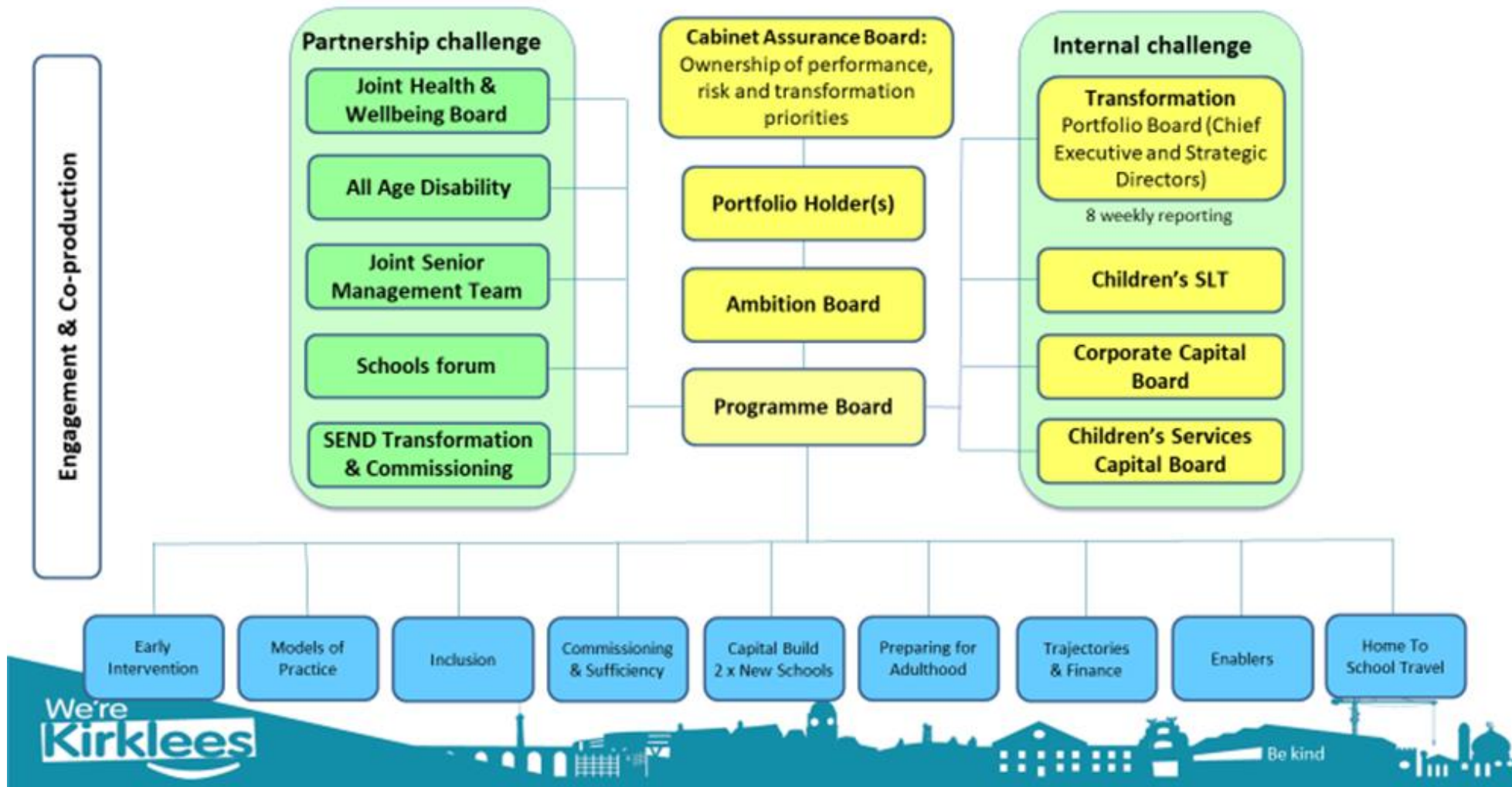
6. The Department has also sent a commission relating to the local authority's capital plans for the creation of new places for children and young people with special educational needs and disabilities (SEND) or those requiring alternative provision (AP). It is critical that the authority considers its revenue and capital plans holistically – in developing capital proposals, the Department expects local authorities to have a keen eye on the efficiencies that need to be made and how they can invest wisely to secure financially sustainable high needs systems.
7. As such, capital proposals will need to demonstrate how investment is aligned to, or further develops, the reform plans and savings outlined in this agreement. Proposals will need to focus on projects that can be delivered quickly to improve the local provision offer and meet identified gaps in local provision. The Department will assess and review proposals against set criteria which have been outlined in the commission. Subject to that assessment, the Department will consider making a capital contribution to these plans in 2022-23 as a top-up to the local authority's High Needs Provision Allocation (HNPCA), which will be announced in Spring. Progress against delivery of those capital plans should then be integrated into the quarterly reporting to the department as part of the monitoring of this agreement.
8. This agreement is subject to review at any time, for example as a result of the following events:
 - 8.1 Higher or lower DSG formula funding levels for the authority in future financial years than those the authority has assumed;
 - 8.2 Significant changes to national SEND policy, for example as a result of the government SEND Review, which impact on elements of the plan;
 - 8.3 Insufficient progress being made towards the authority reaching and sustaining an in-year balance on its DSG account as set out in the plan;
 - 8.4 Whether Kirklees is awarded additional capital funding support following the capital application process. The review process will include an assessment of the impact of the change in circumstances.

Appendix 3 – Continuum of SEND Provision / Graduated Approach

Kirklees Continuum of SEND provision



SEND Programme Governance



Developing Special Educational Needs (SEND) provision in mainstream schools

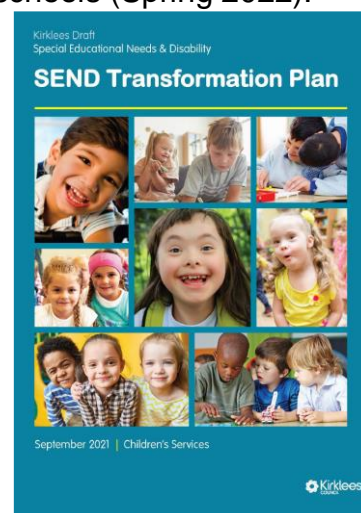
Consultation on the proposal for new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs.

Introduction and Background

Our vision for children and young people in Kirklees is that they have the best start in life. Our aspirations for children and young people with SEND are no different to those we hold for all children.

62,665 pupils between the age of 4 and 16 years attend 170 publicly funded mainstream schools in Kirklees - from infant to secondary and all-through schools. There is a diverse mixture of maintained schools and academies within Kirklees. There are 10,098 pupils aged 4 to 16 years with SEND - 7,866 at SEND Support and 2,232 with Education, Health and Care Plans (EHCPs). Of these, 9,407 pupils are educated in mainstream schools and settings and 691 in special schools (Spring 2022).

Our partnership across Education, Health and Social Care aims to improve the lives and life chances of children and young people (aged 0-25) with SEND. We will achieve this through delivering our [SEND Transformation Plan](#) which focuses on early identification of needs, key strategic investment to flexibly increase capacity and sufficiency, effective transitions for our children as they grow, and a focus on inclusivity across all our settings and provision.



Within our SEND Transformation Plan we have worked with stakeholders across Kirklees to develop our 'Inclusive Ambitions', which are:

- Responsive and holistic early intervention
- Culture of trust with parents and families
- Inclusive practice in the community and within education settings
- Children and young people thriving in education settings and celebrating more holistic outcomes and achievements
- An integrated system
- Embedding a shared culture of proactivity, holistic skills and knowledge
- Supporting children to have clear aspirations with a focus on preparing for adulthood



A key strand of the SEND Transformation Plan is 'Commissioning and Sufficiency', which includes improving local sufficiency of places across a graduated approach model.

Kirklees Continuum of SEND provision

A Graduated Approach

Updated Graduated Approach guidance to ensure outstanding inclusive practice at all levels in mainstream settings – clear expectations for all. Kirklees Inclusion Partners working across mainstream schools offering support and challenge in SEND – improving outcomes

Expand current specialist outreach offer to ensure consultation, training and support is accessible for all areas of need: SEMH/C&I, P&S, C&L & EY

Specialist provision (SP) to be renamed 'Additionally resourced provision' (ARP) from Sep 22 and current level of provision to be increased from 5% of schools with an ARP to 10% by Jan 23 – to ensure a more equitable offer geographically, across ages and covering all areas of need.

QA processes to be implemented against Ofsted framework to ensure all OLA/independent school provision is all good or better. Audit of need of pupils in OLA/Independent settings, outcomes and next steps

Mainstream School: High quality, universal inclusive offer

Mainstream school: Targeted / Specialist inclusive offer

Specialist outreach

Alternative provision

Additionally resourced provisions

Special School Satellite Provision

Special Schools

Out of area/independent placements

Expansion of ISO team to include Family Support. Graduated approach guidance to support targeted, specialist support for individual needs. Potential use of exceptional funding to create bespoke provision in mainstream settings.

Expand current AP offer to ensure sufficiency gaps are addressed. QA processes to be implemented against Ofsted framework to ensure that all AP in Kirklees is good or better

Cabinet approval of £36m for rebuild of two special schools with an increase of 100 additional places. Short term planning with Special School satellite sites to ensure increased sufficiency for Sept 22. Longer term strategic sufficiency strategy underway for special school places

Placements are fluid and can move both ways

be kind



What is Additionally Resourced Provision (ARP)?

Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. ARPs can offer:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school.

Our existing ARPs

We already have Additionally Resourced Provisions in Kirklees (although we currently call these specialist provisions). The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

Currently we have nine ARPs hosted at mainstream schools in Kirklees. This equates to around 5% of our schools. The greatest proportion of provision is located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. There are no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.

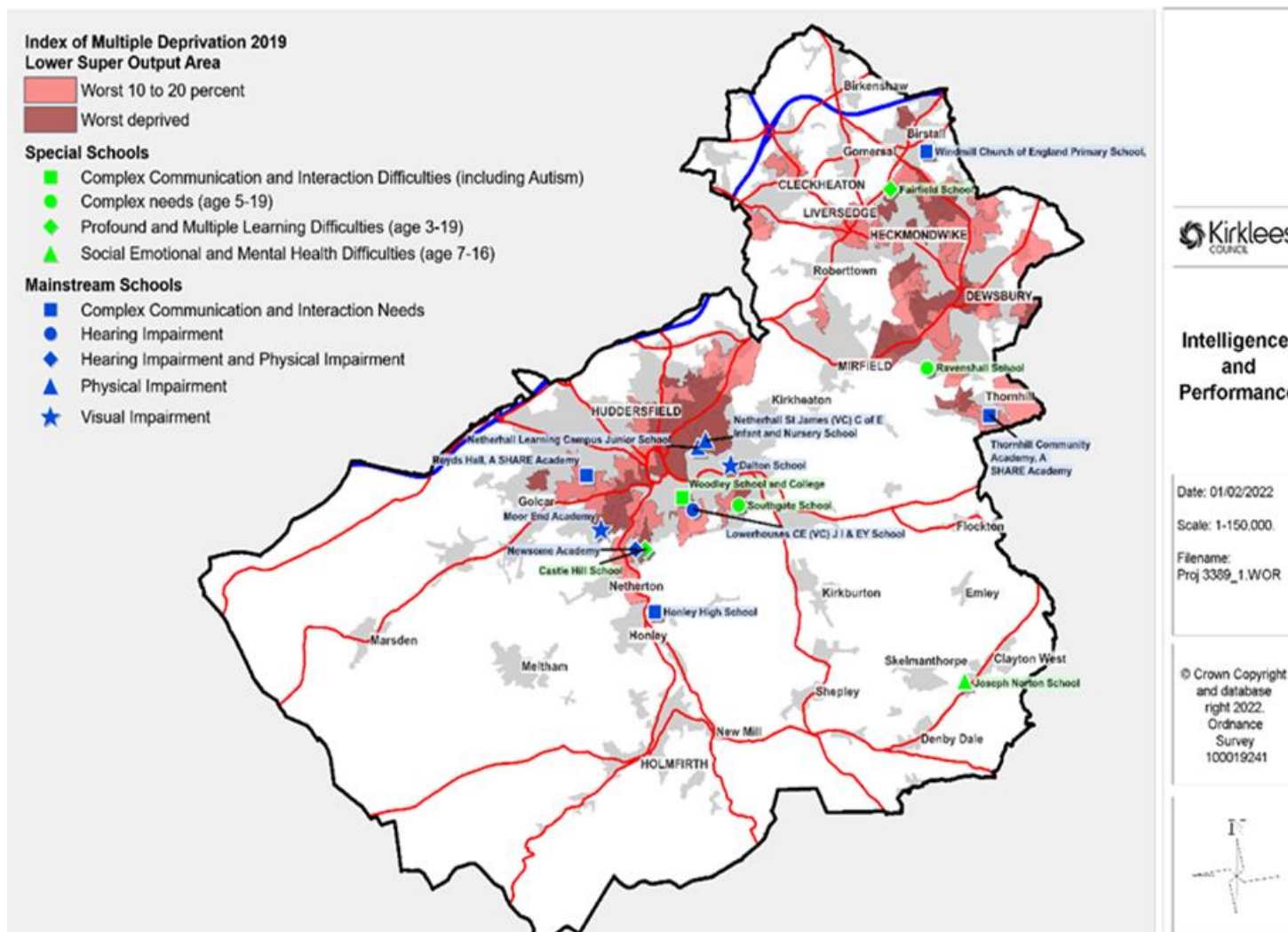
Existing ARPs:

Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School (South) 14 places	Newsome Academy (South) 14 places
Visual Impairment	Dalton School (South) 14 places	Moor End Academy (South) 14 places
Complex Communication and Interaction Needs	Windmill Church of England Primary School (North) 12 places	Royds Hall Community School (South) 24 places Honley High School (South) 20 places Thornhill Community Academy (North) 20 places
Physical Impairment	see additional proposal below	Newsome Academy (South) 14 places



Location of existing provision

Special Schools and Mainstream Specialist Provision



Additionally Resourced Provision in Kirklees has been known up to now as Specialist Provision.

In this document and going forward, we will refer to all such provision as **Additionally Resourced Provision**.

This will bring us in line with terminology used by the Department for Education and other local authorities.

The proposals for new ARPs

Working in partnership with our schools, we have identified a first phase of proposals which are outlined in the table below. Our first phase of proposals is intended to increase the number and geographical spread of ARP provision. We have more schools who have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be the subject of a future consultation.

Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
Social, Emotional and Mental Health Needs					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	
Complex Communication and Interaction Needs					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central *	Existing provision in the North. Proposals deliver provision in Central Kirklees. Proposals also deliver primary through to secondary provision on one central site.
Netherhall Learning Campus Junior School	Primary	Maintained	12		
Netherhall Learning Campus High School	Secondary	Maintained	20		
Cognition and Learning					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

* Technically South in terms of school organisation but relatively central by distance

Additional Proposal

Although not operational for two years due to a lack of demand for places, Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School are registered as having ARP for 5 transitional places associated with Physical Impairment.

Proposal: Remove the registered provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School

Admission and pupil numbers

Admissions to the ARPs follow a different procedure from that operating for the rest of the school. Admissions into the ARP will be through the Kirklees SEND decision-making groups. These groups include representation from the Special Educational Needs & Disabilities Assessment and Commissioning Team, Educational Psychology, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

What happens next?

This consultation is open between 24 June 2022 and 22 July 2022. During this time, we are inviting feedback about the proposals outlined in this consultation. You can express your views online, by email, or in person at a consultation event.

Once the consultation has finished, the next steps in the process will differ depending on whether a school is an academy or is maintained by the local authority.

Maintained schools

All feedback will be published in a consultation outcome report. This will inform a decision by the local authority on whether to move to the next stage. Moving to the next stage for one or more of the proposals would mean the publication of legal notices and another chance to view the proposals and comment on them before a final decision is made. The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

Milestone	Date
Publication of consultation outcome report	August/September 2022
Publication of statutory proposals/notices and representation period	September/October 2022
Final decision by Cabinet (within 2 months)	November/December 2022
Implementation from	January 2023

Academies

All feedback will be published in a consultation outcome report. This will inform a decision on whether to move to the next stage by the relevant Academy Trust. Moving to the next stage for one or more of the proposals would mean the Academy Trust will submit a significant change business case to the Regional Schools Commissioner (RSC) for approval.



Milestone	Date
Publication of consultation outcome report	August/September 2022
Significant change business case submitted to the RSC from	September 2022
Final decision by RSC	To be confirmed
Implementation from	January 2023

Have your say

Online: You can take part in the consultation by completing the online consultation form on our website at:

www.kirklees.gov.uk/schoolorganisation

In person: You can find out more about the proposals by attending one of the consultation drop-in sessions. Details of these events will be published on the following website: www.kirklees.gov.uk/schoolorganisation

Email: Please note that you can contact us via email should you have any queries regarding these proposals. Please send emails to: school.organisation@kirklees.gov.uk

Please make sure you respond by **Friday 22 July 2022** to ensure that your views are heard.