**Kirklees COUNCIL**

**Report title:** Special Educational Needs and Disabilities (SEND) – Mainstream High Needs Funding

| **Meeting** | Cabinet |
|---|---|
| **Date** | 9 July 2024 |
| **Cabinet Member** (if applicable) | Cllr Habiban Zaman – Deputy Leader and Childrens Services (Statutory responsibility for Childrens) |
| **Key Decision** <br> **Eligible for Call In** | **Yes** <br> **Yes** |

**Purpose of Report**

This report is to seek Cabinet endorsement to move to a new mainstream cluster funding model and way of working to support children and young people with additional needs and to reflect this arrangement with a revised funding model.

**Recommendations**

Members are asked to:

- agree a new funding model to support children with special educational needs and disabilities (SEND) in mainstream schools. The new model has been co-produced with schools and Parents of Children with Additional Needs (PCAN, which is a parent-led forum).
- note that the new model will devolve high needs funding to schools at a cluster and area level to meet the needs of children at the earliest opportunity. Multiagency support will ensure the right support is offered in the right place at the right time.
- note that the new model will allow clusters and areas to use the funding more flexibly to support children with SEND, no longer tying funding only to those children with an Education Health and Care (EHC) plan.
- delegate authority to the Service Director for Learning and Early Support to implement the new model from September 2024.

**Reasons for Recommendations**

The new model will:

- Enable children to receive funded support at the earliest opportunity and delivered at a local level.
- Improve collective capacity to meet the needs of our pupils, by sharing expertise across school clusters, and enable greater consistency and quality for families.
- Reorientate spend over time across the High Needs Block that enables children to be supported in their mainstream school.
- Support delivery of the High Needs Safety Valve Agreement and our SEND Big Plan.

**Resource Implication:** We expect that the changes proposed will help to stabilise expenditure on Mainstream High Needs Funding. See paragraph 2.3.2 for more detail.

| Date signed off by <u>Strategic Director</u> & name | Give name and date for Cabinet / Scrutiny reports |
|---|---|
| | Tom Brailsford - Strategic Director Childrens and Families, 18 June 2024 |
| Is it also signed off by the Service Director for Finance? | **Give name and date for Cabinet reports** <br> Kevin Mulvaney, 14 June 2024 |
| Is it also signed off by the Service Director for Legal Governance and Commissioning? | **Give name and date for Cabinet reports** <br> Samantha Lawton, 18 June 2024 |

**Electoral wards affected:** All

**Ward councillors consulted:** We have consulted the portfolio holder.

**Public or private:** Public

**Has GDPR been considered?** Yes, person-identifiable data is not present in this report.

## 1.   Executive Summary

1.1.1   In 2023 through an external review, we explored possible ways to improve how we fund Mainstream Schools for children and young people with special educational needs and disabilities (SEND).  A task and finish group formed of Head Teachers, SEND Coordinators (SENDCos), Parents of Children with Additional Needs (PCAN, which is a parent-led forum) and Local Authority officers worked between October 2023 and March 2024 to develop the new model.

1.1.2   We are asking Members to agree the recommended model.  Instead of the council allocating funding to an individual pupil based on their EHC plan, we would devolve the funding to clusters of schools and allow them more flexibility in how they use it with pupils in need of SEND support.  The funding would no longer be tied only to those children with an Education Health and Care (EHC) plan, though clusters would still need to fund specified provision for those children from their cluster budgets.

1.1.3   The proposed 17 clusters across Kirklees would each have a mix of primary and secondary schools, and each would have a cluster lead.  The clusters would be overseen by area leads covering 4 areas of Kirklees.

1.1.4   The new model would empower SENDCos and other SEND professionals to make informed decisions about pupils, schools, and areas they know best, backed by a devolved budget. It would encourage resource sharing, innovation, peer moderation and funding equality. This approach, already adopted by several other local authorities, aims for more aligned and integrated services and support, leading to a more sustainable and efficient funding system over time as clusters focus on earlier intervention.

1.1.5   We co-produced the model with key stakeholders, including PCAN.  If agreed upon, we would provide training, and develop a clear governance structure for shared accountability. The model aligns with the Children and Families Act 2014 and the SEND Code of Practice.  The new approach would begin from September 2024.

## 2. Information required to take a decision

### 2.1 Current allocation of Mainstream High Needs Funding in Kirklees

2.1.1 In England, local authority schools are mainly funded by the Dedicated Schools Grant (DSG), which includes a 'schools block' providing a basic £4,000 per pupil. The 'schools block' also contains a 'notional special educational needs (SEN) budget' (£6,000 per pupil) for supporting pupils with Special Educational Needs and Disabilities (SEND). Schools can use this 'notional SEN budget' flexibly to meet their responsibilities but are under no obligation to ring-fence it.

2.1.2 The Dedicated Schools Grant (DSG) also has a 'high needs block' for 0–25-year-olds with high needs, which funds provision like special school places or additional resources. Some of the 'high needs block' is used as 'top up' funding, known as Mainstream High Needs Funding. This is used for pupils with higher SEND needs being educated in mainstream schools when the support costs exceed the amount already in school budgets (the basic per pupil allocation and the 'notional SEN budget' combined, which currently add up to £10,000).

2.1.3 Kirklees Council collaborates with schools to allocate funding. In Kirklees, Mainstream High Needs Funding is allocated per pupil based on the level of need identified in an EHC plan, as per a March 2021 Cabinet decision. This approach is consistent with the Department for Education guidance on high needs funding which says that local authorities must ensure any changes to SEND provision and high needs funding arrangements are made in close consultation and co-production with the schools and colleges which will be affected.

### 2.2 Current trends in Mainstream High Needs Funding

2.2.1 In the year ending April 2024, Kirklees Council spent £16.03m on Mainstream High Needs Funding, supporting 1600 pupils. This was around 21% of the overall high needs spending of £75.40m, an overspend of £15.03m on the total allocation of £60.38m.

2.2.2 As Mainstream High Needs Funding is only available for pupils with an EHC plan, the cost is obviously extremely sensitive to the number of pupils with a plan and the level of need identified therein. Like other areas, Kirklees has experienced a greater demand for EHC needs assessment and an increase in the number of EHC plans that the authority maintains. Alongside the below charts, see **Appendix 1** for more detail.
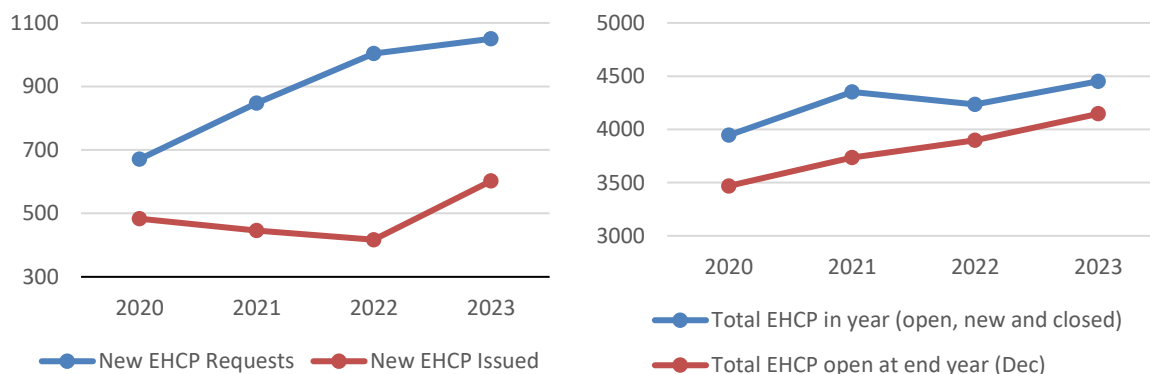


2.2.3 This trend is reflected in spending on Mainstream High Needs Funding. Expenditure was £12.1m in 2020/21 and then dipped to £10.1m in 2021/22. It then rose again to £11.9m in 2022/23, before reaching £16m in 2023/24.

## 2.3 Reasons to consider change

2.3.1 The current approach, described above, is not sustainable. There is a difference between the number of requests received for an EHC Needs Assessment and those where a decision to assess is agreed. In many instances, we can support children through the graduated approach and at SEND Support level, using collective expertise and some additional funding. However, by focussing only on those with an EHC plan, the current system does not enable this to happen consistently.

2.3.2 The growth in spending on Mainstream High Needs Funding is also not sustainable over the medium and long term. Since 2020/21 we have seen an increase in expenditure from £12m to £16m, with most of this increase arising in 2023/24. Projected expenditure without any change in process would potentially see an increase to £18m+ in 2024/25 rising to £21.6m in 2027/28 and £23.5m by 2029/30. We expect that the changes proposed will help to stabilise expenditure, meaning that expenditure at 2027/28 would be approximately £17.2m and £20m in 2029/30. These projections are included in the Safety Valve Plan which has been agreed by the Department for Education.

## 2.4 Development of proposed change

2.4.1 Given this background, we and the Schools Forum jointly engaged an expert from Strategic Services for Children and Young People (SSCYP) to review Kirklees Mainstream High Needs Funding. The summer 2023 review revealed a traditional individual pupil focus approach to funding through EHC plans, lacking consistent peer moderation and inclusion funding mechanisms.

2.4.2 The findings were presented to Head Teachers, SEND Coordinators (SENDCos), Governors, Parents of Children with Additional Needs (PCAN, which is a parent-led forum), the Kirklees Information Advice and Support Service (KIASS) and Local Authority officers in September and October 2023. In October 2023, we set up a task and finish group with Head Teachers, SENDCos, PCAN and officers to co-produce a new model.

## 2.5 Recommended new model

2.5.1 By March 2024, the task and finish group developed a new model of allocating High Needs Mainstream Funding to schools. This is what we are now recommending to Cabinet. The key aspects of the proposal are:

- Retain the approach to the funding already devolved to schools under the March 2021 Cabinet decision, which consists primarily of the 'notional SEN budget' from the 'school block' of the DSG on top of the basic per pupil allocation.

- Stop using Mainstream High Needs Funding only for pupils with an EHC plan. From September 2024, distribute funding to support all high needs pupils in mainstream schools.

- Allocate these funds directly to 'clusters' of schools for collective decision-making. Each proposed cluster would contain around 10 schools, with the size of schools and numbers of pupils factored in. Each would have a mix of primary and secondary schools with a total of 17 clusters in Kirklees. The clusters are listed at **Appendix 2**.

- Clusters would bring together SENDCos and give them authority to make collective decisions about their budget. Educational Psychologists would attend as 'critical friends' and act as a link to other support services, for example Early Years SEND

and the Special Educational Needs and Disabilities Assessment and Commissioning Team (SENDACT).  In future, there is scope for other Kirklees Council service involvement as the system develops.

- Clusters would group into four areas with contingency budgets for unforeseen needs. The four areas would be Batley and Spen, Dewsbury and Mirfield, Huddersfield, and the Valleys.

- Each area would have an oversight panel including an area lead, cluster leads, and key officers.  There would also be a borough-wide steering group which would include schools, the Director of Learning, project leads, and cluster/area leads.

- We would initially allocate funding to clusters and areas based on the number and banding of existing EHC plans within that cluster alongside additional allocation for new cases based on predicted increase in spend.  The funding would recognise existing EHC plan commitments, with funding for this coming from the cluster budgets once implemented.  In future, we would consider moving to a formula model.

2.5.2 Over time, we anticipate spend may reorientate as areas focus more on earlier intervention and meeting predictable need.  We will, however, always need to ensure that we meet our obligations to those with an EHC plan.  We also recognise that there will always be exceptional need; this would be considered at an area level and has been factored into the financial model.

2.5.3 To aid implementation, Members are requested to delegate authority to the Service Director for Learning and Early Support to continue to work with schools to make the necessary practical arrangements so that we can implement clusters from September 2024.

2.5.4 With the support of one of our proposed clusters, who came forward to 'pathfind' the model, we are working together to ensure the operational systems are in place.

**2.6 Anticipated benefits of the new model**

2.6.1 SENDCos and other SEND professionals would be empowered to take decisions about the pupils, schools, and areas they know best, backed by a devolved budget.  The new model would encourage the sharing of resources and expertise and allow more innovation.  It would also provide opportunities for peer moderation and challenge.  The proposed principles for cluster working are set out at **Appendix 3**.

2.6.2 Availability of funding not being solely dependent upon an EHC plan should enable children to receive intervention and support earlier, delivered at a local level.  The new model would reduce the systemic focus on needing an EHC plan to receive funding and reduce demand for EHC plans.  This should drive greater consistency for families and funding equity for children and young people.  Over time, it should also lead to a more sustainable and efficient funding system and reducing reliance on additional resources.

2.6.3 Our analysis shows that there are opportunities to improve our multi-agency approach to enable early support. By working in clusters, a shared understanding of need and the resource required to support meeting need can be enabled at a local level. Where an EHC Needs Assessment is required, the multi-agency team would be well placed to ensure that statutory processes are well informed, and the support in many instances would already be in place. The aim is to maximise capacity to support children effectively and see more alignment and integration of other services and support.

2.6.4 We would not be taking a novel approach. Several other local authorities have changed their system in a comparable way. Their experiences have informed the development of the model.

## 2.7 Potential challenges with the new model

2.7.1 There are several potential challenges in theory:
- resistance or reluctance from some schools or stakeholders to adopt the new funding model, due to lack of familiarity, confidence, or trust.
- inconsistency or inequity in the application of the new funding model across different clusters or areas, due to variation in the levels of need, capacity, or practice.
- conflict or tension among schools or stakeholders within the cluster or area, due to competing demands or interests for the funding available.
- challenge or complaint from some parents or carers, who may perceive the new funding model as less favourable or secure than the EHCP process.

2.7.2 We have worked to manage these risks from the outset. We co-produced the new model with key stakeholders including representatives of PCAN. We have continued to keep the wider school community aware of developments. If the new model is agreed, we would provide training and development on the process, criteria and paperwork of the new funding model, alongside robust guidance and support.

2.7.3 We would also put in place shared accountability for outcomes and spend with a clear, comprehensive governance structure to ensure critical activity is in view.

2.7.4 We have ensured the proposed new model is aligned and consistent with the legal and statutory framework of the Children and Families Act 2014 and the SEND Code of Practice. The new model aims to facilitate earlier intervention at a local level with more services involved, to improve the quality of special educational provision, while also meeting our obligations to children with an EHC plan.

## 2.8 How the recommended new model relates to the wider context

2.8.1 The proposed model matches the ambition of the Kirklees Big Plan, our comprehensive SEND Strategy. It would help us to meet our 7 commitments within the plan, particularly:
- increasing the range and impact of early intervention strategies.
- increasing and improve the timeliness of responses to needs of children and young people with SEND.
- Improving outcomes for children and young people with SEND in mainstream settings.

2.8.2 It would support our partnership vision of early intervention and children receiving the right support at the right time schools working together in clusters will support identifying and meeting need and harnessing opportunities to support best pupil outcomes

2.8.3 The proposal would contribute to the ambitions of our SEND Transformation Plan, which aims to transform council services to become more modern, efficient, and effective – improving and providing the right support at the right time in the right place. It would also be in line with our Safety Valve Agreement with the Department for Education.

2.8.4 Finally, it would align with our 2020 'Inclusive Ambitions' that had input from Dame Christine Lenehan (see **Appendix 4**).

## 3. Implications for the Council

### 3.1 Working with People

3.1.1 With a focus on early intervention and supporting co-production and design, this proposal illustrates our organisational commitment to working with families, partners, stakeholders, and communities.

3.1.2 Integral to those ambitions and our approach is 'working with, not doing to' our children, young people, and families – ensuring voices are heard and valued and views are used to shape provision and support. We want to create a truly person-centred approach to supporting children and young people and their families with a commitment of 'no decision about me is made without me'.

3.1.3 The confidence of our families with the cluster approach is key, and we are developing transparent communication material as part of our implementation planning. We will work with the Parent Carer forum to enable this.

### 3.2 Working with Partners

3.2.1 As noted above significant partnership working has already been undertaken with schools, PCAN and other partners to shape the approach. We will be working to ensure we wrap a multi-agency team around the clusters to support needs to be met in mainstream schools, for example by aligning staff such as Educational Psychology, therapies, Outreach Support and Early Support to reduce bureaucracy and get advice and support at the earliest opportunity.

### 3.3 Place Based Working

3.3.1 One of the cornerstones of our SEND Transformation Plan is building provision within Kirklees to ensure there is sufficient capacity locally to meet need wherever possible. Cluster working fundamentally supports the Council's ambition to place based working.

3.3.2 The 17 Clusters have been developed with geographically close groups of schools that can work together, and that we can harness work in clusters then to be shared across areas.

3.3.3 We recognise that some children may need to receive support outside of Kirklees, but we want to ensure that is kept to a minimum through better integration of provision and support across partners.

### 3.4 Climate Change and Air Quality

3.4.1 The aspiration for our SEND strategy is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, we will contribute to the Council's net zero ambition.

3.4.2 With children being educated within their local school, this means that children and young people will have a shorter commute to and from school, therefore supporting our ambitions of a greener, healthier Kirklees and positively impacting on our net zero target.

**3.5 Improving outcomes for children**

3.5.1 This proposal, like the whole of the SEND Transformation Plan, focuses on improving outcomes for children and their families.

**3.6 Financial Implications**

3.6.1 The Council is currently involved in the High Needs Block Safety Valve Programme and has been successful in securing £33.5m of revenue funding and £8.2m of capital funding. This proposal supports the ambitions of the Programme.

3.6.2 As noted, £16m or 21% of overall spend from the High Needs Block was attributable to mainstream top ups for EHC plans in 2023/24, supporting 1600 pupils. For the new model, we have done detailed work to look at how this funding is currently distributed across each proposed cluster, alongside the notional funding already in school budgets and delegated elements agreed as part of the top up funding review that was subject of the March 2021 Cabinet Decision. This provides the basis for funding the cluster working. Over time, it is anticipated that by resourcing support at the earliest opportunity from within a cluster budget would enable a more sustainable system.

3.6.3 To be clear, this proposal does not include children being educated in one of our Additionally Resourced Provisions (ARPs) as this is financed separately and in addition.

**3.7 Financial implications for the people living or working in Kirklees**

3.7.1 Ensuring our children and young people can be educated locally and support nearer to where families live not only promotes place-based working and outcomes for children, but it can also save families time and money because they can travel shorter distances to school.

**3.8 Legal Implications**

3.8.1 Local authorities must carry out their functions with a view to identifying all the children and young people in their area who have or may have SEN or have or may have a disability (Section 22 of the Children and Families Act 2014).

3.8.2 When carrying out their statutory duties under the Children and Families Act 2014, local authorities must do so with a view to making sure that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

3.8.3 There is no statutory requirement that decisions about funding pupils in mainstream schools must be made through the EHC plan process. In devolving funding to clusters and areas, the Local Authority still retains its existing statutory responsibilities. Where a child has an EHC plan and requires educational support, the Local Authority is still responsible for determining the provision required and securing that provision. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. The new model approach complements our statutory responsibilities.

3.8.4 The Council has various statutory obligations which are relevant to this proposed policy change.

3.8.5  In exercising a function under Part 3 of the Children and Families Act 2014 in the case of a child or young person the Council must have regard to the following matters in particular—
(a)the views, wishes and feelings of the child and his or her parent, or the young person;
(b)the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;
(c)the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;
(d)the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.

3.8.6  Under section 175 of the Education Act 2002 the Council must ensure that that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

3.8.7  Similarly, under section 11 of the Children Act 2004, the Council must ensure that functions are discharged having regard to the need to safeguard and promote the welfare of children.

The Public Sector Equality Duty

3.8.8  Under section 149 of the Equality Act 2010 the Council must, in the exercise of its functions, have due regard to the need to—
(a)eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
(b)advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
(c)foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

3.8.9  Members are referred to the following section of this report which deals with the assessed impact of this proposal including the impact on groups with a relevant protected characteristic.

**3.9    Other (e.g. Risk, Integrated Impact Assessment or Human Resources)**

SEND Mainstream Funding exists to support children with SEND at the earliest opportunity and has tackling inequalities at its heart.

An Integrated Impact Assessment (IIA) has been undertaken. The title is SEND Mainstream High Needs Funding, the case ID is IIA-622567135 and it has been published on the Council's Integrated impact assessments webpage.

The IIA confirms that this proposal is to move to a new mainstream cluster funding model and way of working to support children and young people with additional needs and to reflect this arrangement with a revised funding model. It is noted that the recommended model has been coproduced with Schools and parent and carer representatives.

**4.    Consultation**

4.1.1  As part of the external review undertaken in Summer 2023, interviews took place with Local Authority staff, schools, early years providers, health, KIASS, PCAN and parents and carers in June and July 2023.  The findings of the review were presented back to

Head Teachers, SENDCos, Governors, PCAN and KIASS, Local Authority officers and councillors in September and October 2023.

## 5. Engagement

5.1.1 As well as co-designing the recommended model, officers have attended Schools Forum, Primary, Secondary and Special School Heads meetings, Education and Learning Partnership Board and SENDCo Network. We have held sessions for schools in Huddersfield, Dewsbury and online to present the proposed model. Senior managers also regularly engage with PCAN, a parent-led forum. In addition, we have talked to Local Authorities operating similar models.

## 6. Options

### 6.1 Options considered

6.1.1 Like many other authorities, over recent years Kirklees Council has seen rising numbers of children with SEND who need additional support. Current spending trajectories are unsustainable in the medium to longer term. We know that there is no single initiative which will totally address the issues faced, but this model has been carefully designed to tackle this issue and improve support to children. The alternative is making no change to the model; as outlined, this option is not sustainable.

### 6.2 Reasons for recommended option

6.2.1 This joint cohesive approach should deliver shared ownership and accountability across the system to drive the required changes. By funding not being solely dependent upon an EHC plan, children should receive intervention and support earlier. Delivering this at a local level should ensure positive outcomes for children and young people. This option assists the significant pressures on High Needs Budgets and supports the delivery of the High Needs Safety Valve Agreement.

## 7. Next steps and timelines

7.1.1 As noted, we have begun to 'pathfind' the approach with one of our clusters who stepped forward to help shape the approach. We propose to implement this model from September 2024. Next steps would include:

- Begin work on logistics planning for all other clusters for next academic year.
- Develop and finalise guidance/operating handbook and paperwork.
- Meet with each cluster group.
- Develop parental communication with Parent Carer Forum.
- Attend Local Offer Live.

## 8. Contact officer

Jo-Anne Sanders, Service Director – Learning and Early Support, 01484 221000, jo-anne.sanders@kirklees.gov.uk

## 9. Background Papers and History of Decisions

16 March 2021 Kirklees Council Cabinet Report - Proposed changes to top-up funding allocations for children in mainstream schools with an Education

https://democracy.kirklees.gov.uk/documents/s40089/210227%20Mainstream%20Funding%20Top%20Ups%20Cabinet%20report%20V4.pdf

March 2024 Kirklees Safety Valve Agreement
Dedicated Schools Grant 'Safety Valve' Agreement: Kirklees

SEND The Big Plan
https://www.kirkleeslocaloffer.org.uk/media/sdgdbonx/final-the-big-plan-refresh-of-send-strategy-oct23.pdf

## 10. Appendices

Appendix 1 – Education Care & Health Plan statistics
Appendix 2 – Cluster and area list
Appendix 3 – Cluster working principles
Appendix 4 – Inclusive Ambitions
Appendix 5 (private) – 2023/24 High Needs expenditure summary

## 11. Service Director responsible

Jo-Anne Sanders, Service Director – Learning and Early Support, 01484 221000, jo-anne.sanders@kirklees.gov.uk

**Education Health & Care Plans statistics**

**Total EHCPs**

The information below shows the total number of EHC Plans both throughout the year, and the position at the end of each calendar year.

| Measure | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|
| All maintained in year (open, new, and closed) | 3945 | 4352 | 4234 | 4452 |
| Open at end of year (December) | 3469 | 3734 | 3898 | 4146 |

**EHCP Requests**

The information below shows the total number of requests received each year (and by each key stage) for an EHC Plan, with Year-to-Date actuals for 2024 and projections based on trend data for the rest of 2024 and 2025.
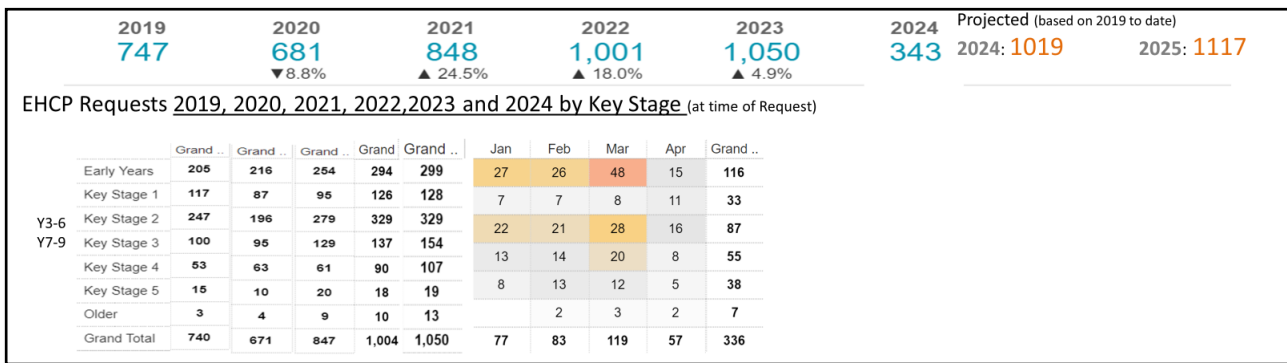


**EHCPs Issued**

The information below shows the total number of new plans issued each year (month by month) with Year-to-Date actuals for 2024 and projections based on trend data for the rest of 2024 and 2025.
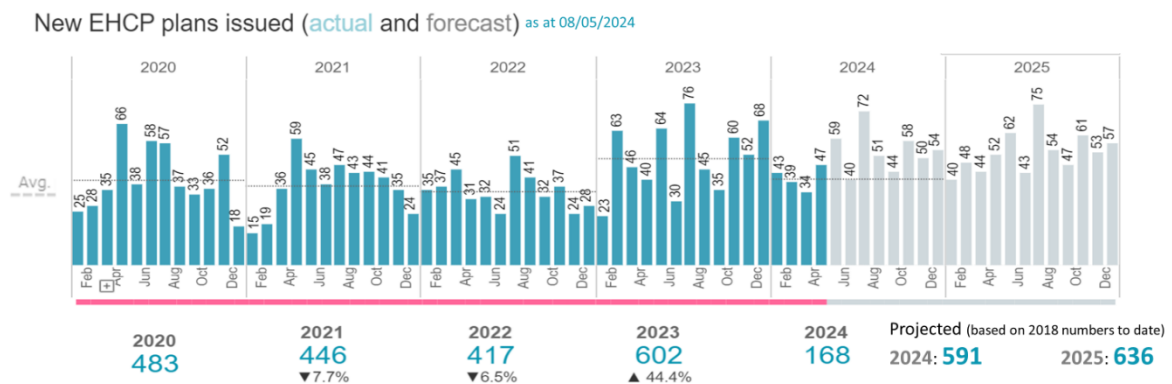
APPENDIX 2

**Areas**

A - Batley and Spen
B - Dewsbury and Mirfield
C - Huddersfield
D - The Valleys

| CLUSTER 1 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Batley Girls High School | Secondary (ACAD) | 1 | A |
| Hyrstmount Junior School | Primary | 1 | A |
| Manorfield I&N | Primary (ACAD) | 1 | A |
| Park Road J I & N School | Primary | 1 | A |
| Purlwell I & N School | Primary | 1 | A |
| St Mary's Catholic Primary Academy | Primary (ACAD) | 1 | A |
| Staincliffe CE (VC) Junior School | Primary | 1 | A |
| Upper Batley High School | Secondary (ACAD) | 1 | A |
| Warwick Road Primary School | Primary | 1 | A |
| **No of schools 9** | | | |

| CLUSTER 2 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| BBG Academy | Secondary (ACAD) | 2 | A |
| Birkenshaw C.E. (C) Primary School | Primary | 2 | A |
| Birstall Primary Academy | Primary (ACAD) | 2 | A |
| East Bierley CE (VC) Primary School | Primary | 2 | A |
| Fieldhead Primary Academy | Primary (ACAD) | 2 | A |
| Gomersal Primary School | Primary | 2 | A |
| Gomersal St Mary's CE (C) Primary School | Primary | 2 | A |
| St Patrick's Catholic Primary (Dewsbury) | Primary (ACAD) | 2 | A |
| St Peter's CE (VA) Junior, Infant and EY | Primary | 2 | A |
| Windmill CE(VC) Primary School **ARP School** | Primary | 2 | A |
| **No of schools 10** | | | |

| CLUSTER 3 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Heaton Avenue, A SHARE Primary Academy | Primary (ACAD) | 3 | A |
| High Bank J I & N School | Primary | 3 | A |
| Hightown J I & N School | Primary | 3 | A |
| Howard Park Community School | Primary | 3 | A |
| Scholes Village Primary School | Primary | 3 | A |
| Whitcliffe Mount, A SHARE Academy | Secondary (ACAD) | 3 | A |
| Whitechapel Church of England Primary | Primary | 3 | A |
| **No of schools 7** | | | |

| CLUSTER 4 & 11 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Clough Head J & I School | Primary | 4 | D |
| Colne Valley High School | Secondary (ACAD) | 4 | D |
| Linthwaite Ardron CE (VA) J & I School | Primary | 4 | D |
| Linthwaite Clough J I & Early Years Unit | Primary | 4 | D |

| | | | |
|---|---|---|---|
| Marsden I & N School | Primary | 4 | D |
| Marsden Junior | Primary (ACAD) | 4 | D |
| Nields J I & N School | Primary | 4 | D |
| Slaithwaite CE (VC) J & I School | Primary | 4 | D |
| Wellhouse J & I School | Primary | 4 | D |
| Wilberlee J & I School | Primary | 4 | D |
| Woodside Green, A SHARE Primary Academy | Primary (ACAD) | 4 | D |
| Crow Lane Primary and Foundation | Primary | 11 | D |
| Golcar J I & N School | Primary | 11 | D |
| Paddock J I & N School | Primary | 11 | D |
| Royds Hall, A Share Academy ARP School | Secondary (ACAD) | 11 | D |
| Royds Hall Primary School, A Share Academy (NB was 1 all through school now recently deamalgamated) | Primary (ACAD) | 11 | D |
| Scapegoat Hill J & I School | Primary | 11 | D |
| Spring Grove J I & N School | Primary | 11 | D |
| St John's CE(VA) J & I School | Primary | 11 | D |
| **No of schools 19** | | | |

| CLUSTER 5 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Battyeford CE(VC) Primary School | Primary | 5 | B |
| Castle Hall Academy | Secondary (ACAD) | 5 | B |
| Crossley Fields J & I School | Primary | 5 | B |
| Crowlees CE (VC) J & I School | Primary | 5 | B |
| Hopton Primary School | Primary | 5 | B |
| Old Bank Academy ARP School | Primary (ACAD) | 5 | B |
| The Mirfield Free Grammar | Secondary (ACAD) | 5 | B |
| **No of schools 7** | | | |

| CLUSTER 6 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Co-op Academy Smithies Moor | Primary (ACAD) | 6 | A |
| Hartshead J & I School | Primary | 6 | A |
| Headlands CE (VC) J I & N School | Primary | 6 | A |
| Heckmondwike Grammar School | Secondary (ACAD) | 6 | A |
| Heckmondwike Primary School | Primary (ACAD) | 6 | A |
| Holy Spirit Catholic Primary Academy | Primary (ACAD) | 6 | A |
| Littletown J I & N School | Primary | 6 | A |
| Millbridge, A SHARE Primary Academy | Primary (ACAD) | 6 | A |
| Norristhorpe J & I School | Primary | 6 | A |
| Roberttown CE (VC) J & I School | Primary | 6 | A |
| Spen Valley High School | Secondary | 6 | A |
| **No of schools 11** | | | |

| CLUSTER 7 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Birdsedge First School | Primary (ACAD) | 7 | D |
| Cumberworth CE (VA) First School | Primary | 7 | D |
| Denby First | Primary | 7 | D |

| | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Denby Dale First & Nursery | Primary | 7 | D |
| Emley First | Primary | 7 | D |
| Farnley Tyas CE (VC) First School | Primary | 7 | D |
| Flockton CE (VC) First School | Primary | 7 | D |
| Highburton CE (VC) First Academy | Primary (ACAD) | 7 | D |
| Kaye's Academy | Primary (ACAD) | 7 | D |
| Kirkburton CE (VA) First School | Primary | 7 | D |
| Kirkburton Middle School | Middle (ACAD) | 7 | D |
| Scissett First | Primary (ACAD) | 7 | D |
| Scissett Middle School | Middle (ACAD) | 7 | D |
| Shelley College, A Share Academy | Secondary (ACAD) | 7 | D |
| Shelley First School | Primary (ACAD) | 7 | D |
| Shepley First School | Primary | 7 | D |
| Skelmanthorpe Academy | Primary (ACAD) | 7 | D |
| St Aidan's Church of England Academy | Primary (ACAD) | 7 | D |
| Thurstonland Endowed (VC) First School | Primary | 7 | D |
| **No of schools 19** | | | |

| CLUSTER 8 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Bywell CE (VC) Junior School | Primary | 8 | B |
| Earlsheaton Infant School | Primary | 8 | B |
| Eastborough J I & N School | Primary (ACAD) | 8 | B |
| Hanging Heaton CE (VC) J & I School | Primary | 8 | B |
| Manor Croft Academy | Secondary (ACAD) | 8 | B |
| Orchard Primary Academy | Primary (ACAD) | 8 | B |
| Shaw Cross I & N School | Primary | 8 | B |
| **No of schools 7** | | | |

| CLUSTER 9 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Boothroyd Primary Academy | Primary (ACAD) | 9 | B |
| Carlton J & I School | Primary | 9 | B |
| Diamond Wood Community Academy | Primary (ACAD) | 9 | B |
| Flatts Nursery School | Nursery | 9 | B |
| Ravensthorpe CE (VC) Junior School | Primary | 9 | B |
| St John Fisher Catholic Voluntary Academy | Secondary (ACAD) | 9 | B |
| St John's CE(C) Primary School | Primary | 9 | B |
| St Joseph's Catholic Primary (Dewsbury) | Primary (ACAD) | 9 | B |
| St Paulinus Catholic Primary Academy | Primary (ACAD) | 9 | B |
| Westborough High School | Secondary | 9 | B |
| Westmoor Primary School | Primary | 9 | B |
| **No of schools 11** | | | |

| CLUSTER 10 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Headfield CE (C) Junior School | Primary | 10 | B |
| Overthorpe CofE Academy | Primary (ACAD) | 10 | B |
| Pentland I & N School | Primary | 10 | B |
| Savile Town CE (VC) I & N School | Primary | 10 | B |

| | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Thornhill Community Academy **ARP School** | Secondary (ACAD) | 10 | B |
| Thornhill J & I School | Primary (ACAD) | 10 | B |
| Thornhill Lees CE (VC) I & N School | Primary | 10 | B |
| **No of schools 7** | | | |

| CLUSTER 12 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Hade Edge J & I School | Primary | 12 | D |
| Hepworth J & I School | Primary | 12 | D |
| Hinchliffe Mill J & I School | Primary | 12 | D |
| Holme J & I School | Primary | 12 | D |
| Holmfirth High School | Secondary | 12 | D |
| Holmfirth J I & N School | Primary | 12 | D |
| Netherthong Primary School | Primary | 12 | D |
| New Mill Infant School | Primary (ACAD) | 12 | D |
| New Mill Junior School | Primary (ACAD) | 12 | D |
| Scholes (Holmfirth) J & I School | Primary (ACAD) | 12 | D |
| Upperthong J & I School | Primary | 12 | D |
| **No of schools 11** | | | |

| CLUSTER 13 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Brockholes CE (VC) J & I School | Primary | 13 | D |
| Helme Church of England Academy | Primary (ACAD) | 13 | D |
| Honley CofE (VC) Junior, Infant and Nursery | Primary | 13 | D |
| Honley High School **ARP School** | Secondary (ACAD) | 13 | D |
| Meltham CE (VC) Primary School | Primary | 13 | D |
| Meltham Moor Primary School | Primary (ACAD) | 13 | D |
| Netherton I & N School | Primary (ACAD) | 13 | D |
| South Crosland CE (VA) Junior School | Primary | 13 | D |
| **No of schools 8** | | | |

| CLUSTER 14 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| All Saints Catholic College | Secondary | 14 | C |
| Ashbrow School | Primary | 14 | C |
| Birkby I & N School | Primary | 14 | C |
| Birkby Junior School | Primary | 14 | C |
| Christ Church CE Academy | Primary (ACAD) | 14 | C |
| Fixby J & I School | Primary | 14 | C |
| North Huddersfield Trust School | Secondary | 14 | C |
| Our Lady of Lourdes Catholic Primary Academy | Primary (ACAD) | 14 | C |
| St Patrick's Catholic Primary (Huddersfield) | Primary (ACAD) | 14 | C |
| St Thomas CE (VC) Primary School | Primary | 14 | C |
| **No of schools 10** | | | |

| CLUSTER 15 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| All Hallows' CE(VA) Primary School | Primary | 15 | C |
| Dalton School **ARP School** | Primary | 15 | C |

| | | | |
|---|---|---|---|
| Grange Moor Primary School | Primary | 15 | C |
| Hill View Academy | Primary (ACAD) | 15 | C |
| King James's School | Secondary (ACAD) | 15 | C |
| Kirkheaton Primary School | Primary (ACAD) | 15 | C |
| Lepton CE Primary Academy | Primary (ACAD) | 15 | C |
| Moldgreen Community Primary School | Primary | 15 | C |
| Netherhall Learning Campus High ARP School | Secondary | 15 | C |
| Netherhall Learning Campus Junior ARP School | Primary | 15 | C |
| Netherhall St James Infant & Nursery ARP School | Primary | 15 | C |
| Rowley Lane J I & N School | Primary | 15 | C |
| St Joseph's Catholic Primary Huddersfield | Primary (ACAD) | 15 | C |
| No of schools 13 | | | |

| CLUSTER 16 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Beaumont Primary Academy ARP School | Primary (ACAD) | 16 | C |
| Berry Brow I & N School | Primary | 16 | C |
| Hillside Primary School | Primary (ACAD) | 16 | C |
| Lowerhouses CE (VC) J I & EY School ARP School | Primary (ACAD) | 16 | C |
| Moor End Academy ARP School | Secondary (ACAD) | 16 | C |
| Mount Pleasant Primary School | Primary | 16 | C |
| Newsome Academy ARP School | Secondary (ACAD) | 16 | C |
| Newsome Junior School | Primary | 16 | C |
| Oak CofE Primary School | Primary | 16 | C |
| No of schools 9 | | | |

| CLUSTER 17 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Batley Grammar School | Cross Phase (ACAD) | 17 | A |
| Batley Parish CE (VA) J I & N School | Primary (ACAD) | 17 | A |
| Carlinghow Academy ARP School | Primary (ACAD) | 17 | A |
| Field Lane Junior Infant & Nursery School | Primary (ACAD) | 17 | A |
| Healey Junior Infant and Nursery School | Primary (ACAD) | 17 | A |
| Lydgate J & I School | Primary | 17 | A |
| Mill Lane Primary School | Primary | 17 | A |
| No of schools 7 | | | |

| CLUSTER 18 | School Phase | Cluster Ref | Area Ref |
|---|---|---|---|
| Brambles Primary Academy | Primary (ACAD) | 18 | C |
| Lindley Church of England Infant School | Primary (ACAD) | 18 | C |
| Lindley Junior School | Primary (ACAD) | 18 | C |
| Moorlands Primary School | Primary | 18 | C |
| Reinwood Community Junior School | Primary | 18 | C |
| Reinwood I & N School | Primary | 18 | C |
| Salendine Nook High School Academy | Secondary (ACAD) | 18 | C |
| No of schools 7 | | | |
| Total No of schools 172 | | | |

# Cluster – Working Principles

- Commitment to meeting needs in the area and achieving best possible pupil outcomes

- Prioritising the greatest need (vs advocating for own school)

- Willingness to support and challenged (and be supported/challenged!)

- Recognition of the impact of contextual factors not just levels of pupil need

- Active participation even when schools don't have immediate need for support

- Effective use of all available budgets (delegated and devolved)

- Commitment to reducing reliance on additional resources wherever possible (so that these can be reallocated)

- Recognition of the need to respond to contingencies as they arise (and ensure capacity available for this)

- Willingness to share good practice with/learn from other clusters

- Commitment to equity/positive outcomes across the area/county as a whole

We're Kirklees

**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.