Gateshead SEND Strategy

Vision

Gateshead is committed to giving children the best start in life and to supporting children and young people to achieve their best. We want children and young people to develop their independence as far as practicable, to become confident, participating and contributing adults and to live fulfilled and productive lives. To this end, we undertake to work in partnership as professionals and with children, young people and their families to ensure that services and individualised support arrangements are appropriate, accessible, effective and efficient.

Introduction

Within Vision 2030 the Council and its partners present a shared ambition for the future of the Borough. The common aim is to create a confident and aspirational place in which children get the best start in life and where those who need help get it easily with agencies working together and where inequalities in health and education are eradicated.

Supporting children and young people who have special educational needs and/or disabilities is crucial to the successful delivery of this ambition.

This Strategy provides insight into the immediate and longer term challenges that we currently face and the practical steps that we are taking to address them. The statistical analysis presented in the Context section provides the rationale for some priorities. Other work streams are a response to issues identified by practitioners or emerging from the new SEND Code of Practice. Details of this work and the ways in which it supports the delivery of our goals are provided in the Strategic Aims and Implementation sections of the strategy.

Context

Incidence of SEND

In January 2016, there were 4,387 *school-age pupils in Gateshead* with a special educational need or disability (SEND), which equates to 15% of the school population. Of these, 891 (20%) had either a statement of SEN or Education, Health and Care Plan (EHCP) and 3,319 (80%) were at SEN Support (*School Census*).

Children and young people with a statement of SEN or EHC Plan

In January 2016, 980 children and young people aged 0-25 had either a statement of SEN or EHCP (*SEN2 Return*).

The majority of these (82%) were aged between 5 and 15, 3.9% were under 5 years, 13.6% were aged 16 to 19 and just 3 were aged 20 to 25.

Most of those with a statement or EHCP were attending a special school or academy (51.8%), 17.3% were attending a maintained mainstream school, 4.5% were in resourced provision in a Local Authority maintained mainstream school, 12.2% were attending an academy and 7.3% were attending either a non-maintained special school, an independent special or 'other' independent school. 0.6% were attending non-maintained early years settings in the private and voluntary sector, 3.9% were attending a general Further Education (FE) and tertiary college (Higher Education) and 0.5% were attending specialist post-16 institutions. The remainder were educated other than at school or were waiting provision.

1.1% of all primary mainstream pupils have a statement of SEN or EHCP (School Census data) and 98.6% of all primary special school pupils have a statement of SEN or EHCP (*School Census; Jan 2016*).

1.0% of all primary mainstream pupils, 1.5% of all secondary mainstream pupils and 99.2% of all special school pupils have a statement of SEN or EHCP (*School Census; Jan 2016*).

Children and young people at SEN Support

In January 2016, 11.7% of all school-age pupils in Gateshead (3,496) were at SEN Support. The vast majority of these (95.9%) were attending a mainstream school (*School Census*).

13.7% of all primary mainstream pupils, 9.6% of all secondary mainstream pupils and 0.8% of all special school pupils were at SEN Support (*School Census; Jan 2016*).

Primary needs of pupils with SEND

Primary Special Educational Need Category	Number of pupils*	% of all school-age pupils (29,842)
Moderate Learning Needs (MLD)	1073	3.6%
Speech, Language and Communication Needs (SLCN)	833	2.8%
Social, Emotional Mental Health (SEMH)**	573	1.9%
Specific Learning Difficulty (SpLD)	480	1.6%
Autistic Spectrum Disorder (ASD)	342	1.1%
Physical Disability (PD)	113	0.4%
Severe Learning Difficulty (SLD)	104	0.3%

Hearing Impairment (HI)	94	0.3%
Visual Impairment (VI)	46	0.2%
Profound and Multiple Learning Difficulty (PMLD)	25	0.1%

School Census; Jan 2016
*Includes pupils with EHC Plans and those at SEN Support
**The term Social, Emotional Mental Health (SEMH) needs replaced Behaviour, Emotional and Social Difficulties (BESD) following the publication of the SEN Code of Practice 2014

Between 2010 and 2014 there was a growth trend in the following primary need areas:

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN), specifically in the primary sector

There was a downward trend in the following primary need areas between 2010 and 2014:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD), specifically in the secondary sector

Due to changes in how primary needs were recorded from 2015 as part of the School Census data collection process it has not been possible to identify trends from this date. The SEND Monitoring Group will monitor trends at least annually in order to predict demand and feed this into commissioning processes.

Additionally Resourced Mainstream School Provision (ARMS)

There are currently 7 primary ARMS and 2 secondary ARMS in Gateshead for pupils with EHC Plans. In Gateshead, ARMS provision is not a short term intervention model, but is an alternative to mainstream and special school where pupils benefit from learning in a mainstream school whilst receiving additional specialist help that is tailored to their individual needs.

A breakdown of the pupils learning in ARMS provision in October 2016 is shown below:

School	Type of need catered for	Number of pupils
Bede Primary	Social Emotional and Mental Health	6
Bill Quay Primary	Complex Communication Needs including Autism	2
Brandling Primary	Speech, Language and Communication	14
Eslington Primary	Social Emotional and Mental Health	3

High Spen Primary	Hearing Impairment	4
Rowlands Gill Primary	Complex Learning Needs	4
Swalwell Primary	Physical Difficulties	10
Thorp Academy (Secondary)	Moderate Learning Needs	18
Whickham Academy (Secondary)	Autism Spectrum Disorder	9

The Council is currently working in partnership with mainstream schools to implement a new model for ARMS provision, which is proposed to be based on an outreach basis from special schools.

Early Years

In July 2015 a questionnaire was sent to all schools (including specialist provision/additionally resourced mainstream provision) and Private Voluntary Independent settings in the Early Years Foundation Stage.

63.5% responded providing the following information about children aged 0-5 identified with SEND:

- 611 (14.2%) children of all children aged 0-5 in those settings were identified as having SEND (11.8% in PVI settings and 16.3% in school settings).
- 79% of the 611 children were at SEN Support, 13% had an EHCP and 8% were undertaking an EHCP assessment.
- The highest primary categories of need reported in year groups Nursery (1 and 2) and Reception were Speech, Language and Communication Needs (SLCN) followed by Autistic Spectrum Disorder (ASD), Social, Emotional and Mental Health (SEMH) and Cognitive/Development Delay.

The Council's Early Years Assessment and Intervention Team (EYAIT) was established in January 2014 and is made up of specialist teachers, Portage workers and teaching assistants working with pre-school children aged 0-4 years identified by settings. During the 2014-15 academic year, there were 123 referrals made to the team and 114 referrals made during the 2015-16 academic year. It is anticipated that the number of referrals is set to increase during the 2016-17 academic year due to numbers of referrals received so far and higher numbers of younger children being referred to the team. For example, in 2014-15 there were 16 two year olds referred whereas this had increased to 50 two year olds being referred in 2015-16. It is thought that this is due to an increase in two year olds accessing early education, integrated two year old assessments and improved early identification processes. Children in PVI provision can be referred from the EYAIT to the Educational Psychology Service (EPS). During the 2014-15 academic year there were 39 referrals to the EPS and 36 during the 2015-16 academic year. It is anticipated there will be about 40 referrals between September 2016 and August 2017. The majority, but not all of these, will go on for EHC assessments.

Attainment of children and young people with SEND (*RAISEonline data*)

In 2015, outcomes for Key Stage 1 pupils at SEN Support were very low compared to the national average (KS1 pupils at SEN support) and to their peers (pupils without SEN). Outcomes for Key Stage 1 pupils with a statement of SEN or EHCP were low compared to the national average (KS1 pupils with a statement/EHCP) and to their peers (pupils without SEN). Outcomes for both cohorts are generally in line with regional neighbours.

Outcomes for Key Stage 2 pupils at SEN Support in 2015 had been better than the national average for several years, although the gap has closed a little more recently. 44% of these pupils achieved level 4+ Reading, Writing and Maths, 1% more than the national average (KS2 pupils at SEN Support). Level 4 Writing was poor in 2015, compared to the national average. Outcomes for pupils with a statement of SEN or EHCP tend to be lower than average although the % level 4+ in Reading is above the national figure. 10% of these pupils attained Level 4+ in Reading, Writing and Maths compared to a national figure of 16% (KS2 pupils with a statement/EHCP).

The achievement of 5 x Grade A*-C GCSE's including English and Maths and the English Baccalaureate for Key Stage 4 students at SEN Support in 2015 compares favourably with regional and statistical neighbours and is higher than the national figure (pupils at SEN Support). However, outcomes in terms of 5 x Grade A*-C GCSE's including English and Maths at Key Stage 4 for students who have a statement of SEN or an EHCP are lower than the national average and low compared to regional and statistical neighbours (pupils with a statement/EHCP). Achievement of the English Baccalaureate by this group is lower than the national average and lower than regional and statistical neighbours whose figures are published (pupils with a statement/EHCP).

In 2015, Key Stage 5 students at SEN Support had generally higher Average Point Score (APS) on entry to KS5 and had better outcomes than the national average. Students at Key Stage 5 with a statement of SEN or EHCP had a lower APS on entry to KS5 and lower outcomes; however this was a very small cohort of 4 students.

The % of 19 year olds with SEND in Year 11 qualified to Level 2 with Maths and English in 2015 was 24.5%, which was lower than the regional and national average. The % of 19 year olds with SEND in Year 11 qualified to Level 3 with Maths and English in 2015 was 20.8%, which was lower than the regional and national average.

School Absence

The school absence rate for SEN pupils in the academic year 2014-15 was as follows:

Primary: 5.1% absence (overall absence of primary school pupils in Gateshead was 3.8%)
Secondary: 7.1% absence (overall absence of secondary school pupils was 5.5%)

Pupil Referral Unit: 54.5% absence (pupils with SEN aged 5-15 years)
Special: 6.5% absence (pupils with SEN aged 5-15 years)

Exclusion rates

During the 2014-15 academic year, there were no permanent exclusions and 86 fixed term exclusions of pupils with SEND.

Number of fixed term exclusions	Reason for exclusion
14	Persistent Disruptive Behaviour
12	Physical assault against an adult
10	Other
8	Verbal abuse/threatening behaviour against an adult
7	Drugs and alcohol
6	Physical assault against a pupil
2	Damage
2	Racist abuse
2	Theft

Post 16

The table below highlights the types of post-16 educational provision that young people with a statement of SEN/EHC Plan were studying at during the 2015-16 academic year:

Provision Type	Number	Percentage
General FE College	51	29%
Maintained Special	41	23.4%
Supported Internship	20	11.4%
Special Academy	18	10.2%
Independent Specialist College	12	6.9%
Mainstream Academy	8	4.6%
Not placed	6	3.4%
Traineeship	6	3.4%
Non-maintained Special School	4	2.3%
Independent School	2	1.2%
Independent Special School	2	1.2%
Elective Home Education	1	0.6%
EOTAS	1	0.6%
Free School	1	0.6%
Independent Other	1	0.6%
Maintained Mainstream	1	0.6%

Total	**175**	**100%**

The Gateshead Connexions data below highlights the destinations of students in years 12, 13 and 14 that have either a statement of SEN or an EHC Plan as at June 2016:

Destination	Year 12	Year 13	Year 14	% of cohort
Further Education	28	35	18	29%
Sixth Form	33	31	9	26%
Apprenticeships	8	12	2	8%
NEET Available	10	7	7	8%
Training	4	16	1	7%
Employment with training	3	10	3	6%
Out of Area	9	7	0	6%
Employed without training	0	9	1	3%
Moved Away / other	4	2	1	2%
Not Available	2	2	3	2%
Other Post 16	2	1	1	1%
Not Known	0	1	1	0.7%
Higher Education	0	0	1	0.3%
	103	**133**	**48**	

The data above highlights that a total of 8% of young people age 16-18 years (in years 12, 13 and 14) with SEN (with a statement of SEN or EHC Plan) were Not in Education, Employment or Training (NEET). In December 2015, 4.8% of all 16-17 years olds in Gateshead were NEET compared to a national average of 7.1% (DfE NEET and Not Known Scorecard).

 Social care support

In September 2016, 195 children and young people with SEND were receiving social care support from the Disabled Children's Team (a team of social workers), of which 11 were Looked After Children (LAC). Gateshead Council's Transitions Team provide Transition (Care Act) assessments to young people who are 17 and moving into adulthood. The provisions in the Care Act relate not only to those who are already receiving children's services, but for anyone who is likely to have needs for adult care and support after turning 18. To enable the team to identify those who may have eligible needs there is a dedicated Assessing Officer who works within the special schools in Gateshead and out of borough schools who have Gateshead pupils in placement. This worker attends Education, Health and Care plan reviews, provide information and advice regarding preventative, universal and specialist services, signpost to health colleagues and offer an assessment to those who have a physical or mental impairment.

In May 2016, 161 Looked After Children (LAC) had SEND, which equates to 69% of all school-age Looked After Children. 52% of the 161 LAC had a statement or EHCP and 44% were at SEN Support.

438 school-age Children In Need (CIN) had SEND, which equates to 37% of all school-age Children In Need. 218 of the 438 (50%) had a statement of SEN or EHCP, 216 (49%) were at SEN Support and 4 (1%) were undergoing an EHCP assessment.

In the financial year 2015-16, 497 short break services were provided to Gateshead families. Of these, 120 were provided as a direct payment/personal budget, which were predominantly used to provide a personal assistant to accompany children and young people on social outings and activities. Other types of short break services provided included overnight stays in specialist residential provision, access to out of school and holiday clubs, community outreach and home care support.

Strategic Aims

Working in partnership with education, health and care commissioners and providers and service users to:

1. Develop and deliver cohesive, outcomes focussed education, health, care services and support systems which give children and young people the best opportunity to engage, achieve, succeed, and progress

2. Agree arrangements and protocols that enable a partnership approach to:
   o Identifying need
   o Structured information gathering and sharing
   o Joint or collaborative service planning
   o Joint or collaborative commissioning
   o Efficient delivery
   o Effective monitoring
   o Evaluation and analysis

3. Develop and maintain comprehensive, accurate data and information to understand need and inform service planning, development and delivery

4. Ensure that children, young people and families have access to timely assessment that enables intervention at the earliest opportunity

5. Establish and maintain co-ordinated information and advice services that are accessible and support decision making and choice

6. Co-ordinate services so that transitions are smooth and support is continuous

7. Provide opportunities for children, young people and families to contribute to the design, delivery and evaluation of services

8. Adopt best value principles in directly provided and commissioned services

How we will know we have succeeded

- Outcomes demonstrate that children and young people have access to and are receiving *high quality* education, health and care services and support

- Service developments are proactive and clearly based on an *accurate understanding* of types and levels of need derived from *comprehensive and co-ordinated information systems*

- Children, young people and their families *actively engage* with education, health and care professionals in identifying service development priorities

- Education, health and care services *co-ordinate their communication arrangements* and families report that they can easily access appropriate information, advice and guidance

- Education, health and care professionals work together in ways that ensure that children, young people and families experience *seamless access to and progression through services*

- Targeted joint commissioning which delivers *best value* is routinely undertaken

- The system is driven by *"Total Quality Assurance"* principles

Implementation

The Strategy will be implemented through the standing and working groups that collectively:

- Manage the use of available funds
- Oversee the delivery of services
- Develop the partnership arrangements required to ensure there is:
  - a common ambition
  - a shared commitment to the delivery of effective and efficient services, including information services
  - systems, procedures and protocols that enable productive partnership working including through joint commissioning of services
- Identify priorities for action
- Undertake assigned work and/or time limited projects that are focussed on the development of improved services for children, young people and families

The work of each of the groups is presented in the pages that follow. The key areas for action in 2016-2017 are to:

1. Ensure that through Early Intervention the needs of children and young people can be identified and action taken to meet their needs as soon as possible

2. Develop services for children and young people who have Autism and Social, Emotional and Mental Health need (SEMH)

3. To ensure that children and young people who are looked after receive the support they need to achieve their best

4. Ensure that there are sufficient and appropriate progression opportunities for young people SEN/D leaving school

5. Ensure that there is sufficient and appropriate provision for children and young people who are at risk of exclusion or who have been excluded

6. Monitor and review provision for SEN/D children and young people in order to develop services and settings in response to the existing and emerging volumes and types of need

7. Further strengthen co-production and partnership working with service users, including children and young people and parents and carers

8. Develop strong partnerships between Education, Health and Care that will enable the establishment of working practices that will enable all partners to collectively deliver the requirements of the Code of Practice

9. Conduct a review of ARMS provision and reconfigure ARMS on the basis of the outcomes of the Review

10. To examine the level and causes of Persistent Absenteeism among pupils who have SEN/D with a view to supporting schools to address this issue

11. To continue to work with partners to raise standards of attainment for SEN/D children with especial reference to Key Stage 1

Strategic Planning

SEND Strategy Group

Aim of group

The aim of the working group is to understand need and performance in relation to SEN/D in Gateshead in order to identify development priorities which will inform the design and delivery and continuous improvement of services and support for children, young people and their families.

Key areas of work

- To develop a Strategy for SEN/D for Gateshead and to ensure that it is delivered
- Through the SEN/D Monitoring Group to ensure that data re the performance of SEN/D children and young people is collated, analysed, reviewed and used as a basis for evaluating performance and identifying need
- To ensure that there is an annual SEN/D Evaluation and that there a Self Evaluation is produced and agreed
- To receive reports from the funding groups, other standing groups and work groups to ensure that:
  - Strengths and areas for development are identified
  - Planned actions are consistent with identified needs
  - Gaps in provision are being addressed
  - To provide support and challenge to these groups
- To report to the key strategic groups within the Local Authority and Health Trust
- To receive and respond to queries and directives raised by the Strategic groups
- To ensure key information sources for service users, including the local offer, are reviewed and revised as appropriate
- To develop productive partnerships with service users and service providers to ensure that service development is properly informed, that service delivery is in line with required standards, and that service review and evaluation is inclusive.

Contribution to Strategic Aims: All
Contribution to Key Areas for 2016-2017: All

Funding Groups

Disabled Children Resource Panel

Aim of group

The aim of the working group is to assist the council in relation to decisions about

short break provision for children with special educational needs and disabilities.

Key areas of work

- To assist the council to make decisions on initial requests for provision
- To assist the council to reviewing short break packages of support
- To review any responses received either from parents or schools in relation to recommendations made and advise the council on the appropriate response

Contribution to Strategic Aims: 1, 3, 8
Contribution to Key Areas for 2016-2017: 2,6

High Needs Block working group

Aim of group

The aim of the working group is to review the functions supported by the High Needs Block of the Dedicated Schools Grant (DSG). To ascertain where possible savings could be made if there is a reduction in the High Needs Block of the DSG following the DSG funding review and the implementation of a national funding formula for the High Needs Block.

Key areas of work

- Input into Stage 2 of the High Needs funding consultation with is expected summer 2016
- Review areas of funding when possible savings targets are known December 2016 for possible implementation April 2017.

Contribution to Strategic Aims: 1, 8
Contribution to Objectives for 2016-2017: 1, 2, 3, 4, 5, 9

Schools Forum

Aim of group

Schools forums generally have a consultative role on issues that affect school funding. However, there are situations in which they have decision-making powers. The respective roles of schools forums, local authorities and the DfE are summarised in schools forum powers and responsibilities (below).

Key areas of work

Key areas of work that link to the SEND agenda are:

- Consultation on formula changes for mainstream schools (notional SEN calculation) Special Schools, the Pupil Referral Unit (PRU) and high needs top ups in mainstream schools
- Funding proposals that affect the calculation of mainstream school budgets must be agreed before 20th January each year (notional SEN)
- Funding arrangements for Special Schools, the PRU and top up amounts for mainstream schools must be agreed by mid-February
- The number of commissioned high needs places in mainstream schools, special schools and PRU.

Contribution to Strategic Aims: 1, 2, 3, 8
Contribution to Objectives for 2016-2017: 1, 2, 3, 4, 5, 6

Standing Groups

Autism Steering Group

Aim of group

The purpose of the group is to implement the National Autism Strategy 'Fulfilling and Rewarding Lives' for people with autism and their carers in Gateshead.

Key areas of work

Key objectives of the Autism Steering Group are to:

- Support the delivery of an all age Autism Strategy by developing a work programme focusing on three key priorities
  - Early intervention/prevention
  - Diagnosis
  - Independent Living and Support

- Monitor the priorities through an Improvement and Development Action Plan (IDAP), via task and finish groups

- Develop and Implement a Quality Assurance Framework

Contribution to Strategic Aims: 1, 2, 4, 5, 6
Contribution to Objectives for 2016-2017: 1, 2, 4, 6, 8, 11

Children's Hearing Services Working Group

Aim of group

To ensure that services work together to make sure that deaf children and their families have good quality local support which meets their needs.

Key Areas of Work

- Review Regional Policies & Procedures
- Service Updates
- Respond to Hearing Impairment developments
- Multi agency liaison

Contribution to Strategic Aims: 1, 2
Contribution to Objectives for 2016-2017: 1, 6, 8, 11

SEND Communication and Engagement Group

Aim of group

The aim of the working group is to ensure that a range of stakeholders, including children and young people and parents and cares, are meaningfully engaged in and kept up to date with SEND developments and processes in Gateshead.

Key areas of work

- Develop a key stakeholders list and keep up to date
- Implement a bi-monthly stakeholder E-bulletin about SEND developments in Gateshead
- Audit current methods of engagement and communication with parents/carers around SEND developments and identify any gaps
- Investigate and implement the most effective methods to engage with and communicate key SEND messages to young people, parents and carers, including through the use of social media and other technology
- Review and update the Local Offer, at least annually.

Contribution to Strategic Aims: 1, 2, 5, 7
Contribution to Objectives for 2016-2017: 6, 7

Early Years SEND Strategy Group

Aim of group

- Ensure the development of an inclusive system within Early Years schools and settings
- Ensure statutory frameworks are implemented efficiently
- Plan a cohesive training programme to develop the knowledge and skills of all staff working with children with SEN/D in the Early Years to ensure children achieve their potential
- Ensure there is close co-operation between relevant external agencies and a multi-agency approach to meeting the needs of pupils with SEN/D
- Ensure arrangements for SEN/ D within Early Years are kept under review and publish information on how the LA is meeting its obligations
- Provide advice and guidance to schools to support the implementation of the SEN Code of Practice and Equality Act
- Publish plans, strategies and targets in relation to the identification, monitoring and assessment and support for pupils with SEN/D within the Early Years
- To work closely with settings / schools and other services to ensure that provision and resources are allocated equitably and efficiently
- To support procedures for the monitoring processes of referrals and planning for future provision.

Key areas of work

- Strategic planning, monitoring and evaluation.

Contribution to Strategic Aims: 1, 2, 3, 4
Contribution to Objectives for 2016-2017: 1, 6, 8, 11

Post 16 Co-ordinating Group

Aim of group

The aim of the working group is to ensure that the work of post 16 SEN/D groups, including those preparing young people for transition, is co-ordinated and can collectively contribute to improved opportunities and services for young people SEN/D 16-25 and support and challenge to their providers.

Key areas of work

- To establish a single Post 16 SEN/D Co-ordinating Group
- To agree the work strands that are needed and the best means to progress these
- To review the arrangements for commissioning post 16 provision including

the ways in which provision and outcomes are monitored and evaluated

- Working with schools, both special and mainstream, to identify the educational needs of young people who are SEN/D and match these to currently available provision highlighting where there are gaps in provision
- Working with Connexions and post 16 providers including special and mainstream schools, consider how to better meet the needs of young people who have SEN/D
- Develop young people's advocacy
- Working with Health and Care professionals explore current arrangements for the identification, co-ordination and evaluation of packages of provision and support and identify areas for further development and improvement
- Develop a register of young people identified as "SEN/D Support" at year 10 and 11 to compile a complete register of SEN/D students and enable their progression to be mapped and, where necessary, supported
- Develop information for families that explains the LAs role in relation to post 16 provision and that prepares them for and supports them and their children through the transition
- Update the Gateshead Local Offer to reflect the Post 16 Offer

Contribution to Strategic Aims: 1, 2, 3, 5, 6, 7, 8
Contribution to Objectives for 2016-2017: 4, 5, 7, 8, 11

Primary Fair Access Panel (FAP) working group

Aim of group

The aim of the working group is to ensure better educational outcomes for vulnerable children by:

- Establishing a fair and transparent system which ensures that all schools/academies admit their fair share of children with challenging behaviour and educational needs on a turn taking basis

- Ensuring access for children to education is secured quickly where there is no school/academy place and access to alternative placement is available where a fresh start is indicated (excluding children with an EHDP)

Key areas of work

- As part of the admissions process, to place children into schools/academies when they are without an educational placement

  o Pupils who transfer between Gateshead schools with complex needs

- - - Attendance below 90% history of disruptive behaviour
  - Involvement with external services
  - Relationship issues with pupils
  - Complexity of year group
  - Inappropriate sexualised behaviour
  - TAF/CAF/CP plan in place
  - Pupils who transfer into Gateshead with complex needs (as above)
  - Refugees and asylum seekers
  - Elective home educated young people who are moving back into mainstream educational provision
  - Permanently excluded pupils from the PRU back into mainstream schools

- Monitor the use of the funds paid by schools/academies but held centrally for use by the panel to support the needs of the children
- Monitor rates of permanent exclusion
- Monitor pupils on the 'off roll' register every ½ term

Contribution to Strategic Aims: 1, 2, 3, 4, 6
Contribution to Objectives for 2016-2017: 1, 5, 6, 10, 11

Secondary Pupil Placement Panel working group

Aim of group

The aim of the working group is to ensure better educational outcomes for vulnerable young people by:

- Establishing a fair and transparent system which ensures that all schools/academies admit their fair share of young people with challenging behaviour and educational needs on a turn taking basis

- Ensuring access for young people to education is secured quickly where there is no school/academy place and access to alternative placement is available where a fresh start is indicated (excluding young people with an EHCP)

Key areas of work

- As part of the admissions process, to place young people into schools/academies when they are without an educational placement

  - Pupils who transfer between Gateshead schools with complex needs
    - Attendance below 90% history of disruptive behaviour
    - Involvement with external services
    - Relationship issues with pupils
    - Complexity of year group

- Inappropriate sexualised behaviour
- TAF/CAF/CP plan in place
- In Years 10/11
  - Pupils who transfer into Gateshead with complex needs (as above)
  - Refugees and asylum seekers
  - Elective home educated young people who are moving back into mainstream educational provision
  - Permanently excluded pupils from the PRU back into mainstream schools

- Monitor the use of the funds paid by schools/academies but held centrally for use by the panel to support the needs of the pupils
- Monitor rates of permanent exclusion
- Monitor pupils on the 'off roll' register every ½ term

Contribution to Strategic Aims: 1,2,3,4,6
Contribution to Objectives for 2016-2017: 1,5,6,10,11

Special Heads Improvement Partnership (SHIP) Group

Aim of group

SHIP is a partnership between all special schools and the local authority, with major responsibility and accountability for the quality of education and learning outcomes for children and young people in special schools in Gateshead.

The Partnership aims to support a distributed, sustainable self-improving education system in a shared, collaborative culture of educational excellence that recognises those in schools and other providers as equal, trusted partners. It intends to build on an existing network, relationships and local partnerships to ensure that no school is isolated and benefits from shared expertise.

Key areas of work

Remit for the Group

The Strategic Group is responsible for the direction of the Partnership, monitoring effectiveness, identifying and agreeing priorities and programmes. It is also responsible for determining further actions where necessary in schools that are being supported.

The Group works to the following objectives:
i. To improve the standards of education provided to all children and young people in the special school settings of Gateshead
ii. To work in partnership with other schools and health and social care

iii. To consider the priority areas within the school system and SEND areas and identify/suggest suitable strategies for their resolution;

Specific responsibilities of the Strategic Group
   i.   To work collaboratively to ensure outstanding educational provision and practice within our special schools.
   ii. To support the local authority in key strategic aims relating to SEN in Gateshead.
   iii. To contribute to and coordinate the necessary communication activities required to further develop Gateshead SEND provision
   iv. To support a fair, accessible funding model for all special schools
   v.   To consider, support and make recommendations as appropriate for identified initiatives specific to special schools.
   vi. Support and engage with Ofsted inspections of local authority arrangements for SEND

Contribution to Strategic Aims: 1, 2, 3, 4
Contribution to Objectives: 3, 6, 8, 11

SEND Monitoring Group

Aim of group

The aim of the working group is to ensure there is comprehensive and robust data and information relating to SEN/D to support:
- monitoring of provision
- identification of existing and emerging need
- Service development and deliver
- Increased engagement, participation and attainment
- Successful transition

Key areas of work

- To define data needs
- To examine data sources
- To identify gaps in data/information and the means by which these can be addressed
- To design and develop a data dashboard for SEN/D in Gateshead
- Within the Self Evaluation Process to analyse available data
- From the analysis to identify strengths and areas for development
- From the analysis to identify trends and the implications for service development
- From the analysis to identify issues to be explored with schools and support needs of schools

Contribution to Strategic Aims: 1, 2, 3

Task and Finish Groups

Additionally Resourced Mainstream School (ARMS) working group

Aim of group

The aim of the working group is to explore options for the delivery of the ARMS model for 2017-2018 in order to advise portfolio holders and seek approval for the conduct of a consultation process with schools.

Key areas of work

- Review current arrangements, operational strengths and issues, threats and opportunities
- To confirm the intended role of ARMS in the context of SEN provision in Gateshead Council
- To define the Council's Commissioning intentions for 2017 onwards
- To advise portfolio holders of the preferred model for implementation from September 2017
- To conduct a formal consultation process with schools
- To progress arrangements to ensure that an agreed model is successfully implemented for September 2017

Contribution to Strategic Aims: 1, 2, 6, 8
Contribution to Objectives for 2016-2017: 1, 2, 5, 6, 9, 11

Pupil Referral Unit (PRU) Working Group

Aim of group

- To ensure that the Local Authority is able to deliver fully its duty in relation to Day 6 provision, full time education for Permanently Excluded Pupils, full time education for Home and Hospital Service Pupils.
- To ensure that there are high quality curriculum pathways available to meet the diverse needs of those children and young people.
- To ensure that a sustainable funding model is in place and is managed in a way that enables the delivery of and access to appropriate provision and support.
- To ensure that the Local Authority works collaboratively with schools to reduce the number of PEx pupils.

- To ensure that children and young people are supported to achieve their best and are equipped to make positive progression.

Key areas of work

- Review and revise the Key Stage 4 Curriculum model.
- Review and revise the Key Stage 3 Curriculum model.
- Identify appropriate, quality assured Alternative Education provision that extends and enhances learner choice.
- Explore accommodation options for the Behaviour Support Service and make recommendations for the future.
- Develop In School Support Services for Secondary schools.
- Review and revise the funding model for the Behaviour Support Service.
- Review and revise funding arrangements with Secondary schools.
- Review PEx numbers to identify trends, causes, and options to address.
- Investigate the causes of disaffection in KS3 to enable strategies to be developed that will provide early warning and keep students in mainstream learning.

Contribution to Strategic Aims: 1, 2, 3, 4, 8
Contribution to Objectives for 2016-2017: 5, 6, 10, 11

Local Safeguarding Children's Board – Permanent Exclusions Task and Finish Group

Aim of Group

- To undertake a piece of work for the LSCB in relation to the increase in permanent exclusion

The objectives are:

- To identify the reasons for this increase in permanent exclusions
- To identify areas for development which are required to reduce the number of permanent exclusions
- To identify future strategies to support both those at risk of and/or those permanently excluded

Key areas of work

After looking at the data provided and following a discussion on the issues which might lead to a school to a permanent exclusion, the group decided that in order to understand the causes leading to a permanent exclusion, the group required additional information in the following areas:

- School contextual information, including information on:

  - Regulatory frameworks (Ofsted)
  - Funding
  - Curriculum
  - In-house systems in placed to address behaviour issues
- Young person's contextual information, including information from

  - Birth to current age in relation to their
    - Educational context
    - Involvement of other services
      - Social care
      - Health (including mental health)
      - Youth offending
      - Police
      - SEN/learning difficulties
      - Domestic violence
- Support services contextual information, including information on:
  - The role of a CAF/TAF in school and the impact on the young person and their family
  - Early Help service in Gateshead
  - The changes to the delivery of the mental health services in Gateshead/Newcastle
  - The impact of the Fair Access Process (primary/secondary)

Contribution to Strategic Aims: 1, 2, 3
Contribution to Objectives for 2016-2017: 5, 6, 8, 10

Early Years, SEN/D and Post 16 Panels

The Early Year, SEN/D and Post 16 Panels are multi agency groups of experts whose task is to oversee the use of funds to support individualised Education, Health and Care Plans.

Panels provide an opportunity for EHCPs to be scrutinised, challenged and confirmed and also enable fair use of funding. A core membership ensures continuity and consistency of approach.

Strategic Governance and Commissioning Arrangements

The diagram at Appendix 1 provides a picture of the way in which work is initiated, commissioned and monitored. The SEND Strategy Group, a partnership of education, health and care officers serves as the principal reporting hub. Beyond the level of the Strategic Partnership Groups [Children's Trust and LSCB] the line of report is through the accountability lines of the Local Authority and the Health Trust. Within the Local Authority the highest level of report is to Cabinet which ensures

political as well as managerial engagement. In the Health Service, the highest level of report is to the Clinical Commissioning Group.

Work may be commissioned through the Health Trust or through the Local Authority and from the strategic partnership groups, for example, Children's Trust or Local Safeguarding of Children Board. An example of this would be the LSCB's recent commissioning of a piece of work relating to the incidence of permanent exclusions which has resulted in a project being developed which will seek to trace the causes of disaffection at Key Stage 3 and to make recommendations concerning the management of transition to reduce this.

Individual groups may have additional accountability, for example, to schools.
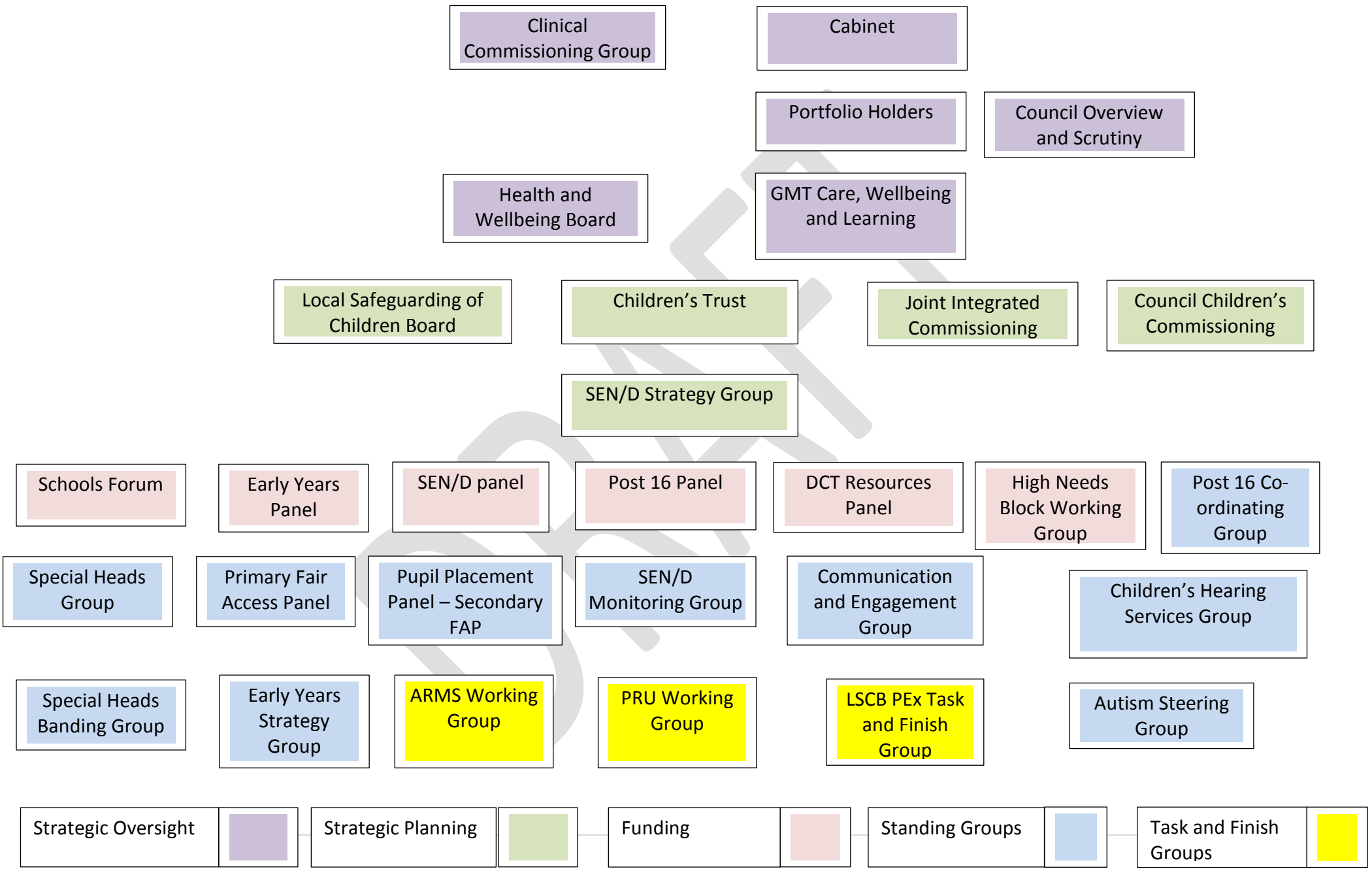
Links to other strategies

Council Plan 2015-2020
Vision 2030
Gateshead Inclusion Policy 2016
Gateshead Accessibility Strategy 2016-2020
Gateshead All-Age Autism Strategy 2014-2017
Anti-Bullying Strategy 2015-2020

Clinical Commissioning Group

Cabinet

Portfolio Holders

Council Overview and Scrutiny

Health and Wellbeing Board

GMT Care, Wellbeing and Learning

Local Safeguarding of Children Board

Children's Trust

Joint Integrated Commissioning

Council Children's Commissioning

SEN/D Strategy Group

Schools Forum

Early Years Panel

SEN/D panel

Post 16 Panel

DCT Resources Panel

High Needs Block Working Group

Post 16 Co-ordinating Group

Special Heads Group

Primary Fair Access Panel

Pupil Placement Panel – Secondary FAP

SEN/D Monitoring Group

Communication and Engagement Group

Children's Hearing Services Group

Special Heads Banding Group

Early Years Strategy Group

ARMS Working Group

PRU Working Group

LSCB PEx Task and Finish Group

Autism Steering Group

Strategic Oversight

Strategic Planning

Funding

Standing Groups

Task and Finish Groups