

## *City of York Inclusion Review*

### **Plan for the development of Special Educational Need provision 2018**

#### ***Context***

York offers a cohesive, supportive and inclusive educational community in which children are at the heart of all decisions. Those with special educational needs and disabilities (SEND) are respected, valued, encouraged to succeed and included within their local community wherever possible. In common with most authorities, York has recently experienced a considerable increase in those needing support additional to that for the majority of children and young people in a mainstream environment. In the last five years alone, numbers of:

- those entitled to an Educational, Health and Care Plan (EHCP) have increased from around 500 to nearly 800;
- those with a diagnosis of Autism have more than doubled;
- numbers attending our two special schools, and the main hub for alternative provision, have increased well past the original capacity they were designed for.

At the same time, numbers of children with Profound and Multiple Learning Difficulties have increased markedly, as have those with various social, emotional and mental health problems that may not necessarily have led to an EHCP. Education settings and providers in York take very seriously their responsibility to include children and young people with special educational needs and to provide continued support up to the age of 25, where appropriate.

York has therefore embarked on a comprehensive Inclusion Review which could see changes to processes, governance and the commissioning of provision. This review is still under way. In the short term, the most pressing need is to accommodate the increases outlined above – at all age ranges and in all types of provision. The Department of Education have also allocated a capital grant to increase and improve provision for children and young people with Education, Health and Care plans. This plan provides information on how we will develop provision further and use the capital grant.

#### ***Consultation and engagement***

In planning provision for children and young people with special educational needs, we have consulted young people, parents and professionals through a variety of ways. We have been out to meet children/young people in schools in each cluster in the city. We have attended parent carer forum meetings, met parents at school engagement events, been to Applefields Special School governor meeting and run a survey monkey. Parents were able to respond in person, send in a hard copy of the survey or respond on line. In short summary,

- **parents** have told us that their greatest priority is to have trained staff that understand their child's needs, with an adaptive and compassionate attitude. This greatly outweighs any issues to do with the particular provision their child attends. There was a clear view that having a choice of provision is important, and increased local provision post 19 is essential. There was a lot of praise for the care and education currently provided, although there were also concerns about continuity around transitions between institutions, about support post-16, and about the lack of specialist support for those with Downs Syndrome;
- **Children and young people** have told us they feel their views are included in plans and they are listened to. They want to be included in decisions about them. They would like a shorter summary of their Education, Health and Care plan. While all children and young people have been asked to share their views for their plan, not all know the content of the rest of their plan. Staff who understand their needs is really important to children and young people, as well as having independence within school;
- **professionals** enthusiastically endorse the principles of inclusion. There is recognition that different provision is needed to meet the varied needs of children and young people with Education, Health and Care plans. This includes satellite classes, Enhanced Resource Provision, provision within a mainstream school, or at a special school. The consensus is that all forms will continue to be needed for the foreseeable future. There are concerns about the rising numbers needing specialist support, and about how best to deal with unfamiliar social and behavioural issues that staff are now facing.

Responses to issues raised by parents and children or young people is being followed up where we have contact details. For example a summary of the EHCP will be developed with the young people who identified this.

### **Priorities**

The immediate priority is to relieve pressures for increased provision across a wide age range, and in all education settings, rather than to concentrate in one area to the exclusion of others. In order to have the greatest impact a large number of small projects, rather than a small number of large ones will be supported.

Further plans will continue to be developed in partnership with the Inclusion Review and providers of special education. Mainstream schools will be invited to express interest in hosting a secondary satellite provision and a primary Enhanced Resource Provision for autism. The satellite will provide additional places for young people with moderate learning difficulties (MLD) and severe learning difficulties (SLD) within mainstream provision. The primary Enhanced Resource Provision will offer specialist teaching for children with autism with access to inclusion in mainstream as appropriate. The children and young people will have the advantage of being part of their local community and accessing some mainstream school, while being mainly taught by highly skilled staff from the special school, who understand their needs.

Because the identified projects cost more than the sum available from the Department of Education, the City of York Council will provide additional capital for the further developments for SEND provision. The plans for the extended developments are still to be agreed through the Inclusion Review.

The immediate priorities therefore include:

- increasing specialist provision within mainstream school through:
  - creating a second primary Enhanced Resource Provision for Autism
  - opening a secondary satellite provision for young people with learning difficulties
- working with the secondary special school and Askham Bryan College to provide new provision for young people post 19 with profound and multiple difficulties and young people with complex autism;
- a number of small projects at our primary special school to provide a positive and safe environment for all learners. This will include adapting rooms to become a store for walking frames/wheelchairs/standers and other specialist equipment. This will release a classroom for children to work in smaller groups. A safe outdoor space will also be created for those with challenging behaviour, so they can go outside and find a calm, safe environment.
- a number of small projects at our main hub for alternative provision, Danesgate, to enable them safely to accommodate increased numbers of primary places as well as older young people with special educational needs including mental health needs and Autism.
- Adaptations to secondary Enhanced Resource Provisions to provide additional quiet space to meet the sensory needs of young people with Autism
- Small adaptations to a central location for an external provider to develop a Personalised Learning Employment Hub leading to more Supported Internships for young people and support into paid employment.
- Adaptations to buildings to create accessible, safe provision for young people on personalised learning programmes post 18 to increase our local offer.

The details of these schemes will be co-developed with parents and carers. There will continue to be a comprehensive programme of training and support for staff delivered by central services and Pathfinder. Further discussions are still under way about additional capital projects to support inclusion in areas not covered by the schemes outlined above.

This plan will be updated at least annually to confirm progress made and provide greater detail.