



# Education Matters

## 11<sup>th</sup> November 2024

# Agenda

**9:00 arrival and networking**

**9:30 Welcome and session 1 (90 mins)**

Setting the scene in North Yorkshire, Why education matters, Losing learning in North Yorkshire

**11:00 Remembrance**

Break (15 mins)

**11:20 session 2 (90 mins)**

Education matters in NY schools, Your school data, Focus group discussions

12:50 lunch (40 mins)

**13:30 session 3 (90 mins)**

Making education matter, NYC transformation activity

Your locality hubs and locality boards, Ways to get involved in 24-25

**15:00 end of formal session**

opportunity for further networking until 16:00



# Welcome



Councillor Janet Sanderson  
Executive Member for Children and Families



Councillor Annabel Wilkinson  
Executive Member for Education, Learning and Skills

# Session 1

**9:30 (90 mins)**

Setting the scene in North Yorkshire – Stuart and Gary

Why education matters – Emma

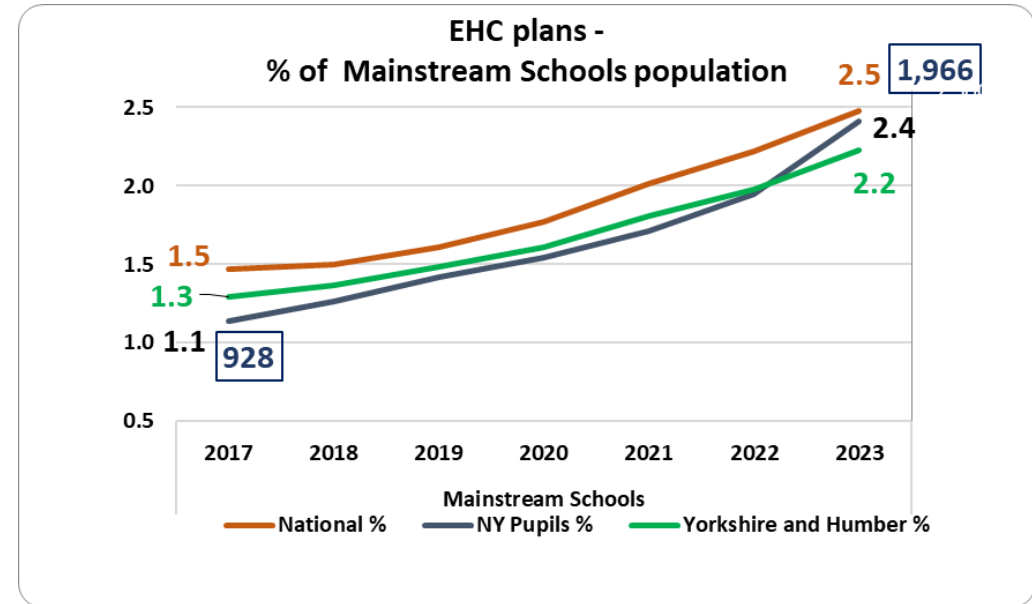
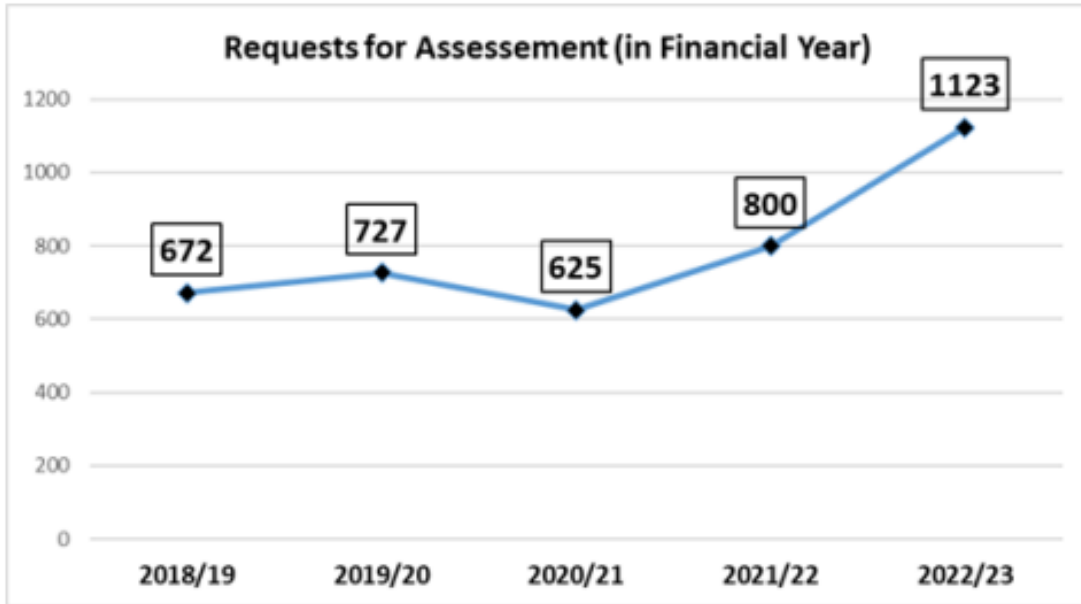
Losing learning in North Yorkshire – Julie

**Stuart Carlton**  
**Corporate Director of Children and**  
**Young People's Service**

**SEND, Demand, finance and the system**

# Demand

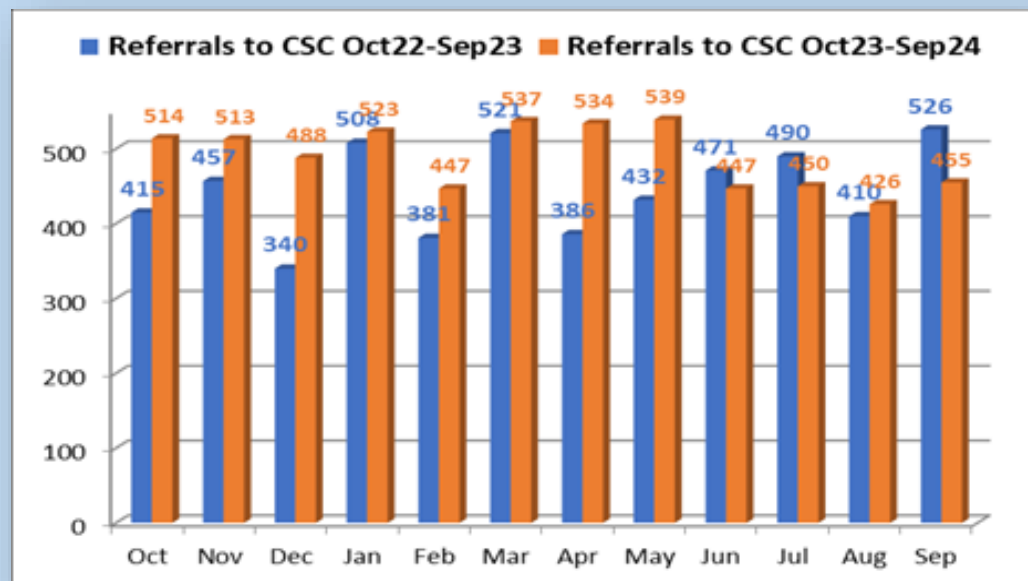
- 4,964 EHC plans
- Over 65% increase since 2019 alone



# Number of referrals....

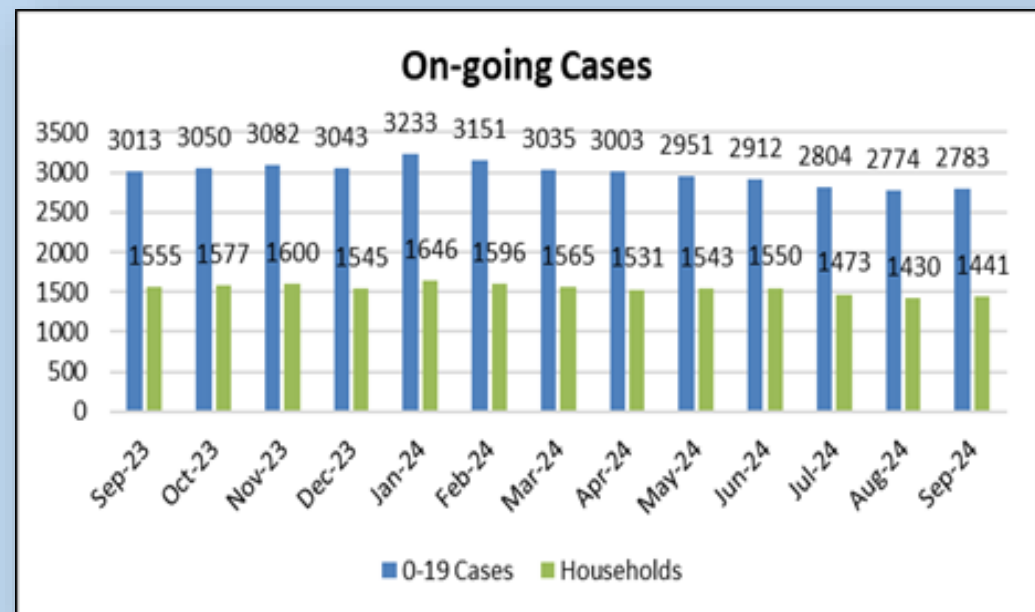
## Referrals to Children's Social Care

The number of referrals received in the 12 months ending September 2024 was **10.0%** (+536) higher than in the previous 12 months. However, the number of referrals received in Quarter 2 2024/25 (n=1331) was 95 fewer than received in Quarter 2 2023/24 (n=1426).



## Early Help Service Ongoing Cases

The number of households receiving support from the Early Help Service decreased to 1441 at the end of Quarter 1 2024/25. The number of Households has been below 1500 in each of the last 3 months. The current total is a 7% decrease (-114) from the total seen at the end of September 2023.



# The Early Help Assessment & Team

## Around the Family

10

### The strategy identifies:

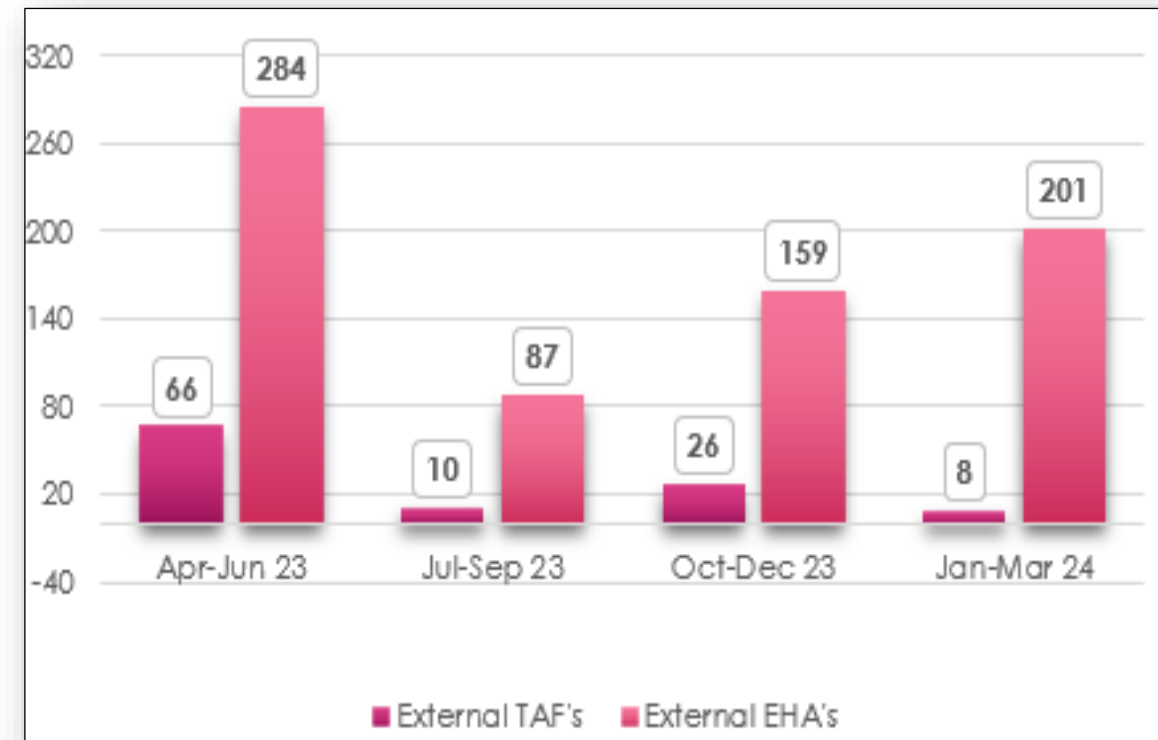
The Early Help Assessment enables agencies (e.g. schools), in partnership with families, to assess need, identify appropriate support within their agency and review progress.

The Early Help Assessment is a working document that remains with the child, from this the child's plan is developed with the child and their family.

**As a basic principle, the person offering support to a child or young person and their family should be someone who:**

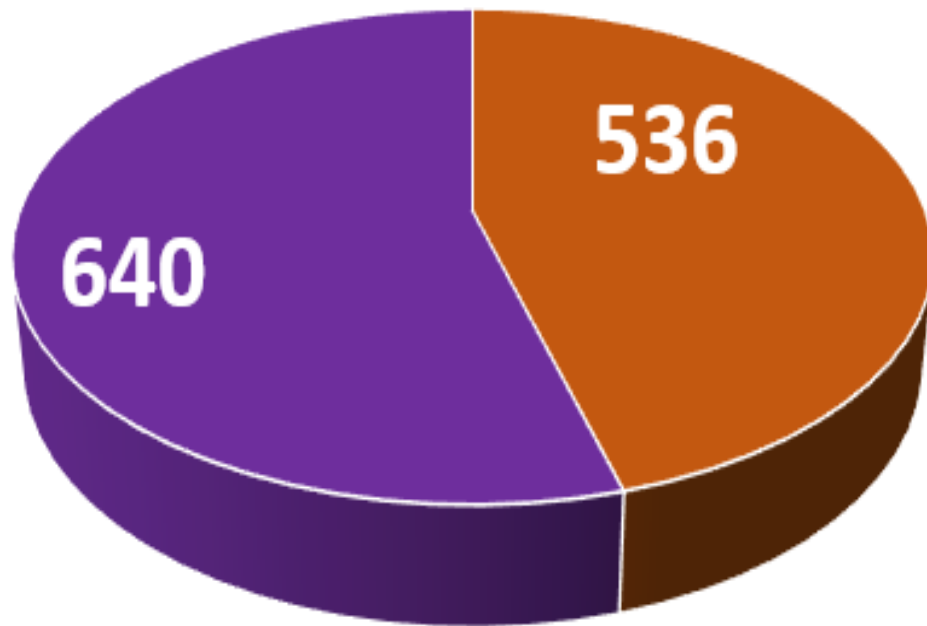
- Has a positive relationship with the child and family
- Understands the issues the child/family are facing
- Wants to make a difference

### External TAF's & EHA's





# Number of external EHA for the last two years



■ Apr-Dec 2023    ■ Jan-Sep 2024



**Strength in Relationships**

# 10 Virtual Training Offer

To embed the Early Help Strategy and provide information to build confidence and expertise of our partners we have developed a virtual training programme

Name of Session	Summer 23	Autumn 23	Spring 24	Total
Adverse Childhood Experience (ACEs)	6	5	14	25
Attendance & Enforcement		23		23
Building Resilience		9	12	21
Children Missing From Education		10		10
Compass Phoenix	1	13	12	26
Contextual Safeguarding	12	13	15	40
Cyber Crime - Prevent & Protect			4	4
Direct Work Tools	5	5		10
Drug & Alcohol Awareness	5	7	4	16
Early Help Assessments & Running a Successful TAF	3	8	2	13
Early Help for Early Years Providers Part 1		7	7	14
Early Help for Early Years Providers Part 2		7	4	11
Early Help for Pastoral Staff Part 1	10	4	12	26
Early Help for Pastoral Staff Part 2	10	5	5	20
Elective Home Education		7		7
Family Networks	4			4
Having Difficult Conversations with Parents	7	5	8	20
Reducing Parental Conflict		2		2
SENDIASS - Our role & responsibilities	16	17	14	47
Sexual Health		5	7	12
Supporting C& YP's S&EMH	17	11	21	49
Supporting LGBTQ+ Children in Schools	9			9
Supporting Service Children in Schools & EY's Settings		7	3	10
Thresholds - Safe Uncertainty	13	3	0	16
Understand Effect of DA on Children	9	14	7	30
<b>Grand Total</b>	<b>127</b>	<b>187</b>	<b>151</b>	<b>465</b>

# DfE HNB Funding to North Yorkshire

- NY funded 142/151 (revenue per head); 151/151 (capital per head)
- c£71m.
- We get £644 per pupil, top funded LA gets £1,154
- Adjusted for population, they get £58m more per annum
- At just average LA, we should get £18m more per annum.

# HNB 5-Year Forecast

**Notes:**

- We have worked with Newton to predict a cumulative deficit of £84-90m by the end of 27-28. We are currently assessing and refining the degree of variability within the model

	Mar-24 £m	Mar-25 £m	Mar-26 £m	Mar-27 £m	Mar-28 £m
Unmitigated Expenditure	81.1	87.5	97.7	108.6	120.0
Projected Income	78.1	80.4	82.9	85.3	87.9
In-year Deficit	3.0	7.1	14.8	23.3	32.1
Bal b/fwd	10.0	13.0	20.1	34.9	58.2
Bal c/fwd	13.0	20.1	34.9	58.2	90.3

Without further intervention, this scenario indicates a projection for a £90m accumulated deficit by March 2028 and a £32m in-year gap between anticipated available resources and spending predictions.

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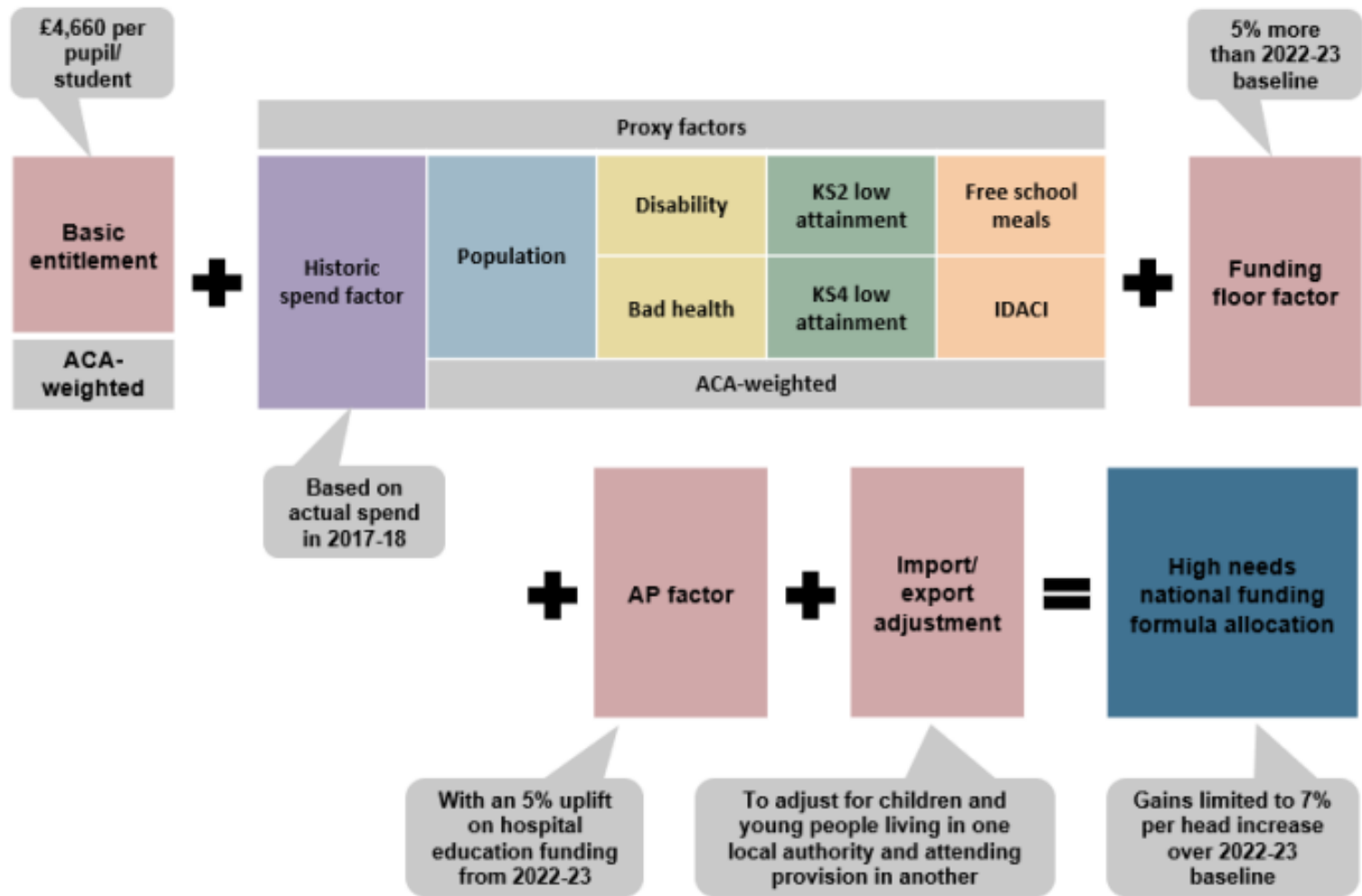
# HNB Funding per pupil - bottom

125	<u>SOUTH WEST</u>	Somerset	685.98	41.86	4.78
126	YORKSHIRE AND THE HUMBER	York	682.80	38.69	4.42
127	EAST OF ENGLAND	Essex	682.37	38.25	4.37
128	<u>NORTH WEST</u>	Cheshire East	681.29	37.18	4.25
129	<u>SOUTH WEST</u>	Devon	680.80	36.69	4.19
130	<u>NORTH WEST</u>	Westmorland and Furness	668.16	24.05	2.75
131	<u>SOUTH EAST</u>	Wokingham	666.06	21.95	2.51
132	EAST MIDLANDS	North Northamptonshire	665.39	21.28	2.43
133	EAST MIDLANDS	Nottinghamshire	664.94	20.83	2.38
134	WEST MIDLANDS	Worcestershire	663.95	19.84	2.27
135	WEST MIDLANDS	Staffordshire	660.59	16.48	1.88
136	<u>NORTH WEST</u>	Trafford	660.19	16.08	1.84
137	EAST MIDLANDS	Leicestershire	659.24	15.13	1.73
138	<u>SOUTH WEST</u>	Gloucestershire	655.66	11.54	1.32
139	EAST OF ENGLAND	Suffolk	654.85	10.73	1.23
140	<u>SOUTH EAST</u>	West Sussex	650.63	6.51	0.74
141	<u>SOUTH WEST</u>	<u>Cornwall</u>	<u>649.72</u>	<u>5.61</u>	<u>0.64</u>
142	YORKSHIRE AND THE HUMBER	North Yorkshire	644.11		
143	<u>SOUTH WEST</u>	<u>Wiltshire</u>	<u>638.88</u>		
144	WEST MIDLANDS	Herefordshire, County of	638.80		
145	EAST MIDLANDS	West Northamptonshire	634.98		
146	EAST OF ENGLAND	Central Bedfordshire	633.40		
147	<u>SOUTH EAST</u>	Hampshire	632.83		
148	WEST MIDLANDS	Shropshire	630.25		
149	<u>SOUTH EAST</u>	Oxfordshire	629.76		
150	EAST OF ENGLAND	Hertfordshire	614.02		
151	YORKSHIRE AND THE HUMBER	East Riding of Yorkshire	598.20		

# HNB Funding per Pupil - top

1	<b>INNER LONDON</b>	<b>Lewisham</b>	<b>1154.00</b>	<b>509.89</b>	<b>58.23</b>
2	OUTER LONDON	Sutton	1136.87	492.76	56.27
3	OUTER LONDON	Brent	1080.19	436.08	49.80
4	INNER LONDON	Southwark	1075.90	431.79	49.31
5	OUTER LONDON	Merton	1072.02	427.91	48.87
6	OUTER LONDON	Hounslow	1071.31	427.20	48.78
7	INNER LONDON	Lambeth	1051.54	407.43	46.53
8	INNER LONDON	Hackney	1028.88	384.77	43.94
9	INNER LONDON	Islington	1028.80	384.69	43.93
<b>10</b>	<b>INNER LONDON</b>	<b>Tower Hamlets</b>	<b>1024.41</b>	<b>380.30</b>	<b>43.43</b>
11	<u>NORTH EAST</u>	Middlesbrough	1018.90	374.79	42.80
12	<u>NORTH WEST</u>	Bury	1000.77	356.66	40.73
13	OUTER LONDON	Greenwich	997.27	353.16	40.33
14	OUTER LONDON	Ealing	978.18	334.07	38.15
15	<u>NORTH WEST</u>	Manchester	963.76	319.65	36.50
16	<u>NORTH WEST</u>	Blackpool	950.55	306.44	34.99
17	<u>NORTH WEST</u>	Knowsley	949.45	305.34	34.87
18	INNER LONDON	Haringey	947.98	303.87	34.70
19	OUTER LONDON	Croydon	946.04	301.93	34.48
<b>20</b>	<b>SOUTH EAST</b>	<b>Buckinghamshire</b>	<b>934.93</b>	<b>290.82</b>	<b>33.21</b>
21	INNER LONDON	Wandsworth	932.78	288.66	32.96
22	<u>SOUTH WEST</u>	Torbay	929.94	285.83	32.64
23	WEST MIDLANDS	Stoke-on-Trent	927.71	283.60	32.39
24	INNER LONDON	Newham	911.95	267.83	30.59
25	<u>NORTH WEST</u>	Salford	904.57	260.46	29.74
26	<u>NORTH EAST</u>	Hartlepool	899.58	255.47	29.17

# Funding Formula



# When applied to North Yorkshire

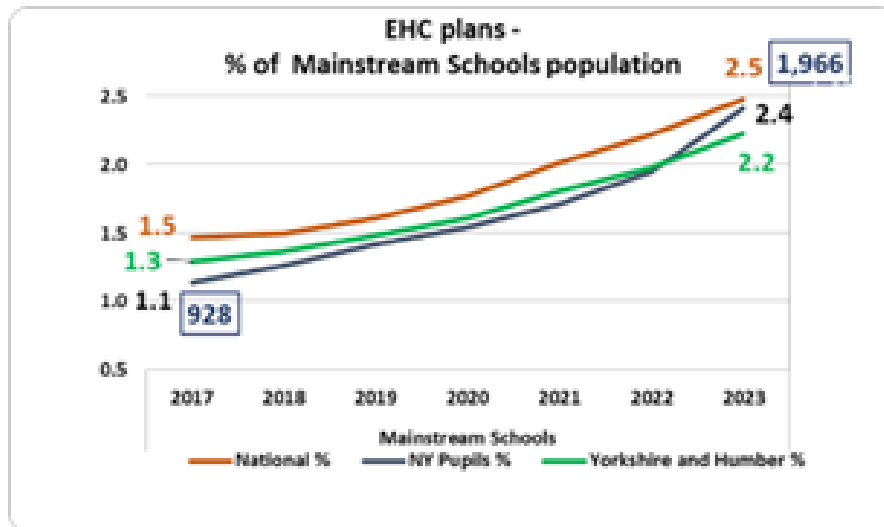
## High needs funding for North Yorkshire: comparison with England average

		North Yorkshire (£ per head [1])	National (£ per head [1])
2023-24 high needs national funding formula (NFF) and additional allocations	<b>NFF proxy factors</b>		
	Free school meals eligibility	£33	£51
	Area deprivation (IDACI [2])	£16	£54
	Low attainment at Key Stage 2	£29	£37
	Low attainment at Key Stage 4	£34	£37
	Children in bad health	£23	£38
	Disability Living Allowance eligibility	£30	£37
	Population	£237	£247
	Historic spend [3]	£215	£250
	<b>Net funding floor/gains limit factors</b>	£0	£15
	<b>Additional funding [4]</b>	£28	£35
	<b>Total 2023-24 high needs allocations (including funding floor and gains limit adjustments but excluding other NFF non- proxy factors)</b>	<b>£644</b>	<b>£802</b>



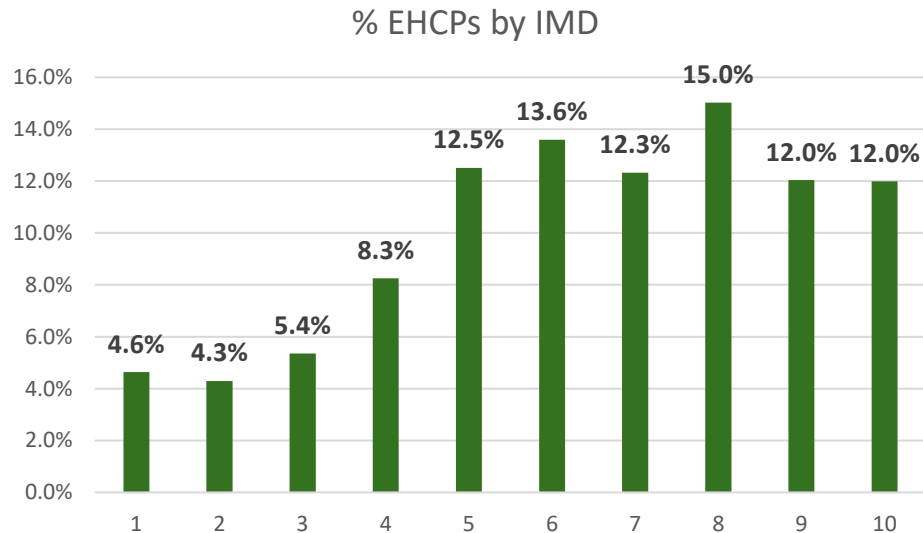
# Remove historic spend factor

It makes no sense that we are restricted on what we previously spent. LAs should as ours that had low numbers of EHCPs have now caught up with national average. This causes an unnecessary and unfair 5 year lag in funding that is not justified. Below is our numbers of EHCPs vs National. We are at national now but it will take 5 years of underfunding for our finance to catch up.



That is currently worth **£45** per pupil based on the formula, equivalent to **£5.1m per annum**

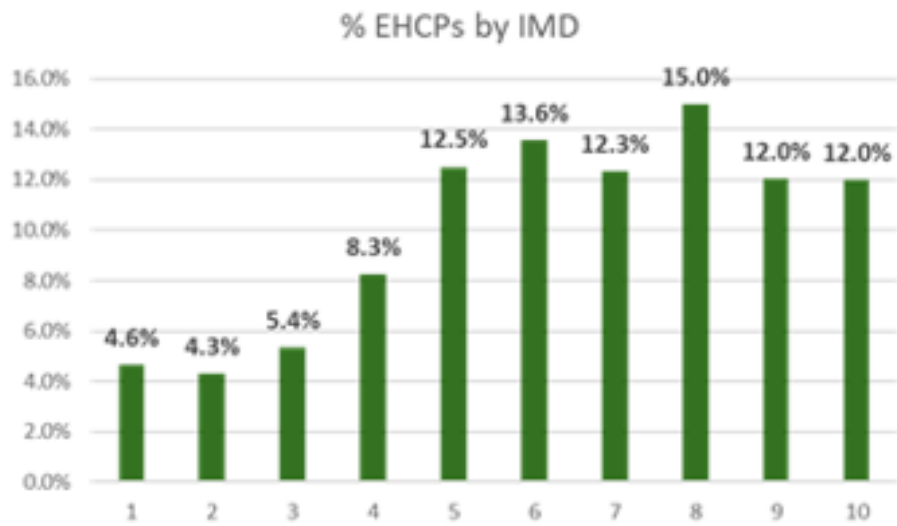
# Demand vs Deprivation



- 39% of all N Yorkshire EHCPs are from the 30% least deprived areas in North Yorkshire
  - 14% of all N Yorkshire EHCPs are from the 30% most deprived areas in North Yorkshire
  - The most EHCPs (15%) are from the 20-30% least deprived decile.
  - 27% of EHCPs are from Harrogate, Knaresborough and Ripon
  - 25% are from Scarborough, Whitby and Ryedale
  - 21% are from Hambleton and Richmondshire
  - 16% of EHCPs are from Selby
  - 8% are from Craven
- 3% are from children other LAs

# Remove/reduce deprivation factors

SEND is not about deprivation. It effects all IDACI groups. In fact, the system is so uncontrollable, it follows the opposite of deprivation. Until there is significant reform of the system, this should be recognised and the deprivation factors removed or reduced in the formula.



That is worth **£74** per pupil, equivalent to **£8.4m per annum**

# Based more on population

There is no justifiable reason for adjusting for population, the formula should be based only on the numbers of children in area. Indeed, we could also argue that there should be sparsity factors that *increase* our formula here above average.

**That is worth £11 per pupil, equivalent to £1.2 million per annum**

# Total Adjustment Recommendations

Removal of these three (historic spend, deprivation and population) factors taken together **would increase** our per pupil figure from **£676 to £806**.

This is still below the average National figure of **£832**, but would be **worth £14.7m per annum more**.

**Remove 7% gain cap and introduce/increase minimum per pupil based on current average.**

In essence, I mean do all the above **AND** remove the **7% gains cap** that also exists to allow us to catch up quicker.

# HNB Funding ask

We don't expect to be funded at the top, but it's not a level playing field (we're also poorly funded for secondary schools + diseconomies of scale – exacerbating the problem when small schools are trying to balance the books)

- Remove historic spend factor
- Remove deprivation factors
- Base more on population
- Remove 7% gain cap and increase funding to lower per pupil LAs.

# Safety Valve

- 34 LAs have benefitted from the DfE's "safety valve". They have received £1bn extra. Amounting to £30m average each.
- Only 4 are in the bottom quartile in funding, none are below North Yorkshire. On average, they also receive £23m more than us per annum.
- Over 50 more LAs, including North Yorkshire are in DBV and these 50 have funding ranges all over the HNB table.

# Other Funding Issues

**Capital:** We are the lowest funded (per head) local authority in terms of High Needs capital allocations. We have a £20.5m capital programme for our specialist estate aiming to create up to 350 places.

**Transport:** Increases in specialist SEND placements (i.e. where not local school) have driven a significant increase in the cost of Special Transport (Home to School).

**Related Financial Pressures:** Demand for EHCPs and SEN support have also driven additional costs in relation to SEN assessment and co-ordination, Education Psychologists (statutory requirement) and specialist teachers.



# National Picture

- Everywhere is struggling
- We continue to lobby as part of f40 group
- DfE Improvement Plan is inadequate
- Significant reform and funding is needed
- SEND inspection framework universally unpopular; agree one is needed but inspecting a system that has not had the required changes by government

# The DfE have two choices.....

1. Pay properly for the system you introduced and are responsible for funding
2. Reform the system to one that you can afford.

# **National Audit Office Report on SEND**

## **Key Findings and Recommendations**

# Performance of the system

Since 2019, there has been no consistent improvement in outcomes for children and young people with SEN.

Families and children lack confidence in a SEN system that often falls short of statutory and quality expectations.

DfE does not know with confidence how much capacity should be planned, and where, to meet future needs.

State special schools are over capacity which may lead to poor value for money.

If unreformed, the SEN system is financially unsustainable.

# Improving the current system

DfE has committed to improving the system, undertaking various initiatives, although there is no evidence these will fully address the challenges.

DfE has set up programme management processes but has not brought together its initiatives into a clear actionable plan, making it harder to understand progress and make decisions.

DfE has taken steps to tackle local authorities' immediate financial pressures, but these will not provide a sustainable system.

Since 2014, DfE has been aiming for mainstream schools to be more inclusive, but there is limited evidence of progress.

The factors influencing rapid increases in SEN can be hard to quantify which inhibits DfE's ability to focus on addressing root causes, many of which extend beyond its remit.

Although organisations have clear responsibilities, misaligned priorities and incentives create challenges to a whole-system approach.

# Conclusion

Following the Children and Families Act 2014, there have been significant increases in the number of children identified as having SEN, particularly those with EHC plans specifying a need for support in more expensive settings.

Since 2015, demand for EHC plans has increased 140%, leading to 576,000 children with plans in 2024. There has also been a 14% increase in the number of those with SEN support, to 1.14 million pupils in school.

These changes have increased the cost of the SEN system. Although DfE has increased high-needs funding, with a 58% real-terms increase between 2014-15 and 2024-25 to £10.7 billion, the system is still not delivering better outcomes for children and young people or preventing local authorities from facing significant financial risks.

DfE estimates that some 43% of local authorities will have deficits exceeding or close to their reserves in March 2026. This contributes to a cumulative deficit of between £4.3 billion and £4.9 billion when accounting arrangements that stop these deficits impacting local authority reserves are due to end.

**As such, the current system is not achieving value for money and is unsustainable.**

DfE has been implementing its 2023 plan for system improvement, but there remain significant doubts that current actions will resolve the challenges facing the system. None of the stakeholders we spoke to believed current plans would be effective.

The government has not yet identified a solution to manage local authority deficits arising from SEN costs, and ongoing savings programmes are not designed to address these challenges.

Given that the current system costs over £10 billion a year, and that demand for SEN provision is forecast to continue increasing, **the government needs to think urgently** about how its current investment can be better spent, including through more inclusive education, identifying and addressing needs earlier, and developing a whole-system approach to help achieve its objectives.



# Recommendations

**Given the challenges facing the SEN system, DfE and the wider government should:**

- a. explicitly consider whole-system reform, to improve outcomes for children with SEN and put SEN provision on a financially sustainable footing;
- b. undertake work to understand the root causes behind increases in SEN and demand for EHC plans and special school places to ensure the whole system addresses them; and
- c. build a more integrated system by, for example, developing a shared understanding of how identifying and supporting SEN should be prioritised, including within the health system; ensure those with accountability can act, including local authorities requiring providers to accept pupils; and consider where multi-disciplinary teams can make jointly-owned support decisions.

## **To make better use of funding, DfE should:**

- d. as a matter of urgency, work with MHCLG and HM Treasury, to share with local authorities its plans for ensuring each local authority can achieve a sustainable financial position once the statutory override ends in 2025-26, including how cumulative deficits will be treated and any wider financial impact managed;
- e. develop its use of evidence to better understand how and why pupil numbers change across different settings to assess the need for spaces across local areas and types of setting, and how this will impact, for example, home-to-school transport costs;
- f. develop a vision and long-term plan for inclusivity across mainstream education. This should consider opportunities to adapt funding and accountability arrangements to encourage inclusivity, building an evidence base for where mainstream settings can best support children with SEN; and how to improve parents' confidence;

# What the secretary of state has said:

*I want all children with SEND to achieve and thrive as well.*

*But last month's report from the National Audit Office confirmed what parents and people in this room already knew:*

- *A system neglected to the point of crisis*
- *A system too skewed too far towards specialist provision*
- *A system failing families on every measure*

*Now is the time for bold reform.*

*And let me be clear: the direction of that reform is inclusive mainstream.*

*I have been really encouraged to see some great examples of mainstream schools delivering specialist provision and showing what is possible – including through the use of SEN Units and Resourced Provision.*

*We will encourage more schools to set up this form of provision.*

*Taking what works and applying it in mainstream schools.*

*And our actions will go deeper.*

*The Curriculum and Assessment Review will look at the barriers which hold back those with SEND.*

*Early intervention is vital – so there's increased training for early years providers to identify and support children sooner.*

*We're making progress to support the workforce in mainstream to increase SEND expertise, including through changes to initial teacher training.*

*We will strengthen accountability on mainstream schools to be inclusive, including through Ofsted inspections.*



*We have to get this right. A comprehensive system of support from birth to age 25.*

*The key to delivering all this, achieving and thriving for all our children, is collaboration.*

*I know you agree.*

*“Public institutions, civic in their outlook, anchored in their communities”. Those are your words.*

*If we want to tackle the epidemic of school absence, children need to feel that they belong in school.*

*If we want to transform the outcomes of all young people with SEND, children need to feel that they belong in school.*

*And if we want young people to leave our school system, not just with A\*s in their pocket, but with a sense of power and purpose, children need to feel like they belong.*

*This government will always be strong on standards.*

*But those standards will forever be in the pursuit of what's best for children.*

*Because if we fall into that trap of chasing a narrow shade of standards, structures-driven rather than child-focused, then children with SEND get swept to the side, and attendance crashes.*

*A sole focus on achievement is doomed to fail.*

*But achieving and thriving, together – that's what gave me a brighter future.*

*That's what will give a brighter future to generations to come.*

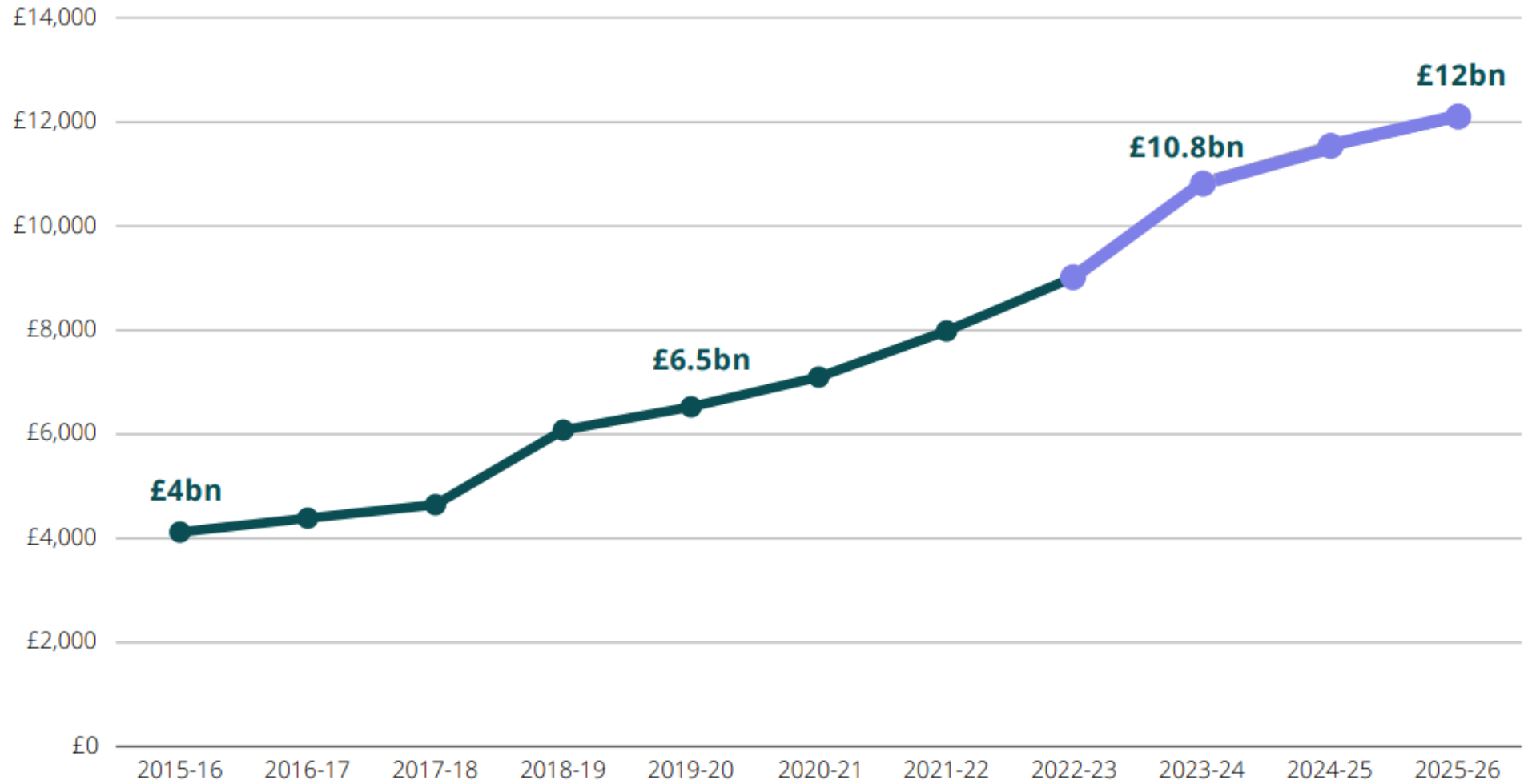
# **Gary Fielding**

## **Corporate Director Resources**

**High Needs Block – A Finance director's  
perspective**



**Figure 8: Chart showing reported expenditure on SEND by LAs in England between 2015-16 and 2022-23, and estimated expected expenditure to 2025-26 (£ million) (Source: section 251 returns and Isos Partnership and Society of County Treasurers financial survey)<sup>13</sup>**



Inflation  
2014 to 2024  
roughly 50%  
using RPI

# National Cost of Placements

Average cost of high needs placements the average cost to the high needs block of placing a child with an EHCP in a mainstream school in 2023/24 was £8,200 (as a top-up from the high needs block; this figure does not include “base” funding from schools’ delegated budgets);

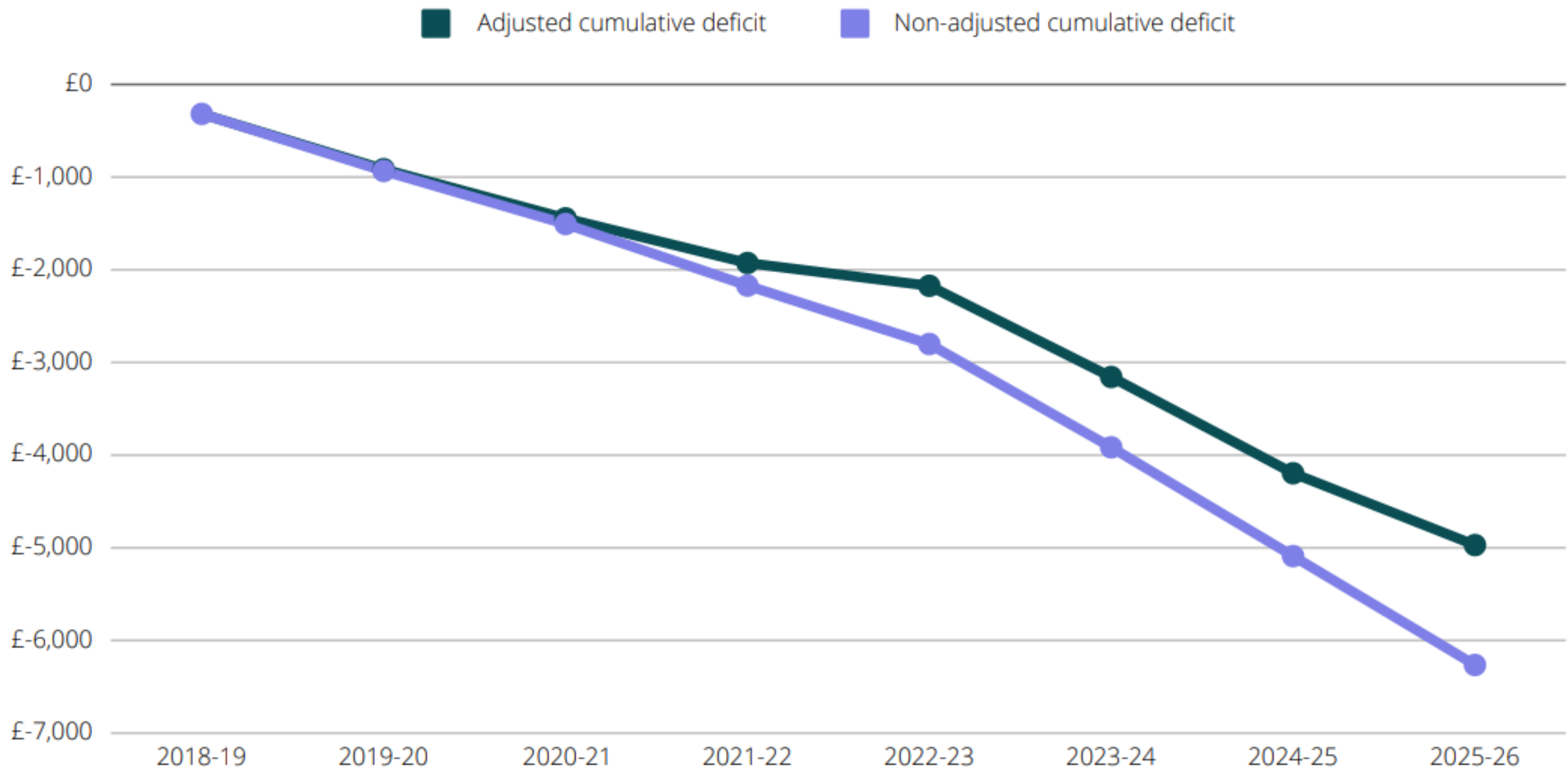
the average cost to the high needs block of placing a child in a state-funded special school was £25,000, which we have assumed equates to a top-up of £15,000 on top of “base” funding of £10,000 per commissioned place; and

the average cost to the high needs block of a placement in an INMSS was £58,500

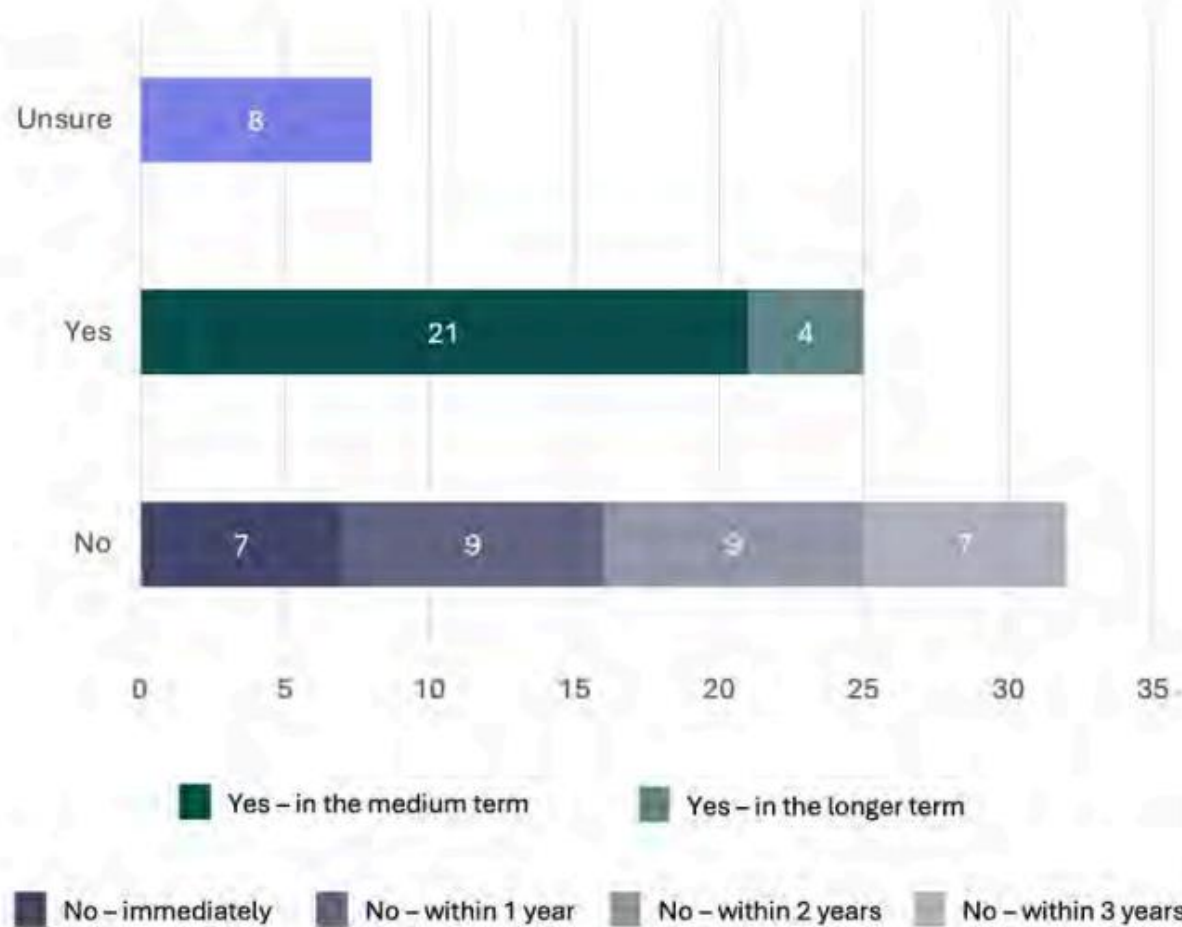
**Table 2: SEND-related expenditure and high needs spend per EHCP by LA type**

<b>LA Type</b>	<b>Per capita SEND-related spend (2022-23)</b>	<b>SEND-related spend per EHCP (2022-23)</b>	<b>High needs block allocation per capita (2022-23)</b>
Metropolitan Borough	£486	£16,975	£456
London Borough	£619	£20,656	£564
Non-CCN unitary LA	£499	£17,693	£447
CCN LA	£508	£16,357	£426

**Figure 12: Chart showing estimated cumulative high needs deficit (£ million) between 2018-19 and 2025-26 (predicted)**  
**(Source: Isos Partnership and Society of County Treasurers financial survey)**



**Figure 15: Chart showing survey responses to the question of whether LAs would continue to be solvent if the statutory override was removed (Source: Isos Partnership and Society of County Treasurers financial survey)**



# Conclusions: National Picture

Recent research suggest high needs spending by LAs exceeded high needs block allocations by £890 million in 2023-24, and could rise to £1.1 billion and £1.3 billion over the next two years

The cumulative high needs deficit has risen from £300 million in 2018-19 to £3.16 billion currently. This is money that has already been spent, and, through what is called the “statutory override”, is ring-fenced as local authority debt.

Half of LAs say that, if the statutory override was removed, they would be insolvent within a year (25%) or within three years (25%).

In 2023-24, 85% of LAs that responded to our survey reported an overall cumulative high needs deficit.



# North Yorkshire HNB

	2025/26	2026/27	2027/28
<b><u>In Year Position</u></b>	£M	£M	£M
High Needs Deficit	7	15	23
Other Services Deficit	26	41	34
Overall Deficit	33	56	57
<b><u>Cumulative Position</u></b>			
<i>HNB "IOU" on bal sheet</i>	20	35	58

# HNB Forecast

	Mar-24 £m	Mar-25 £m	Mar-26 £m	Mar-27 £m	Mar-28 £m
Unmitigated Expenditure	81.1	87.5	97.7	108.6	120.0
Projected Income	78.1	80.4	82.9	85.3	87.9
In-year Deficit	3.0	7.1	14.8	23.3	32.1
Bal b/fwd	10.0	13.0	20.1	34.9	58.2
Bal c/fwd	13.0	20.1	34.9	58.2	90.3

Without further intervention, this scenario indicates a projection for a £90m accumulated deficit by March 2028 and a £32m in-year gap between anticipated available resources and spending predictions.





# Conclusions: North Yorkshire

1. High Needs is biggest single financial pressure and risk for NYC
2. Unsustainable position in NY and nationally.
3. Ticking timebomb & financially negligent on part of government = statutory override and debt
4. NY funding levels so poor that not possible to resolve within NY system, BUT we need to do all we can collectively to mitigate
5. NYC prepared to invest but need to arrest the projected curve

**Emma Phillips**  
**Head of Safeguarding Partnerships**

**‘Joining the Dots’**

# **‘Joining the Dots’ Serious Youth Violence and Exploitation across North Yorkshire**



Emma Phillips – Head of Safeguarding Partnerships, North Yorkshire Council

# North Yorkshire Safeguarding Children Partnership (NYSCP)



**Assistant Chief Constable Catherine  
Clarke**  
North Yorkshire Police



**Stuart Carlton, Director of Children  
Social Care**  
North Yorkshire Council



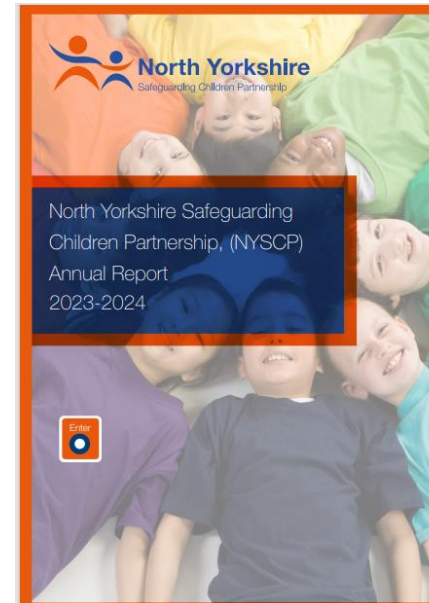
**Michelle Carrington, Place Nurse**  
Director North Yorkshire and York  
Humber and North Yorkshire Integrated  
Care Board



**Heather Pearson**  
Independent Scrutineer and  
Executive Chair



HM Government



## Working Together to Safeguard Children 2023

A guide to multi-agency working  
to help, protect and promote the welfare  
of children

December 2023

# Being Young in North Yorkshire

**“All children and young people are safe, happy, healthy and able to achieve in North Yorkshire”**



## Four key themes

### Theme One

## A safe life

- Protected from harm
- Live in safe communities
- Supported by Family networks

### Theme Two

## A happy family life

- Families are empowered to be resilient
- School Years are happy
- Community Support Networks help families thrive

### Theme Three

## A healthy life

- Promote health and wellbeing through positive choices
- Improve Social, Emotional and mental Health
- Reduce health inequalities

### Theme Four

## Achieving in life

- Ensure children are 'School Ready'
- Raise Achievement levels for all
- Create environments where children have aspirations for their future



# Overview

- Definition of serious youth violence and child exploitation
- National Picture of Serious Youth Violence and Exploitation
- Data picture for North Yorkshire
- JTAI Serious Youth Violence Mock Audit
- Key findings for NYSCP
- Next Steps





INDEPENDENT · 1d · on MSN

### [Teenager appears in court accused of attempting to murder 13-year-old girl in Yorkshire](#)

A teenager has appeared in court charged with attempting to murder a 13-year-old gir...

# Boy, 15, jailed for stabbing two teenagers with scissors during fight at Harrogate's Valley Gardens

## Teenager in hospital following 'violent incident'



JACOB TOMLINSON/BBC

North Yorkshire Police is investigating the incident and has appealed for witnesses



Sign in



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News

Sport

Weather

## NEWS

Home | InDepth | Israel-Gaza war | US election | Cost of Living | War in Ukraine

# Seb Mitchell: Teen fatally stabbed after glass frame smashed - court

17 August 2023

# Definition

## Serious Violence

- Homicide
- Violence with Injury (Attempted Murder, Endangering Life, Grievous Bodily Harm, Actual Bodily Harm, Administering Poison with Intent to Injure, Non-Fatal Strangulation and Suffocation)
- Domestic Abuse
- Rape and Sexual Offences
- Weapon Related Violence; including Weapon Possession
- Arson Endangering Life
- Stalking and Harassment; non-domestic

[Serious Violence Duty - York & North Yorkshire Office for Policing, Fire, Crime and Commissioning \(northyorkshire-pfcc.gov.uk\)](https://www.northyorkshire-pfcc.gov.uk)

## Wider Harms Outside the Home

- Child Criminal Exploitation (including county lines, financial exploitation and organised crime groups)
- Child Sexual Exploitation
- Missing from Home Behaviour
- Modern Slavery and Human Trafficking
- Online Child Exploitation
- Peer on peer exploitation/teenage relationship abuse
- Radicalisation and extremism

[Mace-and-Contextual-Safeguarding-Strategy-2024.pdf \(safeguardingchildren.co.uk\)](https://www.safeguardingchildren.co.uk/Mace-and-Contextual-Safeguarding-Strategy-2024.pdf)



# National Learning

THE CHILD  
SAFEGUARDING  
PRACTICE REVIEW PANEL

## It was hard to escape

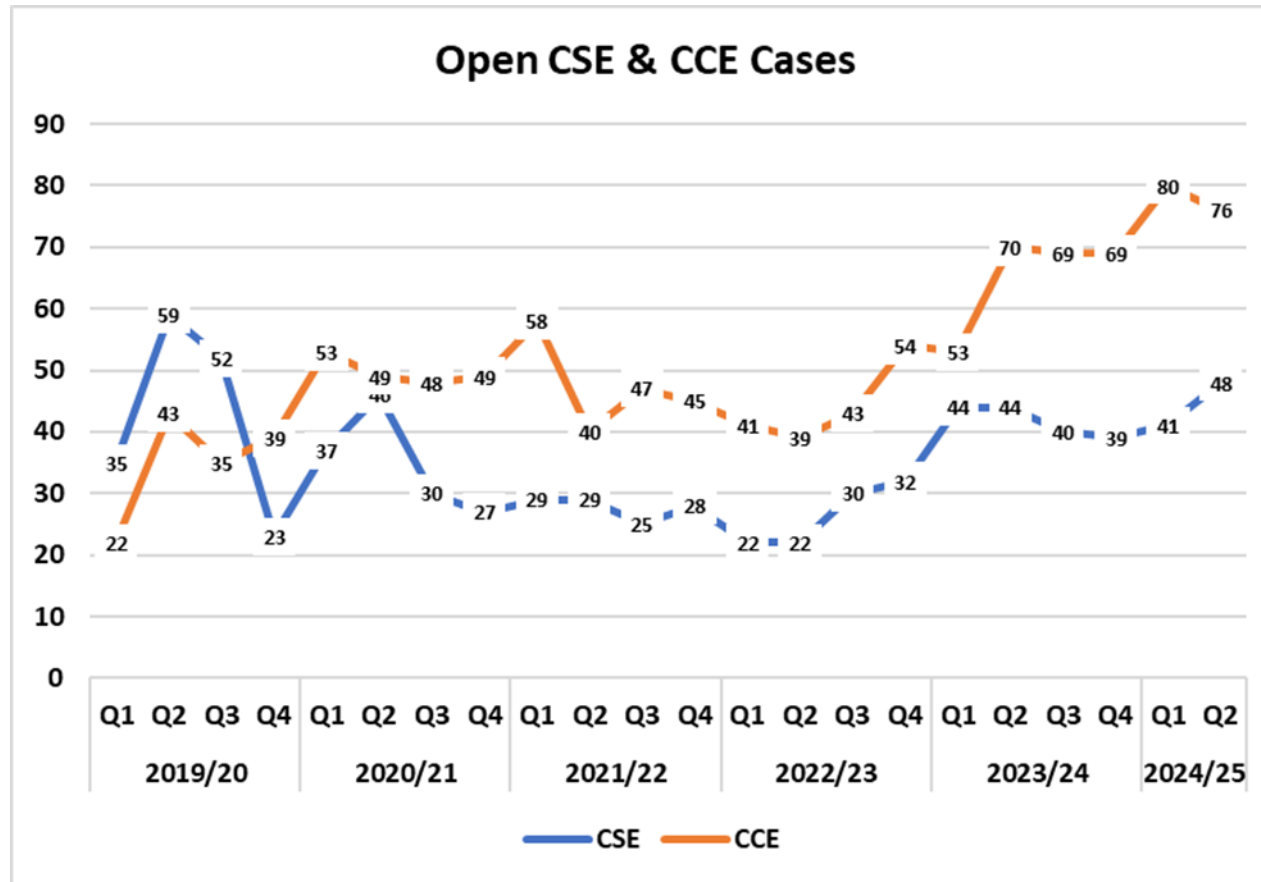
**Safeguarding** children at risk  
from criminal exploitation

21 children from  
17 different LAs  
where the child  
died or was  
seriously harmed

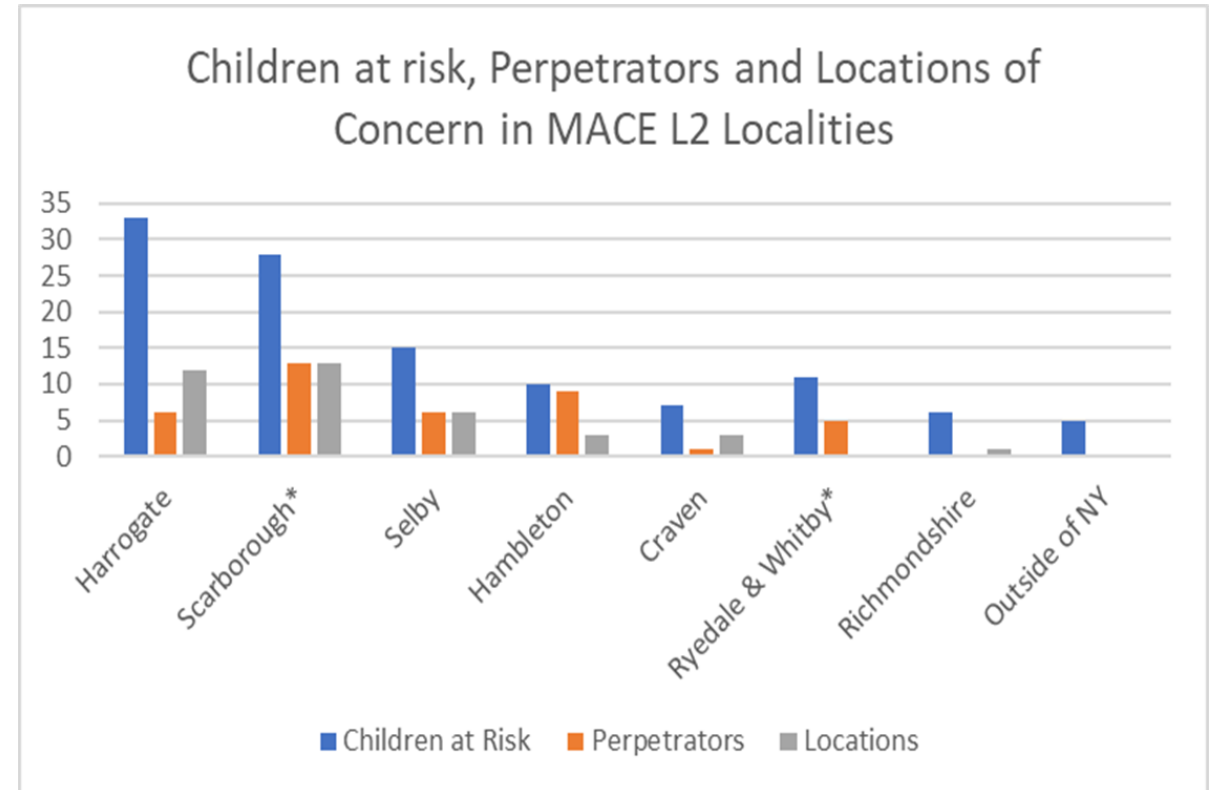
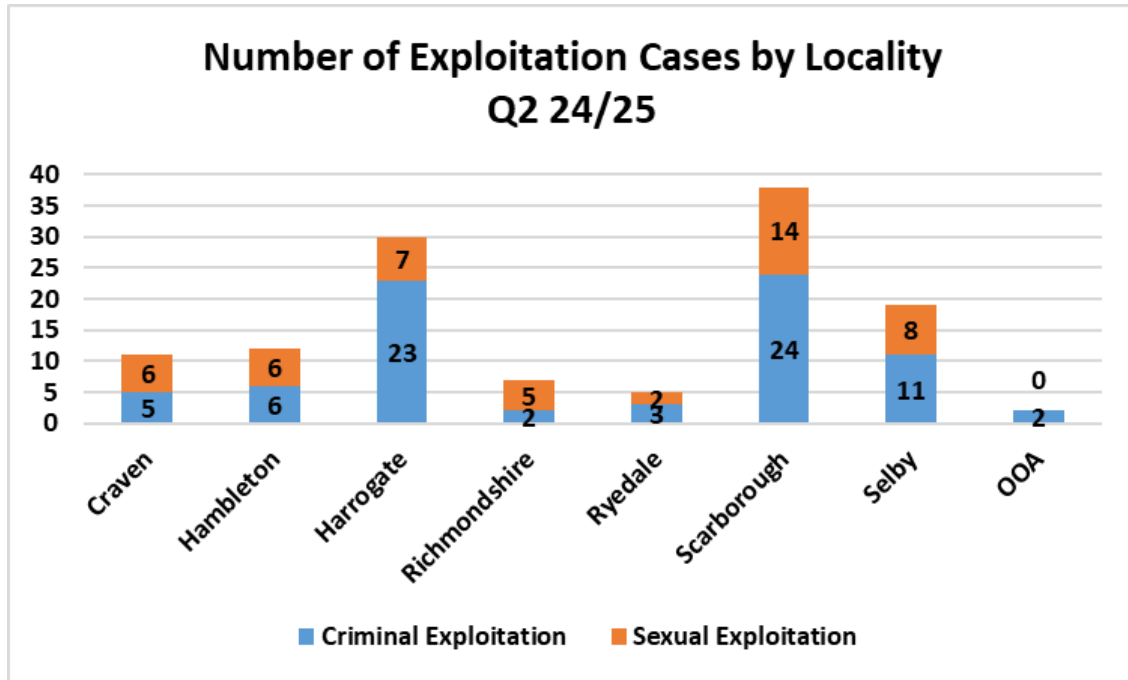
- Ethnicity and gender are factors
  - Nearly  $\frac{3}{4}$  were male and BAME
- Known risk factors not always a predictor
  - 2/21 were looked after children, most not known to Children Social Care
- School exclusion was a trigger point 17/21 had been excluded
- Critical moments
  - School exclusion
  - Physical violence first used
  - First arrested
- Trusted relationships are critical
- Parental involvement is nearly always a protective factor
- Needs to be a greater focus on disrupting perpetrators



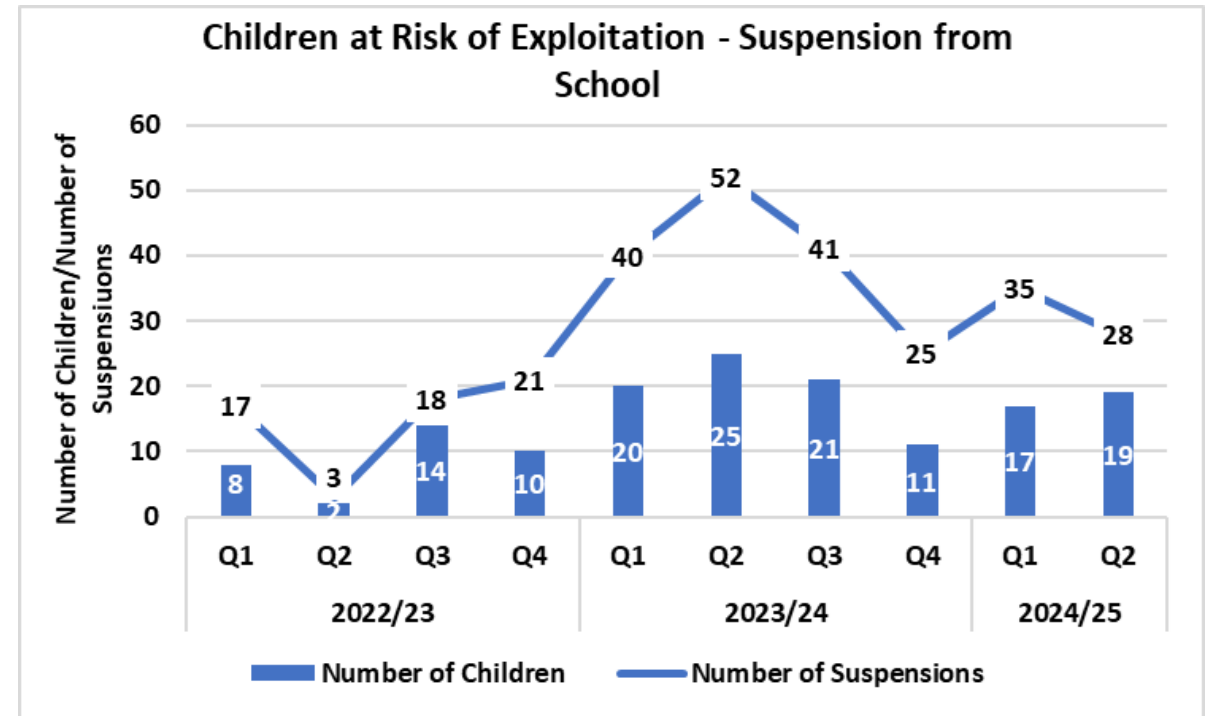
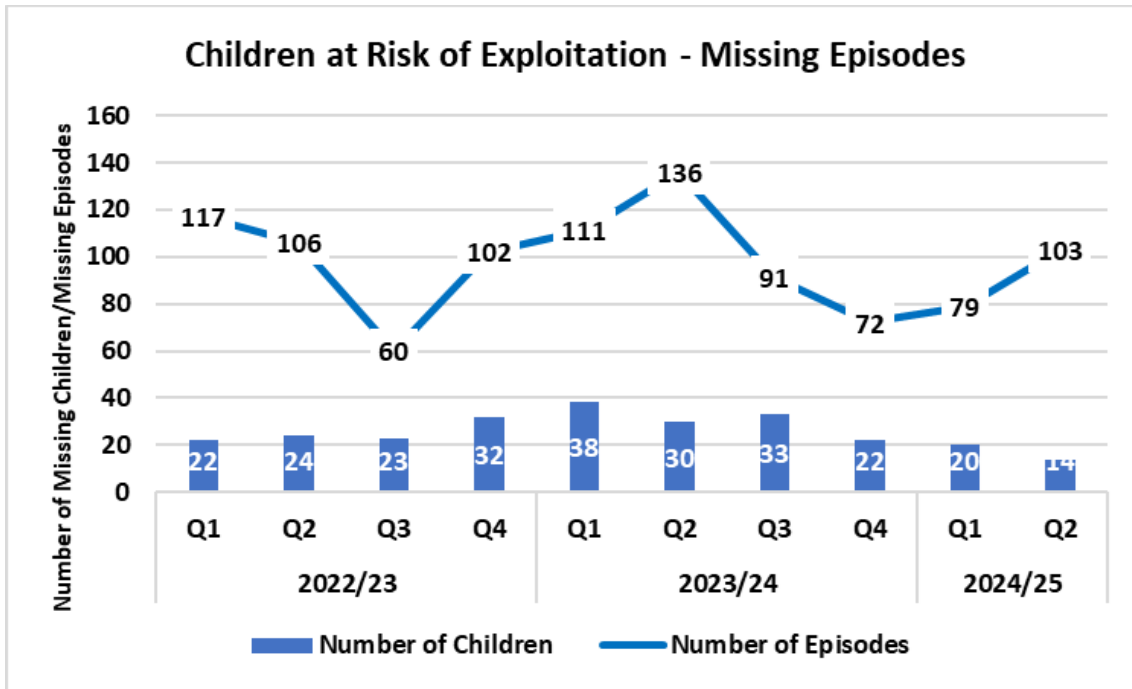
# Data – North Yorkshire



# Data in Localities



# Increased vulnerability



# Focus of JTAI – Strategic partnership responses to serious youth violence

- **Joint Targeted Area Inspections (JTAs)** are carried out under Section 20 of the Children Act 2004. JTAs are a thematic inspection of multi-agency arrangements. The current theme is serious youth violence, and the inspection will consider:
  - The response to all forms of child abuse, neglect, and exploitation at the point of identification.
  - The quality and impact of assessment, planning, and decision making in response to notifications and referrals.
  - Protecting children and young people at risk of specific types of harm or the support and care of children looked after and/or care leavers.
  - The leadership and management of this work.
  - The effectiveness of local safeguarding arrangements in relation to this work.
- In June 2024, in preparation for a potential inspection, NYSCP set up a task group and coordinated a dry run of the audit to seek assurance around the effectiveness of our arrangements.



# North Yorkshire cases considered

- Child level data was identified from the Annex A in the same way that would take place in a JTAI inspection.
- Six children were identified for the audit who fit the JTAI criteria, and their case files were selected to be audited.
- All six children were male birth gender and were either at high or medium risk of child criminal exploitation.
- Four were on a child protection plan, one was child in need, and one child was looked after.
- The six children were aged between 14 – 17\* years of age and all were known to multi agency partners.
- All six children had their ethnicity listed as white British.
  
- Limitations of small case size, gender and ethnicity were acknowledged.

*\* 14 – 17 years was the age of the children at the time of the audit, however for many of the children they had been identified as being at risk of exploitation at a much younger age. For some this was as young as 10 years old.*

# Key themes specific to young people's lived experience

- **Domestic abuse/parental conflict.**
- **Separated parents and/or absent parents (often fathers).**
- **Young people's substance usage and/or substance usage by parents.**
- **Neurodiversity within young people, often children had Special Education Needs and Disabilities, and many had Education, Health and Care Plans (EHCP) which was coupled with poor or limited attendance in education.**
- **Children not in full time education**
- **A number were being exploited by Organised Crime Groups.**
- **A number presented to A & E with significant harm e.g., a fractured eye socket and cardiac arrest following an overdose.**
- **All had experienced adverse childhood experiences and trauma.**
- **Bereavement of significant family members who were protective factors.**
- **Cross border criminality was also a significant factor in a number of the children's experiences.**

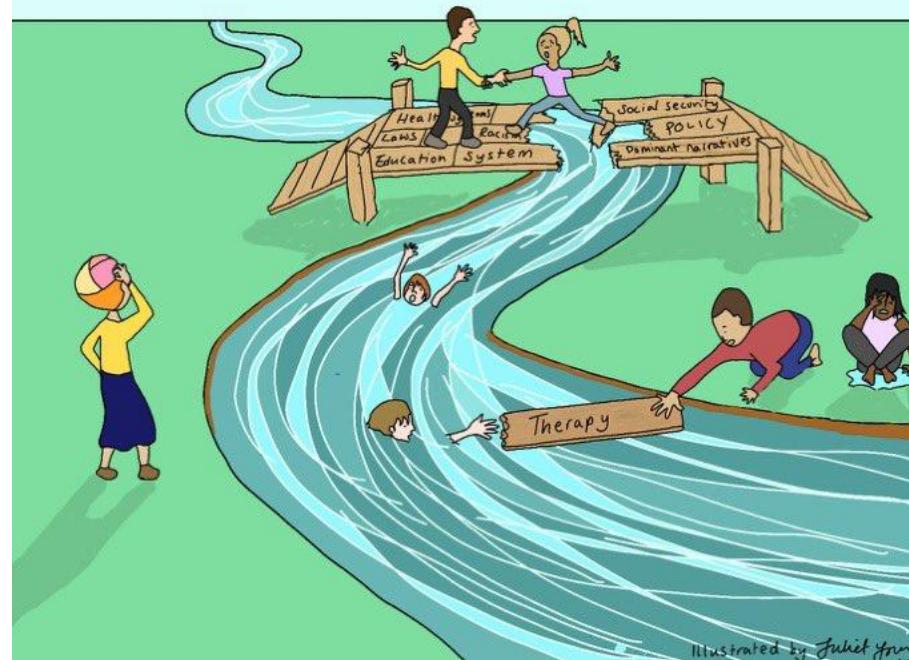
# Key Findings - Education

- **Multi-agency working – link between contextual safeguarding and children's plans**
- **Limited attendance and engagement in education**
- **Unstructured time = opens up further opportunities for exploitation**
- **National Child Safeguarding Panel Review in 2020 'It was hard to Escape' – school attendance/suspension/exclusion/transition to secondary – key intervention points.**
- **The audit group saw one young person who was at high risk of exploitation, who a number of professionals and struggled to engage with, rarely missed his time with the education provider, he shared he really enjoyed his time there. His time however was limited often only providing an hour a day of input. Further opportunities to develop this were identified, as it was something that was clearly working, and it was something that he clearly enjoyed.**
- **Alternative provision often connects vulnerable young people, increasing the risk of harm through local networks.**
- **Engagement in the MACE Level 2 locality meetings was varied – schools need to ensure they have representation at these meetings to understand the contextual safeguarding concerns in the local area.**



# Recommendations

There comes a point where we need to stop just pulling people out of the river. Some of us need to go upstream and find out why they are falling in. (Desmond Tutu)



# Next steps



## Summarised Version - Joint Targeted Area Inspection (JTAI) into Serious Youth Violence Mock Audit Findings

### Background

[Joint Targeted Area Inspections \(JTAs\)](#) are carried out under Section 20 of the Children Act 2004. JTAs are a thematic inspection of multi-agency arrangements. The current theme is serious youth violence, and the inspection will consider:

- The response to all forms of child abuse, neglect, and exploitation at the point of identification.
- The quality and impact of assessment, planning, and decision making in response to notifications and referrals.
- Protecting children and young people at risk of specific types of harm or the support and care of children looked after and/or care leavers.
- The leadership and management of this work.
- The effectiveness of local safeguarding arrangements in relation to this work.

In June 2024, in preparation for a potential inspection, NYSCP set up a task group and coordinated a dry run of the audit to seek assurance around the effectiveness of our arrangements.

### Cases Considered

- Six children were identified for the audit who fit the JTA criteria, and their case files were selected to be audited. They were all male birth gender and either high or medium risk of child criminal exploitation.
- Four were on a child protection plan, one was a child in need, and one child was looked after.
- They were between 14 – 17 years of age and all were known to multi-agency partners.
- All six children had their ethnicity listed as white British.

### Limitations

- Due to the small cohort of cases audited, the findings are not necessarily indicative of all young people's experience. Those children selected from the Annex A were all white British male gendered children. Therefore, the experiences of female birth gendered children, those not at risk of exploitation or vulnerable to other forms of serious youth violence and/or from other ethnic groups may be different.

### Key Themes Specific to Young People's Lived Experience

- Domestic abuse/parental conflict.
- Separated parents and/or absent parents.
- Young people's substance usage and/or substance usage by parents.
- Neurodiversity within young people, often children had Special Education Needs and Disabilities and many had Education, Health and Care Plans which was coupled with poor or limited attendance in education.
- Not in full time education.
- A number were being exploited by Organised Crime Groups.
- A number presented to A & E with significant injuries.
- All had experienced adverse childhood experiences and trauma.
- Bereavement of significant family members who were protective factors.
- Cross border criminality was also a significant factor in a number of the children's experiences.



NYSCP Executive have agreed to NYSCP setting up a small task and finish group to create an options paper for consideration of a Harms outside the Home Pathway in line with best practice nationally from the [Department for Education's pilot areas](#).



NYSCP Executive to consider whether the creation of a high-risk review panel would provide greater assurance and ensuring a shared and equal ownership of the risk management and disruption activity for those at highest risk across the county.

[Emma.Phillips@northyorks.gov.uk](mailto:Emma.Phillips@northyorks.gov.uk)

# Julie Bunn

## Head of Alternative Provision and Virtual School Head

## Who is losing learning?

Gill K, Brown S, O'Brien C, Graham J and Poku-Amanfo E (2024)

Who is losing learning?: The case for reducing exclusions across mainstream schools, IPPR and The Difference. <http://www.ippr.org/articles/who-is-losing-learning>

# Introduction

**Key Message:** The report addresses the alarming rise in school absence and exclusion, particularly among disadvantaged children.

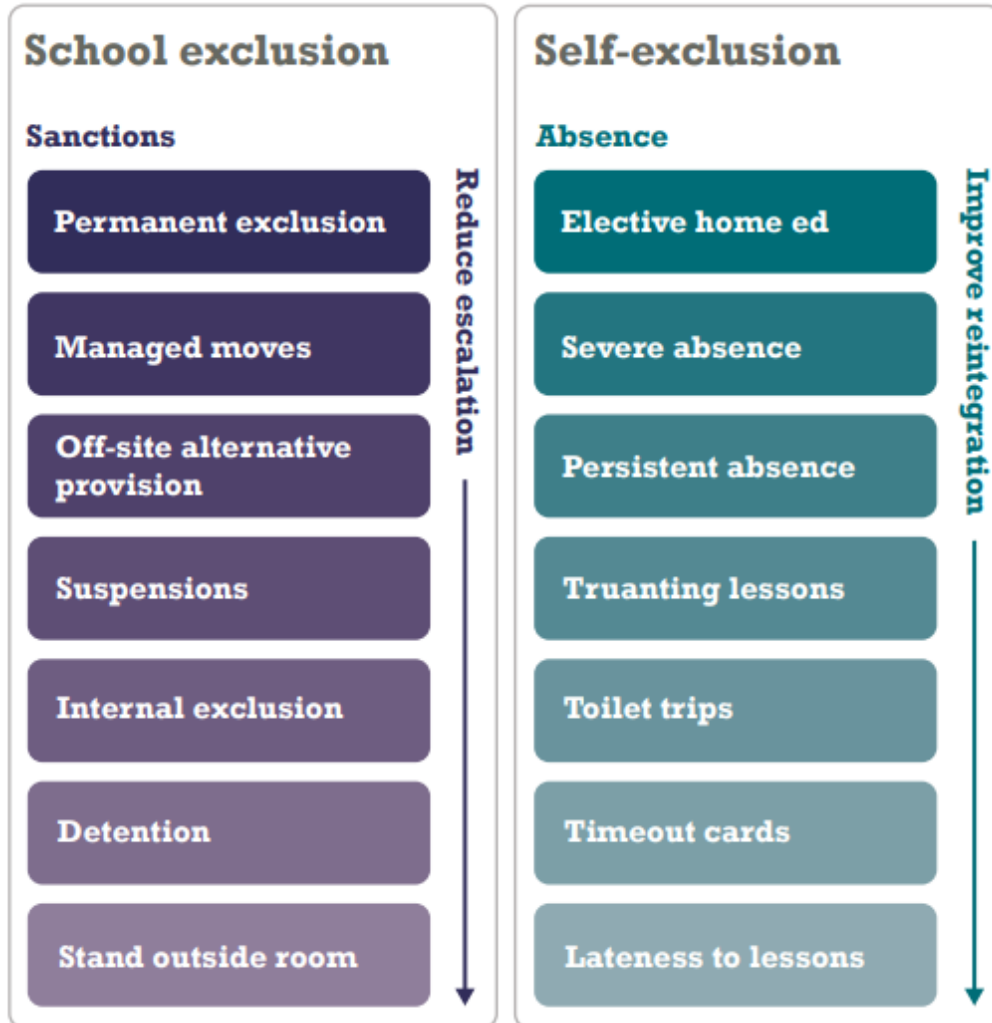
## Overview:

The report reveals that many widely-used estimations of exclusions and absences have failed to capture the full picture of children losing learning nationally.

It introduces an 'exclusions continuum' covering 14 types of 'losing learning' (including exclusions, suspensions and unauthorised absences) and finds that the most vulnerable children are most likely to miss out across this continuum.

Poorer children, children known to social services, those with school-identified special educational needs (SEN) and/or mental ill health, and children from ethnic minority backgrounds disproportionately experience missed learning.

# The exclusions continuum



## Report introduces ‘the exclusions continuum’

- **Any cause** which prevents a child from being in the classroom or where they are withdrawn from their mainstream school community, can be seen as a form of exclusion.
- This is a **radical re-conception** that brings together every child who misses out on their right to an education because they are not in class, in school, or they have been moved out of their local community setting.
- Only by focusing on **solutions that encompass the whole continuum** of exclusion will we fully realise the potential of all children.



# Disparities in lost learning

Who is most affected?

- Students from low-income backgrounds
- Students known to social services
- Students with SEND
- Students with mental health issues
- Students from ethnic minority backgrounds
- Boys

Indicator	NY context: % of all pupils*
Known eligible for FSM	17.5%
With an EHCP	2.7%
With SEN Support	13.4%
White British ethnicity	84.5%
Boys	50.8%
Young carer	0.6%

*\*% of all pupils in primary and secondary schools in North Yorks (school census)*

# Long-term consequences of lost learning

- **Cost to the state:** New analysis for this report finds lifetime costs of at least £170,000 per child directly associated with permanent exclusion - for last year's excluded cohort alone this means costs to the state of £1.6 billion over a lifetime nationally. **Locally, this will have an estimated lifetime cost of over £4 million (based on 24 permanently excluded 14 years olds).**
- **Youth violence:** Half of young people serving custodial sentences are persistently absent from school and three-quarters have been suspended at least once.
- **The attainment gap:** 90 per cent of excluded pupils do not achieve a pass in GCSE Maths or English.
- **Youth unemployment:** There are overwhelmingly poor outcomes for excluded children, with over half of children not entered for maths and English GCSEs in alternative provision schools and fewer than 5 per cent gaining a standard pass, affecting employment options.

# The cost to the state of permanently excluding a 14 year old

Cost type	Lifetime cost	Notes/assumptions
Reduced earnings potential for those who do not find work	£110,000	<p>The children who are excluded but still find work, experience a reduction in wages compared to similar children who have not been excluded.</p> <p>This cost covers lost income tax and national insurance contributions, as well as additional costs from higher universal credit payments, due to the lower wages linked to permanent exclusion (Haigney 2023).</p>
Costs for those who are NEET aged 18-24	£15,000	<p>Children who are excluded are more likely to be out of work between the ages of 18 and 24 than similar children who have not experienced a permanent exclusion. This estimate focuses on this group, estimating the cost of lost income tax and national insurance contributions, as well as the cost of higher universal credit contributions, from increased risk of being out of work aged 18–24. The estimate includes an expected long-term impact of being out of work during this critical period on lifetime earnings</p>
Costs of custodial sentences in youth justice system	£30,000	<p>Based on the cost to taxpayers of providing a place in a youth custody centre and the increased risk of youth custodial sentences linked to permanent exclusion.</p>
Additional costs of alternative provision placement	£10,000	<p>The difference in the average cost of mainstream and alternative provision school placement for the average period an excluded 14-year-old spends in alternative provision</p>
<b>Total estimated costs</b>	<b>£170,000</b>	

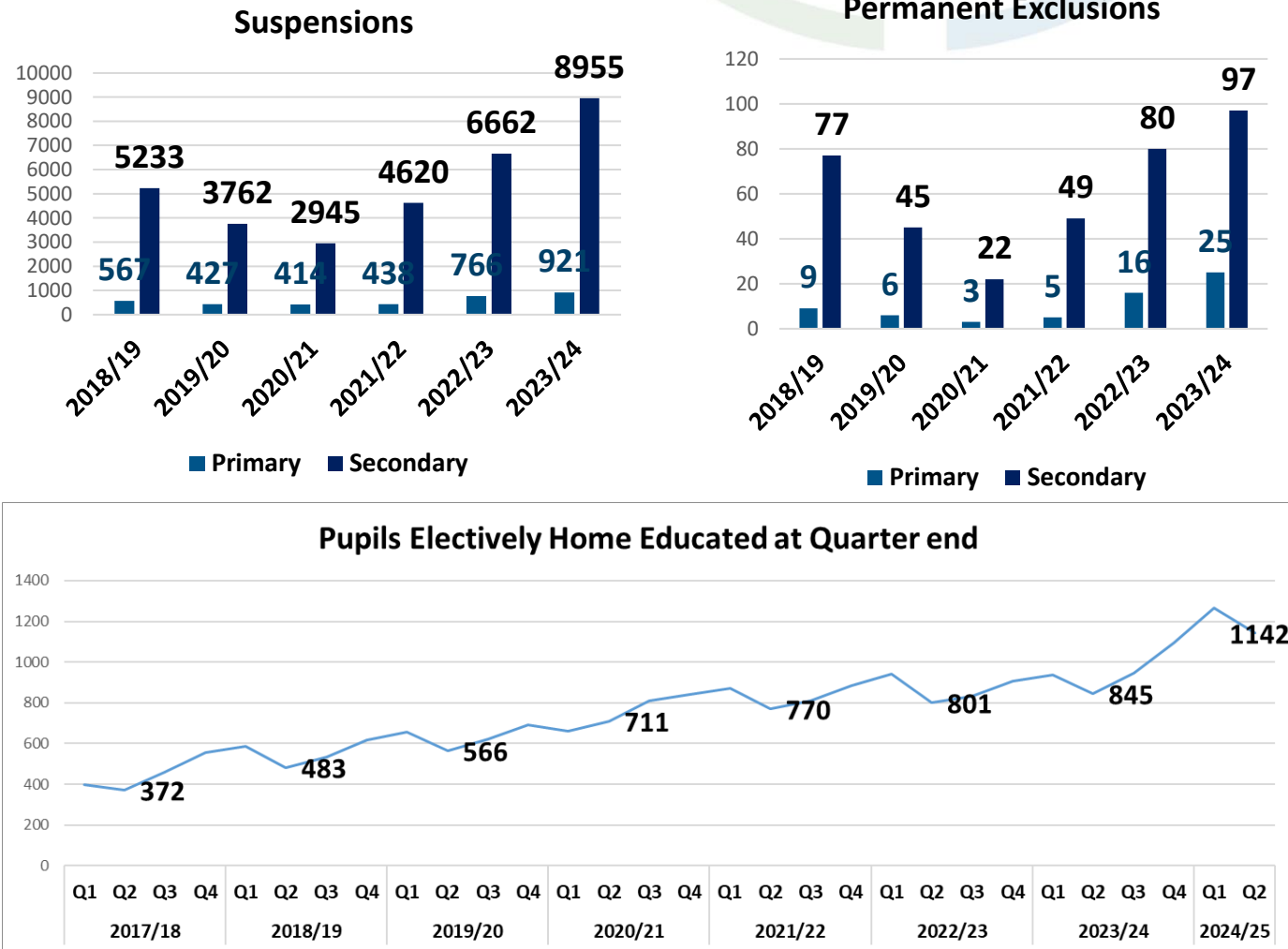


# Summary: a growing crisis of lost learning

## Key findings:

- A significant rise in school exclusions and suspensions
- Disproportionate impact on disadvantaged students
- Lost learning days totalling millions annually
- Long-term consequences for education and society

## The view in North Yorkshire:





# Session 2

**11:20 (90 mins)**

Education matters in NY schools

- Children losing learning due to

EHE – Sarah F

Health needs and EOTAS – Sarah W

Suspension and exclusions – Julie  
attendance – Jon

Your school data – individual reflections

Focus group discussions – table discussions

**Sarah Fawcett**  
**Lead for EOTAS and MES**

**Elective Home Education**

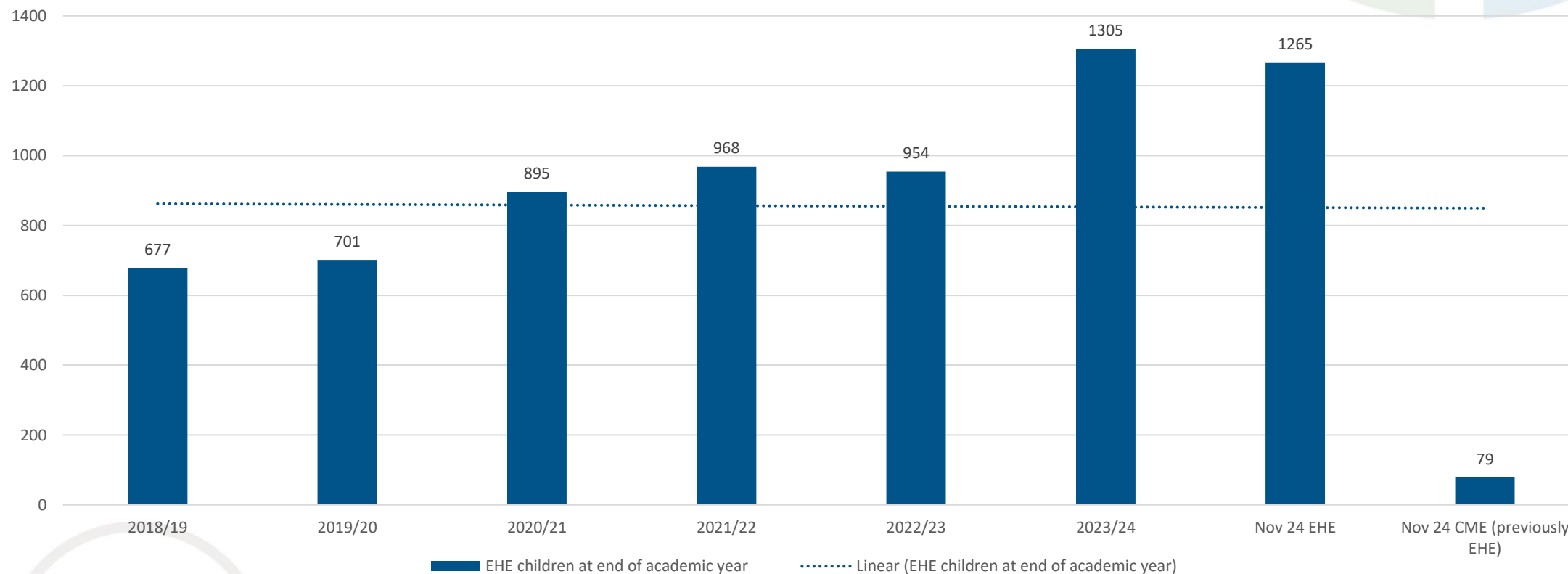


# Elective Home Education

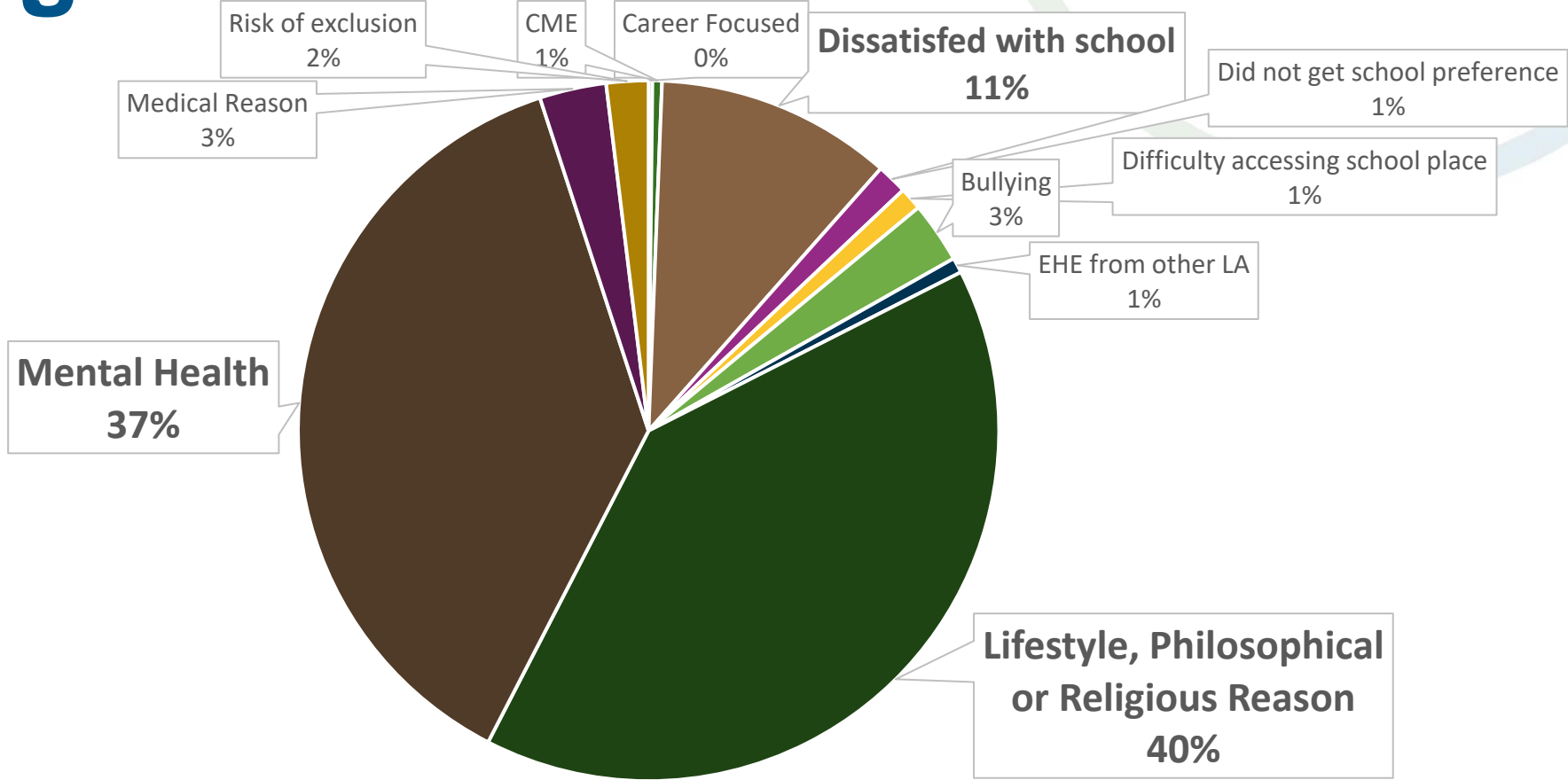
NYC has a duty to ensure all children in North Yorkshire are receiving an **efficient suitable full-time** education for the child's **age ability** and **aptitude** as set out in DfE Guidance 2019 [Elective home education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/elective-home-education)

We recognise that EHE is a key aspect of parental choice and is equal, in law, to education provided in school, however NYC, as the Local Authority (LA), has a duty to be satisfied that all children in North Yorkshire are receiving suitable education.

# Number of children who are EHE



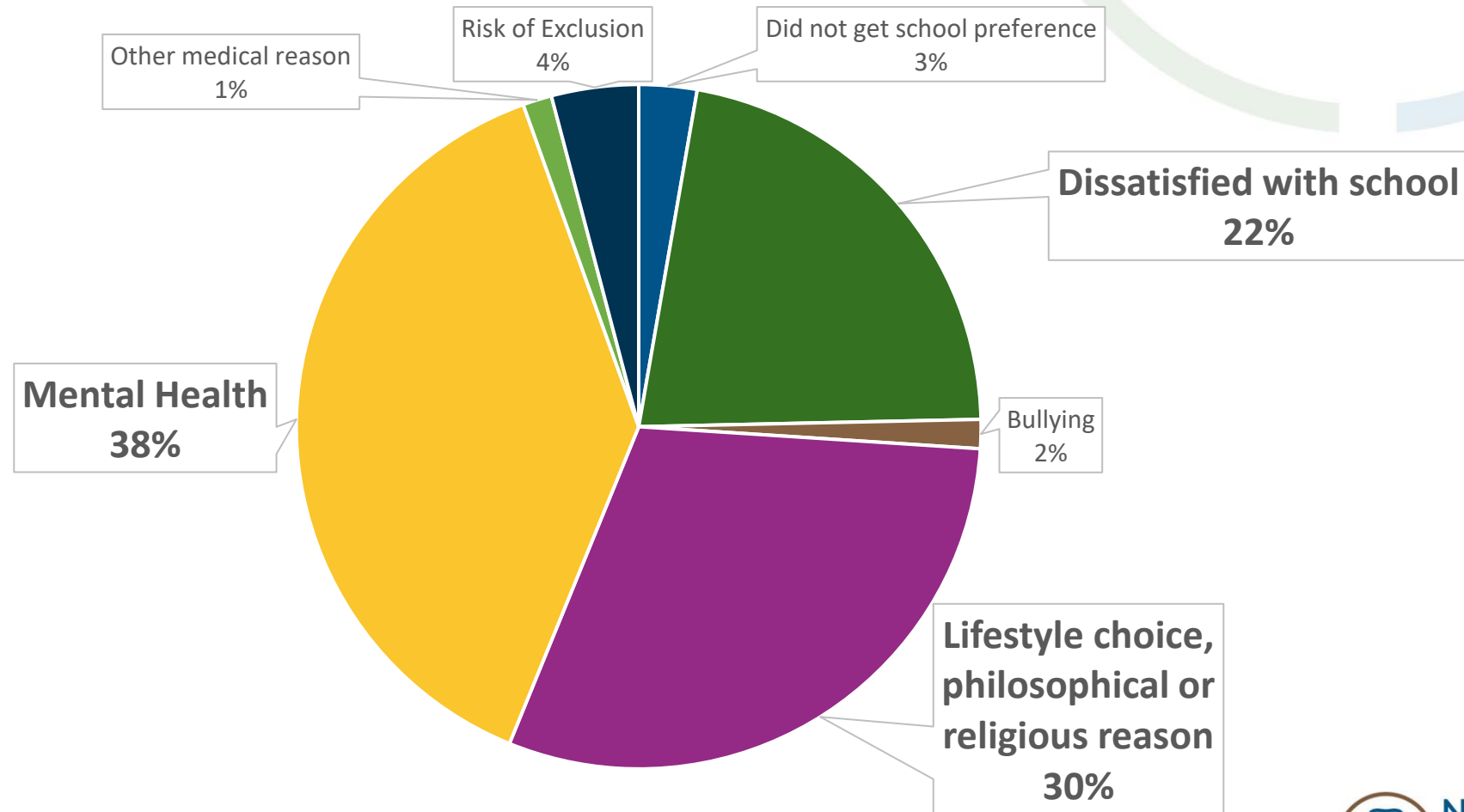
# Reasons given for EHE



- Career Focused
- CME
- Dissatisfied with school
- Did not get school preference
- Difficulty accessing school place
- Bullying
- EHE from other LA
- Lifestyle, Philosophical or Religious Reason
- Mental Health
- Medical Reason
- Risk of exclusion
- Unknown



# Reasons behind CME (prev. EHE)



- Did not get school preference
- Dissatisfied with school
- Bullying
- Lifestyle choice, philosophical or religious reason
- Mental Health
- Other medical reason
- Risk of Exclusion



**Sarah Wright**  
**Medical Education Service**

**Children who are too unwell to attend  
school**

# Health needs – definitions

- Where possible, schools should continue to provide education to children with health needs who can attend school.
- When a child is already attending school, there is a range of circumstances where their health needs can and should be managed by the school so that they can continue to be educated there without the need for the intervention of the local authority
- The 'Supporting pupils at school with medical conditions' guidance outlines the expectations for schools
- Schools also need to be aware of their responsibilities when mental health issues are impacting on a child's attendance.
- The law does not define full-time education but children with health needs should have provision, where possible, which is equivalent to the education they would receive in a mainstream school
- The term 'home school' refers to the school that the child is on the roll of when they become ill. Not all children will have a home school as, for example, their health needs may have arisen before they were old enough to enrol at school.

# Section 100, Children & Families Act

## Schools must

- Support pupils with medical conditions so that they have the same opportunities as their peers, including access to a full education, school trips and physical education.
- ensure that arrangements are in place to support pupils with medical conditions and that these consider the pupil's needs
- have a policy for supporting pupils with medical conditions
- ensure staff are adequately trained to support pupils with medical conditions
- have clear policies for managing medicines
- ensure that pupils with medical conditions can participate in all aspects of school life including extracurricular activities

## Schools should

- work in collaboration with LA, health professionals, families and CYP
- minimise any disruption to the education of pupils with medical conditions
- have individual healthcare plans for children with medical needs



# Legislative context (Education Act 1996)

- Section 19 of the Education Act 1996, local authorities are responsible for arranging suitable and (normally) full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would not receive suitable education without such provision.

# Losing learning

- 81 children are being supported because of health needs
- 59 of these children are accessing a tuition/ alternative provision offer **away from their home school**
- 4 new tuition support since July 24 and 6 new and accessing advice and guidance
- Approx 70% of the group require support for anxiety, many have autism
- Typically, children have been accessing support for approximately 350 days
- The alternative provision curriculum is too narrow and impacts on later academic achievement
- Children experience isolation from peers and reduced social interaction and reduced exposure to group learning, this makes reintegration more difficult

# **Sarah Wright**

## **Medical Education Service**

### **Education Other Than At School (EOTAS)**

# EOTAS

Local authorities have the discretionary power to consent to a child or young person with an EHCP being educated somewhere other than a school or Post 16 institution.

A local authority in England may arrange for any special educational provision that it has decided necessary for a child or young person to be made otherwise than at a school or post 16 institution.

An authority may do so **only if satisfied that it would be inappropriate for the provision to be made at school.**

Parental wishes are non-determinative.

17 children (pre-16) currently have EOTAS packages and 15 Post-16

This has risen from two children in 2020.

# Losing learning

Social isolation and reduced resilience

Reduced peer learning

Challenge in maintaining educational standards (exam access)

Safeguarding concerns (eyes on the child)

High cost – for provision and supervision

Poor reintegration and challenges with transition / 'moved in' children

Poor educational outcomes

Decline in mental health

Parental burden

Alternative provision consultation implications



# EOTAS patterns

NY children accessing EOTAS today ...

- Had multiple setting/school moves in early years and primary
- Have autism or SEMH needs, sometimes identified incorrectly or late
- Generally, remained in mainstream primary until the end of KS2
- Had EHCPs issued around the point of transition Y6-7
- Started secondary at mainstream or state-funded special, then accessed AP, too often without a plan for re-integration
- Had attendance processes started, early help and/or hub support may also have been offered
- Remain in EOTAS for too long – reintegration from EOTAS is very difficult
- Do not always have a voice
- Experience a lack of clarity around their long-term goals and ambitions

But...

# EOTAS prevention

We can recognise and prevent this if we work together to challenge and address

- Low or no attendance at school (secondary)
- Medical 'notes' - linked to anxiety, but without health input
- The absence of a trusted relationship between school and family
- The absence of a trusted relationship between LA and family
- Delays in casework
- Appeals against unwanted placements
- Escalation through the tribunal system where parents use this to seek EOTAS
- The use of 'independent professional' evidence, including being advised not to go to school

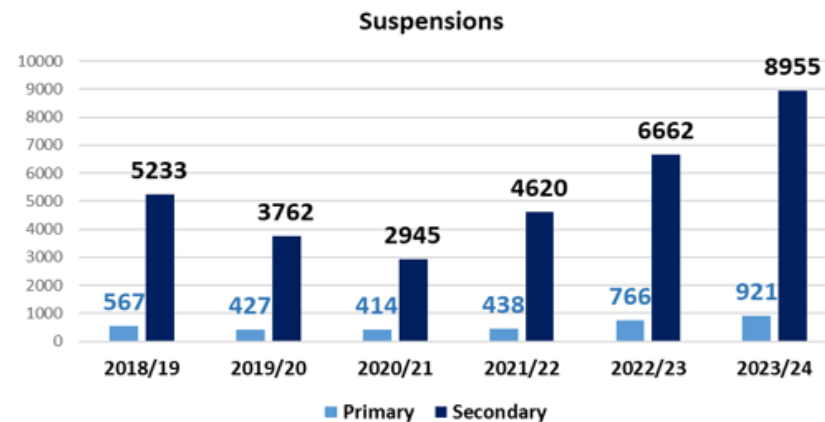
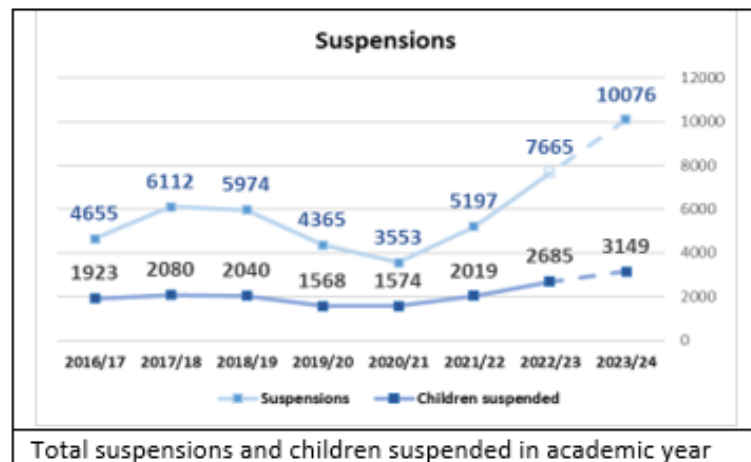
**Julie Bunn**

**Head of Alternative Provision and  
Virtual School Head**

**Exclusions and Suspensions**

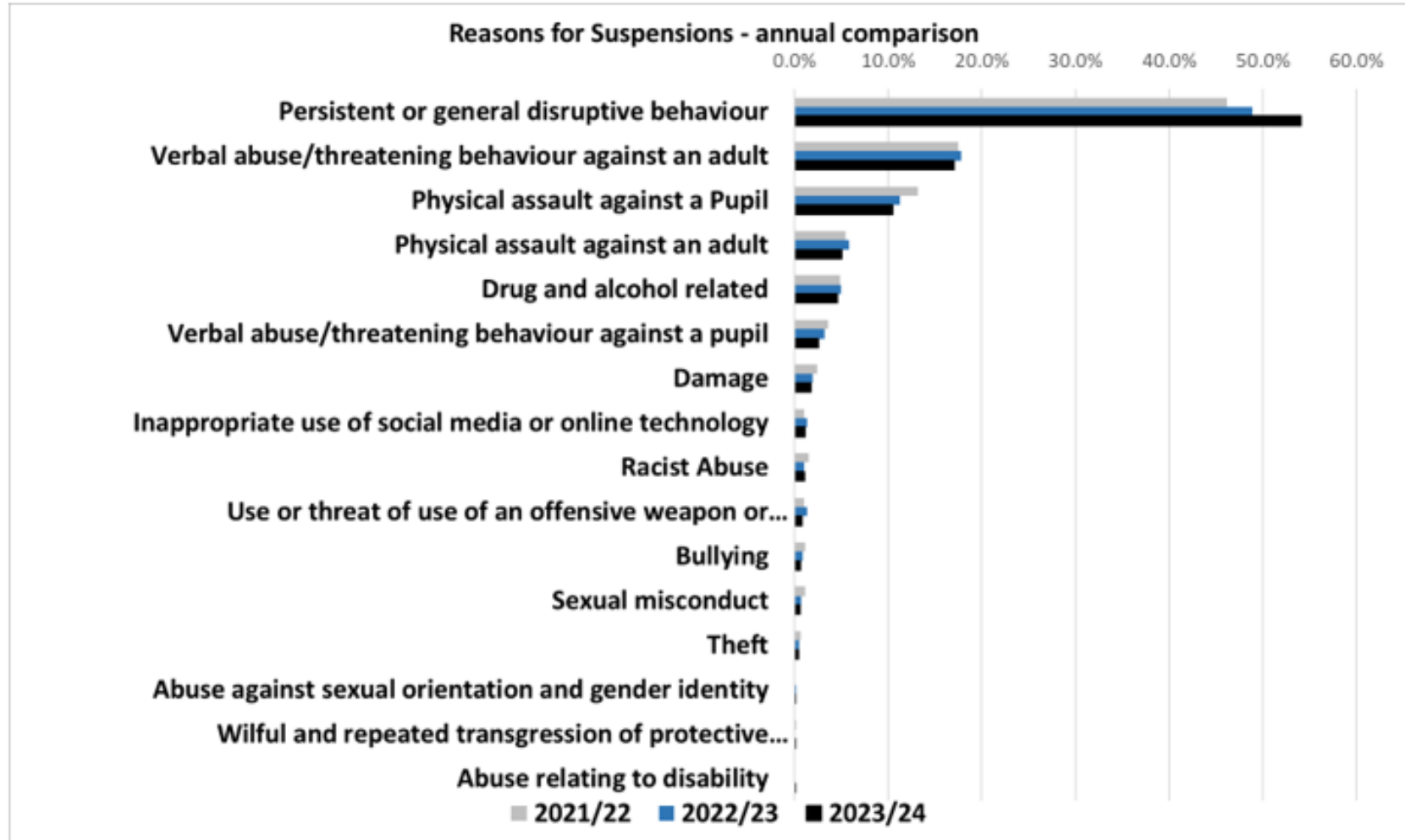
# Losing learning: suspensions

- In 2023/2024 there were a total of 10,076 suspensions from all schools in North Yorkshire (Mainstream, Special and PRU).
- A total of 19,600 days of learning were lost by children through suspensions
- 3149 children were suspended at least once last year.



**NB.** The figures for the 2023/24 academic year reported are all provisional as appeals and further information from schools is expected to be received into the 2024/25. Also, official national statistics are not currently available for 2023/24.

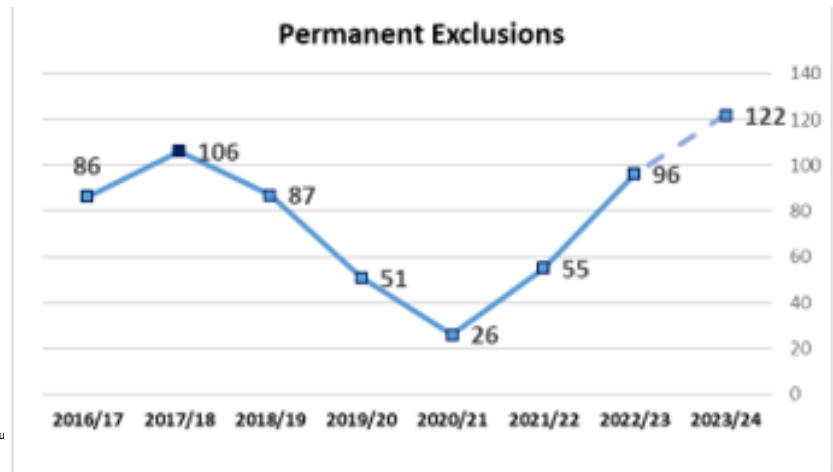
# Reasons for Suspensions



- 54% (approx. 5400) of suspensions in 2023/24 for 'persistent or general disruptive behaviour'
- 'Verbal abuse/threatening behaviour against an adult' at 17% (approx. 1600)

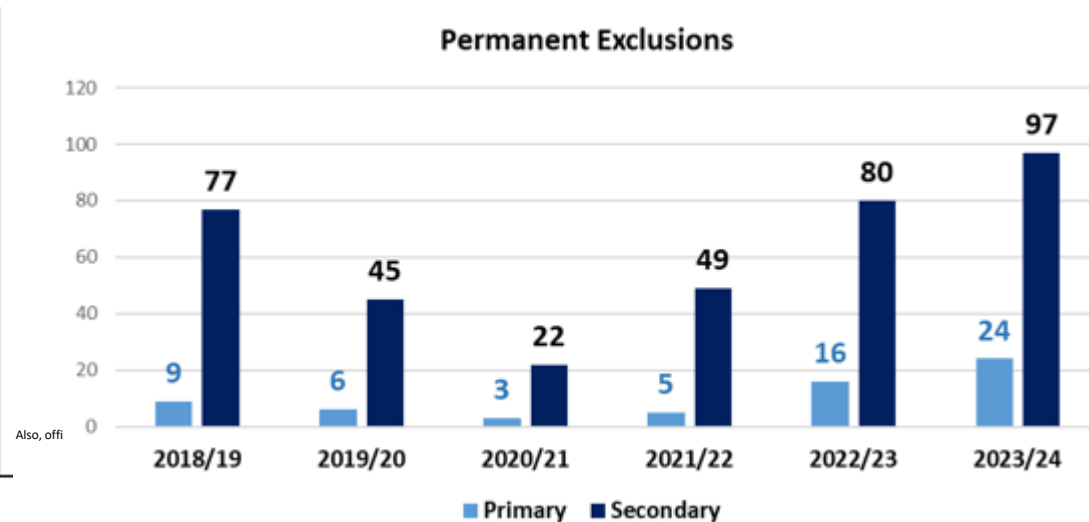
# Losing learning: Permanent Exclusions

- In 2023/24 there were 122 permanent exclusions from all schools in North Yorkshire (24 from primary schools, 97 from secondary schools, 1 independent school)
- There has been an upward trend in permanent exclusions in the past two academic years with a 75% increase between the 2021/22 (55) and 2022/23 (96)



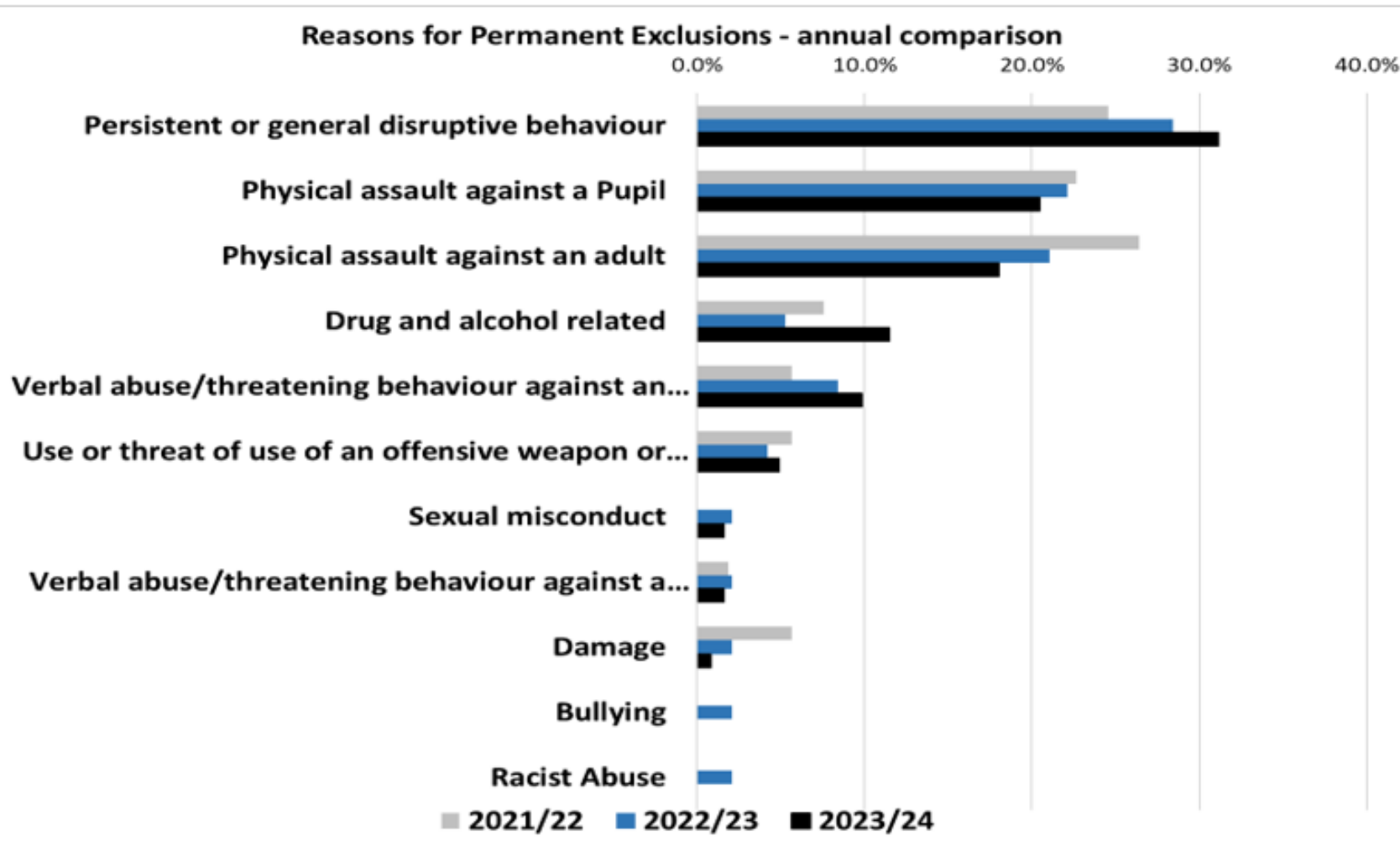
NB. The figu

Permanent exclusions and children excluded in academic year



Also, offi

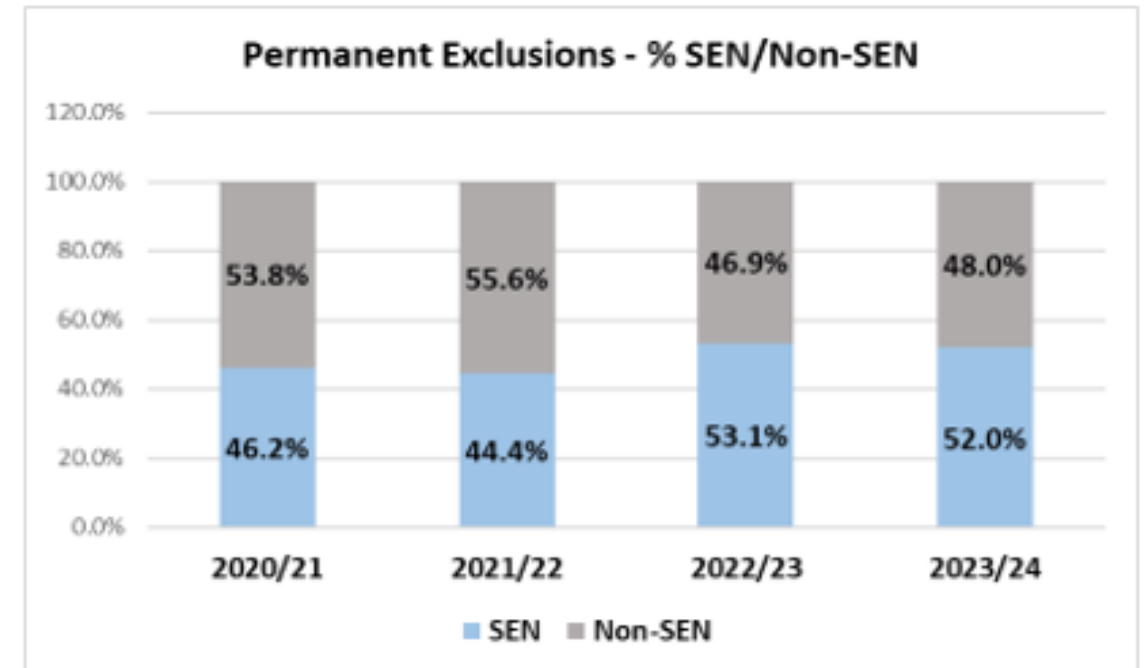
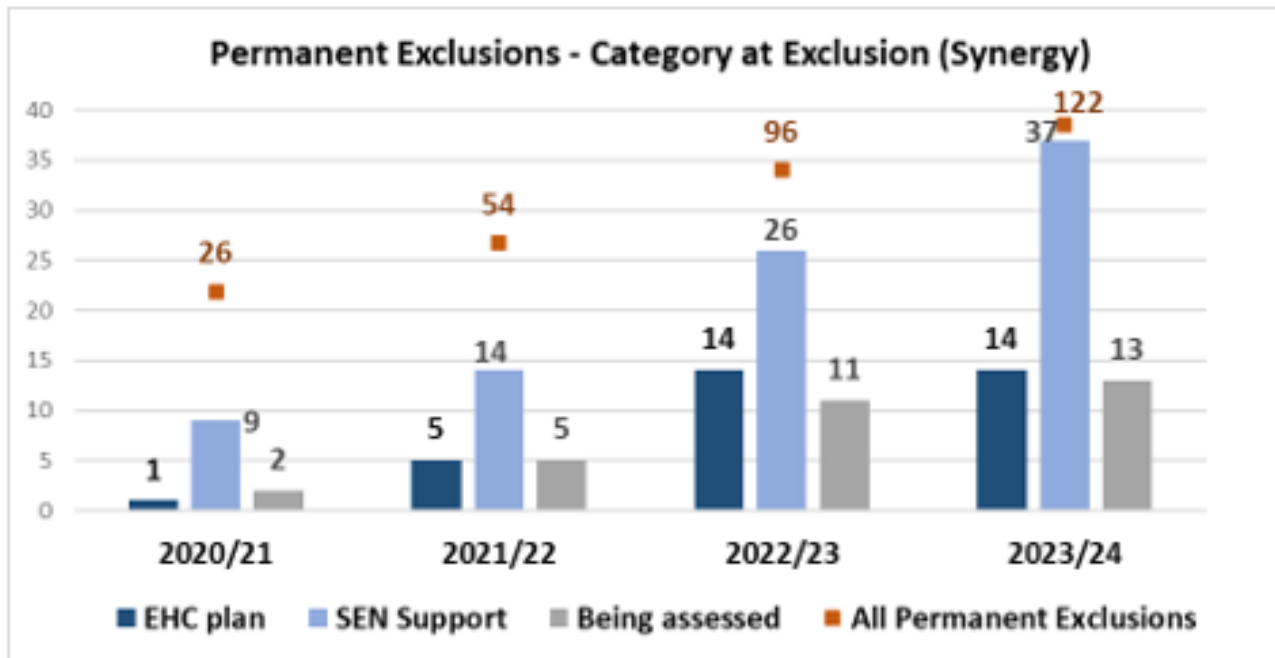
# Reason for Permanent Exclusion



- Most common 'persistent or general disruptive behaviour'
- 'Physical assault against a pupil' (20% n=25) and 'Physical assault against an adult' (18% n=22)
- 'Notable increase in 'Drug and alcohol related', this was 4 in 2021/22 and 14 in 2023/24

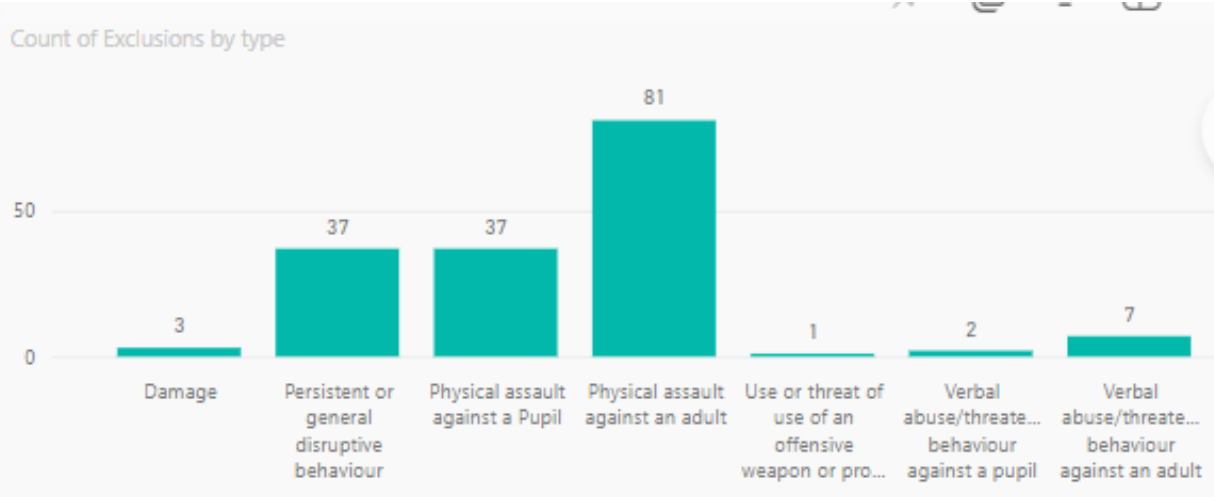


# Permanent Exclusion of those with SEN

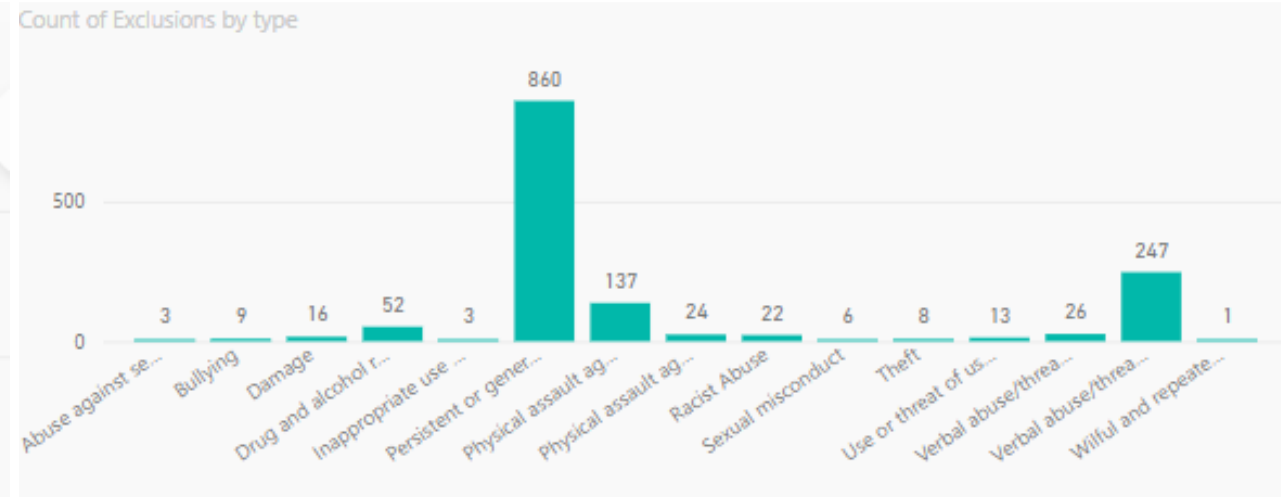


# Suspensions: Autumn 1<sup>st</sup> half term 2024

## Primary



## Secondary

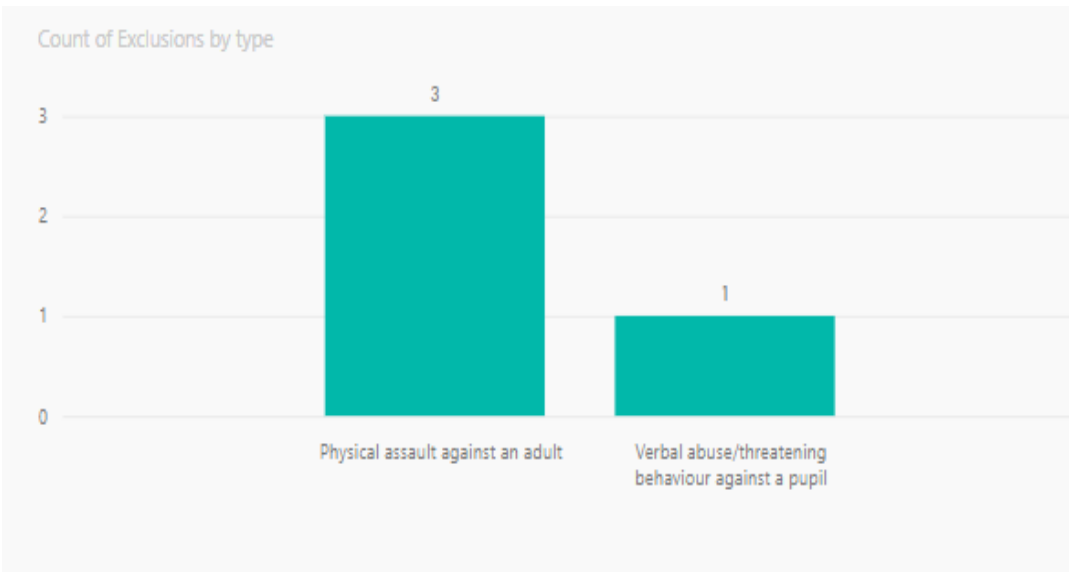


A total of 1638 suspensions for 933 children

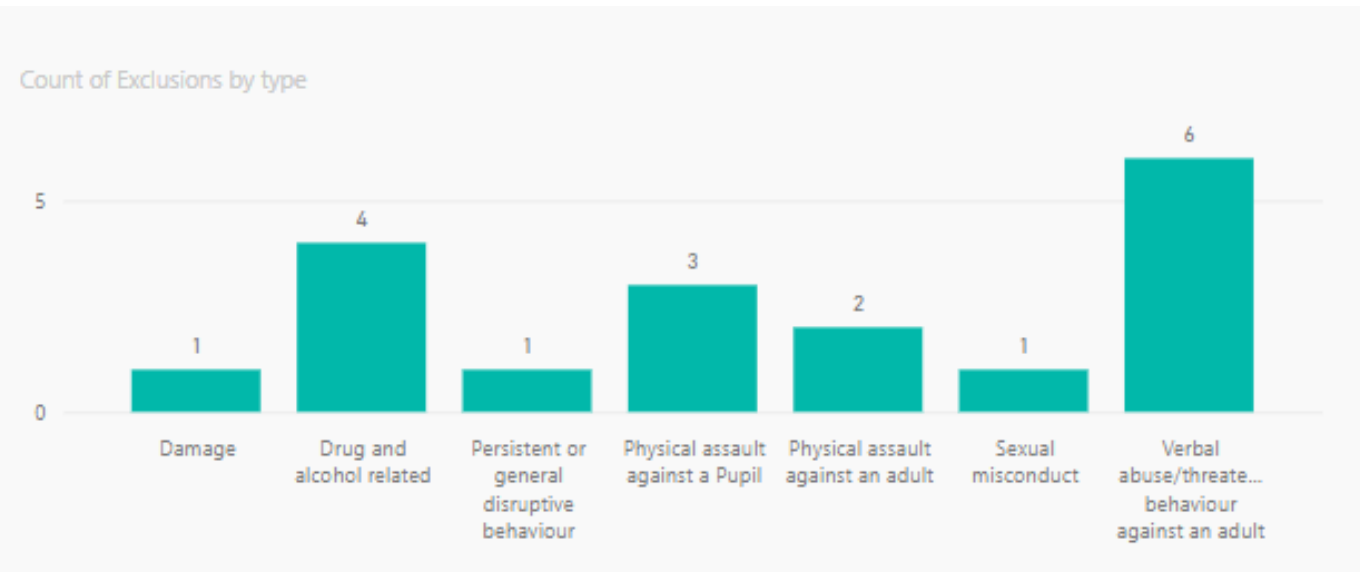
- 1427 Secondary
- 168 Primary
- 36 PRU
- 6 Special

# Exclusions: Autumn 1<sup>st</sup> half term 2024

## Primary



## Secondary



**Jon Norden**  
**Principal Adviser (Monitoring)**  
**Attendance lead**

**Attendance**

# What is the picture for North Yorkshire?

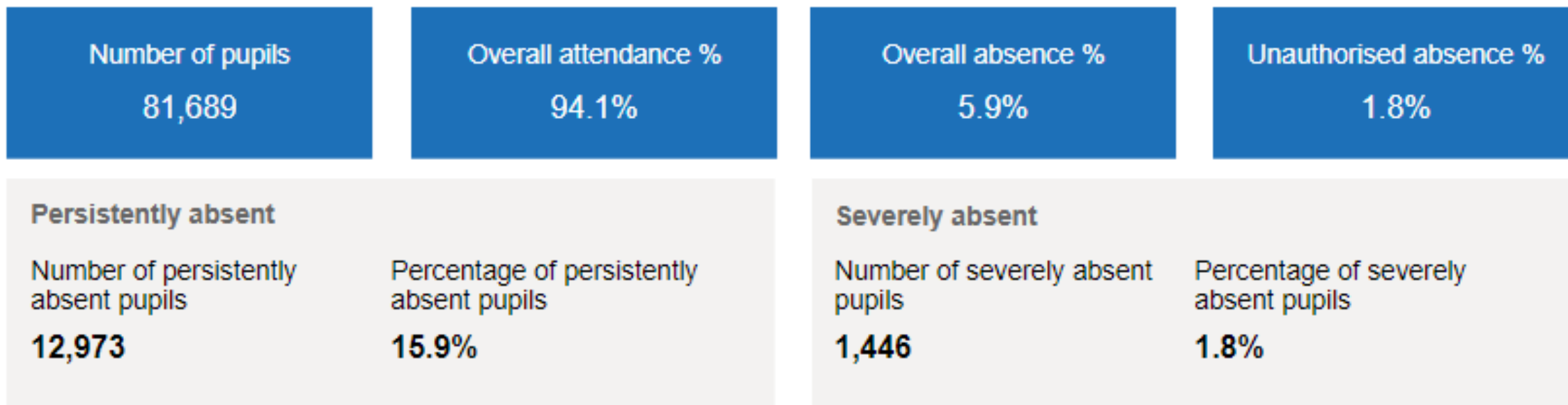
2023-24	% attendance	% Persistent Absence	Total below national average attendance (based on schools sharing data with DfE Wonde tool)
<b>Primary schools</b>			
North Yorks	94.7	12.6	198 out of 278 schools
Yorkshire & Humberside	94.3	16.2	
National	94.5	15.2	
<b>Secondary schools</b>			
North Yorks	90.3	27.5	28 out of 42 schools
Yorkshire & Humberside	90.2	28.8	
National	90.9	26.7	
<b>Special schools</b>			
North Yorks	82.9	41.9	5 out of 10 schools
Yorkshire & Humberside	87	35.5	
National	87	37.6	
<b>PRUs</b>			
North Yorks	51.84	84.2	No comparative data for PRUs nationally
<b>Total</b>			
North Yorks	91.8		231 out of 333 schools.
Yorkshire & Humberside	92.4	21.9	
National	92.8	20.7	

# Attendance of key groups (Aut/Spr 2023-24)

	% Attendance	% Persistent Absence	% Severe Absence
<b>Pupils with EHCPs</b>			
North Yorks	84.6 (96 <sup>th</sup> )	61.3 (90 <sup>th</sup> )	10.1% (98 <sup>th</sup> )
National	87.5	57.3	6.5%
<b>Disadvantaged pupils</b>			
North Yorks	88.2 (87 <sup>th</sup> )	35.8 (83 <sup>rd</sup> )	5.3% (91 <sup>st</sup> )
National	89.6	32	3.8

# The current academic year – all pupils

Current academic year up to Wednesday 06 November 2024





# The current academic year – EHCPs

Current academic year up to Wednesday 06 November 2024

Number of pupils 3,577	Overall attendance % 85.3%	Overall absence % 14.7%	Unauthorised absence % 4.4%
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Persistently absent		Severely absent	
Number of persistently absent pupils 1,194	Percentage of persistently absent pupils 33.4%	Number of severely absent pupils 335	Percentage of severely absent pupils 9.4%

# The current academic year – FSM

Current academic year up to Wednesday 06 November 2024

Number of pupils 15,295	Overall attendance % 89.2%	Overall absence % 10.8%	Unauthorised absence % 4.1%
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Persistently absent		Severely absent	
Number of persistently absent pupils 4,636	Percentage of persistently absent pupils 30.3%	Number of severely absent pupils 738	Percentage of severely absent pupils 4.8%

# Key messages – DfE and Ofsted

Newly released Ofsted training materials for inspectors are focused on the increasing number of children and young people who are not attending school **full-time** for reasons of:

**Part-time timetables**

**Alternative Provision**

**Flexi-schooling**

Inspectors are asked to dig into these situations, with a focus on:

- The reasons why the children and young people are not attending school full time
- Whether the school's decision has been in the child's best interest

# Working together – LA and schools

- Analysing the data to identify the current attendance patterns across the LA
- Providing communication and advice to schools regarding attendance matters and processes
- Providing support and challenge to schools through the Targeted Support Meetings
- Developing the work of the Attendance Alliance to ensure a strong and joined up multi-disciplinary approach to working with children and young people with significant barriers to learning
- Developing the capacity of the Attendance Enforcement Officers

# Your school data – individual reflections

1. What are the greatest challenges your school is facing and what might be the causes?
2. What successes are you seeing and why do you think things are going well in this area? Do you have anything to share with others?
3. In the context of NY today, what would make the biggest difference to your school and families in order to prevent children from losing learning?

# Table discussion 1

What are the greatest challenges your school is facing and what might be the causes?

# Table discussion 2

What successes are you seeing and why do you think things are going well in this area? Do you have anything to share with others?

# Table discussion 3

In the context of NY today, what would make the biggest difference to your school and families in order to prevent children from losing learning?

# Lunch



Please be ready to start the final session at 1:30



# Session 3

**13:30 (90 mins)**

Making education matter

NYC transformation activity – Amanda

Your locality hubs and locality boards – Chris and Carol-Ann

Early help and schools – Barbara

Ways to get involved in 24-25 -

**Amanda Newbold**  
**AD, Inclusion**

**High Needs Block Transformation**

# Inclusion service management changes 24-25

- Arrangements in place for AD cover - Amanda
- Strategic Planning team – managed within inclusion during this period
  - Includes school admissions, transport, capital/maintenance, school place planning and school organisation
- Head of AP - Julie
  - Virtual School team moved to Inclusion
- Head of SEND - Chris
  - Absence cover currently provided by Head of SEND Strategic Planning & Resources

**Carol-Ann Howe**  
**Head of Inclusion Locality Hubs**

**Inclusion hubs: DBV projects**

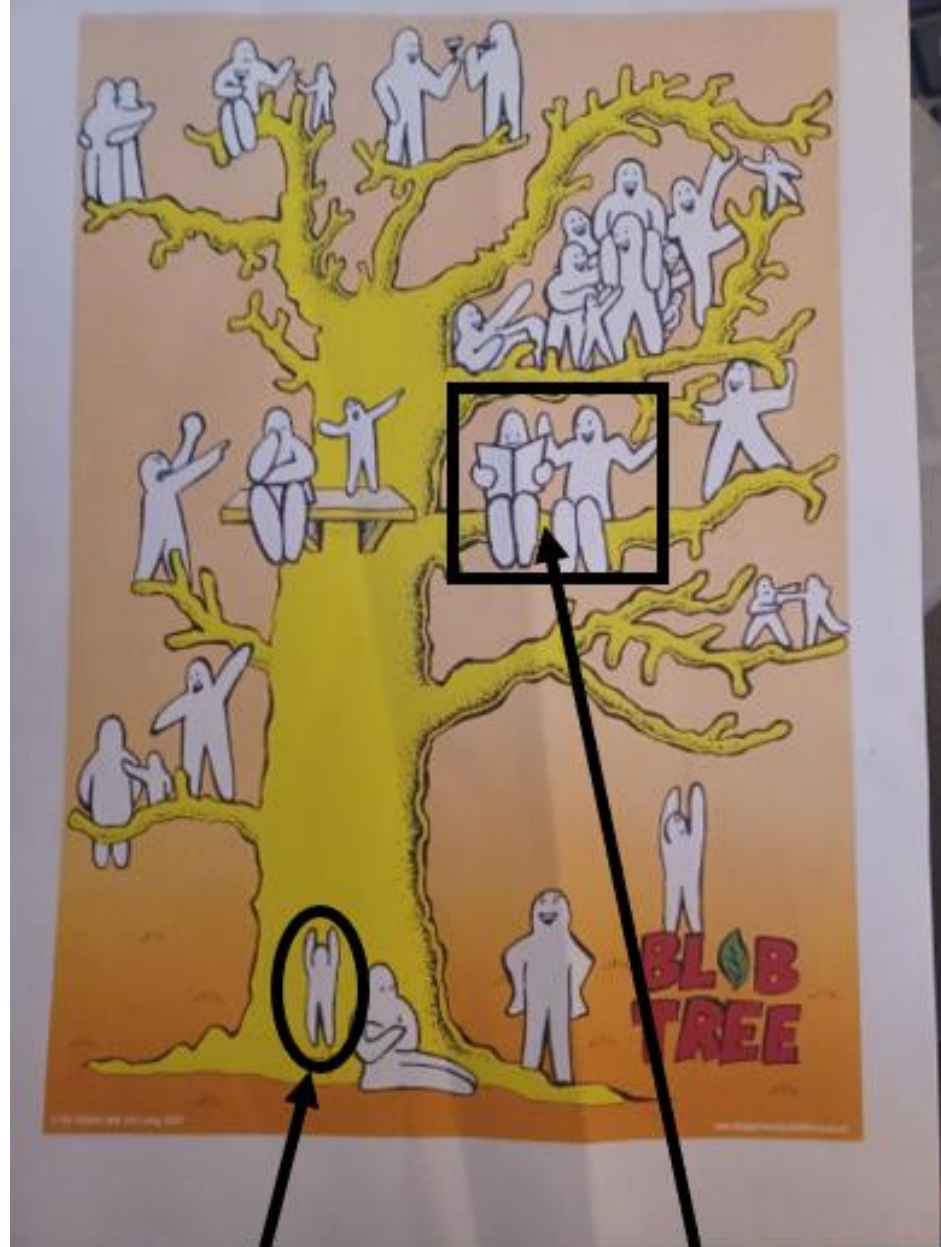
# Delivering Better Value in SEND

- The Delivering Better Value in SEND programme (DBV in SEND) aims to support local authorities and their local area partners to improve the delivery of SEND services for children and young people whilst working towards financial sustainability.
- North Yorkshire is one of 55 local areas that have opted to participate in the DBV initiative.
- Following the diagnostic, stakeholder engagement and grant application stages, 3 workstreams were identified: workstreams one and two relating to transition and workstream 3 relating to ordinarily available mainstream provision.

# Transitions - Timeline

April 2024	April- July 2024	Sept –Dec 2024	Jan- March 2025
Cohort list identified. 30 CYP transitioning from N-R 30 CYP transitioning Y6-7	All families contacted and consent gained Initial contact made with current and next settings Transition planning initiated.	<b>Personalised transition support from the staff team implemented and reviewed</b>	Co-construction of North Yorkshire’s Transitions Charter and Guidance with a centralised resource area.

# Transitions project



'This is me, trying so, so hard to get to school. School is that platform up there but I can't get there but I really want to.'

'This is you with the instruction manual for the ladder, trying to work out how to build it to get me to school. No, actually, that is my mum and dad with manual, you are that one next to her helping them to understand the manual.'





# Jack

Y6-7

Jack is chatty, open and friendly and has a big view of what he might achieve in the future.

He's had some difficult experiences at primary school including bullying and safeguarding issues, and his highly protective and determined mum really didn't want him to go to a mainstream secondary but instead wanted him to go to a 'disability school'.

Jack is autistic.

He's got some sensory differences and a high level of anxiety.

Academically, he works at a KS1 level.

His EHCP was first issued in 2023 and comes with band 6 funding.

On consultation, three schools said they couldn't meet need including one specialist setting, and one school said they could.

Despite huge anxiety and upset from mum, this school was named on Jack's EHCP.

## TRANSITIONS TEAM

Including project staff, school senco, early help workers

In partnership with school, additional transition visits and support were delivered for both Jack and mum, including through the summer holiday.

Anxieties emerged and Jack and mum were supported through them.

And really... the main reason Jack went to school on the first day was because he wanted to have another go on the drums in the music room, as well as read some more of the comic books in the library with the school librarian who he clicked with on transition visits.

But also because he already knew his key-worker – Mr Mac – because it was Mr Mac who had led his additional transition visits.

So with step one achieved - arrival at school - the transitions rollercoaster continued. Mum's anxiety was high and resulted in her wish to pull Jack out on the second day, accusations related to safeguarding failure along with accusations against other pupils of 'abuse'.

The SENCo and SEND team in school held their nerve, maintaining a certainty that they COULD meet Jack's needs once there had been time for trust relationships to develop with the family.



The transition team walked alongside mum, continuing to listen, continuing to accept her right as a parent to act as she felt appropriate.

Later in the journey she said, “The team respected my views even when they were different, so they learned from me, and I learned from them. We say it as it is to each other.”

The transitions team and school continue to work alongside each other to support the relationship between home and school and this work has enabled Jack to remain in school and for school to move forward with meeting his social, emotional and learning needs. There are joint meetings with mum.

Jack is being introduced to some IT to support his recording during lessons, is accessing a range of appropriate learning interventions and school is looking at how best to directly impact on his understanding of his emotions.

At the start of her involvement with the Transitions Team, mum scored zeros across the board on a scaled-score questionnaire about her confidence in school’s ability to meet her son’s needs.

Mum now says this, **“School are proactive in supporting Jack’s needs, particularly his autism. They act early and work with what he needs instead of just thinking he’s the same as everyone else.”**

**Jack’s attendance to date is 87.5%, compared with 40.7% in Y6 and 55.4% in Y5.**

School says, **“The Transition team have given us a really good head start because of their knowledge of the family and the bridge that created for us. Our current focus on developing SEND home-school communication is benefitting from the involvement of the team and we are learning from some of their approaches and experience. Jack’s transition into school has been incredible...”**



# Inclusive Practice Framework – Project timeline

April 2024	April – July 2024	Sept – Dec 2024	Jan – March 2025
Assess	Plan	Do	Review
<ul style="list-style-type: none"> <li>Project development &amp; ideas sharing</li> <li>Evaluate existing offers in other Local Authorities.</li> </ul>	<ul style="list-style-type: none"> <li>Co-creation of products prototypes &amp; feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Trial the Inclusive Practice Framework and toolkit with all stakeholders</li> <li>Collaborating with schools to develop the tools' useability</li> </ul>	<ul style="list-style-type: none"> <li>Keep, change, grow review of the finalised product</li> <li>Embed agreed practice beyond the DBV project period</li> </ul>

# Ordinarily available provision

- The term ordinarily available provision comes from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements.
- *Agreed funding* relates to the Age Weighted Pupil Unit (AWPU) (Element 1) and Notional SEN funding amount (Element 2).
- *Resource arrangements* refer to how individual schools or settings determine to deploy their resource to meet the needs of children and young people, including those at SEN K.

# Inclusive Practice Framework and Toolkit

- **The Inclusive Practice Framework** seeks to establish a consensus on what is *ordinarily available* provision.
- It is being co-produced with schools, families and young people.
- It proposes a set of shared principles for ordinarily available provision in North Yorkshire schools and settings.
- It provides examples of reasonable adjustments that could be made by schools and from services for all children and young people.
- It sits alongside the **Inclusive Practice Toolkit**, which proposes more bespoke support that schools and settings could provide for individual children and young people, related to the specific areas of need.
- Both the framework and toolkit are rooted in North Yorkshire Council's four shared values - *Inclusive, Ambitious, Creative and Together*.
- It aims to prompt discussion and facilitate planning to create more inclusive learning environments and experiences for all children and young people educated in North Yorkshire schools and settings.



# Launched Nov 24

New on-demand bundles of training that staff can access anytime:

New To SENCO bundle  
Unlocking Autism  
Unlocking SEMH  
Unlocking Hearing  
Early Years  
Cognition and Learning  
Portage (free bundle)

Ongoing online and face to face training including:

Unlocking Autism  
Supporting SEMH  
SENCo networks (free)



Autumn term training courses – **book now!**





# Local area partnership inspection report

<b>Plans, clear targets, Quality assurance of a 'good plan'</b>	Leaders across the partnership should ensure that EHC plans consistently and accurately reflect the needs of children and young people. This includes updating information regularly and setting clear and measurable targets. The partnership should expedite their quality assurance systems, ensuring there is clarity from all partners on what a good quality EHC plan looks like in order to ensure that all plans are accurate and support children and young people's needs and next steps effectively.
<b>Exclusions and attendance</b>	Leaders across the partnership should improve their planning and oversight of exclusions and attendance data for children and young people with SEND. The recently formed attendance alliance group, consisting of partners across education, health and social care, should use this data to intervene swiftly to help bring about improvements
<b>Monitoring, strategy and plans</b>	The local area partnership should develop systems to use data effectively so that they can identify gaps in service, monitor the impact of their strategies and put plans in place to meet the needs of all children and young people with SEND.
<b>Transitions: education, health and care settings, PFA</b>	Leaders across the partnership should work together to improve children and young people's transitions across education, health and social care settings so that they are prepared for adulthood well.
<b>Waiting times for services Equity of access (health) Monitoring and performance</b>	Commissioners across the partnership need to further develop strategies to reduce waiting times and ensure children and young people across North Yorkshire can equitably access health services. There should be clear processes in place to monitor and report on progress made so that there is evidence of performance against the trajectory on improvements of waits from referral to treatment.

# Digital EHCPs

- Workshop on 13<sup>th</sup> September – ‘discovery’
- Revisited product used in previous pilot, discussed the opportunities and limitations of this
- Decision taken to consider new products
- Process mapping underway (building on the previous focussed review)
- Specification will consider the wishes of different users eg schools and parents
- Overall consensus is positive from all involved in this initiative so far
- Product to be ‘future proofed’ for later use of AI

# Revised Plan

DEFINITION	OCTOBER 2024	NOVEMBER 2024	DECEMBER 2024	JANUARY 2025	FEBRUARY 2025	MARCH 2025	
	Requirements						
	As Is Process Mapping	Customer Journey Mapping	To Be Process Mapping	Requirements identified			
					Options Appraisal	Final Business Case	
				Options Appraisal Documentation	Option Appraisal Approvals	Final Business Case & PID	
						Approval & Move to Delivery	

DEFINITION	09 Sep 2024	31 Mar 2025
PMO2 - Stage Gate - Move to Definition Approved	08 Oct 2024	08 Oct 2024
<b>Process Mapping</b>	<b>17 Oct 2024</b>	<b>06 Dec 2024</b>
<b>'As is' Process Mapping</b>	<b>17 Oct 2024</b>	<b>08 Nov 2024</b>
'As Is' process mapping for a EHCP processes complete and approved (estimated)	08 Nov 2024	08 Nov 2024
<b>Customer journey mapping</b>	<b>11 Nov 2024</b>	<b>15 Nov 2024</b>
Customer journey mapping for all EHCP processes complete and approved (estimated)	15 Nov 2024	15 Nov 2024
<b>'To Be' Process Mapping</b>	<b>18 Nov 2024</b>	<b>06 Dec 2024</b>
'To Be' process mapping for all EHCP processes complete and approved (estimated)	06 Dec 2024	06 Dec 2024
<b>Requirements</b>	<b>09 Dec 2024</b>	<b>20 Dec 2024</b>
Requirements for EHCP's Identified and approved (estimated)	20 Dec 2024	20 Dec 2024
<b>Options Appraisal</b>	<b>23 Dec 2024</b>	<b>28 Feb 2025</b>
Options Appraisal for Digital EHCP project document complete (estimated)	31 Jan 2025	31 Jan 2025
PMO3 - Preferred Option(s) for EHCP's Approved by all Governance (estimated)	28 Feb 2025	28 Feb 2025
<b>Final Business Case</b>	<b>03 Mar 2025</b>	<b>31 Mar 2025</b>
Final Business Case for Digital ECHP project document complete (estimated)	10 Mar 2025	10 Mar 2025
PMO6 - All FBC Approved by All Governance for Digital EHCP project (estimated)	31 Mar 2025	31 Mar 2025
PMO7 - Stage Gate - Move to Delivery Approved for Digital EHCP project (estimated)	31 Mar 2025	31 Mar 2025

Delivery does not mean 'roll out'.  
 In this process it means move to procurement.  
 Roll out will take place over 15 months+ and could start in Autumn 2025



**Chris Reynolds**  
**Head of SEND Strategic Planning &  
Resources**

**Capital projects**

# SEND capital - Total agreed programme is £20.5m

Project	Purpose	Current Position	Key Points
<b>Selby Free School</b> <b>DfE led scheme</b>	<ul style="list-style-type: none"> <li>New special school for the Selby area</li> <li>100 Places</li> </ul>	<ul style="list-style-type: none"> <li>Planning permission approved.</li> <li>NYC Highways have begun the access works for the site</li> <li>School building to start Dec 2024</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>DfE led scheme</li> <li>All council activity on track such as highways work</li> <li>Will provide a new local option so children travel less to get to school</li> </ul>
<b>Welburn Hall School</b> <b>£5.7m</b>	<ul style="list-style-type: none"> <li>Address significant condition issues with heating and drainage</li> <li>Ensure the school remains fit for purpose and able to expand</li> </ul>	<ul style="list-style-type: none"> <li>Temporary accommodation is on site and being used by the school in preparation for the works to begin in the main House</li> <li>Works started in July 24.</li> </ul>	<ul style="list-style-type: none"> <li>Continued demand for school places at Welburn Hall</li> <li>Maintenance work will allow for further growth to meet the councils duty to ensure sufficient specialist places</li> </ul>
<b>Harrogate Special School (former Woodfield School site)</b> <b>£2.4m</b>	<ul style="list-style-type: none"> <li>New special school</li> <li>Up to 80 places</li> <li>Specifically secondary age autistic children</li> </ul>	<ul style="list-style-type: none"> <li>Interviews have concluded to identify a suitable Academy Trust to run the school. This needs to be finalised by the DfE</li> <li>Capital programme remains on track to be completed before September 2025</li> <li>Contract sealed and work commenced on site in Oct 24</li> </ul>	<ul style="list-style-type: none"> <li>Continued growing numbers of children with Autism</li> <li>This provision will assist the LA to have less reliance on high cost Independent Special School Places</li> <li>Site selected as it will give maximum access to families north and south on the A1 corridor</li> </ul>

# SEND capital

Project	Purpose	Current Position	Key Points
<b>TMPs</b>  <b>££</b>	<ul style="list-style-type: none"> <li>• Create more local mainstream options for children so they can remain in their own communities</li> <li>• Support the development of specialism in the mainstream sector</li> <li>• Create 248 places in total</li> </ul>	<ul style="list-style-type: none"> <li>• 11 established</li> <li>• Two currently undertaking public consultation</li> <li>• Growing interest in key locations in Scarborough, Harrogate, Ripon and Selby, includes some secondary TMPs</li> <li>• Full complement of provisions in Hambleton and Richmondshire</li> </ul>	<ul style="list-style-type: none"> <li>• Play an important role in building mainstream school capacity</li> <li>• Officers are continuing to support schools considering developing TMPs</li> <li>•</li> </ul>
<b>Springwater Special School</b>  <b>£3.2m</b>	<ul style="list-style-type: none"> <li>• Significant improvement in facilities for children</li> <li>• Increase capacity of 45 places</li> </ul>	<ul style="list-style-type: none"> <li>• Capital scheme specification is agreed</li> <li>• Procurement process underway</li> <li>• Consultation to increase place numbers to begin in Autumn</li> <li>• Works to begin in Jan/Feb 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Springwater school has grown significantly in recent years</li> <li>• Currently have limited space</li> <li>• Ongoing demand more places forecast in the future</li> <li>•</li> </ul>
<b>Brooklands School - 6<sup>th</sup> Form Centre</b>  <b>(Former Ings School Site)</b>  <b>£1m</b>	<ul style="list-style-type: none"> <li>• Provision of new 6<sup>th</sup> Form Centre</li> <li>• Grow capacity needed</li> <li>• Enhance facilities available to children with SEN</li> </ul>	<ul style="list-style-type: none"> <li>• Contract awarded</li> <li>• Contract being sealed</li> <li>• Due on site 6th Jan to 7th March.</li> </ul>	<ul style="list-style-type: none"> <li>• It will be a significantly enhanced facility</li> <li>• Allow 6<sup>th</sup> formers to leave the main school site</li> <li>• Return a former school to educational use</li> <li>• Create space for expansion</li> </ul>

**Chris Reynolds**  
**Head of SEND Strategic Planning &  
Resources**

**Locality boards - 3 years on**



# Context and purpose

The locality boards are partnership arrangements between the Local Authority and education providers.

They were developed as part of the SEND Education Provision Strategic Plan 2018-2023 to:

- Strengthen co-production and shared problem solving
- Contribute to Local Area governance arrangements
- Create a forum for sharing of good practice and collaboration between partners
- Provide funding for agreed projects to 'Test and Learn'

Sept 2020	Formation of Locality Boards began
2021	All Boards operational and establishing initial projects
2023	Terms of Reference reviewed First Locality Board celebration event
2024	Locality Board website launched to aid engagement and info sharing with all schools
2024	Formation of Steering Group to oversee the work of the boards and improve alignment of board projects and overarching plans and strategies

# Locality Board Chairs



Jenn Plews OBE, CEO Northern Star Academies Trust, Chair of Harrogate, Knaresborough & Ripon Locality Board.



Christina Zanelli, CEO Yorkshire Endeavour Academy Trust , Chair of Scarborough, Whitby & Ryedale Locality Board.



Helen Williams, CEO Moorlands Learning Trust , Chair of Craven Locality Board.



Damian Chubb, CEO Dales Academy Trust , Chair of Hambleton & Richmondshire Locality Board .



Nick Hinchliffe, Principal Selby High School, Chair of Selby Locality Board.



# Priorities, Projects and Engagement

- Over 2,000 staff have engaged in training via Locality Board Projects
- 92% of Primary schools and 96% of Secondary schools have benefited from at least one Locality Board Project
- Over 100 projects delivered since 2020
- Over 70 education and NYC leaders, have worked together as part of the boards to address the issues facing the local area partnership
- c.£2.3m High Needs Block funding and c. £650 School Improvement funds

# Harrogate, Knaresborough & Ripon 2023-24

<p>Supporting pupils with SEMH needs to thrive in education.</p>	<p>Positive Regard Training and Consultancy for 10 settings</p> <p>Engagement &amp; Celebration Event with a focus on SEMH projects</p>	<ul style="list-style-type: none"><li>• All staff in 10 settings have undertaken the level 1 training</li><li>• 10 staff (1per setting) will be level 4, train the trainer by the end of November 2024.</li><li>• All 10 settings have had a behaviour or SEND review, formulated an action plan and added Positive Regard to their School improvement plan.</li><li>• 87.8% rated the events as 'excellent'.</li><li>• Over 130 attended school and Post-16 event</li><li>• 42 attended Early Years event.</li></ul>
<p>Supporting pupils with Autism Spectrum Condition and Communication and Interaction needs to succeed in education.</p>	<p>Widgit online subscription.</p> <p>Unlocking Autism On Demand training</p> <p>The Interoception Curriculum</p>	<ul style="list-style-type: none"><li>• 62 settings have access to Widgit, 11672 logins and 7993 documents created.</li><li>• 36 staff have accessed Unlocking Autism training</li><li>• 70 settings in North Yorkshire now have a copy of The Interoception Curriculum and work cards and access to the Interoception network meetings.</li></ul>
<p>Early Identification of pupils with SEND and consistent SEND recording and monitoring</p>	<p>Verbo</p> <p>An online speech, language and communication therapy toolkit for education staff.</p> <p>Special Needs Assessment Profile (SNAP) assessment tool is specifically designed to identify pupils with SEND at an early stage, allowing for early intervention and support. 1 year subscription for all schools. Staff training available.</p>	<ul style="list-style-type: none"><li>• 67% of schools have signed up and have accessed Verbo</li><li>• 210 active verbo targets set for pupils</li><li>• 58% of settings chose to renew their SNAP subscriptions.</li></ul>

# Scarborough, Whitby & Ryedale 2023-24

<p>Supporting pupils with SEMH needs to thrive in education.</p>	<p>Place2BE mental Health Practitioner working in the Whitby Secondary Schools .</p> <p>Sidewalk Transitions Programme. A layered support program of 1:1 sessions, a holiday activity week and a weekly after school club to support 90 vulnerable children transition from primary to secondary school.</p> <p>Sandcastles Play Therapy</p> <p>Engagement &amp; Celebration Event with a focus on SEMH projects</p>	<ul style="list-style-type: none"><li>• 92% of staff reported that play therapy had impacted positively on the child's behaviour in class.</li><li>• 95% of staff reported that play therapy had positively influenced the child's educational outcomes.</li><li>• 87.8% rated the events as 'excellent'.</li><li>• Over 130 attended school and Post-16 event</li><li>• 42 attended Early Years event.</li></ul>
<p>Supporting pupils with speech, Language and communication needs from birth to 25.</p>	<p>Verbo</p> <p>An online speech, language and communication therapy toolkit for education staff.</p>	<ul style="list-style-type: none"><li>• 67% of schools have signed up and have accessed Verbo</li><li>• 445 active verbo targets set for pupils</li><li>• 997 intervention videos have been accessed.</li><li>• 298 staff training videos have been viewed.</li></ul>
<p>Early Identification of pupils with SEND and consistent SEND recording and monitoring</p>	<p>Special Needs Assessment Profile (SNAP) assessment tool is specifically designed to identify pupils with SEND at an early stage, allowing for early intervention and support. 1 year subscription for all schools. Staff training available.</p>	<ul style="list-style-type: none"><li>• 48% of qualifying settings chose to renew their SNAP subscriptions.</li><li>• Feedback has suggested SNAP provides clarity when teachers realise that there is a barrier to learning, but aren't quite sure what it is.</li></ul>

# Craven 2023-24

<p>Early identification of pupils with SEND</p>	<p>Craven Lead SENCO</p> <ul style="list-style-type: none"><li>• <b>Support Identification of SEN Needs:</b> Outreach SENCO works with schools to identify Special Educational Needs (SEN).</li><li>• <b>Provision of Screeners:</b> Provides screeners to support baseline testing.</li><li>• <b>Observations and Written Advice:</b> Conducts observations and provides written advice for schools to incorporate into the graduated response to SEN needs.</li></ul>	<ul style="list-style-type: none"><li>• Referrals to the SEND Hub have decreased.</li><li>• 86% of primary settings reported that the Outreach SENCO has effectively identified and addressed SEND needs in their school.</li><li>• 95% of schools reported that the Outreach SENCO has improved the overall quality of education for SEND students.</li></ul>
<p>Supporting pupils with speech, Language and communication needs from birth to 25.</p>	<p>Verbo An online speech, language and communication therapy toolkit for education staff.</p>	<ul style="list-style-type: none"><li>• 67% of schools have signed up and have accessed Verbo</li><li>• 183 active verbo targets set for pupils</li><li>• 180 pupils in Craven have been screened with Verbo</li><li>• 406 intervention videos have been accessed.</li><li>• 88 staff training videos have been viewed.</li></ul>
<p>Raising the profile of and engagement of the Locality Boards</p>	<p>Engagement &amp; Celebration Event with a focus on SEMH projects</p>	<ul style="list-style-type: none"><li>• 87.8% rated the events as 'excellent'.</li><li>• Over 130 attended school and Post-16 event</li><li>• 42 attended Early Years event.</li></ul>

# Hambleton and Richmondshire 2023-24

<p>Supporting students with C&amp;I to thrive in education</p>	<p>Autism Project</p> <ul style="list-style-type: none"><li>• Training; 'Unlocking Autism', 'Think Sensory, Not Behaviour', 'Sensory Circuits', 'Lego Therapy', 'Social Stories'</li><li>• Advisory Referral Service (generic advice)</li><li>• Established TA network support students with ASC</li></ul>	<ul style="list-style-type: none"><li>• 100% of those who engaged with at least one sub-project were now able to evidence a new way of working.</li><li>• 87% of primary schools, 83% of secondary schools and 87% of Post-16 have engaged with at least one project.</li></ul>
<p>Supporting students with SEMH to thrive in education</p>	<p>Engagement Event</p> <p>Relational Approach Training</p>	<ul style="list-style-type: none"><li>• 87.8% rated the events as 'excellent'.</li><li>• Over 130 attended school and Post-16 event</li><li>• 42 attended Early Years event.</li><li>• 92% included the relational approach in their School Improvement Plan.</li><li>• 83% said the training gives a deeper understanding of nurturing all students.</li><li>• 21 schools had relational approach training</li></ul>
<p>Early Identification and knowledge of ASC, SpLD and SLCN students to thrive in education</p>	<p>Verbo</p> <p>An online speech, language and communication therapy toolkit for education staff.</p> <p>Special Needs Assessment Profile (SNAP) assessment tool is specifically designed to identify pupils with SEND at an early stage, allowing for early intervention and support. 1 year subscription for all schools. Staff training available.</p>	<ul style="list-style-type: none"><li>• 80% of schools and 16 Early Years settings have signed up and have accessed Verbo (Oct 24)</li><li>• 229 active Verbo targets set for students in H&amp;R area (in Oct24).</li><li>• 86% of settings in North Yorkshire are wanting to renew their SNAP subscriptions.</li></ul>



# Selby 2023-24

Supporting pupils with C&I needs to thrive in education.	Verbo An online speech, language and communication therapy toolkit for education staff. Talk Boost (EY) Programme for 3-4 year olds struggling with talking and understanding words Talk for Work Programme for 14 to 18 year olds with SLCN difficulties to be ready for the workplace	<ul style="list-style-type: none"><li>• 90% of schools and 13 EY settings have signed up and have accessed Verbo (Oct 24)</li><li>• 364 active Verbo targets set for students in Selby area (Oct24).</li><li>• 14 settings received EY Talk Boost training</li><li>• 2 secondaries and 1 Post-16 setting received Talk for Work training</li></ul>
Supporting pupils with SEMH to thrive in education.	Engagement Event Relational Approach Training Play and Art Therapy Think Sensory, Not Behaviour Training Alternative Provision Scoping	<ul style="list-style-type: none"><li>• 87.8% rated the events as 'excellent'.</li><li>• Over 130 attended school and Post-16 event</li><li>• 42 attended Early Years event.</li><li>• 100% of school's SDQ difficulties score decreased after the therapy.</li><li>• 100% better understood how sensory processing difficulties impact on a child's function and behaviour.</li><li>• 100% have included the approach in their School Improvement Plan.</li><li>• 13 schools received relational approach training.</li></ul>
Early Identification and knowledge of ASD, SpLD and SLCN to thrive in education	Special Needs Assessment Profile (SNAP) assessment tool is specifically designed to identify pupils with SEND at an early stage, allowing for early intervention and support. 1 year subscription for all schools. Staff training available.	.

# Post Implementation Review of Locality Boards

## Rationale

Following the introduction, or significant change, to High Needs Block funded provision a Post Implementation Review (PIR) is common practice in North Yorkshire

Usually 2 years after implementation

Locality Boards are now all 3 years since implementation

HNB spend across the past 3 years has been c.£2.3m

All aspects of HNB spend is subject to high level of scrutiny

# PIR Scope and timeline

- 2021/22 through to 2023/24
- Operation of the Boards
  - How priorities were identified
  - Governance arrangements
  - Resource requirements to service the boards
- Range of projects commissioned
- Intent and Impact of projects
- Reach of the boards and system engagement
- Strategic alignment to Local Area priorities and partnership working
- VFM
- **A report will be presented to CYPLT on 12<sup>th</sup> December 2024**
- **The findings will be shared with schools in the new year**



# **Carol-Ann Howe**

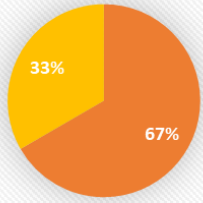
## **Head of Inclusion Locality Hubs**

**Inclusion hubs: fair access**

# Losing learning or getting fair access?

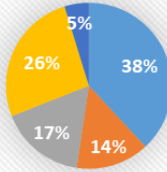
- FAP meetings every three weeks for secondary schools
- Schools, hubs and PRUs all involved
- 182 children back in school in 2023-24
- Year on year increase in both primary and secondary children admitted via FAP
- Schools working well in most cases to agree admission but increased need for direction when panels fail to place, which adds delay to school admission

Year 23/24



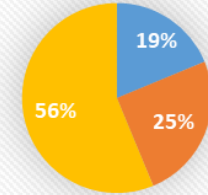
- Permanently Excluded
- Returning from EHE
- Referred on behavioural grounds
- Moved in from out of area, no school place offered via normal admissions

Year 23/24



- Permanently Excluded
- Returning from EHE
- Referred on behavioural grounds
- Moved in from out of area, no school place offered via normal admissions
- Other

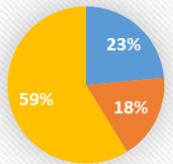
Year 23/24



- Permanently Excluded
- Returning from EHE
- Referred on behavioural grounds
- Moved in from out of area, no school place offered via normal admissions
- Other

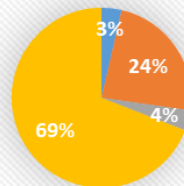
# Fair access activity

Year 23/24



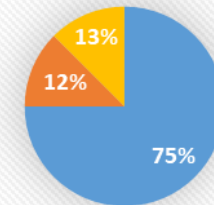
- Permanently Excluded
- Returning from EHE
- Referred on behavioural grounds
- Moved in from out of area, no school place offered via normal admissions
- Other

Year 23/24



- Permanently Excluded
- Returning from EHE
- Referred on behavioural grounds
- Moved in from out of area, no school place offered via normal admissions
- Other

Year 23/24



- Permanently Excluded
- Returning from EHE
- Referred on behavioural grounds
- Moved in from out of area, no school place offered via normal admissions
- Other

# Barbara Merrygold

## Head of Early Help

**Working together with schools**



**Strength in  
Relationships**



# Senior Leadership Team

2



**Mel Hutchinson**  
Assistant Director



**Samantha Clayton**  
Quality Assurance



**Barbara Merrygold**  
Early Help



**Rosie Appleby**  
Placement Support



**Judith Russ**  
UAS Children, Young people's pathway, Regulated 16+ accommodation, provision development



**Zoe Fryer**  
Safeguarding



**Emma Hopper**  
Child Permanence

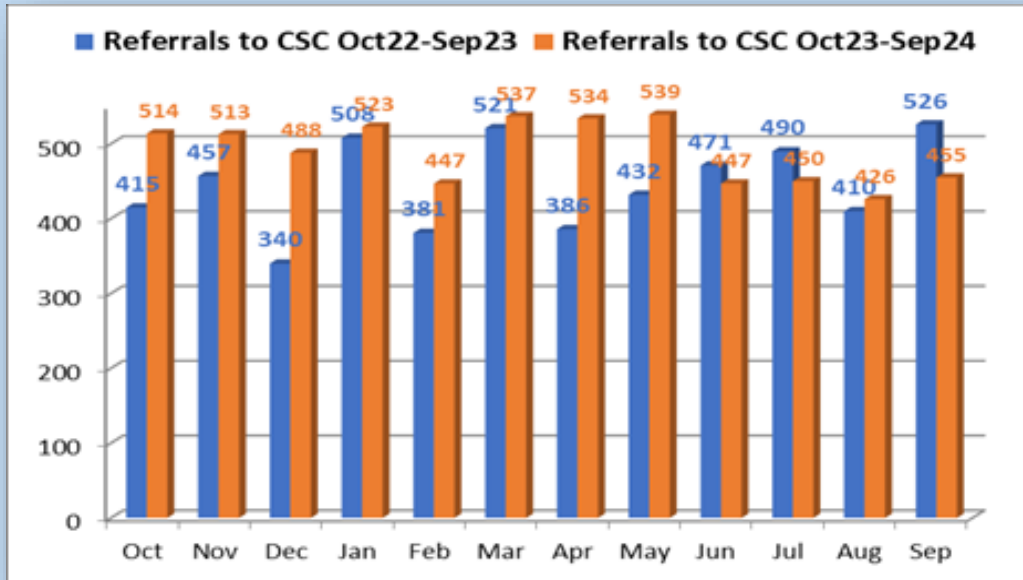


**Suzanne Hunt**  
Disabled Children and Young People's Service

# Number of referrals....

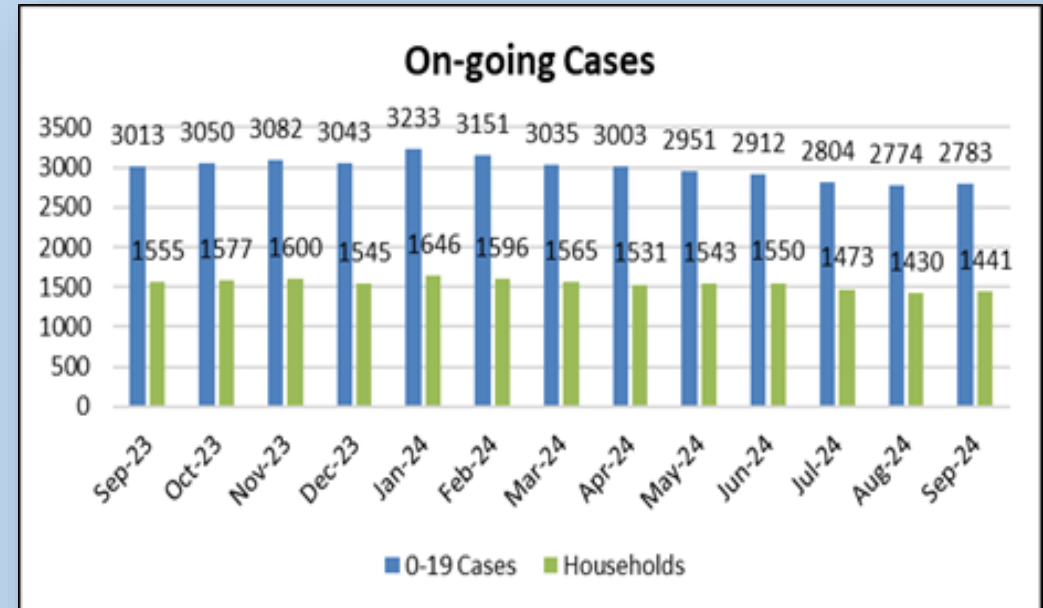
## Referrals to Children’s Social Care

The number of referrals received in the 12 months ending September 2024 was **10.0%** (+536) higher than in the previous 12 months. However, the number of referrals received in Quarter 2 2024/25 (n=1331) was 95 fewer than received in Quarter 2 2023/24 (n=1426).



## Early Help Service Ongoing Cases

The number of households receiving support from the Early Help Service decreased to 1441 at the end of Quarter 1 2024/25. The number of Households has been below 1500 in each of the last 3 months. The current total is a 7% decrease (-114) from the total seen at the end of September 2023.



# Our practice model



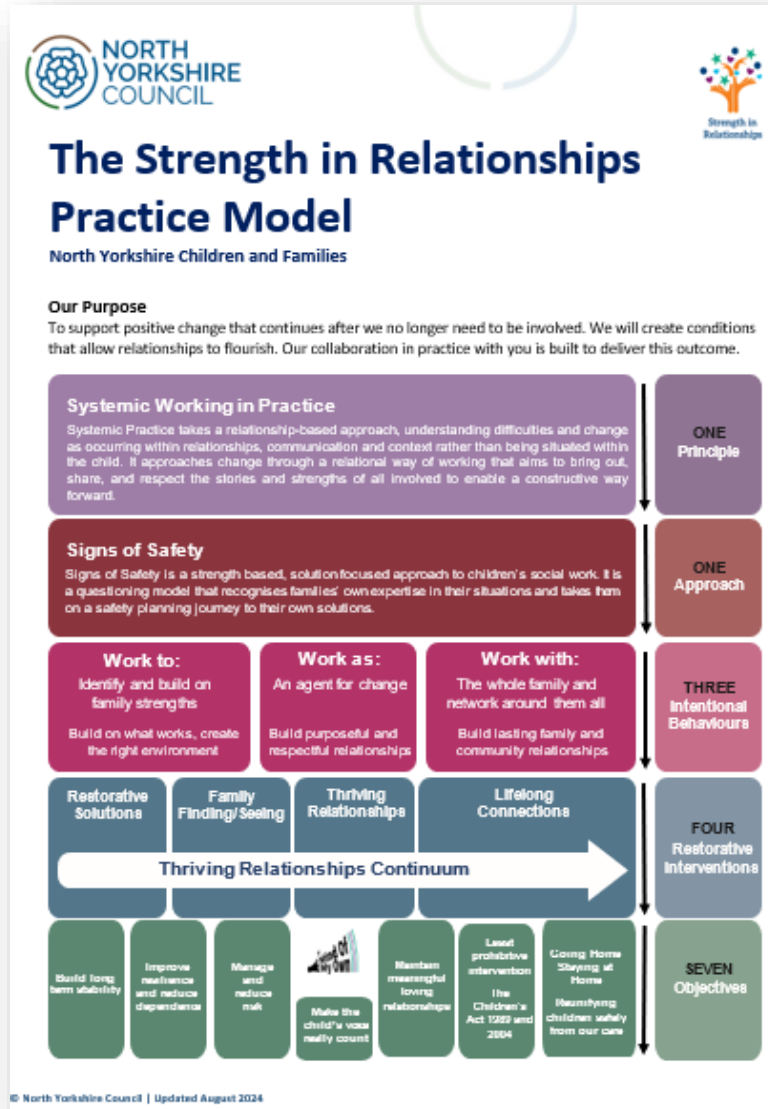
4

## Strength in Relationships

Our practice model sets out clear expectations with a consistent approach to build practitioners' confidence.

Our model improves the quality of assessment, intervention, and direct work with children and their families.

Having this defined practice model encourages us to work collaboratively.



# North Yorkshire Early Help Strategy

## A partnership document

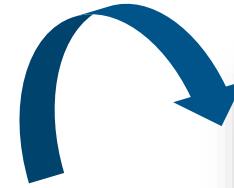
5

### Right person, right time, right place....

The aim of Early Help Strategy was to build on people's capacity and resources to manage their own dilemmas, resolve their own difficulties and prevent further problems in the future.

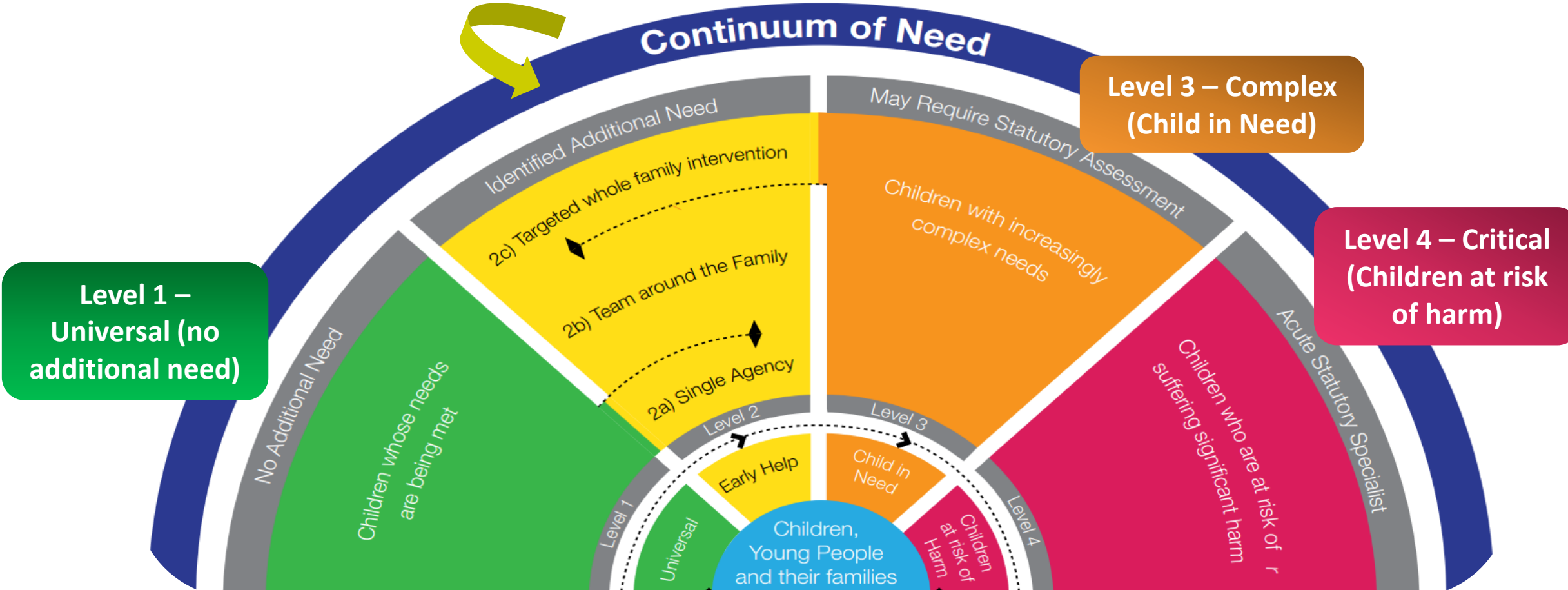
Early Help is the response offered by all services in North Yorkshire who are in contact with children, young people and families when an unmet need is identified as outlined in Working Together to Safeguard Children (2018).

Aligned Children & Young Peoples plan Being Young in North Yorkshire priorities.



# The Continuum of Need | Describes tiers of intervention

Level 2 – Vulnerable (Early Help - providing additional support for children with emerging needs to stop escalation)  
 2a Single Agency – completing an Early Help Assessment to identify need & offer agency  
 2b – Team Around the Family. Multi-agency meeting with support & advice  
 2c – Whole Family Intervention through 1:1 support from a Children & Families Worker.






# The EHA is an assessment document for use by any agency, but can also be used as a referral into Early Help (discussion with EHC required)



**Strength in Relationships**

Early Help Assessment Form 

**Section A - The child**

Surname	Click or tap here to enter text.	Forename(s)	Click or tap here to enter text.			
Date of Birth/Estimated Date of Delivery	Click or tap here to enter text.	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Unknown <input type="checkbox"/> Female <input type="checkbox"/> Unborn			
Address	Click or tap here to enter text.					
Telephone Numbers	Click or tap here to enter text.	NHS Number	Click or tap here to enter text.			
		GP Surgery	Click or tap here to enter text.			
		URN Number	Click or tap here to enter text.			
Child/young person's ethnicity	<input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black background <input type="checkbox"/> White and Black Caribbean					
	<input type="checkbox"/> White and Black African <input type="checkbox"/> Any other mixed background <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Ethnic Group					
Child's first language or preferred means of communication	Click or tap here to enter text.	Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: Click or tap here to enter text.			
Child's religion	Click or tap here to enter text.	Nationality	Click or tap here to enter text.			
Immigration status	Click or tap here to enter text.					
Is the child disabled?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: Click or tap here to enter text.					
Is there a self-harm or suicidal behaviour concern?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: Click or tap here to enter text.					
Is there a Child Sexual Exploitation concern?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: Click or tap here to enter text.					
Is the child privately fostered?	<input type="checkbox"/> No <input type="checkbox"/> Yes					
Is the child adopted?	<input type="checkbox"/> No <input type="checkbox"/> Yes					
<b>Section B - People in the family/household who are important to the child.</b>						
<i>Explore who is important to the family; who cares about them and helps them in their day to day life. Completing a pedigree, family tree or circles of support together is a good way to capture this information.</i>						
Relationship to child in Sec A	Forename	Surname	Date of Birth	Parental Responsibility?	Address	Contact Number
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/> Yes	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/> Yes	Click or tap here to enter text.	Click or tap here to enter text.

- All referrals are screened at MAST (Multi-Agency Screening Team) within 24 hours
- MAST comprises of staff from
  - NYCC Social Care
  - NYCC Early Help
  - NY Police
  - Health
- Referrals screened using the Signs of Safety approach
- Possible outcomes
  - Information and Advice / NFA
  - 2a/b
  - 2c – Early Help
  - 3 or 4 - Assessment by CSC (Section 17 or 47)

# Early Help Consultants

152

The core focus is to offer consultancy support to schools and other partners enabling the co-ordinated delivery of early help support to children and their families.



Strength in Relationships

Early Help Consultants will be the main point of contact for partners and will work alongside them to support the delivery of early interventions specific to the needs of

Division	Number
Central (Selby, Richmondshire, Hambleton) Jon Coates, Liz Power, Cath Preston, Tracy Rotherforth	01609 534829
East (Scarborough, Whitby, Ryedale) Amy Magson, Siobhan McDonald, Kelly Trotter, James Urquhart	01609 534852
West (Harrogate, Knaresborough, Craven, Ripon) Rachel Yeadon, Sarah Webb, Elaine Shaw, Debbie Clement	01609 534842





# The Early Help Assessment & Team Around the Family

## The strategy identifies:

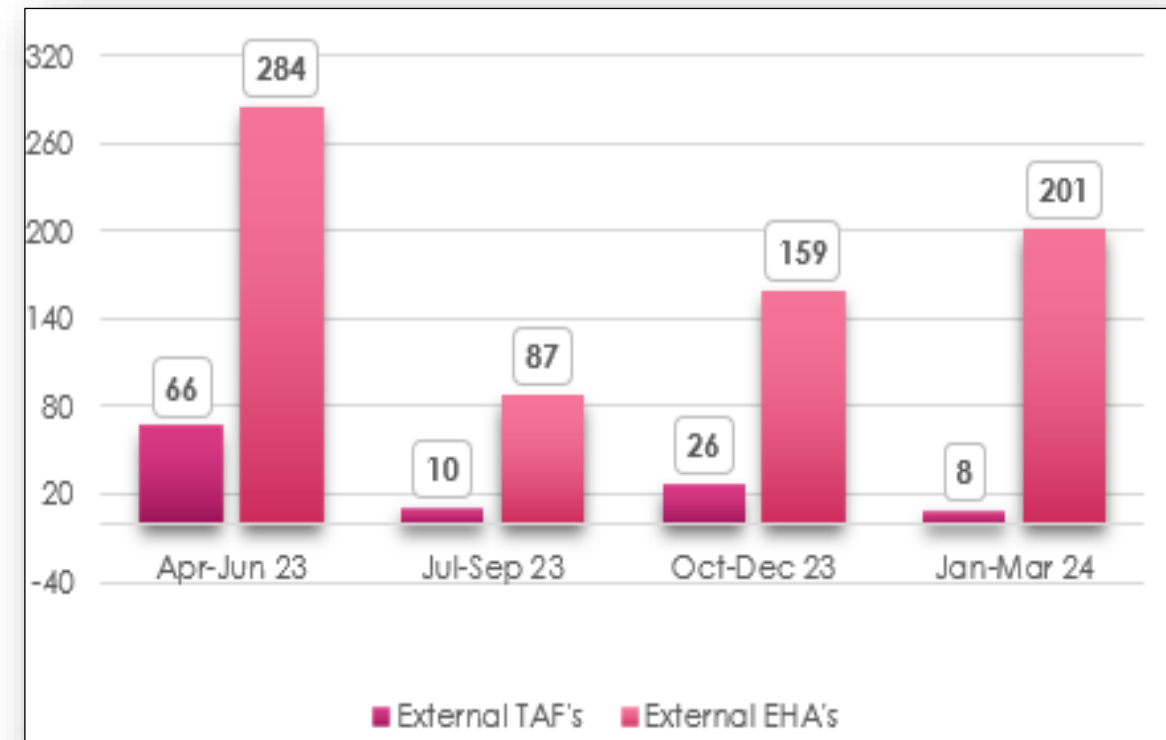
The Early Help Assessment enables agencies (e.g. schools), in partnership with families, to assess need, identify appropriate support within their agency and review progress.

The Early Help Assessment is a working document that remains with the child, from this the child's planned is developed with the child and their family.

**As a basic principle, the person offering support to a child or young person and their family should be someone who:**

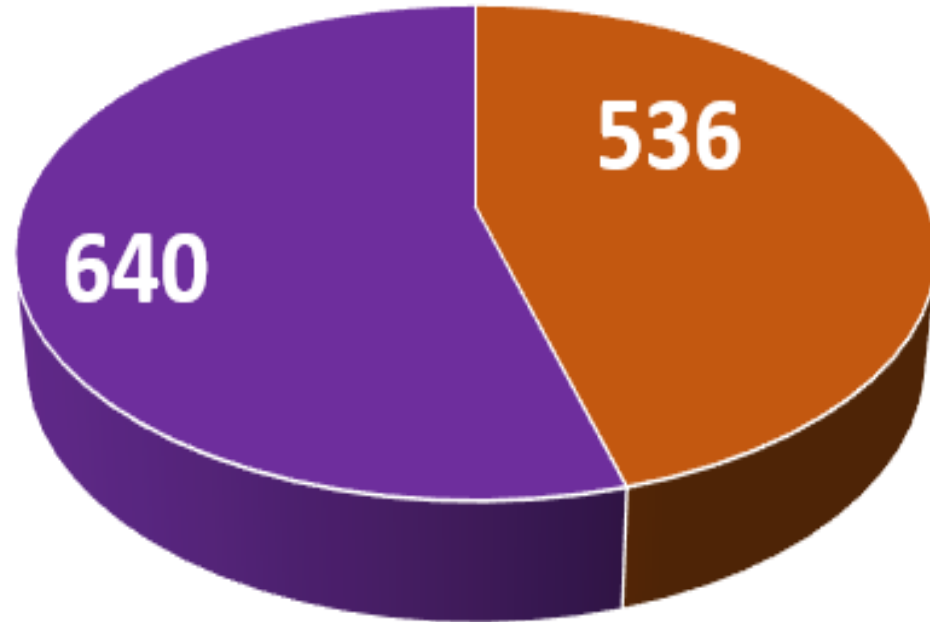
- Has a positive relationship with the child and family
- Understands the issues the child/family are facing
- Wants to make a difference

## External TAF's & EHA's



# Number of external EHA for the last two years

154



■ Apr-Dec 2023

■ Jan-Sep 2024



**Strength in Relationships**

# Working together to keep children safe

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155

Schools and colleges play an essential role in building a safer society by educating young people about key issues like sexual violence and harassment but at the same time they must be safe places where young people are protected as they learn.



**Strength in Relationships**

- Children build trusting supportive relationships with adults
- Place of stability
- Children feel loved and listened to
- Children can be seen and heard
- Reduces risk of offending and re-offending
- Reduces risk of exploitation

# Solihull Parenting Programme

A free online resource for parents, carers and families to access which will offer guidance, reassurance and support – available since May 2021

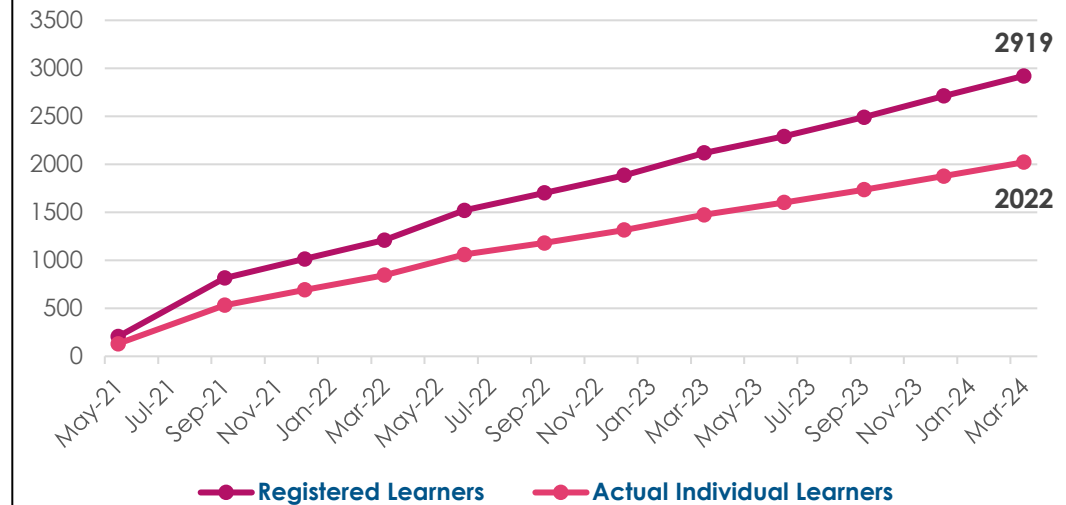
A resource that removes barriers such as venue, timings and anxieties for parents attending group-based sessions

An early intervention option to address issues or problems when they are first identified

A resource that can be offered as part of an Early Help Assessment / C&F action plans

As at the end of March 2024, 2,919 individuals have registered as learners with 2,022 individual learners having registered and started at least 1 course. The feedback received from those completing the courses continues to be very positive.

## Cumulative Number of Learners



### Online courses available for parents FREE for North Yorkshire families and carers

**1. Understanding pregnancy, labour, birth and your baby**  
Online course for everyone around the baby: Mums, Dads, Grandparents, friends and relations. Written by Registered Midwives and NHS Professionals.

**2. Understanding your baby**  
Online course for everyone around the baby: supporting you and the new arrival. Written by Psychologists, Psychotherapists and Health Visitors.

**3a. Understanding your child (0-19 yrs) (main course) or 3b. Understanding your child with additional needs**  
Popular online course about being the best parent, grandparent or carer you can be. Award winning with trusted content.

**4. Understanding your teenager's brain (short course)**  
Find out what happens to the brain in adolescence and how this explains some of the changes you may have noticed in their behaviour.

[solihull.approach@heartofengland.nhs.uk](mailto:solihull.approach@heartofengland.nhs.uk)  
(+44) 0121 296 4448

[www.inourplace.co.uk](http://www.inourplace.co.uk) [www.solihullapproachparenting.com](http://www.solihullapproachparenting.com)

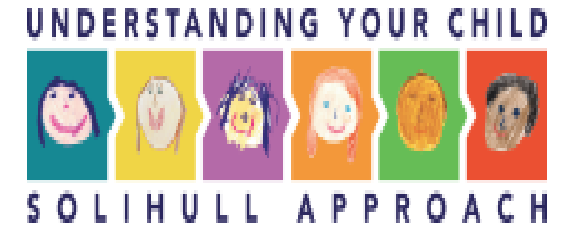
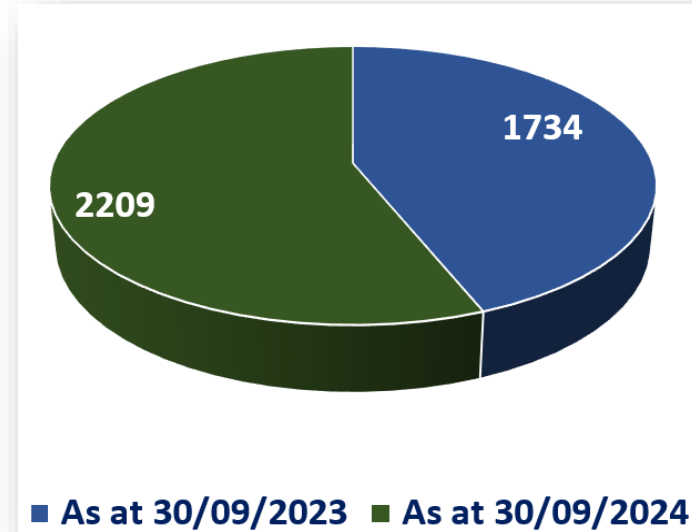
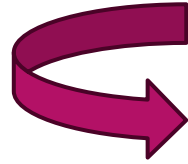


The Solihull Approach was Developed by Psychologists, Psychotherapists, Health Visitors & NHS and Education Professionals

# Number of families accessing Solihull parenting

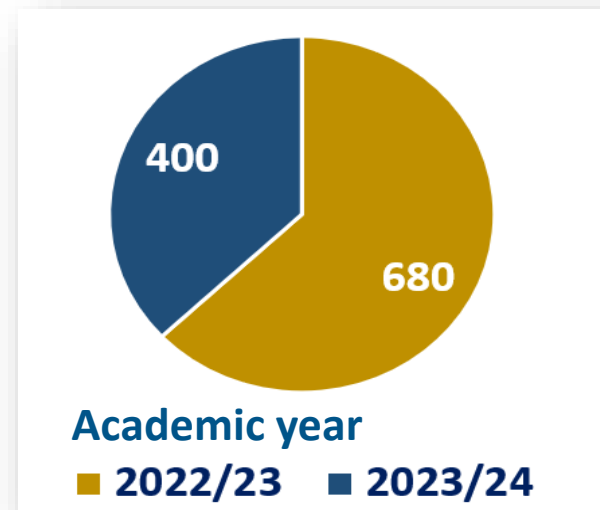
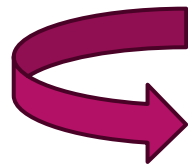
15

Cumulative number of individual learners who have registered and started one or more of the courses:



# Number of professionals accessing the courses we deliver on NYES

Number of attendees at courses:



# Any questions..... reflections

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**Strength in  
Relationships**



# Early Help



# Tables discussion 4

**Ways to get involved 2024-25**



# Ways to get involved

- Schools forum – make local funding decisions
- access the NYSCP website, resources and training
- volunteer for task and finish groups
- use your voice to influence positive SEND reform
- challenge EHE, low or no attendance and support re-integration
- offer something your school does well to another nearby school
- join the reference group for digital EHCPs
- sign up **today** for the pilot inclusive practice peer audit
- get involved in your locality boards – and support the PIR

Network – take time to talk, to visit each other's schools and keep sharing ideas

## Have we forgotten anything?



# Thank you

спасибо 谢谢  
**GRACIAS**

**THANK YOU**

ありがとうございました **MERCI**

**DANKE** धन्यवाद

شُكْرًا **OBRIGADO**



Formally constituted representative statutory body

Typically 5 Meetings – January/March/May/September/November

Meeting dates published in advance – meet on a Thursday (2pm) – typically 2 hours

Papers published a week in advance

Decisions/ Inform decisions on MFG, Block Transfer, De-delegation, School Funding Issues, High Needs, Early Years

**Current Vacancies:**

2 x LA Primary School vacancies

1 x LA Special School vacancy

1 x LA PRS vacancy

If interested, please contact [Howard.Emmett@northyorks.gov.uk](mailto:Howard.Emmett@northyorks.gov.uk) or [Sally.Dunn@northyorks.gov.uk](mailto:Sally.Dunn@northyorks.gov.uk)

**High Needs Funding Sub-Group** – less formal, coalition of interested stakeholders intended to shape and inform Schools Forum decisions and LA work.



# Networking

**15:00 end of formal session opportunity for networking until 16:00**

