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**Manchester City Council  
Report for Resolution**

**Report to:** Children and Young People Scrutiny Committee – 5 December 2017

**Subject:** Update on Manchester's implementation of the Special Educational Needs and Disability (SEND) reforms introduced in 2014

**Report of:** Director of Education

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**Summary**

This report provides members with information on the numbers of children and young people with SEND in the local area, data on pupil attainment, attendance and exclusions and comparisons with national data.

The report also provides members with an update on the progress Manchester is making with implementing the Special Educational Needs and Disability reforms introduced in September 2014.

**Recommendations**

Members are asked to consider and comment on the information in the report

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**Wards Affected:** All

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**Financial consequences – Revenue:** The Local Authority has a planned £70.93m budget from the High Needs Block of the Dedicated Schools Grant for educational provision for children and young people with high levels of SEND aged 0-25. The majority of this budget is spent on special school places, and Education, Health and Care plans (EHCPs) in mainstream schools. In addition, there is a budget of £2.375m for Short Breaks and a home to school transport budget of £6m.

**Financial consequences – Capital:** Manchester is required to complete a strategic review of educational provision for children and young people with SEND and on completion of an agreed action plan, the Authority can draw down £2.4m capital funding over 2 years from summer 2018.

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**Background documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Key points from the Education Bill and Green Paper – Support and Aspiration: A new approach to SEN and Disability – Report to CYPOS, May 2011

Impact of the proposals outlined in the Special Educational Needs and Disability (SEND) Green Paper – Next Steps document and the reform of funding for high levels of need – Report to YPCSC, September 2012

Update on the national reform of SEND and progress towards implementation in Manchester – Report to YPCSC, May 2013

Update on the national reform of SEND and progress towards implementation in Manchester – Report to YPCSC, January 2014

Update on the national reform of SEND and progress towards implementation in Manchester – Report to YPCSC, June 2015

Update on Manchester's implementation of SEND reforms and information on the Local Area inspection of SEND – Report to Children and Young People Scrutiny Committee, October 2016

Update on Special Education Needs and the Strategic Review of SEN – Report to Schools Forum, November 2017

## **1.0 INTRODUCTION**

1.1 This report builds on previous reports presented to Committee demonstrating the progress the Local Authority is making in implementing the special educational needs and/or disabilities (SEND) reforms set out in the Children and Families Act 2014.

1.2 A Framework for Inspection of Local Areas' Effectiveness in Identifying and Meeting the Needs of Children and Young People who have SEND has been in place since May 2016. Over a five year period inspectors from Ofsted and the Care Quality Commission will inspect all local areas in England. The inspection lasts five days and five days' notice is given. There is a strong emphasis on areas understanding their strengths and areas for development, and on the impact of the SEND reforms on the outcomes for children and young people and the impact of the SEND reforms on the experience of children and families in accessing services and support. Manchester is currently revising our Self Evaluation of this work and updating an action plan to respond to any identified gaps.

1.3 So far, five local areas in Greater Manchester have been inspected: Bolton, Bury, Oldham, Rochdale and Trafford. Two areas have received letters of action and the inspection letter for one area has not yet been published.

1.4 This report will provide an update on numbers of children and young people with SEND in Manchester, their attainment, and attendance and information on progress in implementing the SEND reforms.

## **2.0 BACKGROUND**

2.1 The main changes that have been introduced through the Children and Families Act 2014 are:

- Putting children and young people with SEND and their families at the heart of assessment planning and decisions about their future outcomes and provision.
- Local Authorities must publish a Local Offer showing all the services and support that the local area expects to be available to children and young people with SEND and their parents/carers, as well as how to access the provision, how to report gaps and give feedback.
- The Local Authority must also make sure children, young people and parents are provided with information, advice and support on all matters related to their SEND.
- The reforms cover children and young people with SEND from 0-25.
- Education, Health and Care plans (EHCPs) have replaced Statements of SEN and SEN Support has replaced School Action and School Action Plus.
- The timescale for assessing a child or young person and issuing an EHCP is 20 weeks compared to 26 weeks for a Statement.
- Local Authorities must help young people with SEND prepare for adulthood from the earliest years.
- Health and Local Authorities should jointly commission services for children and young people with SEND.

2.2 The Our Manchester Disability Plan (OMDP - previously the All Age Disability Strategy) has as its aim: 'A strategy to remove barriers and increase opportunities for disabled people of all ages in Manchester.' The OMDP Board is a partnership between disabled people's organisations, the City Council, health, Transport for Greater Manchester, educational institutions and other partners, including parent representation. The SEND Implementation Board which provides governance of SEND for children and young people aged 2 to 25 in Manchester is also the children and young people's workstream of the OMDP Board.

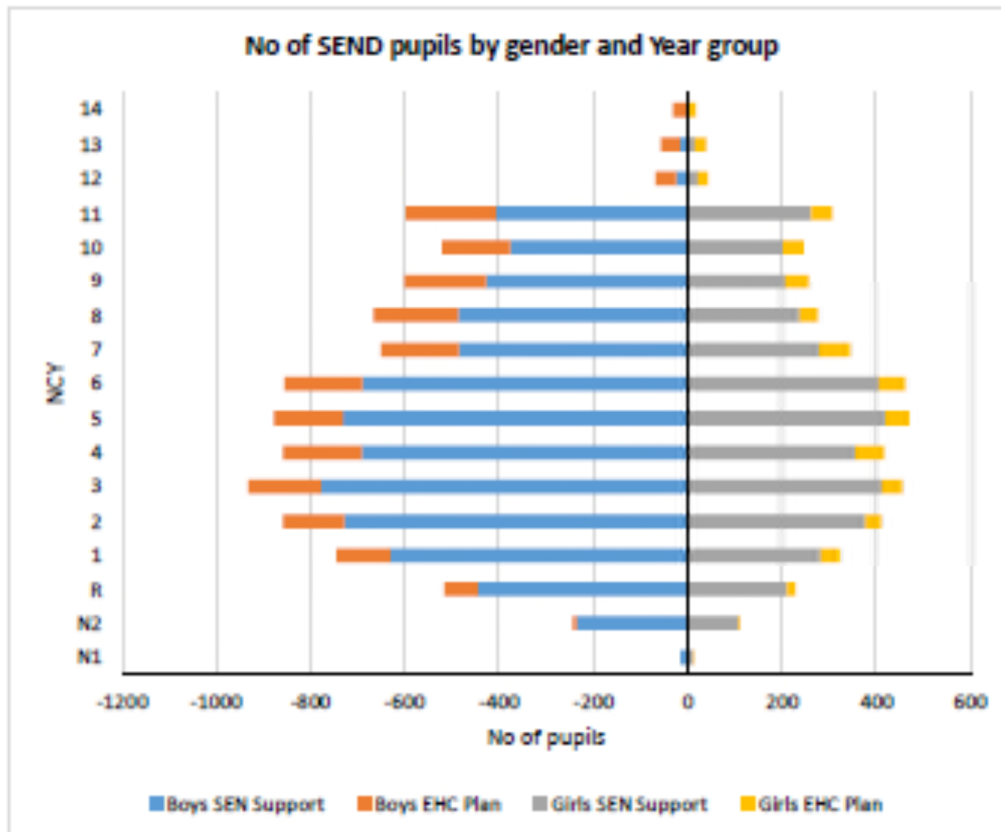
### 3.0 OVERALL POPULATION WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

3.1 Within the Manchester school population, the May 2017 census showed that 16.3% of pupils have SEND (13,634 pupils). This was made up of 13.2% (11,078 pupils) who have their needs met at SEN Support level and 3.0% of the school population who have either a Statement of SEN (443 pupils) or an Education, Health and Care plan (EHCP) (2,113 pupils). The census shows that the number of pupils who have their needs met through SEN Support is increasing after falling for several years. The percentage of pupils at SEN Support level in Manchester is higher than national (11.6%). The numbers of pupils in Manchester schools with high levels of need which require an EHCP have increased. There has also been an increase in the percentage of children in Manchester schools with an EHCP/Statement - rising in May 2017 to 3.0%. Nationally, the actual numbers of pupils with an EHCP/Statement have increased, however, the overall percentage has remained at 2.8% of the whole school population.

Figure 1: Number of pupils with SEND in Manchester schools (School Census)

	May 2015	May 2016	Jan 2017	May 2017
EHCP/Statement	2,236	2,339	2,464	2,556
SEN Support	10,550	10,298	10,667	11,078
<b>All SEN</b>	<b>12,786</b>	<b>12,637</b>	<b>13,131</b>	<b>13,634</b>
<b>%</b>	<b>16.4%</b>	<b>15.6%</b>	<b>15.1%</b>	<b>16.3%</b>

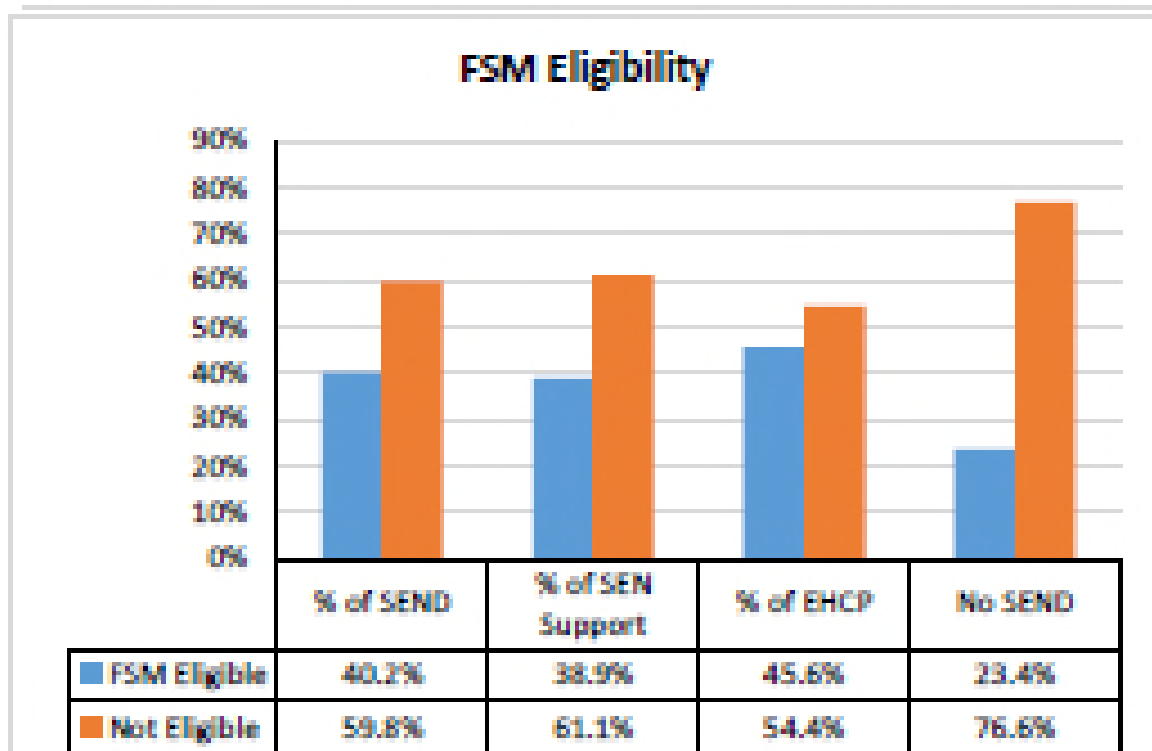
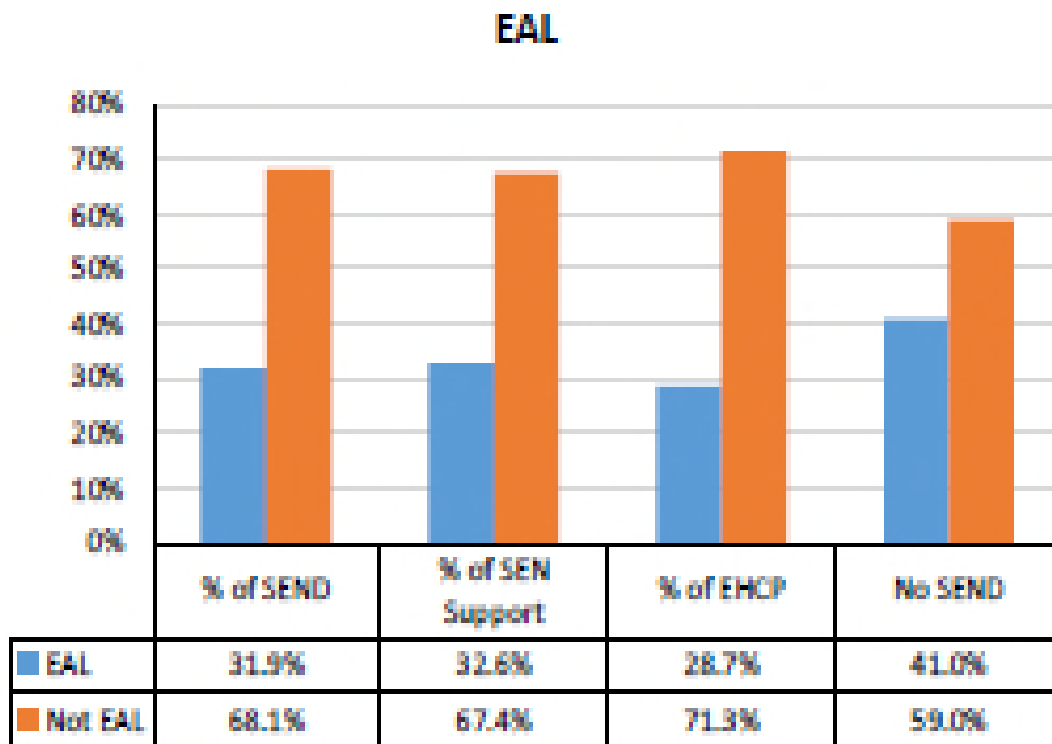
Figure 2: Age and gender of pupils in Manchester schools January 2017 School Census



3.2 More boys than girls in Manchester schools have SEND – 65.3% of the pupils at SEN Support level are boys and 75.9% at Statement/EHCP level are boys. This compares to boys making up 47.8% of the pupils with no SEND. There is a similar picture nationally.

3.3 The age distribution of Manchester pupils is also similar to national as higher cohorts of pupils are moving into secondary schools. Table 2 only shows numbers in Manchester schools, there are additional children and young people with identified SEND in Early Years settings, colleges and training provision.

Figures 3 and 4: English as an Additional Language and Free School Meals eligibility  
January 2017 census

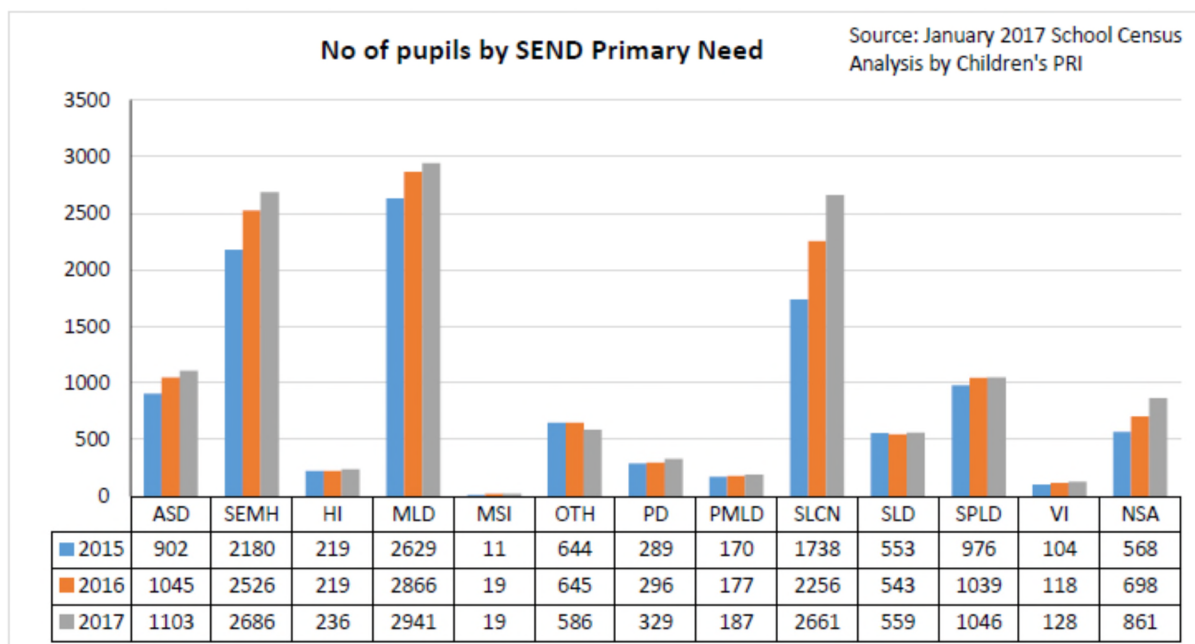


3.4 These tables show the percentages of pupils at SEN Support level and those with Statements of SEN/EHCPs who have English as an additional language (EAL) and who are eligible for Free School Meals (FSM).

3.5 Manchester pupils with SEND (31.9%) are less likely than those with no SEND (41%) to have English as an additional language. Nationally, pupils whose first language is English are also more likely to have SEND than those who have EAL.

3.6 Manchester pupils with SEND are more likely to be eligible for free school meals. 38.9% of pupils at SEN Support and 45.6% at EHCP level are eligible for FSM, compared to 23.4% with no SEND. Nationally 26.6% of pupils with SEND are eligible for FSM compared to 11.8% of pupils without SEND.

Figure 5: Number of pupils in Manchester schools by SEND Primary Need



3.7 The types of primary need that are most common in Manchester are moderate learning difficulties (MLD) 22%, social, emotional and mental health needs (SEMH) 20.1%, speech, language and communication needs (SLCN) 19.9%, and autism (ASD) 8.2%. Nationally, the most common primary SEND need is also MLD at 22.7%.

#### 4. NUMBERS OF EDUCATION, HEALTH AND CARE PLANS / STATEMENTS

4.1 Education, Health and Care Plans (EHCPs) for children and young people aged up to 25 were introduced on 1 September 2014 as part of the Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014. From 1 September 2014, any children or young people who were newly referred to a local authority for assessment were considered under the new EHCP assessment process.

4.2 Transferring children and young people with Statements and young people receiving support as a result of a Learning Difficulty Assessments (LDAs) to EHCPs has been phased over three and a half years. Transfers from Learning Disability Assessments (LDAs) for post 16 students to EHCPs were completed by December 2016 and the process of transferring statements to EHCPs will be complete by April 2018. In April 2014, Manchester maintained a total of 2,823 Statements/resource

agreements or LDAs which needed to be transferred to EHCPs by these dates. By October 2017, Manchester only had 196 Statements still needing to be transferred to EHCPs. This has been achieved through using a significant amount of allocated SEN implementation grant to increase staffing within the statutory assessment and transfer team for this purpose. The transfer team has also included secondment of a social worker to support this process.

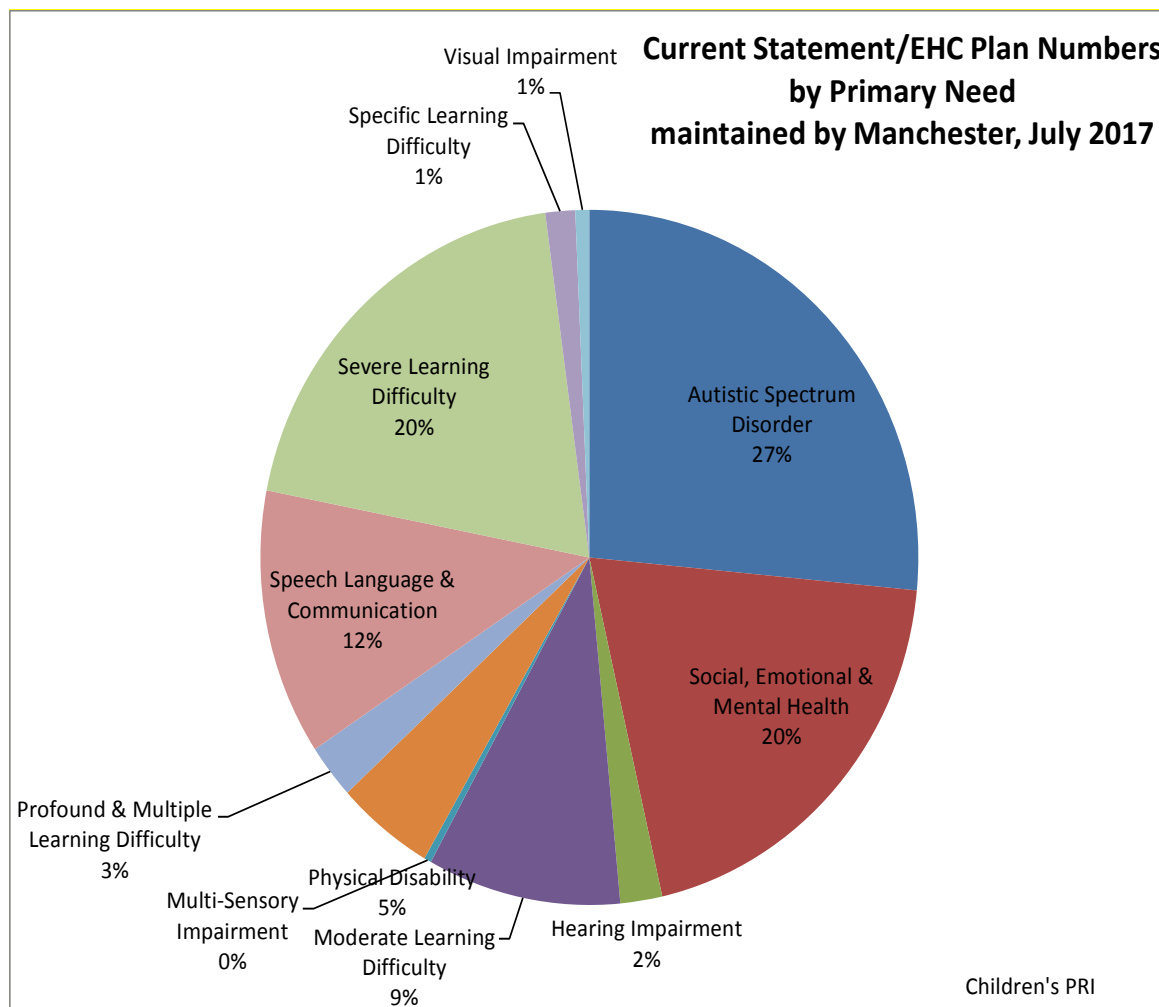
4.3 In November 2017 Manchester maintains 3,596 statements/EHCPs - a 55% increase over three years. These children and young people attend provision in and outside Manchester, in mainstream, special and independent settings, schools, colleges and training. The numbers of young people aged 20 to 25 remain low but the Local Authority is receiving increasing numbers of requests from families and post 16 providers to carry out EHC needs assessments for individuals in this age group. The number of early years children being assessed is also increasing (16.6% of new EHCPs issued in 2016 were for under 5s), demonstrating that more children are having their needs identified at an earlier stage.

4.4 The most common types of primary need for Manchester children and young people in with a statement/EHCP are:

- Autism which is 27% of the cohort. This reflects, and almost matches the national picture where autism is the most common primary need for children in the cohort with 26.9%. Manchester's proportion has remained unchanged since 2015 but nationally there has been a slight increase.
- Severe learning difficulties which is 20% of the cohort whereas nationally, 12.9% of this cohort have SLD.
- Social, emotional and mental health needs which is 20% of the cohort whereas nationally, 12.4% of the cohort have SEMH.



Figure 6: Current Statement/ EHCP Numbers by Primary Need July 2017.



4.5 The number of requests for statutory assessment is increasing and the number of requests that are declined is the same as it was at this point last year which is resulting in an increase in new EHCPs. An additional 95 requests for statutory assessment were received in August and 109 in September 2017. There are currently 242 children on the early years pathway and a significant number of these will require statutory assessment.

Figure 7: Requests for statutory assessments over the last 3 years.

	Jan to Dec 2014	Jan to Dec 2015	Jan to Dec 2016	Jan to July 2017
New requests for assessments are increasing:	490	671	380	416
Number of requests declined has stayed the same this year:	129	156	62	62
New EHCPs issued is increasing:	442	222	318	292

## **5. EDUCATION HEALTH AND CARE PLAN PROCESSES**

5.1 In October 2017, Manchester Local Authority was issuing 89% of EHCPs within the 20 week timescale. This is a significant improvement on figures in 2016, but a small drop from the 91% being achieved in September 2017. Manchester has made very good progress with transferring Statements to EHCPs, with 196 left to be transferred before April, 2018. The Department for Education is prioritising transfer work and the Local Authority is required to report numbers remaining on a monthly basis.

5.2 The Local Authority has processes in place to assure the legal compliance and quality of EHCPs. The EHC panel sits weekly and members include senior staff from the Statutory Assessment Team, a senior Educational Psychologist, a social worker and teachers, including a rota of resourced provision lead teachers.

5.3 Regular moderation sessions take place in which local authority staff and those who contribute advice (health staff, social workers, school and college staff) judge the quality of a number of EHCPs and agree actions their agencies need to put in place to ensure continuous improvements in quality and timescales. A senior moderation panel, which includes the Director of Education and the Designated Clinical Officer from Health is now in place and will meet termly. Authorities across the North West meet termly to moderate anonymised plans – allowing best practice to be shared and a consistent regional application of thresholds.

5.4 The Statutory Assessment Team are working with schools, parents/carers and other partners to improve EHCP review processes (EHCPs must be reviewed at least annually). It will be possible to give this area of work greater focus once the transfers of statements to EHCPs are complete. However, the DfE has not yet announced whether it will continue to provide an implementation grant to local authorities after March 2018 and this will impact on the number of staff available within the team going forward.

5.5 A multi-agency panel of senior officers from education, children's and adults' social care and Manchester Health and Care Commissioning meets monthly to make decisions about placements and funding for those children and young people with the most complex needs.

5.6 Local Authorities are required to pay for mediation services for those families who are unhappy with the content or provision in a plan or with the authority's refusal to complete an assessment. From January to October 2017, Manchester has spent £21,435 on 59 mediations. This has not led to a reduction in families appealing to the SEND Tribunal as intended– 36 families have gone to appeal this year already – the same number as for the whole of 2016. 22 of the appeals relate to school placement.

## **6. SEN STRATEGIC REVIEW**

6.1 The Department for Education (DfE) expects local authorities to ensure sufficient good school places for all pupils, including those with SEND. The government has committed £215 million of capital funding nationally to create new school places and improve existing facilities for children and young people with

SEND. The DfE has provided all local authorities with funding to undertake a strategic review of their provision for pupils with SEND who are funded through the high needs block. Manchester's grant is £235,597. The funding can be used to increase the local authority's capacity to undertake the review and to help implement the outcomes of the review.

6.2 The DfE expects local authorities to consult all partners, including schools and colleges, early years, health commissioners, parents, carers and young people. The review will consider the range of provision currently available – specialist, resourced provision and mainstream and also access to specialist services and any gaps.

6.3 Manchester Parent Carer Forum has devised an online survey to gather the views of parents/carers. A number of focus groups are being held with children and young people. At a recent event at The Manchester College a group of 30 students with a range of additional needs gave their views on what is working well and what needs to be improved at college, with transition from school and with wider opportunities and services in Manchester. Head teachers and SENCOs are being asked for their views through an online survey and focus groups.

6.4 The review is being done in parallel with demand mapping research commissioned by Manchester Health Care Commissioning team (MHCC), so future projections of need can be shared between education, children's and adults' health and care services.

6.5 The strategic review needs to be completed in spring 2018 and a strategic plan submitted to the DfE and published on Manchester's Local Offer. In summer 2018 the DfE will provide the first tranche of £2.4m additional capital funding to the local authority to make the improvements agreed in the plan. The funding can be used improve special provision in mainstream schools and academies, resourced provision, special schools, early years or further education. However, there are implications for revenue budgets of creating additional provision.

## **7. EARLY YEARS**

7.1 The Early Years Pathway for children with SEND is well embedded and links to the Early Years delivery model. The pathway provides an Early Help offer of support to families with young children that have a level of SEND which cannot be met wholly through universal services. The Local Authority's early years team is developing an action plan to further improve the pathway based on a recent benchmarking exercise and feedback from parents/carers.

7.2 Rodney House Outreach Service for Early Years (RHOSEY) continues to provide an outreach service to families. Between January and October 2017 RHOSEY worked with 106 families in North Manchester, 98 in Central and 76 in South. For many of the families the work will be time limited and RHOSEY staff may withdraw once the child is settled into an early years setting and the family has been signposted to services. However for a significant number of children, the RHOSEY team will start the process of assessment leading to an application for an EHCP.

7.3 Most children with significant levels of SEND need are being identified earlier – RHOSEY currently has 43 children on the Early Years SEND process who will be in Reception in 2019 and 199 who will be in Reception in 2018. Some children, however, are still not having their needs identified until they get into a setting or school. For this reason the Local Authority commissions RHOSEY to provide outreach support, training and a SENCO network for early years settings.

7.4 From September 2017 Manchester has also commissioned RHOSEY to provide support to school nurseries. From January to October 2017 the service worked with 120 early years settings and since September the service has worked with 49 school nurseries.

7.5 The National Deaf Children's Society recently piloted a deaf awareness course for Childminders - in partnership with Manchester's Early Years Quality Assurance Team and Lancasterian Sensory Support Service. This course met its objectives of building the skills and confidence of childminders to work with children who are hearing impaired and giving parents/carers a wider choice of settings with well-trained staff.

7.6 In September 2017 all local authorities were required to put in place two new funding systems to support early years children with SEND. This coincided with the introduction of free 30 hours early years provision for three and four years olds with working parents. Disability Access Funding provides a non-ring-fenced £615 to settings and school nurseries for children in receipt of Disability Living Allowance (DLA). The DfE has provided funding to Manchester based on projected numbers of children with DLA. In addition, settings and school nurseries can apply to the Local Authority for SEN Inclusion Funding of up to £3,600 per year for individual children with emerging SEND. This funding has to be provided from the High Needs block and Early Years budgets.

## **8. SCHOOLS**

8.1 In 2016-17, 87% of children with EHCPs/Statements attended a school graded good or better; a decrease from 91% in 2015-16.

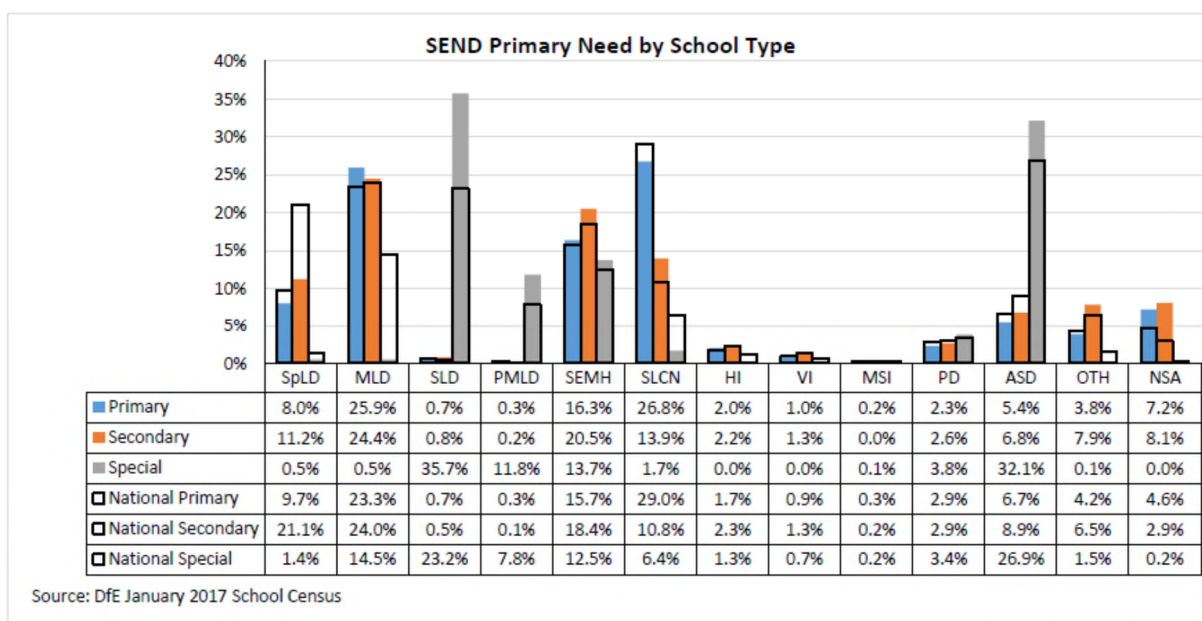
8.2 Manchester continues to review its continuum of provision for pupils with SEND. In 2017 the continuum includes:

- Mainstream provision with or without additional support.
- Resourced mainstream provision. Manchester currently has 14 mainstream schools designated as resourced provision for pupils with higher levels of SEND. 11 of these are for children with Autism / Specific Language Impairment (7 primary and 4 secondary), 2 primary provisions for pupils with social, emotional and mental health needs (SEMH) and 1 for pupils with Hearing Impairment. In total, the City currently has 123 resourced provision places.
- Specialist provision. Manchester has 14 special schools, all of which have expanded their numbers in 2016-17 in line with growth in numbers of children across the City.

8.3 This continuum ensures that the majority of children and young people with SEND have their needs met in their local community. However, parental preference and demographic growth means that a number of children are placed in special schools outside Manchester.

8.4 A small and decreasing number of children with EHCPs/Statements are placed in independent schools - 67 day pupils and 9 residential in 2016-17, compared with 74 day and 21 residential in 2014-15. The main needs are Autism and SEMH for day pupils and SEMH for residential pupils.

Figure 8: Type of school attended by pupils in Manchester, School Census January 2017



8.5 This graph shows the distribution of pupils with SEND in Manchester schools. In primary schools the most common types of need are speech, language and communication needs (SLCN 26.8%) and moderate learning difficulties (MLD 25.9%). In secondary schools, the main needs are: moderate learning difficulties (24.4%) and social, emotional and mental health needs (SEMH 20.5%). Nationally, MLD and SLCN are also the highest needs in primary. The national proportion of secondary pupils with Specific Learning Difficulties (SpLD) is much higher than Manchester's (21.1% compared to 11.2%), the proportion of pupils with MLD is similar and the proportion of pupils with SEMH is a little lower than Manchester's (18.4% compared to 20.5%).

8.6 The biggest difference between Manchester and national special school proportions are that 14.5% of special school places nationally are taken by pupils with MLD, whereas in Manchester it is 0.5%. The highest proportions of need in Manchester's special schools are severe learning difficulties (SLD – 35.7%) and Autism (32.1%).

8.7 A number of Manchester schools, including Bridgelea Pupil Referral Unit, have trained their staff in ELKLAN - an evidence based programme designed to

improve pupils' communication skills. This has had a positive impact on pupil attainment and behaviour. As Manchester has high numbers of pupils with speech, language and communication needs, the Local Authority will be working in partnership with speech and language therapists from Manchester University Foundation Trust and funding training in ELKLAN for Manchester school staff over the next two years.

#### **8.8 Resourced provision expansion**

In addition to the 4 mainstream schools designated as resource provision for secondary age pupils, William Hulme Grammar School Academy has applied to the Education and Skills Funding Agency to open a resourced provision for secondary age pupils with Autism/SLI from January 2018. The provision would have six places in the first year and an additional six the following year.

#### **8.9 Special school expansions**

In September 2017 Camberwell Park School repurposed the Belthorne Children's Centre to provide an additional 25 primary specialist support school places. Pioneer House secondary special free school which opened in 2016 will double in size this year taking numbers to 53. A further 25 places will be added each year for the next two years. Piper Hill secondary specialist support school are creating an additional 20 places. Rodney House primary specialist support school, which re-designated to take children up to age 11 in September 2016, has now reached its capacity of 60. An additional eight post 16 places have been created at Manchester Hospital School.

8.10 The number of pupils attending special schools is growing, but as a proportion of the overall Manchester school population, this has remained at or below 1.6% since 2012.

8.11 Manchester has been working closely with the DfE on the total allocation for the country of £200m basic need capital funding for specialist places which was announced in the White Paper in March 2016. Manchester's allocation is £2.4m which can start to be drawn down in summer 2018 following DfE agreeing to Manchester's strategic plan.

8.12 In addition, the DfE launched a competition this year to secure additional special school capacity through the centrally funded free school presumption process. A site in north Manchester has been identified to develop the new provision. Both of these developments provide an opportunity in Manchester to create additional special school capacity in the city. However, there will be a significant challenge to find the revenue funding for these additional places within the high needs budget.

#### **8.13 Special school partnership**

Manchester Special School Partnership is a formal partnership of all special schools who have agreed to work collaboratively so that the pupils with the most complex and exceptional needs can access learning within a Manchester specialist setting. The Local Authority has devolved £500k of high needs funding to the partnership, which can be allocated to support individual pupils.

8.14 The aims of the partnership include:

- Supporting access to learning for children and young people with the most complex and exceptional needs;
- Minimising the risk of multiple fixed term and permanent exclusions in Manchester special schools;
- Maintaining the placements of pupils with the most complex needs in the Manchester special schools reducing the need for external placements.

8.15 A process has also been agreed with Manchester's Special School Partnership to ensure that international new arrivals with high levels of need that would be unable to access mainstream schooling but have not got an EHCP can access the appropriate schooling while their needs and future provision are assessed.

8.16 The outcome of this partnership is that the needs of pupils with complex and exceptional needs are met in the City and high cost external placements have been reduced. To date 65 young people with exceptional needs have accessed funding through this partnership – the average costs is £8.5k and the highest cost has been £25k. In addition, 22 international new arrivals have been allocated an assessment place at a special school through the partnership in the 2016/17 academic year.

#### 8.17 **Sensory Service**

Since 2011, Lancasterian School has been commissioned by Manchester City Council to provide a city wide Sensory Service known as Lancasterian Sensory Support Service. The value of this Service Level Agreement was £3,083m in 2016-17. The LSSS support all children and young people who have a sensory impairment such that additional support and/or advice are required: at home, in nursery settings and in primary, secondary and special schools. The service also provided staff for 3 primary resource bases (only 1 is formally designated) and 1 secondary resource base. The age group supported by the service ranges from birth to leaving school provision i.e. 16 or 19 depending on the provision.

8.18 Due to increased pressure on high needs funding, the Authority approached Lancasterian to improve service provision and make efficiencies, where possible, to release some funding within the high needs block to meet projected demand for additional special school provision. Following consultation, Council Executive approved the decision to make £275k savings from the Sensory Service budget. This is a part year saving for 2017-18 and full year savings will be made from 2018-19.

8.19 The changes that have been put in place include closing the St. John's resource base for children with hearing impairments (HI) and expanding the other primary HI provisions at Alma Park and St. Andrew's. Throughout 2017-18 the service is running a training programme for schools to build their capacity to support children with Visual and Hearing Impairments in mainstream and specialist settings.

#### 8.20 **Buglawton Hall School**

Manchester Federation of EBSD Schools comprises Meade Hill and Southern Cross Schools for pupils aged 10 to 14, Castlefield and Wythenshawe Campuses for 14-16 year olds and Buglawton Hall Residential Special School in Congleton, for 10 to 16 year olds. Demand for 38 week residential provision has been decreasing over

several years and in 2016 only eight Manchester pupils were attending Buglawton Hall School.

8.21 In September 2017, Council Executive made the decision to close Buglawton Hall, which currently costs the local authority £1.6m to run. The school will close at the end of March 2018. A number of the pupils will still require residential education, others have moved back into specialist day provision in the city. There will be some ongoing costs associated with disposal of the site, but it is expected that a significant proportion of the £1.6m will be released back into the high needs block in 2018-19.

## **9. SUPPORT TO MAINSTREAM SCHOOLS**

9.1 In response to the removal of national curriculum levels Manchester is revising its guidance on the different levels of support schools should provide to support a child or young person's additional needs – the Graduated Approach. This guidance is called the Matching Provision to Need Tool. The Local Authority is working with schools, parents and carers, educational psychologists, health and social care staff to update the tool and make it easier to understand the levels of funding allocated to meet different levels of need.

9.2 Support to mainstream schools has been strengthened by the appointment of a Senior Officer for Quality Assurance of SEND, an experienced SENCO and specialist leader of education. This post holder is focused with head teachers and SENCOs on raising attainment of pupils with SEND, minimising exclusions, sharing best practice and the strategic review.

9.3 The Local Authority runs a comprehensive training programme for mainstream and special schools on implementing the Children and Family Act reforms. Most of the training is aimed at Special educational needs and inclusion coordinators (SENCOs), who lead the implementation of the reforms in their schools. The authority also runs a Preparing for Adulthood network, which brings together high school staff, post 16 providers and other agencies to smooth the transition of young people with SEND into adult life. In 2016-17, 130 schools attended at least one network event.

9.4 The Local Authority commissions outreach support through an Service Level Agreement with all special schools. This support is highly regarded by schools and Early Years providers and has a significant impact on the access and inclusion of pupils with SEND in mainstream settings.

9.5 The outreach leads also work with universal youth, play and leisure providers to improve access for children and young people with SEND. For instance, Lancasterian Outreach and Inclusion Service runs regular sports festivals at Sport City for pupils with physical disabilities. Grange School were recently commissioned to run Autism awareness training so that youth and leisure providers understand how to make reasonable adjustments.



## **10. POST 16 PROVISION AND PREPARING FOR ADULTHOOD**

10.1 Preparing for Adulthood (PfA) is Manchester's workstream that covers the transition into adulthood of young people with SEND. The four strands of Preparing for Adulthood are:

- Education, employment and training
- Health and wellbeing
- Being part of the community and having friendships and relationships
- Independent living

10.2 Preparation for Adulthood should begin from the earliest years – and in Manchester this includes schools and early years staff talking to children and their parents/carers about their future aspirations.

10.3 From the first year at high school annual reviews for Manchester young people with an EHCP will have a focus on the PfA life outcomes and the provision and actions required to help the young person achieve these outcomes. Review paperwork and EHCPs use the PfA headings to help focus these conversations.

10.4 From ages 14 to 16, annual reviews and the EHCP include plans for leaving school and transition into adult social care and health services (where appropriate). This will also help adult services forecast future demand.

10.5 If a child/young person with an EHCP has a social worker, reviews of their CAFA/PEP and EHCP should be aligned. Work is underway to more closely align reviews of EHCPs, care and Short Breaks plans. Every special school has a linked social worker from the Children with Disabilities team and every special high school has a linked worker from the Transition Planning team.

10.6 Children and young people's voice is central to the EHCP process and for young people over school leaving age with capacity their views take precedence over those of their parents/carers. Information, Advice and Support Manchester and Independent Supporters provide additional support to young people to make their views known within their own EHCP and care plans.

10.7 Manchester's special high schools offer high quality work related and community based activities. For instance, North Ridge High School students run a community café and shop on the Abraham Moss Campus and work on internships at North Manchester Hospital. Melland High School has students on internship at Manchester Metropolitan University. The newly opened Pioneer House School has a curriculum focused on vocational learning. These initiatives are ensuring that school leavers with significant disabilities are entering paid employment.

10.8 Manchester Travel Training Partnership provide home to school travel training to school pupils and colleges and supported employment providers offer travel training as part of their programmes for 16-25 year olds with SEND.

10.9 Post school opportunities for young people with SEND are continually expanding in response to demand, with increasing numbers of Supported Internships year on year (approx. 60 in 2017-18). The Local Authority provides High Needs

funding to The Manchester College and Pure Innovations to deliver Internships with Manchester City Council, Central Manchester Hospital Trust, Manchester Airport and Media City. 80% of the young people progress into work. Manchester has students on Supported Internships at Loreto College and other colleges in Greater Manchester. Routes into employment for young people with SEND in Manchester are recognised as amongst the best in the country and are creating positive outcomes for a large number of our young people.

10.10 Manchester Adult Education Service STEPS course includes work placements and aims to link young people into their community, creating a sustainable 'good week' into adult life. Many Manchester partners are now using the PfA 'good week' concept to enable young people with SEND to take a more active role in their community, including volunteering, using local transport, meeting their friends, attending local youth and leisure services and taking responsibility for their own health and wellbeing wherever possible.

10.11 In addition to the young people with EHCPs attending Manchester mainstream and special school 6th forms, in 2016-17 Manchester provided high needs funding for 351 16-25 year olds to continue in education and training at 31 different institutions. 86 of these young people attended specialist colleges or independent specialist schools - 78 as day students and 8 on a 38 or 52 week residential basis.

10.12 In summer 2016 the DfE announced a relaxation in the entry requirements for apprenticeships for people with learning difficulties and/or disabilities. People with an EHCP or who previously had a Statement of SEN can apply for an adjustment to English and Maths requirements to Entry level 3. British Sign Language will also be accepted as an alternative to English functional skills. It is expected that this will enable more young people with SEND to succeed in gaining apprenticeships.

10.13 The Preparing for Adulthood work is feeding into the Employment workstream of the Our Manchester Disability Plan Board. The December meeting of the Youth Employment Group, coordinated by Work and Skills, will have a focus on improving employment routes for young people with SEND. Despite the numbers of young people moving into employment after Supported Internships, the percentage of young people with SEND who are NEET (not in education, employment and training) is higher than those for other school and college leavers. The Targeted Youth Support Service, Work and Skills and SEND teams have agreed a NEET reduction and prevention plan for young people with SEND.

## **11. HIGH NEEDS FUNDING**

11.1 Manchester's high needs budget is £70.93m. This funds: specialist education provision from age 0 to 25, including special school places, independent specialist placements, SEN support services, specialist services such as the Sensory Service, resourced provision in mainstream schools and element 3 (top up) funding for mainstream schools and colleges linked to Statements/EHCPs.

11.2 The increase in high needs funding does not fully meet the demands from additional special school places, increases in the number of EHCPs and additional duties around 19-25 year olds. Based on the latest position of baseline spend in

2017/18 of £72.240m there is a potential pressure on the Dedicated Schools block of £1.017m in 2017/18. Key pressures are: out of city placements, post-16 special education needs, special school places and education, health and care plan budgets. The pressure rises to an estimated £3.209m in 2018/19 and £3.986m in 2019/20 after taking account of the expected DSG high needs block income as confirmed by the DfE, demographic growth and the savings the service are progressing to close Buglawton Hall Special School and reduce funding to the Sensory Service. The Local Authority is providing an extra £2.5m of resources in meeting demand.

11.3 The most significant demand on the high needs budget is the demand for pupil growth estimated at 5% per year. Based on the current projections, numbers and cost of placements there would be a need for an increase of 154 special school places, 227 additional children needing EHCPs outside of a special school setting and 42 post-16 places. This would cost £3.399m in 2018/19 rising to £6.746m for 2019/20.

## **12. OUTCOMES FOR CHILDREN AND YOUNG PEOPLE WITH SEND**

12.1 Manchester has high expectations and aspirations for children and young people with SEND. This ambition is described in the All Age Disability Strategy (now Our Manchester Disability Plan) for the Local Area which was formally agreed in June 2016 and in Our Manchester strategy supported by Our Children: the Children and Young People's plan 2016 -2020 which all describe a strengths based approach to ensuring all residents are enabled to achieve their potential.

12.2 Educational outcomes for children and young people in Manchester continue to show an inconsistent picture across age ranges and also across different types of need. Early Years Foundation Stage outcomes for pupils receiving SEN support and for those on an EHC plan improved in 2016 with an increase in pupils meeting the Good Level of Development (GLD) standard. However the difference in attainment between pupils receiving SEN Support and those without SEN widened by 2%. In 2016 the improvements in outcomes for children with speech, language and communication needs continued for a fourth year; similarly outcomes improved for children with social emotional and mental health needs (SEMH) and children with moderate learning difficulties. Improvements reflect the increased access to speech and language therapy for children and settings through the Early Years Delivery model and the impact of the Early Years SEND pathway. However in 2016 outcomes for children with Autism dropped at EYFS; the provisional data for 2017 indicates that this has been reversed again with significant improvements seen.

12.3 Outcomes at the end of key stage 1 for children with all SEND in 2016 were at or above national for this cohort nationally in Maths and Writing but below in reading. A slightly higher proportion of Manchester pupils receiving SEN support achieved the expected standard in reading, writing and maths than the same group of pupils nationally. The difference in reading, writing and maths outcomes for pupils with SEN in Manchester and those without is less than the difference nationally in all subjects. However a significantly higher proportion of pupils with an EHC plan nationally achieved the expected standard at KS1 in all subjects, than did Manchester pupils. Outcomes for children with Autism remain below the same cohort nationally for all subjects; outcomes for children with speech, language and communication needs

remain below in reading and writing but above in maths. Children with specific learning difficulties and those with severe learning difficulties (SLD) achieved better than the same cohort nationally in all subjects, whereas children identified as having social and emotional mental health needs achieved above their cohort nationally for writing and were broadly in line for reading and maths. In 2016, there was a significant improvement in Manchester pupils with SEN support and those with an EHCP plan achieving the expected standard in phonics.

12.4 Children with SEND at the end of key stage 2 in 2016 achieved better than this cohort nationally for outcomes in Reading and Maths and for those meeting the expected standard in Reading Writing and Maths. Children with SEN Support achieved better than the cohort nationally and outcomes for Manchester learners at KS2 with SEN support rank 45<sup>th</sup> out of 152 local authorities. However when compared with the national cohort of learners with an EHC plan, Manchester learners did less well than the national cohort but this gap has been decreasing over the last three years.

12.5 At the end of key stage 2 in 2016 outcomes for children with autism, speech, language and communication needs, for children with physical disabilities and for children with moderate and also specific learning difficulties outcomes were above those for similar cohorts nationally. However 2016 outcomes were lower than the same cohort nationally for children with social and emotional mental health needs. Pupils in the group SEN Support made expected progress in maths but less progress in writing and reading than might be expected. However when compared with the national SEN cohort progress was better in Manchester in all areas.

12.6 Those pupils with an EHC plan made less progress in reading, writing and maths and the difference to national outcomes for these pupils was the greatest. However when compared with the national EHC plan pupil cohort, progress was better in Manchester in all areas.

12.7 At Key Stage 4 in 2016 Manchester SEN pupils' outcomes remain below SEN outcomes nationally and remain a key priority for improvement. In 2016, SEN Support pupils' attainment 8 score was significantly below both the national comparator and the national score. Manchester SEN Support pupils' attainment 8 score was 31.8 compared to the national SEN Support attainment 8 of 36.2. There is also a difference in the performance in Attainment 8 for children with an EHC plan compared to both the national comparator and national same group. The Manchester attainment 8 score for pupils with an EHC plan was 14.1 compared to a national score of 17.

12.8 Manchester SEN Support pupils perform below both the national comparator group and the national same group for this accountability measure as well as for progress 8 and attainment 8. Manchester SEN Support achieved 20.8% A\*-C in English & Maths which is 9% below the 'national same' group, but it is an improvement from 2015 results. There is also a difference in the performance in A\*-C in English & Maths for children with an EHC plan compared to both the national comparator and national same group. Manchester children with an EHC plan achieved 6.5% A\*-C in English & Maths compared to 10.5% of children with an EHC plan nationally. Outcomes for children with autism, social emotional and mental

health needs; speech, language and communication needs and children with moderate learning difficulties all achieved lower outcomes in all accountability measures than the same cohort nationally. Children with specific learning difficulties and children with physical disabilities achieved better progress 8 scores than similar cohorts nationally.

**A full report on educational outcomes from 2017 including those for children and young people with SEND will be presented to Scrutiny in January 2018.**

### **13. SCHOOL ATTENDANCE**

13.1 School attendance in 2015-16 for children with SEND was lower than for Manchester children without SEND and lower than the national average for this cohort. However attendance for children receiving SEN Support was the same as national. Attendance declined in 2015-16 for mainstream primary and secondary school children at SEN Support, although attendance for children at both mainstream primary and secondary schools with EHCPs/Statements improved slightly in 2015-16. Overall attendance in special schools did improve in 2015-16 but remains significantly below that of mainstream schools in the city.

13.2 There is a mixed picture when school attendance is looked at by type of need, with attendance for some cohorts of children better than the same cohort nationally - such as those with profound and multiple learning difficulties (PMLD), severe learning difficulties or visual impairments. There are other cohorts of children such as those with social emotional and mental health needs and autism where school attendance is lower than seen in these cohorts nationally. However, attendance has improved significantly year on year over the last 3 years for children with social emotional and mental health needs.

13.3 Persistent absence for children with an EHCP declined in 2015/16 but increased slightly for those at SEN Support. Persistent absence is highest in the cohort of children with PMLD which increased in 2015/16 but is in line with this cohort nationally. The second highest group is children with physical disabilities and persistent absence also increased nationally in 2015/16 for this group. The next cohort is children with SEMH. Although it remains high, this number has declined over the last 3 years and is now in line with national for this cohort.

13.4 The Local Authority has targeted work with special schools due to lower attendance in special schools and also a tendency not to use statutory action. A special school attendance network has been established and a special school attendance policy has been coproduced which uses a disaggregated register for children with ongoing serious and complex medical needs. The Local Authority is also working with specialist SEMH provision and the PRUs to address attendance issues. This has included register audits; advice on statutory action; attendance at governing body meetings and modelling attendance panels.

13.5 An attendance monitoring process for vulnerable groups in mainstream education has also been developed which ensures that when appropriate there is intervention from an attendance officer based in Early Help hubs.

Figure 9: Overall absence of SEND population by type of school and primary need 2016 and 2017

	2016				2017			
	Primary	Secondary	Special	All Schools	Primary	Secondary	Special	All Schools
<b>ASD</b>	5.70%	8.70%	7.5%	7.05%	6.22%	9.48%	7.31%	7.52%
<b>SEMH</b>	6.07%	9.18%	28.8%	12.39%	5.65%	9.39%	28.62%	12.79%
<b>HI</b>	4.89%	7.31%		5.69%	4.37%	6.72%	7.53%	5.21%
<b>MLD</b>	5.34%	7.00%	23.4%	6.01%	5.33%	7.45%	28.23%	6.05%
<b>MSI</b>	4.92%	1.31%		4.73%	4.33%		11.86%	4.74%
<b>PD</b>	6.86%	11.79%	12.6%	9.23%	7.44%	10.28%	14.96%	9.40%
<b>PMLD</b>	7.83%	2.26%	14.0%	12.87%	8.82%	10.20%	14.38%	13.52%
<b>SLCN</b>	4.70%	6.88%	6.2%	5.30%	4.63%	6.28%	13.85%	5.14%
<b>SLD</b>	6.89%	4.96%	7.2%	7.15%	7.95%	5.29%	6.65%	6.71%
<b>SpLD</b>	5.01%	6.15%	5.3%	5.46%	4.82%	7.03%	12.39%	5.82%
<b>VI</b>	5.81%	7.33%		6.26%	4.83%	6.01%	5.52%	5.24%
<b>OTH</b>	6.01%	7.10%	11.2%	6.49%	6.26%	7.23%	44.56%	6.84%
<b>NSA</b>	5.30%	5.81%		5.42%	5.82%	6.09%	77.14%	5.97%
<b>SEN Support</b>	5.40%	7.90%	20.80%	6.20%	5.21%	7.61%	27.27%	7.13%
<b>EHC Plan/Statement</b>	5.90%	8.10%	10.00%	8.50%	6.79%	8.62%	11.51%	9.85%
<b>All SEND</b>	5.40%	7.61%	12.00%	7.46%	5.35%	7.74%	11.93%	7.63%
<b>No SEN</b>	3.90%	4.50%		4.10%	3.77%	4.54%		4.09%
<b>All pupils</b>	4.10%	4.90%	10.20%	4.50%	4.10%	5.15%	12.08%	4.83%

## 14. EXCLUSIONS

14.1 Since 2012, the Local Authority has worked with both the Primary and Secondary PRUs to reduce exclusions. This has included outreach available to support schools and also access to preventative placements at the PRUs which are subsidised by the Local Authority but funded directly by schools. The City saw a significant reduction in permanent exclusions over a 3 year period but over the last 2 years this has started to increase.

14.2 There have been no permanent exclusions for children in special schools for the last 3 academic years.

14.3 In 2015-16 there was a reduction in permanent exclusions for young people with EHCPs/statements in mainstream secondary schools but an increase in permanent exclusions for young people with SEN Support. The majority of these pupils had social emotional and mental health as their primary need.

14.4 This is as a result of:

- the significant increases in the school population that has reduced the capacity of the PRUs to meet demand for preventative places,
- and significant expansions of many schools has reduced the spaces available in schools to provide in house solutions for pupils with challenging behaviours.

14.5 Work is in place to review future requirements for alternative provision across the city and refresh the strategy for preventing exclusions with head teachers. This has included, in 2016, an increase in specialist and preventative places available at both PRUs and also devolving decision making on access to emergency funding to head teachers.

### 14.6 Permanent Exclusions – 2016-17

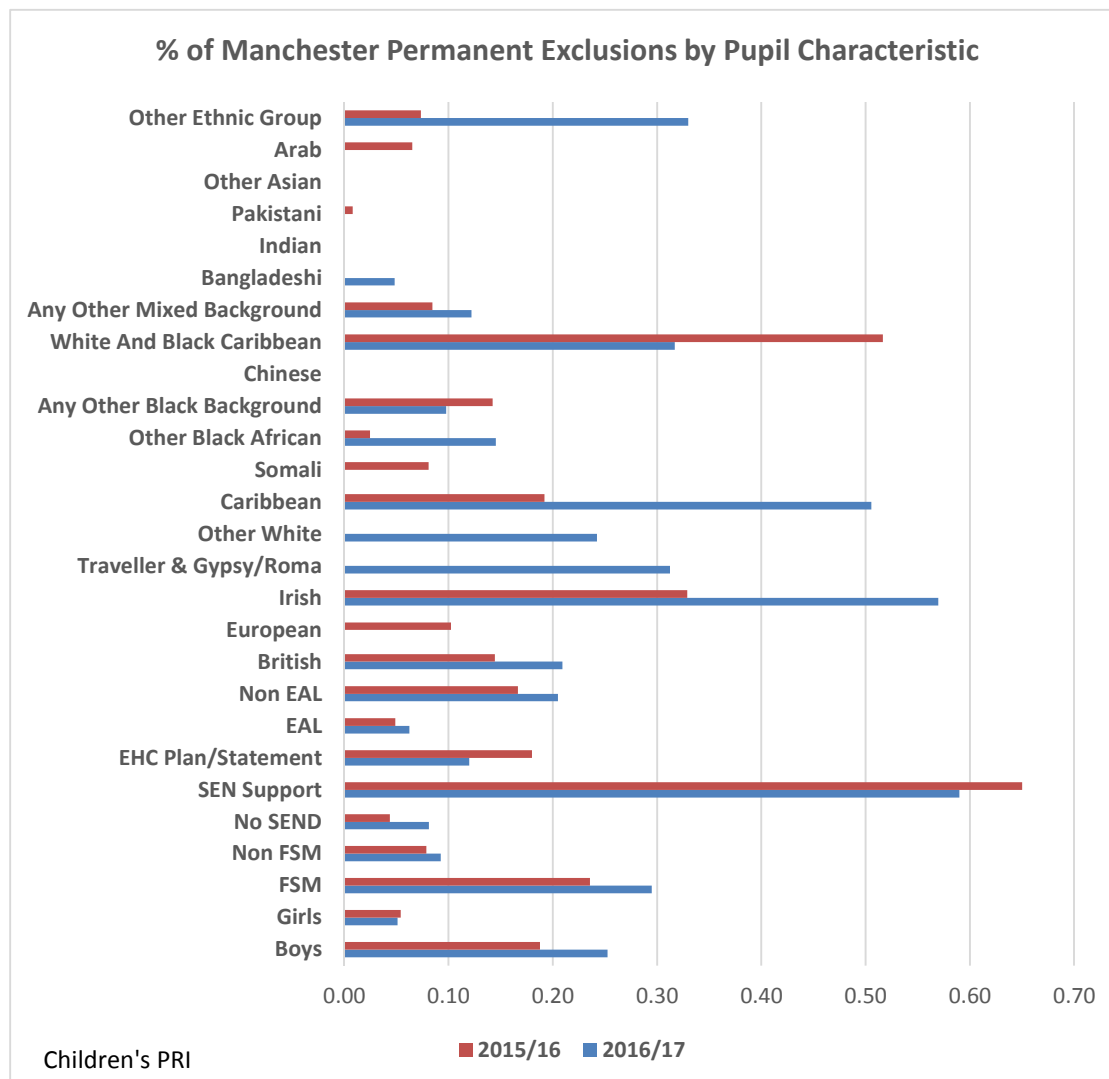
Pupils with SEND are more likely to be excluded than their peers, with 66 (53.7%) of the pupils permanently excluded having SEND in 2016-17. However, this difference has reduced in comparison to 2015-16, when 68 (69.4%) of the pupils permanently excluded had SEND, due to the fact that the increase in permanent exclusions has been amongst pupils with no SEND. Pupils with a statement or EHCP are one and a half times more likely to be excluded than pupils with no SEN (in comparison to four and a half times more likely in 2015-16), while nationally they were just under three and a half times more likely. Pupils with SEN Support are around seven times more likely to be excluded than pupils with no SEN (in comparison to around sixteen times more likely in 2015-16), while nationally they were just under six and a half times more likely.

### 14.7 Fixed Term Exclusions – 2016-17

The fixed term exclusion rates for pupils with SEND remains around five times that of pupils with no SEND. Pupils with a Statement or EHC plan now have the highest rate of exclusions, at almost six times higher than pupils with no SEND, while pupils receiving SEN support remain around five times higher than pupils with no SEND. This shows a change in comparison to 2015/16, when pupils receiving SEN Support had the highest rate of exclusions. Nationally the trend is similar to Manchester, as pupils with a Statement or EHC plan have an exclusion rate five and a half times

higher than those without SEND, while pupils receiving SEN Support have an exclusion rate which is just over five times higher.

Figure 10: Permanent exclusions by pupil characteristic 2015 and 2016



## 15. WORK WITH PARTNERS

15.1 Health and social care in Manchester is undergoing significant change, with the creation of Manchester Health and Care Commissioning (MHCC), the development of the Local Care Organisation and Greater Manchester devolution. Staff representing SEND services and Parent Carer Forum representatives contributed to the recent Young People’s Summit on the future of health and care. A Children’s Transformation Steering Group, chaired by the Director of Children’s Services and Executive Director of Nursing and Safeguarding from MHCC will develop an integrated model of care for the City.

15.2 Education, Health and Care are already working in a much more integrated way to deliver the SEND reforms. The MHCC Designated Clinical Officer and Lead Manager for Children’s Community Services from Manchester University Foundation



Trust sit on the SEND Board and other SEND strategic groups. Health staff are now able to access a wide range of information about the SEND reforms through the MFT microsite. Staff from health and other agencies have attended refresher training on the reforms in spring 2017 and are developing co-production training with the Parent Carer Forum. However, our self- evaluation and feedback from families shows us that services are still not as closely aligned with each other as they need to be.

15.3 Health are leading on the development of clearer more integrated assessment pathways for children and young people with autism. This is feeding into the work of multi-agency autism strategy groups in Manchester and Greater Manchester.

15.4 Staff from Manchester Information Advice and Support Service (IAS) are working closely with early help hubs. Early help and SEND staff jointly run drop ins for parents and carers. As a result of feedback from families about the difficulty of understanding the routes into different services, early help, IAS, SEND staff, health staff and parents are working on creating a much clearer, integrated pathway into receiving advice and support.

15.5 Some examples of successful partnership working:

- The children and young people's mental health transformation programme is improving access to support, such as a new eating disorder services and an integrated community response service. The Child and Adolescent Mental Health Service (CAMHS) has redesigned its emotional health in schools team so it can offer consultations and training to all schools in Manchester. Schools have given very positive feedback on the training – which enables schools to make direct referrals into CAMHS.
- Special school heads, managers from health, care and education meet regularly at the Joint Agency Forum (JAF). On behalf of this group Camberwell Park School and Special School Nursing have developed a medicines management policy to be used in all special schools.
- Educational psychologists led a project to develop a suite of materials for schools on supporting children with selective mutism. This work was disseminated through the SENCO networks and the materials are available on the Schools Hub.
- Speech and Language Therapists are working with Early Years settings to identify communication needs in very young children and are delivering communication cycle training to primary schools to improve their identification of children with Speech, Language and Communication Needs.

## **16. SHORT BREAKS AND SOCIAL CARE**

16.1 Short Breaks for carers of disabled children are a duty under the Children Act 1989. The aim is to provide the carer with a break from their caring responsibilities and give the child or young person access to a fun activity. Manchester's Specialist Resource Team use a holistic and strengths based approach through an Early Help Assessment to determine the type of break that will meet the family's needs. They

also use the Local Offer to connect families into free and low-cost activities in their community. In 2016-17 1145 children received a Short Break. 904 of these were targeted breaks such as summer playschemes, Saturday clubs or Direct Payments of up to £750. Children requiring a high level of support are assessed by social workers. 241 children received a Specialist Short Break in 2016-17 - these can include overnight respite and personal assistance in the child's home.

16.2 In spring 2017 the Local Authority invited providers to apply to join an Approved Provider List – to broaden the choice of Short Breaks activities and support available. A small grants competition is underway to encourage universal youth and play providers to make their facilities more welcoming and accessible to children and young people with SEND. Short Breaks are part of the pre-payment card pilot, which is about to start. The card should reduce administration for both the family and the Council.

16.3 Manchester has established a Children with Disabilities Team, who work with children with the most complex needs. The work of the team is well integrated with health and education partners and ensures a holistic assessment of the needs of the children and their families. The team also provide advice and training to locality social workers – all teams will have children with SEND on their caseloads. The team work closely with the Transition Planning Team to ensure young adults who are likely to require Adult Social Care assessment are referred in a timely manner. One of the social workers from the Children with Disabilities team sits in the Statutory Assessment Team which has led to higher quality and more timely care advice being provided for EHCPs.

## **17. INFORMATION, ADVICE AND SUPPORT AND THE LOCAL OFFER**

17.1 Provision of impartial Information, Advice and Support to children and young people with SEND, their parents and carers is one of the duties within the Children and Families Act. IAS Manchester provide information on education, health and care to families and professionals, by phone, email, attendance at events and meetings. They also do individual casework and have received legal training relating to SEND legislation.

17.2 The IAS team is dealing with increasing numbers of requests from parents, but receive very few direct requests from children and young people. The service have carried out research this year into how young people with SEND want to obtain help and advice and this has led to a tailored approach which differs from how the team work with parents. Young people prefer to receive information face to face from people they trust. The IAS team are working with partner agencies, such as youth providers and colleges, to build the skills and knowledge of staff to be able to provide information. They also have agreement from partner agencies to pilot Youth Hubs. These will offer regular drop in sessions where young people with SEND can come to get their questions answered and meet support agencies in a setting they are familiar with.

17.3 The Together Trust employs Independent Supporters (IS) through a grant from the DfE. Parents or young people requiring additional support to express their views and aspirations when being assessed for an EHCP can request involvement of

Independent Supporters. Referrals are made through IAS Manchester. In 2016, IS supported 57 families.

17.4 Manchester's Local Offer, which is part of Help and Support Manchester, sets out the services and support available to children and young people with SEND, and their parents and carers, how to access these, and how to notify the local authority of gaps in provision. The IAS team includes staff members who keep the Local Offer up to date and send frequent bulletins to the parents and organisations on their participation registers.

17.5 The Local Offer Review Board oversees the development of the Local Offer and acts as steering group for IAS Manchester. The group is co-chaired by the SEND Lead and Manchester Parent Carer Forum. Membership includes, health commissioners and providers, schools, social care, IAS, other parent groups, TYSS, and voluntary agencies. Gaps in provision are reported to the Board and can then be escalated to the SEND Board. An 18-25 mapping group, reporting to the Local Offer Review Board, is responsible for the Preparing for Adulthood section of the Local Offer.

17.6 IAS Manchester provide grants to Talbot House and Lifted – parent carer organisations – to promote the Local Offer and assist parents and carers to access it.

#### 17.7 **Parent Champions**

Manchester has developed a model of volunteer Parent Champions both to Add capacity to the IAS team, but also because parents tell us that the people they go to first for information and support are other parents. By October 2017, 58 parent champions have been recruited and 55 have received training from IAS caseworkers (who also provide supervision).

17.8 The type of activities champions are involved in include:

- Helping other parents to access the Local Offer
- Community reporting on services for Manchester families – for instance a number of champions recently visited Ghyll Head and produced a film and presentation to encourage other families to use the resource
- Working with the People's History Museum to design an accessible and family friendly programme of events
- Working with the community lead from the Department for Work and Pensions to design a travel training workshop for parents of young people with SEND
- Working with the Specialist Resource Team and Lancasterian Sensory Support Service to co-produce a guide for families on how to apply for Disability Living Allowance
- Running Local Offer information fairs in schools and community settings.

### 18. **CO-PRODUCTION WITH PARENTS AND CARERS**

#### 18.1 **Manchester Parent Carer Forum**

Manchester Parent Carer Forum <http://manchesterparentcarerforum.org.uk> receives national grant funding to act as the strategic voice of parents/carers of children with SEND in Manchester. The Forum held their official launch in

summer 2017 and membership is growing rapidly. Members of the Steering Group (all parent/carer volunteers) sit on the SEND Board, the Our Manchester Disability Plan Board and various workstreams, co-chair the Local Offer Review Board and will sit on the Children's Transformation Steering Group.

18.2 The Forum is currently working with the Local Authority and Health on a co-production charter that will describe the principles of working in partnership and will fit within the Our Manchester approach.

18.3 Forum Steering Group members run monthly coffee mornings for parents/carers to provide opportunities to meet services such as IAS and Early Help, learn and share information, but also to provide peer support. The Forum reports that emotional support for parents/carers of children and young people with SEND is an important area for development in Manchester.

## **19. YOUNG PEOPLE'S VOICE**

19.1 Education Strategy team hosted a Civil Service Fast Streamer on secondment for six months. Her role was to research how best to improve the strategic voice of children and young people with SEND. The work aligns with the Our City Our Say and Our Manchester Disability Plan strategies. The recommendations of her report are starting to be implemented – and priorities for 2017-18 have been identified:

1. Ensuring children and young people with SEND are heard strategically through the creation of a SEND Youth Council or equivalent.
2. Strengthening young people's voice in their own lives – choosing and planning their future through EHCPs, Short Breaks etc. Ensuring different plans and services are linked, not over assessing. Equal balance between voice of the young person and that of their parent/carer.
3. Support organisations to engage and work with young people to develop opportunities for peer support.
4. Capture and use young people's experience of using services.
5. In order to achieve the above priorities, we added a 5<sup>th</sup> overarching one: Train the workforce to ensure the voice of children and young people is an integral part of our services.

19.2 Some recent contributions children and young people have made to improving services in Manchester:

- During summer term 2016, all primary and secondary schools were asked to show a PowerPoint presentation about Manchester's Disability Plan, including an explanation of the social model of disability. Pupils were invited to take part in a competition to say how they thought Manchester could be more accessible for disabled people. The competition was also promoted to college students and youth groups. Competition winners were invited to describe their ideas and receive a prize at the July Our Manchester Disability Plan Board.

- Young people have told us that they want more pictures and videos on the Local Offer, so this is being done. A young person who attends Venture Arts (voluntary sector arts group) was commissioned to create an animation to explain how Information, Advice and Support Manchester (IASM) can help children and young people with decision making: Justin's Story on the Local Offer:  
<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7-21>

## 20. CONCLUSIONS

- Implementation of the reforms in Manchester is progressing well and Statements of SEN will be transferred to EHCPs by the April 2018 deadline. However, there is concern that grant funding from the Department for Education for the additional burdens imposed by the legislation may not continue after March 2018.
- The Our Manchester Disability Plan, as an overarching all age strategy, is assisting Manchester to improve outcomes for children and young people with SEND.
- Population growth and the increased demand for school places, including specialist places is a challenge. Manchester is conducting a strategic review of education for pupils with SEND and the proposed plan will be reported to a future Committee.
- There is continuing pressure on the high needs block – principally from demographic growth, increasing requests for EHC needs assessments and the numbers of 18-25 year olds with SEND remaining in education and training.
- Health and care services are also facing increased demand resulting in longer waiting lists for some services. This is a priority area for the Children's Transformation Steering Group.
- The strategic voice of parents and carers, children and young people is growing and is beginning to help shape services and provision.
- Attainment of children with SEND in the early years and primary is improving and is above national in many cases, however, attainment outcomes at KS4 for children with SEND remain a priority area.
- Pupils with SEND are more likely to be excluded than their peers. Working with schools on reducing exclusions for pupils with SEND is a priority for 2017-18.
- Young children with SEND are having their needs identified earlier, through the Early Years Pathway.
- Supported Internships continue to develop and are proving to be a highly successful route into employment for young adults with SEND.
- Education, health and care services are becoming more integrated, but families report that pathways into services are still too complicated. Work is underway with parents to develop more streamlined pathway to support. Furthermore, the development of the Local Care Organisation and Manchester Health and Care Commissioning provide opportunities for simpler, more holistic assessments and joined up services. This is an area for continuing development.