

Manchester City Council Report for Information

Report to: Children and Young People Scrutiny Committee - 8 February 2023

Subject: Annual report on Special Educational Needs and Disability (SEND)

Report of: Director of Education

Summary

Manchester's vision is that all children should be safe, happy, healthy and successful and that disabled children can be independent and have choices. This report outlines the continued work coproduced with parents/carers and children/young people to improve the experience of children with special educational needs or disability and their families and provides information on the local offer available to support them to achieve these outcomes. The report also provides an update on progress with actions following the Local Area SEND inspection in November 2021 and ILACs inspection in March 2022 as well as an update on the new inspection framework for SEND.

Recommendations

Committee members are asked to consider and comment on the information in this report and the planned next steps.

Wards Affected: All

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Continuing to improve SEN (Special Educational Needs) provision will contribute to improving educational outcomes, aspirations, and job opportunities for pupils with SEND and contribute to Manchester's young people becoming happy, safe, and successful adults.

A highly skilled city: world class and home-grown talent sustaining the city's economic success	Improving educational outcomes of pupils with SEND and continuing to improve the experience and opportunities for children and young people with SEND will better enable them to gain qualifications and contribute to Manchester's economic success. Increasing the numbers of Supported Internships and Supported Employment places will ensure more disabled people become economically active and Manchester's employers' benefit from a more diverse talent pool.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Continuing to improve provision, through co-production, for children and young people with SEND will ensure increased opportunities and outcomes for one of our vulnerable groups - children with SEND.
A liveable and low carbon city: a destination of choice to live, visit, work	Investment in modern, energy efficient and high-quality education infrastructure drives reductions in carbon across the estate of schools.
A connected city: world class infrastructure and connectivity to drive growth	Investment in existing and new education provision will enhance the City's attractiveness to potential residents and contribute to the development of high-quality neighbourhoods.

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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 – Reports to YPCSC, May 2013; January 2014 and 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 Manchester's implementation of the SEND reforms - Report to Children and Young People Scrutiny Committee, December 2017

School place planning and admissions – Report to Executive, May 2018

Special Educational Needs and Disability strategic review - Report to Children and Young People Scrutiny Committee, June 2018

Update on Manchester's implementation of the SEND reforms - Report to Children and Young People Scrutiny Committee, January 2019

Update on Special Educational Needs and Disability – Report to Children and Young People Scrutiny Committee March 2020

Special educational needs and disability update and the response to Covid 19 - Report to Children and Young People Scrutiny Committee, October 2020

Special Educational Needs and Disability Local Area Inspection - Report to Children and Young People Scrutiny Committee, March 2022

School Places – Report to Children and Young People Scrutiny Committee and Executive, October 2022

1.0 Introduction

- 1.1 This report provides an update on the national context in relation to special educational needs and disability (SEND) and on Manchester's progress following the Local Area SEND inspection in 2021 and ILACS inspection in March 2022.
- 1.2 In March 2022, the Department for Education published a [SEND Review: Right Support, Right Place, Right Time](#) and invited stakeholders to respond to the consultation. This SEND and Alternative Provision Green Paper aims to improve experiences within a fairer, more inclusive and sustainable system across education, health and care. The review acknowledged that the ambitions of the Children and Families Act 2014 have not been fully implemented across the country and that families feel the SEND system is overly complex and adversarial. These SEND reforms have also had the unplanned consequence of increasing the proportion of children and young people supported through an Education, Health and Care plan (EHCP) rather than support being focused on early intervention.
- 1.3 Manchester SEND Board co-produced a response to the SEND review consultation. The Secretary of State for Education announced in November that she intends to publish a response to the SEND and Alternative Provision Green Paper 'to make sure that every child gets the support they deserve'. The improvement plan is expected by late spring and will: focus on delivery, reflect the feedback from the consultation, outline immediate steps and ensure long term sustainable system change
- 1.4 As reported to the March 2022 Children and Young People Scrutiny Committee, in November 2021 Ofsted and the Care Quality Commission conducted a joint inspection of Manchester to judge how effectively the local area has implemented the special educational needs and disability reforms introduced in 2014. Manchester is proud that we are implementing the spirit and the letter of the SEND reforms, whilst acknowledging that there is still more to be done to ensure every child and young person with SEND achieves the best outcomes.
- 1.5 The [findings from the inspection](#) are published on the Ofsted website and [Manchester Local Offer website](#).
- 1.6 Whilst the inspection did not result in a graded judgement, it was extremely positive and identified many strengths. Following the inspection, the Local Area received a letter outlining the strengths and areas for improvement identified by inspectors. Inspectors pleasingly concluded that senior leaders had a clear vision for improving outcomes for children and young people with SEND and an accurate understanding of strengths and areas for development in the local area. Most importantly Manchester was not considered to have any 'serious weaknesses'.
- 1.7 The range of strengths highlighted in the inspection show that children and young people with SEND and their families receive high quality provision

which is in line with our vision that all children should be safe, happy, healthy, successful, and independent.

- 1.8 There are areas for development highlighted in the Ofsted/CQC letter:
- The 'tell it once' aspect of the SEND reforms does not always work well in Manchester
 - Many parents are frustrated with the school transport system, this has been exacerbated by the pandemic
 - The local offer is not understood by all parents
 - Families awaiting assessment or therapeutic interventions require more support while on waiting lists
 - Outcomes and provision in some EHCPs need to be more personalised
 - Many parents are anxious about their child's future and require advice and support at a much earlier stage to help the family make decisions
 - Some young people need more support to help them prepare for adulthood
 - There can be delays in finding appropriate adult mental health services for young people transitioning from CAMHS
- 1.9 This report will provide evidence of progress in each of these areas as well as highlighting successes achieved by our SEND partnership and our current priorities.

2.0 New inspection framework

- 2.1 The SEND inspection process was introduced in May 2016. The Ofsted annual report 2021-22 showed that 151 local area inspections were carried out between May 2016 and March 2022. 55% of areas were required to produce a Written Statement of Action, indicating that these areas had 'significant weaknesses'. In the last year of this inspection framework 2021-22, 16 of 26 areas inspected were required to submit a Written Statement of Action.
- 2.2 On 29 November 2022, the Department for Education published a [new handbook and framework](#) for the inspection of local area arrangements for children and young people with SEND. As with the previous framework joint inspections will be carried out by Ofsted and the Care Quality Commission starting in 2023.
- 2.3 All local areas will have a full inspection at least once every five years. The inspections of local area partnerships will lead to judgements about the impact of the partnership's arrangements for children and young people with SEND. Inspections will evaluate how well members of a local area partnership work together to improve the experiences and outcomes of children and young people with SEND.
- 2.4 The aim of the new model is to help local area SEND services improve continuously. Inspectors will look at how local partnerships ensure that children and young people with SEND are as healthy as possible and well prepared for education, employment, independent living and participation in society.

- 2.5 Inspectors will focus mainly on how effectively the local authority and integrated care board (ICB) jointly plan, evaluate, and develop services for children and young people with SEND. As currently, inspections will evaluate arrangements for all children and young people with SEND aged 0 to 25 covered by the SEND Code of Practice, including those who have an education, health, and care (EHC) plan and those who receive special educational needs (SEN) support.
- 2.6 The inspection will consider local authorities' approach to commissioning and examine how local authorities oversee all provision arrangements for children and young people in the local authority area meets their duties as set out in section 19 of the Education Act 1996 and in statutory guidance.
- 2.7 A new element of this framework is that inspectors will evaluate the local authority's commissioning and oversight of alternative provision for all children and young people who attend, not only those with SEND (in placements directly commissioned by the local authority). This includes evaluating how the local authority ensures that placements: meet the needs and aspirations of children and young people; provide the support they need; prepare them for their next steps; and enable them to feel valued and included in their community. Inspectors will consider whether the local authority's use of unregistered and online provision is lawful and appropriate to children and young people's needs.
- 2.8 Inspectors may gather evidence in relation to the oversight for children and young people with SEND who are not attending a school or alternative provision. This includes children and young people with SEND who are educated somewhere other than a school, are not on a school roll or are home educated.
- 2.9 Inspectors may also consider the local area partnership's approach to improving attendance of children and young people with SEND at education settings. Some pupils with SEND face greater barriers to attendance than their peers and may need additional support to help them access their education. Inspectors will also evaluate information in relation to part-time timetables.
- 2.10 In the inspection report, inspectors will make an overall summary judgement about the local area partnership. There are 3 judgements:
1. The local area partnership's arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed. The next full area SEND inspection will be within 5 years. Ofsted and the CQC ask the local area partnership to update and publish its strategic plan based on the recommendations set out in this report.
 2. The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements. The next

full area SEND inspection will take place within approximately 3 years. Ofsted and the CQC ask that the local area partnership updates and publishes its strategic plan based on the recommendations set out in this report.

3. There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently. A monitoring inspection will be carried out within approximately 18 months. The next full area SEND inspection will take place within approximately 3 years. His Majesty's Chief Inspector requires the local area partnership to prepare and submit a priority action plan to address the identified areas for priority action.

2.11 A new requirement is that Ofsted and the CQC will invite local area partnerships to hold regular engagement meetings between inspections. Local area partnerships will be asked to provide a concise self-evaluation before the engagement meeting. It should include any improvements and any challenges and how leaders are addressing them.

2.12 In Manchester, the SEND partnership is currently providing a series of briefings for services and partners on the new inspection framework, reviewing the partnership against the requirements of the new framework and ensuring that any areas for focus are included in our SEND action plan.

3.0 Overall school population with Special Educational Needs and/or Disability SEND

3.1 In order to better meet the needs of Manchester's children and young people with SEND it is first helpful to understand the nature of our cohort. This section of the report provides a detailed breakdown of both numbers of children and young people and also a breakdown of the type of need. Manchester's school population and SEND population continues to grow.

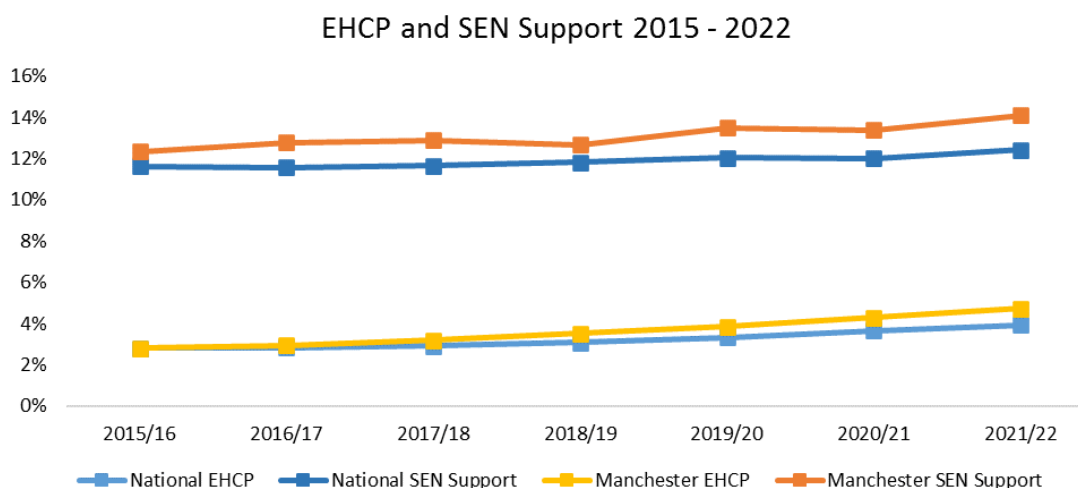
3.2 The October 2022 school census showed that within the Manchester school population, 19.3% of pupils have SEND (17,778 pupils). This was made up of 14.1% (13,013) who have their needs met at SEN Support level and 5.2% of the school population who have an Education, Health and Care plan (EHCP) (4,765 pupils).

3.3 The census shows that the number of pupils who have their needs met through SEN Support is continuing to increase. Both the number and percentage of pupils in Manchester schools with an EHCP have continued to increase. The percentages of pupils at SEN Support level and EHCP are higher than the latest national comparison data from January 2022.

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

Figure 1	Oct-15	Oct-16	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Oct-22
EHCP / Statement	2123	2333	2464	2746	3090	3441	3840	4343	4765
SEN Support	9265	10102	10667	11063	11097	12075	11987	12945	13013
All SEN	11388	12435	13131	13809	14187	15516	15827	17288	17778
%	14.40%	15%	15.1%	16.1%	16.2%	17.3%	17.6%	18.8%	19.3%

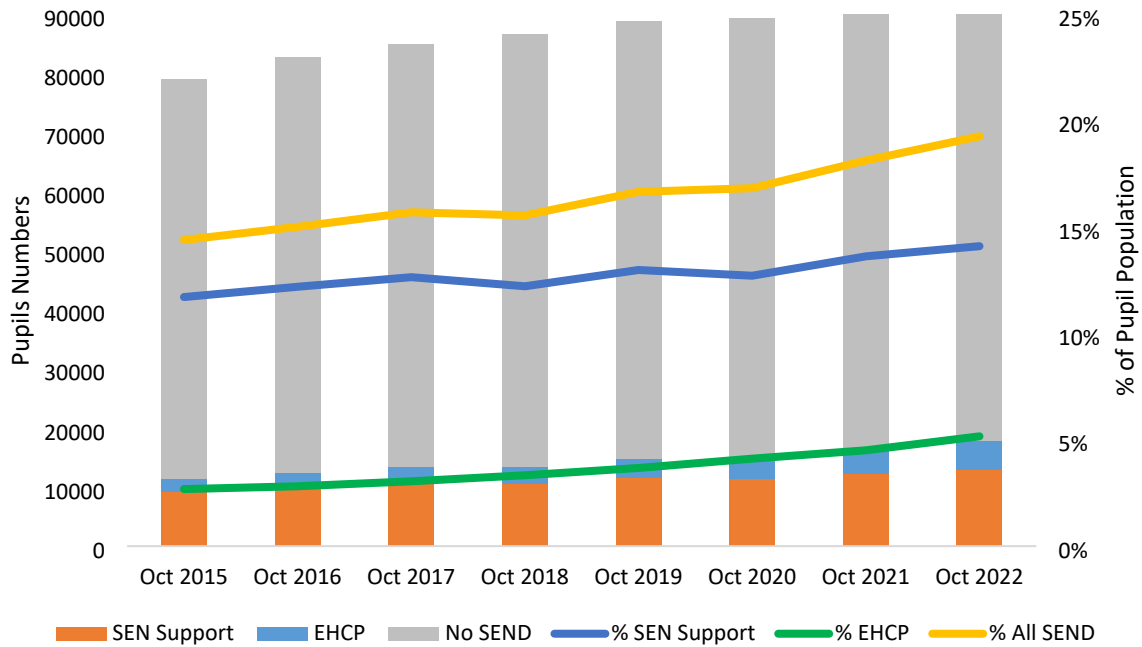
ECHP and SEN Support % in Manchester and National (source – January school census)



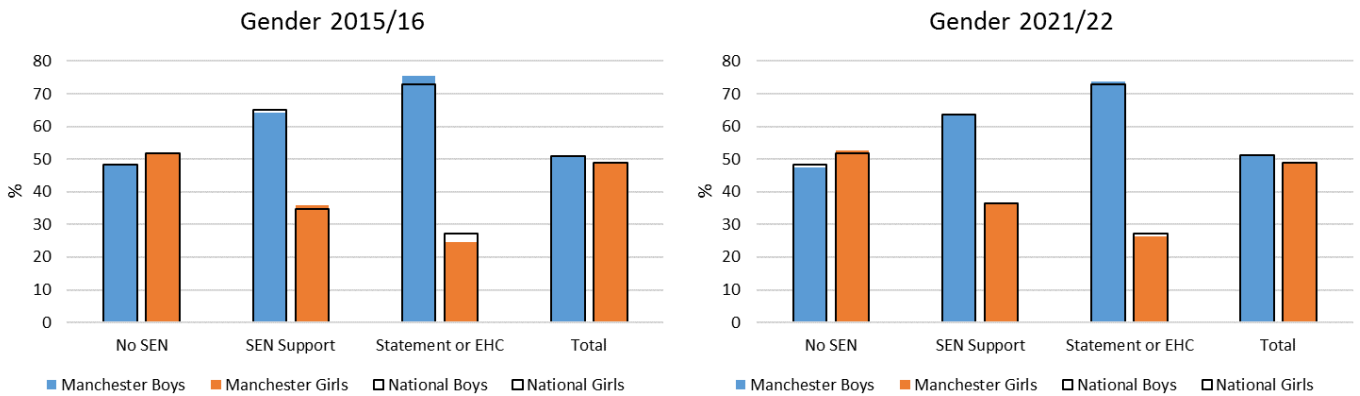
3.4 The following table demonstrates the change in numbers and percentages of pupils with SEND and no SEND in Manchester schools between 2015 and 2022.

School population (%)	Oct 2015	Oct 2022		
% SEN Support	11.7%	14.1%		
% EHCP	2.7%	5.2%		
% All SEND	14.4%	19.3%	Change	
SEN Support	9265	13013	3748	40%
EHCP	2123	4765	2642	124%
No SEND	67667	74432	6765	10%
All SEND	11388	17778	6390	56%
Total School population	79055	92210	13155	17%

Manchester SEND pupils relative to school population: January 2015 - 2022



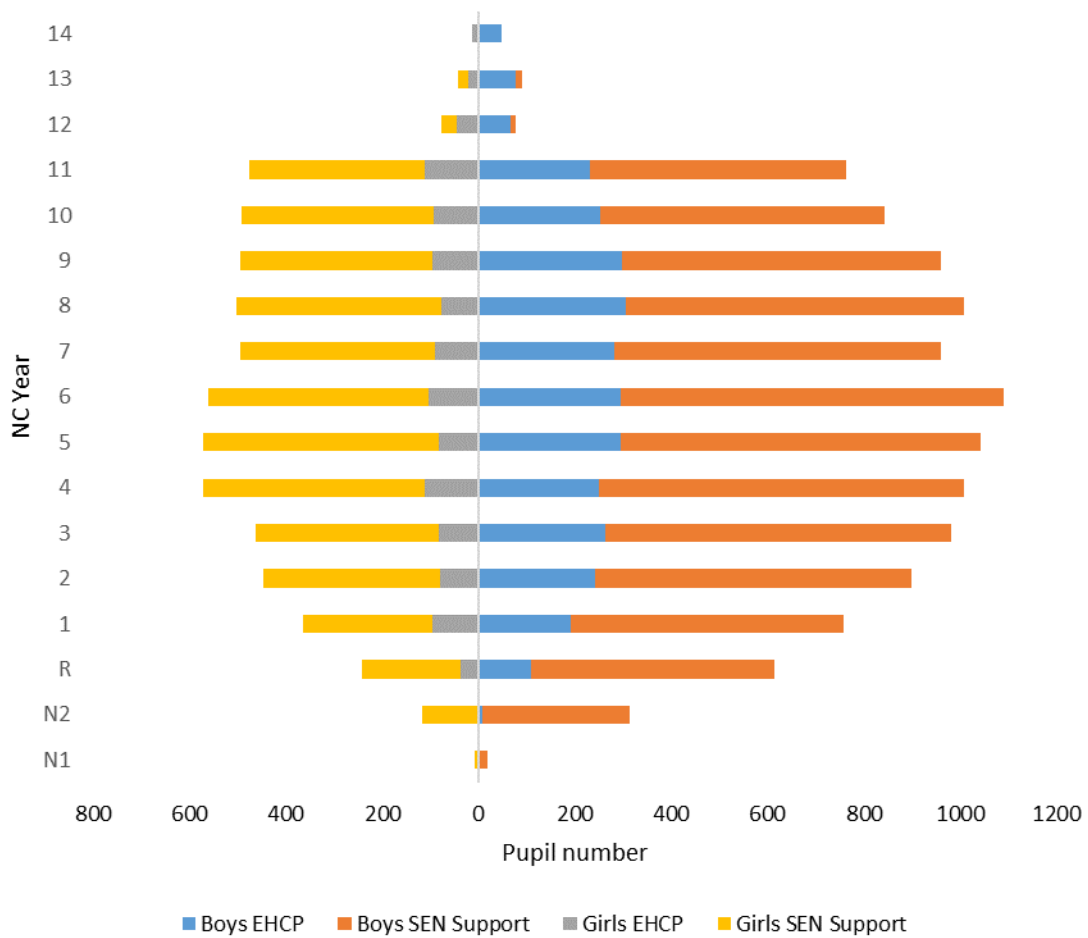
Age and gender of pupils with SEND in Manchester schools



3.5 More boys than girls in Manchester schools are identified as having SEND – both at SEN Support and EHCP levels. There is a similar picture nationally and there has been minimal change between 2015/16 and 2021/22, apart from an increase in girls with an EHCP.

3.6 The difference is greatest for pupils with autism, with boys accounting for 77% of all pupils with autism recorded as a primary need, compared to 23% for girls (this is at both a National and Manchester level).

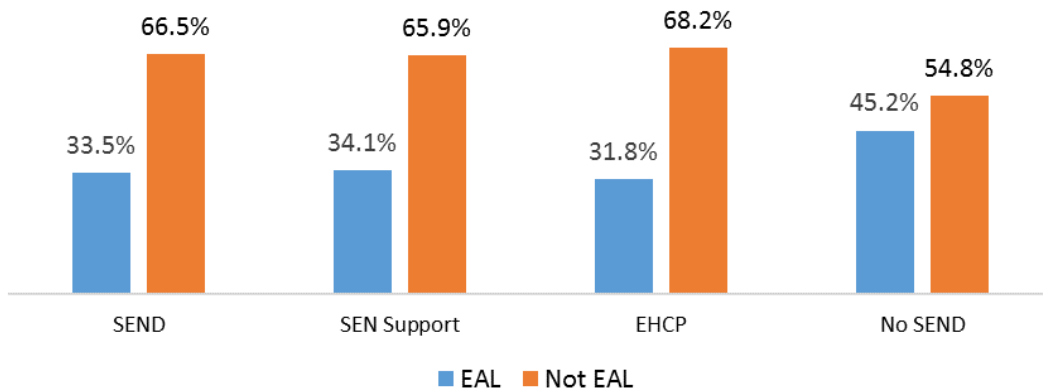
SEND pupils by gender and year group (Jan-22 School Census)



3.7 The age distribution of Manchester pupils with SEND is similar to national figures, with the highest numbers aged between 8 and 10. Figure 3 only shows the numbers of children in Manchester schools, there are Manchester children with SEND in schools and early years settings outside Manchester and in colleges and training provision.

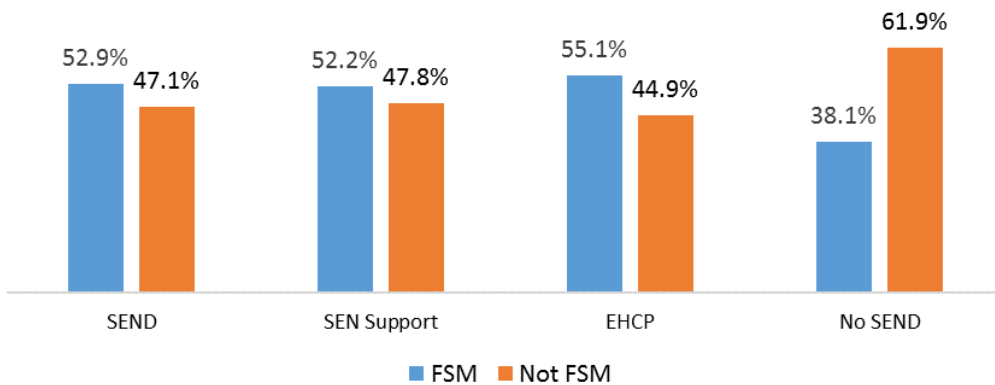
English as an Additional Language (Jan 2022 school census)

English as Additional Language (EAL) (Jan-22 School Census)



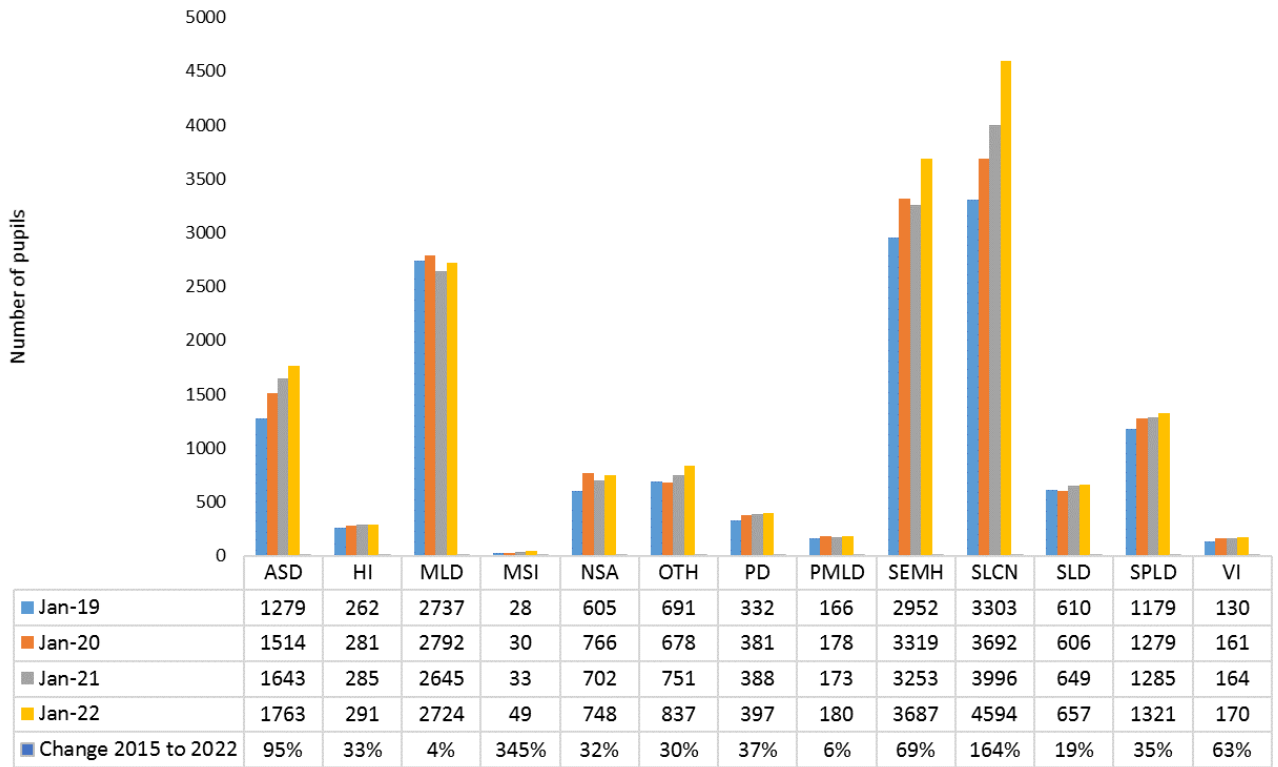
3.8 This graph shows the percentage of pupils with SEND in Manchester schools that have English as an Additional Language (EAL). Pupils with SEND are less likely to have EAL (33.5%) than pupils with no identified SEND (45.2%).

Free School Meals (FSM) (Jan-22 School Census)



3.9 Manchester pupils with SEND are more likely to be eligible for free school meals (FSM) than those with no SEND. 52.2% of pupils at SEN Support and 55.1% of pupils with EHCPs are eligible for free school meals, compared to 38.1% of pupils with no SEND. These figures are higher than in 2019 when 40.7% of SEN Support pupils and 47.5% of EHCP pupils were eligible for FSM. There is a high correlation nationally between family poverty and households with a disabled family member.

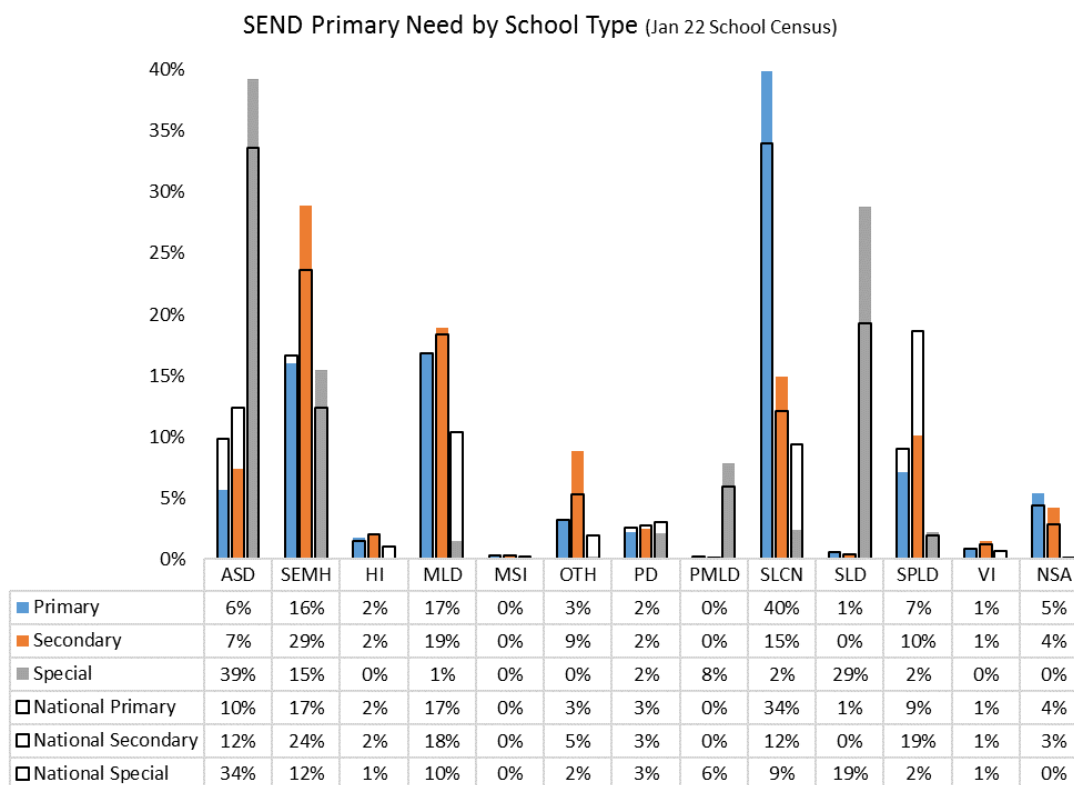
SEND pupils by Primary Need (January Census)



3.10 This graph shows the primary type of special educational need/disability of pupils in Manchester schools, as recorded on the January 2022 school census, using Department for Education codes. The four most common types of primary need are the same as last year: speech, language and communication needs (SLCN) 26.4%; social, emotional and mental health needs (SEMH) 21.2%; moderate learning difficulties (MLD) 15.6% and autism (ASD) 10.1%. The number of pupils with speech language and communication needs (SLCN) has risen significantly since 2015 (by 164% / 2,856 pupils). We can attribute this rise at least partly to the impact of Covid over the more recent years. Every type of need has increased since 2015, but MLD has increased the least (by 4% / 95 pupils. Nationally, speech, language and communication is also the most common type of primary need (23% of pupils).

3.11 In October 2022 88.8% pupils at SEN Support and 87.6% of pupils with EHCPs were attending Manchester schools judged by Ofsted to be Good or Outstanding, compared to 88.4% of the total school population.

Type of school attended by pupils in Manchester, January 2019



3.12 This graph shows the distribution of pupils with SEND in Manchester schools. A much lower proportion of Manchester pupils with moderate learning difficulties (MLD), hearing impairment (HI), visual impairment (VI) and speech, language and communication needs (SLCN) attend special schools compared to nationally.

3.13 The local authority quality assures educational provision and supports education providers to meet the needs of their children and young people with SEND through SENCO and Preparing for Adulthood networks, Outreach support from specialist schools and services and through SEND reviews.

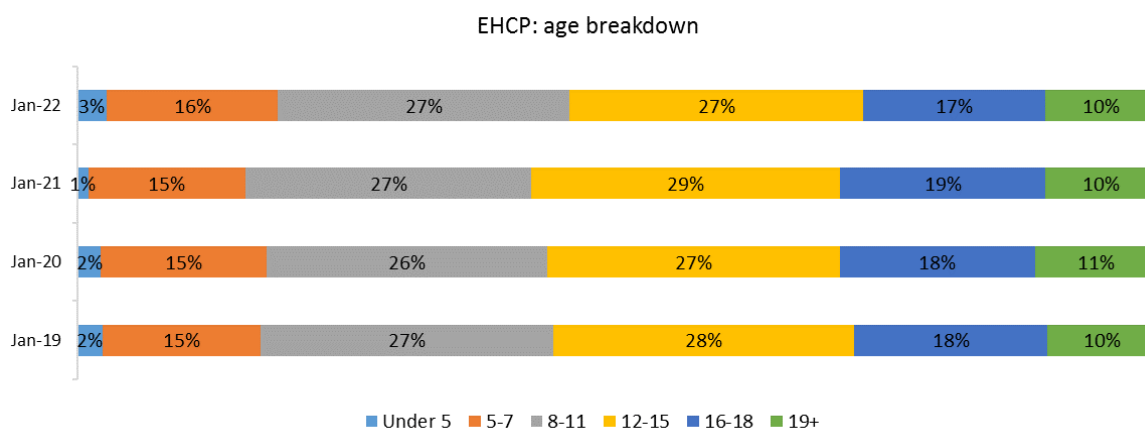
3.14 Education, Health, and Care Plans (EHCP)

In December 2022, Manchester maintained 6,386 EHCPs for children and young people aged 0-25. This is a 13% increase since 2021.

3.15 The most common types of primary need for Manchester children and young people with an EHCP in December 2022 are autism (ASD) (24% of all EHCPs), social, emotional and mental health (SEMH) (22%), and speech, language and communication needs (SLCN) (22%). SLCN as a primary need has risen the most since December 2016, by 252% or 1,020 EHCPs:

Primary Need of those with an EHCP	Dec-16		Dec-22		Change	
	Number	%	Number	%	Number	%
ASD (Autism)	851	26%	1549	24%	698	82%
HI	66	2%	106	2%	40	61%
MLD	313	10%	596	9%	283	90%
MSI	11	0%	21	0%	10	91%
PD	154	5%	246	4%	92	60%
SEMH	637	20%	1430	22%	793	124%
PMLD	87	3%	105	2%	18	21%
SLCN	404	13%	1424	22%	1020	252%
SLD	633	20%	757	12%	124	20%
SPLD	47	1%	109	2%	62	132%
VI	22	1%	43	1%	21	95%
Total	3225	100%	6386	100%	3161	98%

3.16 There has been minimal change to the age breakdown of children and young people with an EHCP during the past four years, the majority of those with an EHCP are aged between 8 and 15. Between 2021 and 2022, there was a 3% point increase in those aged 7 and under from 16% of the total cohort, up to 19%:



3.17 The number of requests for EHCPs continues at a high rate increasing by 51% between 2021 and 2022. The number of plans issued has increased by 43% since last year.

4.0 Provision in Manchester

4.1 The Local Offer is all the services and support available for Manchester children and young people with SEND and their families. This section of the report provides information on recent developments in provision.

4.2 SEND Community Offer

The Local Offer team, Parent Champions and Manchester Parent Carer Forum (MPCF) work in partnership with Manchester Libraries, Galleries; Parks, Participation team, Youth Zones and Manchester Active to make sure

there is a wide range of inclusive activities across the city such as: inclusive swims; Lego clubs; outdoor storytelling in parks; inclusive youth groups.

- 4.3 Students from Loreto College Pathways Group produced a [video](#) encouraging other young people to take part in the wealth of activities happening in Manchester.
- 4.4 The Local Area once again co-produced the SEND Community Offer with parents/carers and young people. The aim of this is to provide fun activities across the city that can be accessed without the need for an assessment. Some activities take place year-round, others in school holidays aligned with the Holiday Activities and Food programme. In summer 2022, 2954 families participated in these activities – more than double the number who took part in 2021.
- 4.5 This increase is partly due to the big growth in subscriptions to the Local Offer [newsletter](#) (which in December 2022 was 5921). Activities are publicised in the newsletter as well as at Local Offer drop ins. Staff receive the newsletter so they can discuss with the families they support – but word of mouth between families accounts for much of the increase in participation.
- 4.6 Activities included in the summer 2022 offer included: tree top trek and boating at Heaton Park; market garden at Platt Fields; skateboarding and scootering at Projekts MCR; drama workshops; ceramics with Venture Arts; sensory rooms; day trips co-ordinated by 4CT; coding; music making at Home; climbing; community kitchen; cycling; kayaking; Children’s Adventure Farm.
- 4.7 The Local Offer team commissioned SENDCode to work with parents and young people to evaluate the Community Offer. This [video](#) shows some of the achievements of the summer 2022 community offer.

Case study

Rico, an active 9 year old gained new skills through the summer community offer. Rico loves being outside and is very fond of animals but can struggle to focus and implement new routines. During summer 2021 Rico was able to access the Platt Fields market garden, a grow your own food kit from Sow the City and a container growing kit from Groundwork. Rico created a container garden by his front door and sent photographs to Groundwork. He was delighted when he found out he had won a prize – a tree identifier book.

Rico was very affected by the conflict in Ukraine. He decided to write a newspaper – to highlight what was going on and how the country's animals are affected. His Scout leader encouraged him to take action as part of his Personal Challenge badge. He decided to grow plants – sunflowers and tomatoes – and hold a plant sale. He raised £112 for War Paws from his gardening efforts. As well as Gardening and Personal Challenge badges from Scouts, Rico has also been awarded a silver Blue Peter badge. Rico would not have considered learning gardening or raising money for charity without the inspiration from the community offer.

4.8 Travel Training

Being able to travel independently is one of the skills that young people tell us is most important to them, because it allows them to be less dependent on parents and services and enables them to access the things they want for their futures, including access to leisure opportunities, meeting friends and being active citizens of Manchester.

- 4.9 The Local Offer team has commissioned a voluntary sector partner to provide [travel training](#) for 14-25 years olds who want to be able to access leisure opportunities independently.

Travel Training – John's Story

John relied on his mum to take him once a week to a youth club he loved, on the other side of the city. John usually stayed in for the rest of the week because it was not possible for his mum to take him any other night. John and his parents wanted to try the Travel Training project. John was supported to travel from his home to the youth centre. He did a couple of visits with the trainer and then a couple of trips using the apps, landmark map, and text prompts he and the travel trainer had been working on. After eight sessions, John was able to confidently travel independently from home to the youth club. John goes to the youth club several times a week and has made other journeys independently to other places of interest to him, including Affleck's Palace and the sports centre.

- 4.10 The Local Offer team also commission cycle training as part of the [community offer](#).

Jake's Story

Jake struggled with education and confidence, so his mum was encouraged by their social worker to try the Manccycles Bike project. After a home visit and lots of encouragement from Roger, the project lead, Jake tried out his first session. He loved it. His mum reported how he would never eat breakfast but because Roger explained he would not be able to take him on a ride without some, he eagerly ate two bowls of cereal. His mum texted Roger to say she was overwhelmed by the positive change in her son, who she said would be up and ready at 8am ready to go to the session which didn't start till 11am. This young person has continued to engage in the project and has since gone on to complete his Ride Leader Award with the National Cycling Academy. He is now a paid member of staff and works sessionally on the Manccycle project.

5.0 Education

- 5.1 Manchester has a [continuum of educational provision](#) for children and young people with SEND aged 0-25. This starts with the expectation that there should be excellent universal provision and quality first teaching. Manchester's Matching Provision to Need Tool, co-produced with parents, schools and settings, describes the provision educational institutions are expected to put in place for pupils at universal and SEN Support level, and the provision schools/settings, the Local Authority, health and other services should provide for pupils with EHCPs. The tool is designed to ensure consistency and transparency; helping families have informed discussions with schools/settings about the support being provided for their child.

5.2 Early Years

- 5.2.1 The [Early Years Ordinarily Available Provision Document](#) was co-produced with parents, schools, and settings and practitioners facilitated by the Council for Disabled Children. It describes the provision that should be in place for early years children in settings and school nurseries. It helps parents understand what type of support/resources they can expect from the setting/nurseries for their child. The aim is to increase access to early years provision for all children with SEND.

- 5.2.2 The Early Years Ordinarily Available Provision work has been presented at CDC conferences and is now being piloted by other GM local authorities.

5.2.3 Dingley's Promise

Manchester is one of the 30 local areas that are participating in [Dingley's Promise](#) an Early Years inclusion programme.

- 5.2.4 With the support of Comic Relief funding, Dingley's Promise charity will be delivering a series of ten courses to Manchester's Early Years practitioners, spread over four years, to develop the understanding of inclusive practice of those working with young children with SEND. The aim is to increase staff awareness of the needs of all children, especially those with SEND, and increase their confidence in supporting the learning and well-being of all early years children in their setting. This training will complement the training provided by Rodney House Outreach Service for Early Years (RHOSEY) and the Early Years Quality team.
- 5.2.5 Most young children with SEND will access the same provision as all children, but children who need additional support can access the Early Years Pathway. Support can include the RHOSEY team providing outreach to families or to settings/schools, SEN Inclusion funding to support children in education and assessments by practitioners including educational psychologists. The pandemic has had an impact on young children's opportunities to socialise and communicate and there has been an increase in referrals to the early years pathway.
- 5.2.6 RHOSEY staff run the nationally accredited Early Years NASENCO award training to provide staff in settings with the skills to run highly inclusive provision. The Early Years Quality Assurance team are currently working with a number of childminders who are being trained to become SEND champions.
- 5.3 Schools
- 5.3.1 Manchester Inclusion Strategy and Inclusion Toolkit [Manchester's Inclusion Strategy \(November 2019 – July 2022\)](#) has been reviewed and refreshed and 2022 saw the launch of the Manchester Inclusion Toolkit.
- 5.3.2 The Inclusion Toolkit is a unifying document that describes how Manchester schools can apply inclusion key principles in their everyday practice. It aims to:
- Set out the 'Guiding Principals' which we believe should inform educational systems, policies, and practices across Manchester
 - Describe the key qualities we believe are indicative of high quality inclusive universal education provision
 - Encourage a whole-school planned approach to support inclusion which is evident across all aspects of school life
 - Create 'quick links' to find information about specific educational needs, evidence-based approaches/interventions and links to useful resources and supporting agencies/services
- 5.3.3 Manchester City Council have highlighted five approaches as examples of good inclusive practice for schools and education settings as part of universal provision:
- Fostering a sense of belonging
 - Attachment and trauma aware

- Nurturing principles
- Restorative practice
- Whole school mental health and wellbeing.

5.3.4 As part of the Inclusion Strategy there are a number of actions and activities to support mainstream schools to meet the wide range of needs in schools and ensure that, where possible, schools are able to meet their pupils' additional needs with high quality, graduated SEN support available in school rather than relying on Education, Health and Care plans.

5.3.5 A core rolling programme of annual free training on using the Inclusion Toolkit, has been developed by education psychologists from One Education for education staff in Manchester to attend. This is being supplemented by training for staff on managing the impacts of Covid on children's learning and social communication and a series of virtual group consultations for school staff on supporting pupils with social emotional and mental health needs.

5.3.6 Ordinarily Available Provision

The local authority is working with schools, parents and health staff to develop a Primary Ordinarily Available Provision (OAP) document – to follow on from the Early Years OAP. This document will describe the inclusive practice and resources that can be expected in primary schools across Manchester.

5.3.7 Autism in Schools Programme

Manchester and other Greater Manchester boroughs have been successful in applying to take part in the national Autism in Schools programme. The aim of this programme is to support the inclusion of autistic pupils in mainstream schools, through setting up parent groups (supported by the Parent Carer Forum), using the experiences of pupils and parents to develop multi agency training, ensuring young people have support with communicating their needs/aspirations and opportunities to build friendships.

5,3,8 Four schools participated in year one of the programme and two new schools are about to join. All schools have established parent groups, which are having an impact on parents' knowledge of support available, improving communication between home and school, and feeling less isolated. A training programme on autism and neurodiversity has been co-produced and this will be delivered to staff and parents in the six schools first, before being rolled out across Manchester.

5.3.9 Growth of special school provision

The continuum of provision ensures most children and young people have their needs met in their local community. However, as part of the overall growth in Manchester's school population, there is ongoing demand for specialist places.. Within the Manchester school population, the January 2022 census showed that 4.7% of the school population have an EHCP (4,350

pupils). In Manchester the number of pupils attending special schools now stands at 2.2% of the total school population.

5.3.10 As reported to Scrutiny Committee and Executive in October 2022 special schools and resourced provision in Manchester are operating at or close to capacity with few options remaining to create additional places in existing accommodation. Data shows that there is continuing demand which correlates with growth in the City’s population and mainstream pupil cohort as well as earlier identification of children who will require specialist provision.

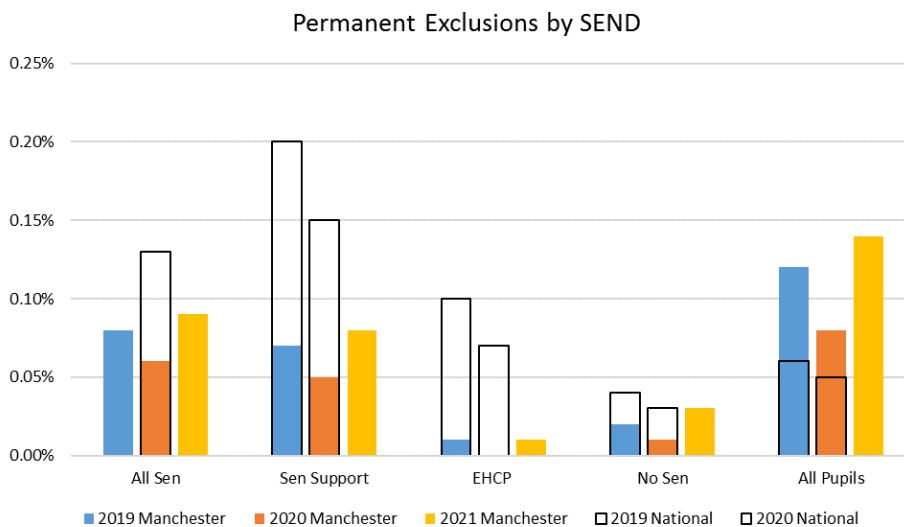
5.3.11 To meet this growing demand a significant number of Council commissioned expansions have taken place to increase capacity within the specialist sector. In addition, the DfE have delivered one new primary specialist school in the north of the city. Since 2020 an additional 407 specialist school places and 34 resourced provision places have been created. Over the next two years a further 104 specialist and 30 resourced provision places are planned and in October 2022 Executive approved the development of a new secondary special school in the north of the City.

5.3.12 In addition, the local authority has submitted two proposals to the DfE central free school round which, if successful, would secure additional secondary specialist capacity totalling 240 places. The DfE will announce successful applications in early 2023 with new schools expected to open in 2025.

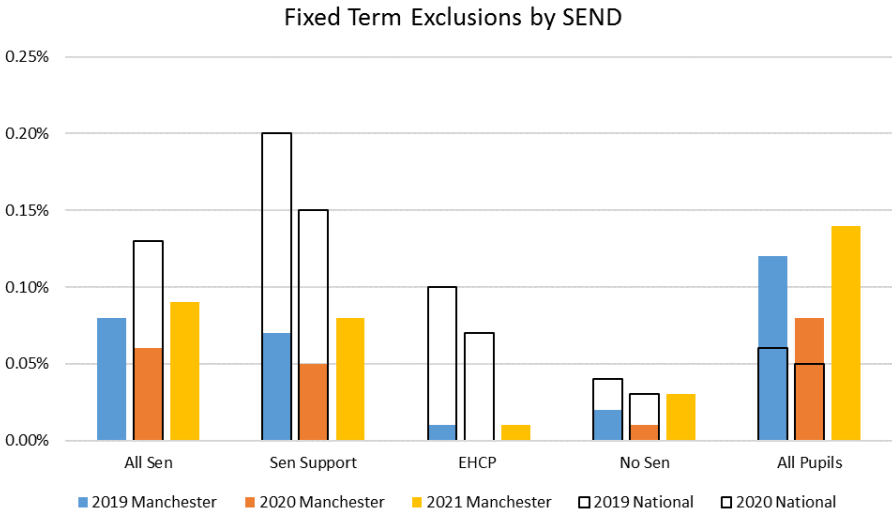
5.4 School Exclusions

5.4.1 The 2021/22 data for Manchester shows that the permanent exclusion rate of pupils with SEND is 0.09, three times higher than the exclusion rate of pupils with no SEN (0.03). Pupils with SEN support continue to have the highest rate of exclusions 0.08, an increase from 0.06 in 2020/22 compared to pupils with no SEN where the rate was 0.03 in 2021/22. In 2021/22, 73 pupils or 62.9% of the pupils permanently excluded had SEND compared to 46 pupils (70.8%) in 2020/21.

Permanent Exclusions by academic year



Fixed term suspensions by academic year



5.4.2 51.9% of suspensions (instances) in 2021/22 were of pupils with SEND. The rate of pupils with SEND who have been suspended at least once is 4.73%, more than two times higher than pupils with no SEN, 2.16%. The suspension rate of pupils with SEN support is 3.97, an increase from 2.10 in 2019/20 whereas there has been little change in the rate of pupils with no SEN who are suspended in 2020/21.

5.4.3 Overall the increased rates of suspensions and exclusions of children with SEND in 2020/21 seems to be direct impact of the pandemic where children with SEND have in many cases struggled to return to school. We know the pandemic had a detrimental impact on our most vulnerable and disadvantaged children and young people and this is also compounded with schools returning to business as usual and removing which were in measures in place to reduce the impact of covid – many of which worked well for pupils with SEND. Discussions with school leaders indicate that many children who missed out on key transitions because of the pandemic are particularly now struggling in school.

5.5 School attendance

5.5.1 School attendance in Manchester has not returned to levels seen before the pandemic, a trend which has been seen nationally. In 2021/22 the overall absence rate was 7.65% an increase from 4.81% in 2019/20. School absence rate in special schools has seen the highest increase from 13.25% in 2019/20 to 18.54% in 2021/22.

5.5.2 In 2021/22 overall absence for children with identified SEND was 11.08% an increase from 7.75% in 2019/20. Pupils with an EHCP have high absence rates across all phases which have increased since 2019/20. The absence rate of secondary school pupils with an EHCP in 2021/22 was 15.80% an increase from 10.09% in 2019/20. Pupils with SEN support also had

increased rates of absence in secondary school, 12.68% in 2021/22 from 7.88% in 2019/20.

Overall absence of SEND pupils by type of school and SEN level of need

	2019				2021			
	Primary	Secondary	Special	All	Primary	Secondary	Special	All
SEN Support	5.02%	7.88%	13.25%	7.12%	7.98%	12.68%	18.54%	10.01%
EHCP	6.57%	10.09%		10.12%	9.63%	15.80%		14.14%
All SEND	5.20%	8.16%		7.75%	8.28%	13.13%		11.08%
No SEN	3.63%	4.84%		4.18%	5.78%	8.12%		6.74%
All Pupils	3.90%	5.30%		4.81%	6.27%	9.06%		7.65%

5.5.3 Overall the increased rates of suspensions and exclusions and higher absence rates of children with SEND in 2020/21 seems to be direct impact of the pandemic where children with SEND have in many cases struggled to return to school. We know the pandemic had a detrimental impact on our most vulnerable and disadvantaged children and young people and this is also compounded with schools returning to business as usual and removing which were in measures in place to reduce the impact of covid – many of which worked well for pupils with SEND. Discussions with school leaders indicate that many children who missed out on key transitions because of the pandemic are particularly now struggling in school.

5.5.4 Improving attendance of pupils with SEND and reducing exclusions is a key priority for the local area and ongoing work to address this includes raising awareness through briefings with school leaders and SENCOs, arranging training and webinars for school staff which provide advice on strategies and approaches which can be used in school, targeted support meetings for schools where attendance/exclusion data is out of line with other schools in the City, multi-agency team around the school approach where appropriate and inviting schools leaders and chairs of governors to a support and challenge meeting where school data shows that the school is performing poorly in these areas. Much of the work in place to strengthen the offer of SEN support in schools including the Autism in schools pilot is also providing learning on the most effective ways to meet the needs of children with autism in schools and the plan is to roll out this project to more schools and also share the learning more widely through a city wide e learning programme.

5.6 Alternative Provision Framework

5.6.1 The local authority has developed the Manchester Inclusion Alternative Provision Strategy (MIAPS) and an inclusive Alternative Provision framework. MIAPS gives schools access to a much broader range of alternative provision

offers and allows schools to have much greater assurance of the quality of provision they are purchasing for their pupils. The range of alternative provision on the framework includes: vocational, complementary and also one to one tutoring. There has been good engagement with schools via the MIAPS steering group. At the end of Autumn term 90 pupils were recorded as accessing a placement in alternative provision. Over 70% of the pupils have an identified SEND. Growing the range of provision across localities is a priority for 2023.

5.7 Travel Support to Access Education

5.7.1 There has been an extensive review of the travel support to access education and training policy, which heard the views of pupils, parents, schools, colleges and other stakeholders. This has resulted in the development of two new policies; one for 5-16 year olds and one for young people post 16. This allows the local authority to be much clearer on post 16 travel solutions, whilst introducing a clearer transition from 5-16 to post 16 travel.

5.7.2 The aim is to increase the opportunities to access high quality, bespoke independent travel training, which for many children and young people is the most appropriate and sustainable solution and will promote skills that will be beneficial lifelong. The policies introduce a more creative and attractive range of solutions to enable children and young people with SEND to travel to school or college such as Walking Buses, access to Bicycles and Driving Lessons. In addition, the Council will enhance Personal Travel Budget mileage payments to parents/carers to support families being able to arrange how their children are able to travel to and from school/college. Where it is assessed that a bus or taxi is the most suitable option, the Council will be working with providers to ensure a high-quality service is provided and are developing the introduction of 'Pick up Points' for children and young people in their local community alongside their peers.

5.8 Post 16 education and training

5.8.1 Manchester young people with SEND have a wide range of post 16 options. In 2022 the local authority worked with colleges and other providers to create the Manchester Pathway Partnership. This collaborative is working together to ensure there is sufficiency on the post 16 sector and that outcomes continue to improve for young people. There is an agreed approach to transition and early identification of young people at risk of not being in education, employment or training when they leave statutory schooling (known as NEET).

5.8.2 Most young people with SEND will access one of the mainstream school sixth forms, colleges or apprenticeships in Manchester or beyond. Some young people require a more supportive educational environment. Manchester has five specialist school sixth forms – all of which have excellent work related learning programmes. Two colleges and Manchester Adult Education Service offer discrete courses for students with high needs. Over the past two years additional specialist college and training provision has been created and

another provider is applying to the Department for Education to set up a specialist college.

5.8.3 Supported Internships

The majority of young people with SEND are keen to gain employment so they can fulfil their career aspirations, but also because having a job brings with it greater independence – having their own money, the opportunity to meet new friends and the feeling of being an adult. Supported Internships are a successful route into employment, giving young people time to learn the skills they need to gain and sustain paid employment.

5.8.4 The Department for Education has recently announced additional funding to double the number of Supported Internships across the country through the Internships Work programme. Manchester already has around 90 internship places across several colleges, so has a strong base to expand from. The local authority is working with schools, colleges, supported employment providers and employers on an action plan to expand internship places to meet demand from young people and to fill labour market shortages in some sectors.

5.8.5 Some young people may take time to find the right route for them and it is helpful that in Manchester we have a number of vocational education and supported employment pathways. This case study shows one young man's determination to move into employment.

Callum's story

Callum attended the Manchester Adult Education Service STEP programme, a course that combines work experience with classroom teaching. Callum built the confidence needed to travel safely within his community and complete work experience independently with support from Pure Innovations employment team. With his newfound ambition and array of skills, Callum transitioned onto a Supported Internship with The Manchester College – the next step towards securing paid work and fulfilling his goal of contributing towards family holidays. Just as the wheels were in motion, the global pandemic hit and for Callum this meant he was unable to complete the course. Despite the setback, the Pure employment team, guided him through a hospitality placement which he thoroughly enjoyed.

His ability to connect with customers and colleagues, combined with his positive can-do attitude was a recipe for success and Callum was motivated to seek a career in hospitality. An opportunity was quickly identified at the stunning Hotel Brooklyn. Callum is now a valued member of staff, an example of what can be achieved when an employer adopts a diverse and inclusive approach that enables talent to emerge.

5.8.6 Employment, Education and Training

Manchester has a strong partnership approach to ensuring young people move successfully into education, training and employment post 16. The local authority commissions Manchester Connect to work with young people with an EHCP up to 25 and the service works closely with the EHCP team.

5.8.7 In December 2022 87% of 16 and 17 year olds with EHCPs were in learning (school sixth form, college, training, apprenticeship, job with training) compared to 91.3% of all 16 and 17 year olds. 8.6% of young people with an EHCP were NEET (not engaged in education employment or training) compared to 3.3% of all young people and 2.9% of 16 and 17 year olds with EHCPs had unknown destinations compared to 3.5% of all Manchester 16 and 17 year olds.

6.0 Health

6.1 Integrated Commissioning Board

6.1.1 Greater Manchester ICB (NHS Greater Manchester) was established on 1st July 2022. A transformation programme is underway, with a prospective completion date of 1st July 2023. The programme will unify ten former Clinical Commissioning Groups across Greater Manchester into one Integrated Care Board, with ten place-based localities as subsidiaries of the central organisation.

6.1.2 Whilst the statutory obligation of the ICB was formed on 1st July 2022, its formation builds on the previous Greater Manchester Health and Social Care Partnership's governance and structures. Strategically, GM ICB ensures the wider Greater Manchester Integrated Care System continues to improve health outcomes, delivering integrated health and social care services to the population.

6.1.3 Each proposed functions model is reviewed by the 'Functions Transformation Working Group' and 'Functions Transformation Steering Group' before a 'Check and Challenge' process, followed by formal model approval by the GM executive leadership. The transformation is governed via the established GM 'Process for Managing Organisational Change Framework', with regular updates provided by NHS GM Live Leadership Briefings.

6.1.4 GM SEND Health Commissioners Group

6.1.5 The group meets monthly and is an established forum for Strategic Leads, Head Commissioners (with statutory responsibility for SEND) and Designated Clinical Officers across the ten GM ICB localities to agree strategic SEND priorities, share practice models and information. The group acts as a mechanism for ICB SEND monitoring and project development. The group's strategic focus includes:

- Support, scrutiny, and quality assurance

- Clear links between GM ICS Governance and System Boards at Locality – minimum standards R.E governance at Place
- Clear intelligence across GM, integration of health and care datasets, clear view of SEND JSNAs across health and care
- Clear oversight of inspection readiness at GM ICS and at Place – mapping of where we are now, where we need to be and identification of joint areas for improvement
- Standardisation of:
 - Designated Clinical Officer offer
 - Quality Assurance of EHCPs
 - How we are measuring impact
- Communication and Engagement Plans
- Clear parent carer voice and children and young people’s voice functions
- Development of SEND Lead roles in providers, i.e., establishment of SEND Provider Collaborative Group

6.2 Designated Clinical Officer

Manchester locality ICB has an established Designated Clinical Officer (DCO), who provides expertise and support to health providers, parents/carers and collaborates with multiagency partners through EHCP and Short Breaks panels. The DCO maintains regional links through the Northwest DCO forum and local links with Manchester’s Parent Carer Forum.

6.3 Children’s Community Health

6.3.1 The [Healthy Schools](#) team have continued to provide strong support to schools, including a wide-ranging training programme which supports schools to meet the physical health and emotional wellbeing needs of their pupils.

6.3.2 The school nursing team continue to operate Chat Health, which allows pupils to get quick and confidential answers to their health questions from a health professional.

6.3.3 Both mainstream and special school nursing teams have experienced challenges due to capacity and the continued impact of Covid on NHS resources. Both services are undergoing review to ensure they continue to meet the needs of Manchester children and young people.

6.3.4 Health Visitors

Training and recruitment of Health Visitors is a challenge nationally. Manchester Health Visitors have achieved a high percentage of new birth visits: 88% compared to 79% nationally. In Quarter 2, Health Visitors completed 60% of 12 month reviews (69% national), 75% 15 month reviews (81%) and 68% of 2 year old reviews (72%).

6.3.5 Children’s community health services in Manchester are provided by the Manchester Local Care Organisation. Many of the services are experiencing high demand and recruitment difficulties due to national shortage of therapists,

however, teams continue to develop their services in co-production with families and other practitioners.

6.3.6 Joint working to support children and young people with SEND

- Occupational Therapy have completed joint sessions with the Rodney House Outreach Service for Early Years (RHOSEY) team to handover My Sensory Activity Programme so RHOSEY are able to include this during their weekly home sessions with the child.
- Occupational Therapy and Physiotherapy work together in the upper limb assessment clinic and Cerebral Palsy Integrated Pathway clinic to support children with hemiplegia.
- The Special Needs School Nursing Team has achieved some great outcomes for children and families by working collaboratively with education and social care. For example, by supporting a foster carer with strategies and understanding to enable fostering a child with SEND alongside another family member and safeguarding a young person at risk of child sexual exploitation and abuse in the community.
- The team has hosted parent/carer mornings at special schools with focus on dental health, communication, puberty, autism and physical health – these sessions have been well received by those attending.

6.3.7 Sleep pathway

- Services across children's community health, CAMHS Clinical Service for Children with Disabilities and the Children and Parents Service have worked together to develop resources for professionals to improve how services support children, young people and families with sleep difficulties.
- These resources are supporting teams such as the Special Needs School Nursing Service to offer sleep workshops for families with children educated in special schools.

6.3.8 Health Transition

Children's Community Health Services have worked together to improve how they support children and young people when transitioning from children's services to adult services. The service has:

- Engaged with children, young people and families to understand their experiences of transition
- Created Transition Champion roles across all teams
- Supported each of the teams to develop transition plans
- Created new information for children, young people and families to help explain what is meant by transition and what will happen, including a leaflet and [webpage](#).

Leaflet



6.3.9 Joint Training to support the SEND workforce

- Joint teacher training sessions with Physiotherapy and Occupational Therapy on Duchene Muscular Dystrophy to ensure young people are well supported in school.
- Occupational Therapy deliver training to education staff and health professionals as part of the Behind the Behaviour programme. This information on sensory processing difficulties staff working with children with SEND to understand their difficulties and provide strategies to help them in school.
- SALT Early Years team have trained practitioners from 119 early years settings, 155 childminders and 25 schools to understand normal language development, key messages to share with parents, key signs of communication difficulties, and universal strategies to support good communication development.
- SALT Early Years team have trained practitioners from 50 early years settings, 37 childminders, and 9 schools to be communication champions with an enhanced level of knowledge of speech, language and communication needs.
- SALT Early Years team have developed a communication section to the Quality Assurance Team's Quality Assessment Framework and are training their staff to complete these audits of childcare and early education provisions to ensure communication friendly settings in the Early Years Foundation Stage.
- The Health Improvement Practitioner Specialists in the Healthy Schools' team have developed training for school staff on the four broad areas of the SEND Code of Practice (Communication and interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical needs). This new training supports teachers to be able to deliver health education that can be differentiated for children and young people with a range of additional needs.
- Following the launch of the Healthy Schools pilot Personal Social Health and Economic SEND curriculum for Manchester mainstream and special schools' initial evaluation has been positive with one class teacher saying *"It definitely addressed barriers to learning. The lessons were fun, and it was set at their pace."* (Primary School SEND Lead)

6.4 Manchester Foundation Trust; Child, and Mental Health Service (CAMHS) Learning Disabilities and Autism Transformation

6.4.1 Social Communication Pathway (SCP)

6.4.2 The Social Communication Pathway established before the pandemic saw an improvement in family experience of the assessment process as well as reducing timescales. However, many more children are now being referred for assessment, due to the huge surge in referrals post Covid. It not clear if this is an impact of lockdown on children's social emotional development – for under 5s particularly it is difficult to establish if the difficulties are due to lack of social experience for a large part of their development. This has led to longer waiting times for children on the Social Communication Pathway.

- 6.4.3 To manage waiting lists, the SCP team have commissioned an external provider to take on some assessments and have changed the referral criteria to allow children time to have support around social communication difficulties post Covid, before they are referred.
- 6.4.4 SCP educational psychologists have offered training to all on the impact of Covid and support that can be offered. In addition, a welcome to SCP workshop was offered to all families who are newly referred, looking at what support can be accessed pre-assessment. The aim is to meet needs of children whilst they are waiting to be assessed.
- 6.4.5 A new service has been created offering intervention and assessment for under 5s. It is trialling a new assessment tool 'SACS-R' which will allow early years staff to provide support as soon as they have assessed need.
- 6.5 Children's Community Health teams support for families whilst waiting for assessment with specialist teams
- Speech and Language Therapy (SALT) and Occupational Therapy teams are developing padlets which can be accessed by families and will provide information to support families while they are waiting for an appointment with the specialist service.
 - SALT have produced a series of online workshops for parent and carers who are waiting for support for their pre-school children around social communication difficulties. The service is also collecting feedback through an online survey.
- 6.6 Autism Hubs
- 6.6.1 Manchester Foundation Trust has been chosen as the lead provider for Autism in Greater Manchester (GM) and has led on the development of a Greater Manchester hub. For Manchester, the hub will house the four Social Communication Pathway (SCP) teams, the Specialist Community Service for Learning Disabilities and Autism CAMHS, the Intensive Support Service CAMHS, Manchester Parent Carer Forum and GM Autism Consortium. The team are currently setting out standards for GM around post diagnostic care for autistic young people.
- 6.6.2 The hub will have a new navigator/support role, a person with lived experience to help families pre-assessment and post-diagnosis.
- 6.7 Specialist Community Service for Learning Disabilities and Autism (SCD-LDA); Child, and Mental Health Service (CAMHS)
- 6.7.1 SCD-LDA is a targeted team within CAMHS. The service will continue to be staffed by clinical psychologists and learning disability nurses and CAMHS speech therapists will formally join the team.
- 6.7.2 The core offer will remain Riding the Rapids which is a course for parents whose child has recently received an autism diagnosis; adapted mental health

interventions for children with severe learning disabilities and autistic children whose needs are particularly complex. The aim for 2023 is to develop more group interventions for neurodivergent children and their families so families can access support for behaviour prior to formal assessment.

6.7.3 SCD-LDA developed 'Getting on Board' offer with Child and Parents Service. Three groups ran in the summer term 2022, for parents of neurodivergent children who are under 5 and who are on SCP waiting lists. The service plans to trial an adapted Riding the Rapids next term. The service is also looking to strengthen links with core CAMHS, MThrive and the new CAMHS crisis team.

6.7.4 A key development is to embed Positive Behaviour Support (PBS) across Manchester services. PBS is an approach to understanding and managing behaviour that challenges. The aim is to improve quality of life for children with disabilities. The approach advocates working together as a team around the child and family to analyse why behaviour is happening and make adjustments – for instance to support or the environment. Key staff in schools have been trained in PBS, as have all the community Learning Disability and Autism team.

6.7.5 Intensive Support Service

A new team covering Manchester, Salford, and Trafford has been established, including Learning Disability Nurses, Speech Therapist, Occupational Therapists, and support workers. The team will be working with children identified as having highest level of need according to the Dynamic Support Database. This is a tool that helps the local area plan the support required for children and young people with very high needs.

6.8 M-Thrive Hubs

6.8.1 Manchester THRIVE Hubs (M-Thrive hubs) have been established as a central part of the Manchester's Emotional Wellbeing and Mental Health offer. M-Thrive Hubs are based in communities across the city – North (Manchester Youth Zone), Central (Kath Locke and Manchester 422) and South (Lifestyle Centre).

- The service is available seven days per week. It complements and enhances current youth support services
- The Digital Front Door makes the service accessible to the public outside of hub working hours and at weekends
- Hubs are open access – drop in/call in for a conversation rather than a paper referral.
- The service is developing integrated pathways into the Emotional Health and Wellbeing services in Manchester; NHS, Children's Services, Third Sector organisations overseen by the M-Thrive team.
- Staff can work directly with young people and offer signposting and referrals to community based services and other sources of support.

6.9 Junior Physical Activity Referral Service (Junior PARS)

- 6.9.1 Manchester PARS offer a 10-week Junior Physical Activity Referral Service (PARS). This service is commissioned by Manchester City Council and supports children and young people aged 5–17-years-old who are above a healthy weight (above 91st centile).
- 6.9.2 It supports children and young people by connecting them with inclusive sports and activities in their local neighbourhood. Staff can also provide families with simple tips and advice on how to eat healthily and improve lifestyle. They welcome children and young people with SEND who are identified as being above a healthy weight. All the activities are affordable and often located within the family’s local neighbourhood.

Case Study

A young person aged 10 who attends a specialist support school experienced barriers around becoming more active, would not attend a new club or activity without his mum, would not engage in large groups and would often wear ear defenders to limit noise.

Junior PARS work with him has been a great success. The young man has been engaging in skateboarding, football, gym, music and making Lego. The parent reported her son had gained confidence and independence to attend the youth zone sessions without her. The young man stated he enjoys the activities and has made friends since starting at the youth zone. Additionally, he has not used his ear defenders during the sessions. His mum now has time to herself, and the young person has made friends is more confident and more active.

6.10 Annual health checks

People with a learning disability and/or autism are entitled to a free annual health check with their GP from age 14. Take up across the city is variable and some families are not aware of this entitlement. A project assurance group has created a patient journey map as a basis for promoting a clear, consistent approach to delivering annual health checks. The Map has been co-produced by people with lived-experience. The group is also looking at aligning communications about health checks with annual EHCP reviews and how the About Me profiles can help primary care groups identify which of their young adult patients may be eligible and the support they may need.

7.0 Care

- 7.1.1 In March 2022 Ofsted carried out an inspection of Manchester Children’s Services. The local authority received an overall judgement of Good. ‘The impact of leaders on social work practice with children and families’ and ‘The experiences and progress of children in care and care leavers’ were both judged to be Good. ‘The experience of children who need help and protection’ was judged to require improvement to be good. Inspectors said that the authority needed to improve practice around the care and protection of disabled children.

7.1.2 Since the inspection much has been achieved in relation to the offer for disabled children from social care. In summary:

- A senior role has been created to drive widespread practice and culture change – designated social care lead
- Specialist locality disability teams have been created, building capacity and practice knowledge
- All staff have received awareness training which was co-delivered by parents
- The short break offer has been revised
- About Me has been introduced following multi agency workshops
- Short breaks and social work staff have been co-located in 3 district bases
- All staff and managers, including the children’s leadership team have received co-production training
- Selected practice audits in disability evidenced some strong practice
- Further audits took place throughout January
- An early intervention service has been commissioned.
- Over 50 staff have already attended training on communicating effectively with disabled children
- Establishment of a community of practice involving leaders from social care, health and specialist schools
- The Child in Need policy is being reviewed to better reflect the offer for disabled children
- The designated social care officer attends monthly senior moderation of EHCPs and is able to feed learning into social worker training

7.2 Children with Disabilities (CWD) Team transformation

7.2.1 The CWD team is an integrated specialist service for children with disabilities, which is strategically centrally led and delivered locally. The service is delivered in localities by a co-located / virtual multi-disciplinary team with enhanced links to special schools, adult social care, and community health services. Parents and carers of children with disabilities are able to access services that are delivered in a coherent, seamless, consistent, integrated way by practitioners who are skilled and knowledgeable in disabilities and SEN.

7.2.2 The service is locally managed with strategic leadership from education, health, and social care. Parents and carers have co-produced the redesign of CWD services including the development and delivery of training

7.2.3 The Specialist Resource Team are co-located with the CWD teams to support social care staff and have been trained around the universal provision within each locality. The team continue to promote the Local Offer at each locality drop-in.

7.3 Family Hubs

Manchester has been successful in its bid to develop Family Hubs. These provide families with a single point of access to integrated family support

services for early help with social, emotional, physical and financial needs. They will provide support to families from conception until the age of 19 (25 for young people with SEND).

7.4 Transition to adulthood

- 7.4.1 The Transitions Board is co-chaired by the Transitions Service Manager and a representative of Manchester Parent Carer Forum. An engagement session with parent carers attended by multiagency representatives has assisted towards the development of a 'Frequently Asked Questions' document in relation to preparation for adulthood, which will be further progressed through future engagement sessions.
- 7.4.2 Earlier identification of young people who may require a transitional approach into adult care and support services is supported through attendance at the Children's Multiagency Resource Panel by the Transitions Service Manager. This includes consideration of young people who may live outside of the Manchester area and receive extensive packages of care commissioned jointly by health, social care and education.
- 7.4.3 Two Person Centred Planner roles have been developed and recruited into within the Transitions Service to work with young people and their circle of support to identify personalised preparation for adulthood outcomes for those who are likely to require adult social care support. This is in recognition of young people voicing that they want to be seen as young people first, and their aspiration to be understood as being the same as other young people who do not have a disability. The Transitions Service takes a strengths-based approach, therefore centralising the wishes and feelings of young people to inform planning and next steps.
- 7.4.4 Following feedback from parents and carers, an ethos of 'no surprises' has been adopted within the Transitions Service, with the provision of advice and guidance by the Person Centred Planners at the earliest stage of working with young people and their families playing a large part. The aim of this is to support young people and their families to be able to make decisions about their future plans.
- 7.4.5 Adult social care have embarked on a transformation programme, Better Outcomes, Better Lives in which young people with SEND have been recognised, particularly around the Responsive Commissioning workstream.
- 7.4.6 This has led to commissioning of enhanced pathways into employment for young people, particularly in relation to those who have a learning disability and/or autism. Starting in October 2022 and January 2023, Pure Innovations will deliver two types of employment-based support, in recognition of the self-development and work related activities required to ensure young people and adults have support to move closer to, and access a positive work destination. This has particular relevance to young people with SEND who are in education, training or an internship and in previous years, might not have had

something to progress to which recognised the skills they have developed in readiness for employment.

- 7.4.7 To further improve transition for cared for young people a joint adults' and children's project has been established to develop a pilot for mental health accommodation to commence 2023. This will support young people who present with mental health needs which would continue post 18 years. Their needs are unable to be met by the existing children's accommodation offer. The pilot will enable young people to access the skills and capacity within the adult provider offer and stability to support a positive transition into adulthood.
- 7.4.8 A Day Services Review has also taken place which included a specific focus on listening to the views of young people aged 16 – 25 years and the views of their carers about existing day service provision in Manchester. The Working Together for Change approach was commissioned to support engagement with citizens and carers. The outcomes and recommendations of this review will inform future commissioning of our day service provision.
- 7.4.9 Termly 'Preparing for Adulthood' networks take place, with the ambition of having a shared agenda between education services, health and the Transitions Service. Topics have included an introduction to the Care Act (adult focused legislation), referral processes for the Transitions Service, information and advice for unpaid carers and development of the 'Preparation for Adulthood Tool'.
- 7.4.10 An Integrated Referral Meeting is now well established, including representatives from the Transitions Service, LD health (adults) and GM Mental Health (GMMH) to ascertain appropriate adult health and social care pathways for young people. Alongside this, CAMHS to adult mental health services referrals are tracked between Manchester Foundation Trust and GMMH, with a recent proposal to merge this into the Integrated Referral Meeting, along with adult Continuing Healthcare.

8.0 Joint commissioning

- 8.1 A SEND [Joint Commissioning Strategy](#) is in place. A multi-agency panel of senior officers from education, health and children and adults' social care meets monthly to make decisions about placements and joint commissioning for children and young people with the highest level of need. In addition to agreeing multi-agency packages of support for individuals, the panel identifies gaps in provision in the local area which need to be jointly commissioned.
 - 8.2 In addition to the joint funding decisions being made by the multi-agency panel, the local authority and health commissioners jointly commission a number of other programmes to support children and young people with SEND.
- 9.0 Coproduction with parents, carers, children and young people

9.1.1 Coproduction with families was one of the areas highlighted as a strength in the SEND inspection and continue to be a strength. The voice of children, young people and parents helps us understand families' experiences of the SEND 'system' and has informed developments across a range of education, care and health services in the past year.

9.1.2 We measure how well services and support are working for families through hearing from children, young people and parents/carers about their experiences. This is done formally, through the annual survey which Manchester Parent Carer Forum (MPCF) sends out and analyses for the SEND Board; through feedback provided at events; public consultations and by monitoring complaints and compliments. It is also important to gather feedback informally and we have a range of mechanisms to do this: the monthly Local Offer drop ins, the Parent Champion Facebook group, Space group coffee mornings; the main topics SENDIASS take calls about; discussions at the Autism in Schools parent groups and through the parent/carer co-production meetings. We commission the Changemakers group to provide us with feedback from children and young people and their latest findings are summarised below.

9.2 Changemakers

9.2.1 The Changemakers are a group of young people aged 14-25 who are disabled or have SEN. They represent young disabled people's voices from across the city and present their findings to the SEND Board.

Examples of recent work slide 3

Examples of recent work

Delivering autism awareness to GMYN staff

Painting banners for the Manchester Day Parade

Creative resource creation for display at events

Skills sessions

Summer SEND offer video evaluation

gmyrn.co.uk gmyrn info@gmyrn.co.uk 0161 234 2950 #YoungPeopleCan

9.2.2 Messages the Changemakers reported in the last year include:

Don't treat us like young children if we are not

We are all different

We don't know how to fix everything

We sometimes don't know what to do with our time

- Social isolation affects many young disabled people – particularly those young people who have left education and are not in employment.
- Many say they experience challenges around mental health and wellbeing –professionals need to listen and support young people in the style that suits them.
- Members of the group describe the feeling of being over-supported at times and would prefer to do things independently.
- The Changemakers want to contribute meaningfully, but don't want to be expected to 'have the answer to everything'.
- The group want recognition that disability is only part of their identity, and that they are not all the same. "Once you have met one disabled person, you have only met one disabled person".

9.2.3 Young people's grant making project

The Local Offer and Engagement team have been working with the Changemakers and Young Manchester on a young people's led grant making project to design the Easter grant funded Community Offer.

9.3 Our Year

9.3.1 Children and young people with SEND have participated in many of the opportunities created as part of Our Year 2022, including:

- Young people with SEND designed some of Manchester's Christmas light illuminations, the children attended a celebration event and also accessed free ice skating with their families
- 100 children with SEND and their families were provided with free tickets to Lightopia
- 100 children with SEND and families were provided with tickets to the Lion King
- The Youth Participation team supported Claremont dance troupe to access the Caribbean festival (costumes)

- The team supported young people from Manchester Sensory Support Service to attend a production at the Lowry Theatre
- Children and young people created art that was displayed in the Our Year art trail across the city
- The team supported neuro-diverse young people to attend the Art Assembly

9.4 Manchester Parent Carer Forum

9.4.1 Manchester Parent Carer Forum (MPCF) acts as the strategic voice of parents/carers of children and young people with SEND in Manchester. The MPCF co-chair the Local Offer Review Board, sit on the SEND Board and their members are involved in a wide range of co-production activities with health, education, social care and work and skills. The MPCF currently has around 500 members.

9.4.2 One of the services MPCF perform for the SEND Board is an annual survey with parents/carers. The survey provides a rich source of both quantitative and qualitative information which is used to monitor performance and identify areas of improvement. Responses to the 2022 parent/carer survey show that there are still inconsistencies in how well services meet the needs of children and young people with SEND across Manchester. MPCF is supporting education, health, care, leisure, housing and other services to continue to improve support for families of children with SEND.

9.5 Parent Champions

9.5.1 The SEND Parent Champion model was developed with parents because of conversations with families and local research which showed that existing formal structures of participation did not work for many of our families. Parent Champions have been trained in how to use and promote the Local Offer and build emotional resilience. Many members of the Manchester Parent Carer Forum are also parent champions, and the two groups complement each other.

9.5.2 Parents and carers tell us how much they value peer support. As of December 2022, over 1000 parents/carers access the Champions' Facebook page. The Facebook page is used widely by parents and carers as a trusted source of information and advice.

9.6 Working Together for Manchester group

9.6.1 The Working Together group pulls together the voices of many parent /carer groups from across Manchester's communities to ensure that as wide a range of voices as possible are informing the SEND Board.

9.6.2 The Forum, Parent Champions and colleagues from the Working Together for Manchester group are in high demand to ensure the voice and experiences of families are influencing service improvements across education, health, and social care.

Over the last year parents/carers have:

- provided training for locality social workers on the lived experience of having and a child or young person with SEND and working with services
- provided training for new SENCOs
- co-produced the community offer and run summer activities such as family day trips
- hosted webinars for parents on Anxiety Based School Avoidance and the Social Communication Pathway
- held listening events for parents to speak to staff in Housing and Events
- provided information and emotional support for other parents at Local Offer drop ins
- run coffee mornings and information fairs for families and practitioners
- co-produced the About Me forms and guidance
- set up Autism in Schools parent/carers groups
- contributed to the development of the GM Autism Hub.

9.7 About Me

9.7.1 [About Me](#) is a family owned **person-centred** profile of a child or young person. It is written in the words of the child or young person and focusses on what the child or young person can do and where support is needed.

9.7.2 Following feedback from parents and carers of their frustrations in having to share their story in each new setting, a group of parent/carers and professionals from services across health, care and education came together and developed [About Me profile templates and a supporting guide](#), available to all on the Manchester Local Care Organisation website.

9.7.3 About Me is being implemented in different settings including schools, health services, social care and early years settings and across the city.

9.7.4 Feedback from families and staff has shown how the About Me can help children, young people and their parents and carers tell their story once:

- The About Me supported me on a hospital visit with my child
- My child's GP now has their About Me
- I took my About Me to a job interview so the employer knew what reasonable adjustments I need
- We can use the About Me for all children transitioning to our school (teacher)
- They have made an enormous difference to both my 21 and my 11 year old boys. Wherever I take them now, rather than spending a long time explaining and providing lots of details and information, I simply ask them to look at their About Me. It has helped me and my sons enormously. I can now attend any appointment and go to any place knowing that our time there will be a lot easier and shorter than before.

9.8 Co-production of the Preparation for Adulthood Tool

9.8.1 Young people, carers and professionals have recently been involved in the co-development of a Preparation for Adulthood tool, which will be used by Transition Team Person-Centred Planners. The aim is to support young people to have choice and control in their lives, as they are approaching adulthood, with an underlying principle of 'no surprises' for young people and their families. This is in recognition of young people beginning to have changes in their rights and responsibilities as they prepare for, and enter adulthood, which can be a time of increased hope, change, opportunity, but also anxiety.

9.9 Special Educational Needs, Information Advice and Support Service (SENDIASS)

9.9.1 SENDIASS Manchester provides impartial, confidential information, advice and support to parents, carers, and young people about all aspects of the special educational needs and disability system. The service enables timely access through a confidential helpline which is staffed by experienced and IPSEA (Independent Provider of Specialist Education Advice) qualified caseworkers.

9.9.2 In October 2022, 99% of calls continued to receive a same day response. Through the helpline the majority of enquiries are resolved on the first contact. Where it is identified that families need a higher level of support, a caseworker is allocated. The team deal with a large volume of helpline enquiries each month, but also attend Local Offer drop ins and events at schools to provide face to face advice. Parents of primary aged pupils account for around half of all requests to the service, followed by calls/emails from parents of secondary age pupils. The service receives a considerable number of calls relating to early years but fewer on Post 16 issues. The helpline also provides legal advice and support to schools and other practitioners to ensure they are meeting their legal duties.

9.9.3 The SENDIASS website is well used - allowing people to access information (including 50 factsheets) out of office hours. In June 2022 the website received 976 views. As many families have told the team that they would prefer to receive information in an audio format, SENDIASS have produced four podcasts, in co-production with parents: SEN in mainstream schools; EHCPs; Annual Reviews and preparation for school meetings.

10.0 Financial consequences – Revenue

10.1 In 2022/23 the Local Authority has a planned £114.5m budget from the high needs block (HNB) of the Dedicated Schools Grant (DSG) for the educational provision for children and young people with high levels of special educational needs and disabilities. The Department for Education (DfE) has allocated an additional £0.97bn to the High Needs Block nationally 2023/24. Manchester's allocation for 2023/24 is £122.8m a 7.25% increase on 2022/23. The

government's announcement in the autumn statement included an additional £2bn funding for schools, from this a further £5.0m has been allocated to Manchester HNB.

- 10.2 Due to significant demands on the HNB, which is recognised nationally, Manchester has a structural deficit within the high needs block. If not addressed the gap increases year on year and the deficit could be £32.9m by 2024/25. The LA have developed a HNB recovery plan to address the deficit issues and to manage demand.
- 10.3 The £13.3m increase in the HNB funding will be used to meet the current and future increases in demands from additional special school places, resource provision places, increases in the number of EHCPs including Post-16 and support the HNB recovery plan.

11.0 Conclusions and next steps

- 11.1 Manchester has high aspirations for all our children and young people. We have continued to make improvements to services and support for children and young people with SEND and their families – including investing in a wide range of community activities which are open to all children and young people with SEND and developing new education, health and care provision. The voice of parents and carers, children and young people continues to influence at strategic level.
- 11.2 The pandemic and cost of living rises have disproportionately affected disadvantaged families and children and young people with SEND. Significant growth in the population of children and young people in Manchester and increased level of needs of children are impacting on service capacity – particularly in health which mean that services and support for children are not always provided as quickly as families should expect.
- 11.3 Manchester has made good progress on the areas for improvement highlighted in the SEND inspection report and the ILACS inspection.
- 11.4 Progress on the main areas for development highlighted in the Ofsted/CQC SEND local area inspection:
- 11.5 The 'tell it once' aspect of the SEND reforms does not always work well in Manchester
- As described in paragraph 9.7 [About Me](#) – a family owned one page profile - is now in use across Manchester. This is helping services understand children and young people's strengths and support needs without the person and their parents/carers having to continually describe their history every time they meet a new professional.
 - Education, health and care staff have been trained in how to use the profiles and how to support families create their own. Support to create an About Me is also provided at the monthly Local Offer drop ins.
 - Families are telling us that About Me is making a difference.

11.6 Many parents are frustrated with the school transport system, this has been exacerbated by the pandemic

- As described in paragraph 5.7 the travel support to access education and training policy has been consulted on and revised, taking account of the views of pupils, parents, schools, colleges and other stakeholders. This has resulted in new policies for 5-16 year olds and post 16.

11.7 The local offer is not understood by all parents

- The Local Offer is all the activities, services, advice and support offered across the city for children and young people with SEND and their families. Not all families want to/are able to use a website to access information, so the [Local Offer More than a Website](#) approach has been developed in co-production with families.
- This includes: monthly Local Offer drop ins, regular newsletter, social media – Facebook and Twitter, and families can contact the Local Offer team direct by email or phone for advice and information.
- Parents/carers are helping make the website more accessible and Changemakers have been commissioned to develop a young people friendly approach to the Local Offer.
- The Local Offer newsletter now has 5000+ subscribers.

11.8 Families awaiting assessment or therapeutic interventions require more support while on waiting lists

- Manchester's approach is to meet needs not wait for diagnosis
- The Social Communication Pathway (SCP) team have developed information for families whilst the child/young person is awaiting assessment on the pathway – see [example](#) for autistic young people.
- The educational psychologists who work in the SCP have run training for early years, school and college staff on the impact of Covid on children's learning and emotional wellbeing – which is manifesting in many as a social communication need – and the strategies staff can use to support children who may be waiting for assessment.
- Early years SCP – a new screening tool being piloted that can be used by EY staff so they can put in place relevant strategies without waiting for diagnosis.
- M-Thrive [Hubs](#) have been created across the city. These are open access and parents/young people can self refer if they need support while waiting for assessment. M-Thrive practitioners can provide signposting/referrals and brief interventions.
- Community Health Service teams, including Occupational Therapy and Physiotherapy have developed padlets with information/links to support families whilst their child is waiting for interventions
- The local authority commissions Speech and Language Therapy Service to run training for school staff on ELKLAN, so staff are able to meet communication needs of the majority of their pupils. The service also has a comprehensive First response pack of tools/strategies on the Schools Hub

- Inclusion Toolkit – MCC has worked with partners to refresh the Inclusion Strategy and developed a comprehensive Inclusion Toolkit for use in schools – covering what constitutes inclusive practice and how this can be achieved. There is information and resources on all types of SEND.
- Autism in Schools – Manchester is participating in this national programme – the aim is to improve inclusion in mainstream for Autistic pupils – including by running training for all staff, and also to develop parent groups in schools so parents feel better informed and supported.
- MCC and partners, including parents and health are developing a Primary Ordinarily Available Provision toolkit which will set out what will be available across Manchester for all children – which will provide more consistency and enable families to understand what support their child should receive.

11.9 Outcomes and provision in some EHCPs need to be more personalised

- All members of the EHCP team have received training on writing EHCP outcomes.
- EHCP staff, teachers and social workers recently attended Helen Sanderson Associates programme on the Outcomes and Support Sequence – aimed at developing more personalised plans.
- Social Care staff have had a comprehensive training programme including: co-production, About Me and the next sessions are on writing more holistic advice for EHCPs – not just focusing on what social workers provide but on needs/provision that encompass what can be accessed through the local community.

11.10 Many parents are anxious about their child's future and require advice and support at a much earlier stage to help the family make decisions

- The Transition Board is overseeing a transition action plan which includes improving advice and support to young people from age 14 and for their families.
- Young people, carers and professionals have recently been involved in the co-development of a Preparation for Adulthood tool, which will be used by newly appointed Person-Centred Planners to support young people to have choice and control in their lives, whilst they are approaching adulthood.
- Manchester children's community health team have developed transition pathways across their services and produced resources for young people and families.
- The SENDIASS website and helpline are heavily used by parents/carers who need advice and support. The team have recently produced podcasts in response to parents saying that they prefer to receive information in this way.
- Parent Champions have received training in the Local Offer and are available at Local Offer drop ins, school coffee mornings and other events to help and advise parents/carers who may need support to access information and services.

- The Parent Forum and Champions have extensive parent networks and use social media to get messages out to families – such as encouraging participation in the summer community offer.

11.11 Some young people need more support to help them prepare for adulthood

- The new travel policy incorporates travel training as an option, but also the opportunity for young people to have driving lessons to encourage independence.
- Colleges provide travel training for young people before they join and as part of their college programmes.
- The community offer includes the offer of travel training to access leisure activities and there is also a cycling offer for young people with SEMH.
- The Changemakers young people's group report regularly to the SEND Board so that leaders can make sure the voice of young people informs services and provision. The group will be involved this year in deciding which summer activities should be commissioned for SEND young people.
 - The Transition team Person Centred Planners are working closely with young people and families.
 - The Preparing for Adulthood networks provide updates to staff working with 14-25 year olds on all the developments relating to: education/employment/training, health and wellbeing, community access and independence.
 - MCC already has a strong supported internship offer, but this will be further developed through the Internships Work action plan - with the aim of doubling the number of interns in three years.

11.12 There can be delay in finding appropriate adult mental health services for young people transitioning from CAMHS

- This is one of the Transition Board's priorities.
- An Integrated Transition Referral Meeting is now well established, including representatives from the Transitions Service, Learning Disability Health (adults) and Greater Manchester Mental Health to ascertain appropriate adult health and social care pathways for young people. Alongside this, CAMHS to adult mental health services referrals are tracked between MFT and GMMH.

12.0 Next steps and key priorities for 2023

- Continue to increase early identification of social needs and promoting access to and participation in activities.
- Continue to develop the 'tell it once' aspect of SEND reforms.
- Continue to improve the website and accessibility of the Local Offer to families.
- Continue to develop the outcomes and provision outlined in EHCPs including how social needs are met.
- Further improve communication of additional support families can access whilst waiting for assessment or therapeutic intervention.

- Further improve the quality and timing of information provided to parents about their child's next steps.
- Implement the revised transport policy and improve the current operating model.
- Continue to develop support to prepare young people for adulthood and greater independence.
- Continue to improve access to adult mental health support and ensure appropriate services are in place as young people move to adulthood.
- Further increase the assurance of the Local Area of identification and provision for pupils at SEND support and those with EHCPs in the light of the Covid-19 pandemic and put in place measures to address increased need in early years.
- Implement an integrated specialist service for children and young people with disabilities which is strategically led and delivered locally.
- Continue to increase sufficiency of school places and SEND provision.
- Address disproportionality in suspensions/permanent exclusions of pupils with SEND through the Inclusion strategy and toolkit.