

## Manchester City Council Report for Information

**Report to:** Children and Young People Scrutiny Committee - 6 March 2024

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

**Report of:** Strategic Director of Education and Children's Services

---

### 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.

Manchester has been appointed by the Department for Education as lead area for the NW Change Programme Partnership to test the reforms outlined in the SEND and Alternative Provision Improvement Plan 2023. This report provides an overview of the proposed reforms and how Manchester is working in coproduction with parents/carers, young people and partners across education, health and care to test the reforms.

The Local Area Inclusion Plan attached to this report, is one of the reforms Manchester is being asked to test. This document outlines the continued work to improve the experiences and outcomes of children and young people with special educational needs and/or disability and their families and the local offer available to support them to achieve their outcomes.

### Recommendations

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

---

**Wards Affected:** All

---

### Alignment to the Our Manchester Strategy Outcomes

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 provision for children and young people with SEND (Special Educational Needs and/or Disability) will contribute to improving educational outcomes, aspirations, and job opportunities for young people with SEND and contribute to Manchester's young people becoming happy, healthy, safe, successful and independent 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 underrepresented 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.

### Contact Officers:

Name: Amanda Corcoran  
Position: Director of Education  
Email: amanda.corcoran@manchester.gov.uk

Name: Andrea Daubney  
Position: Assistant Director of Education  
Email: andrea.daubney@manchester.gov.uk

Name: Colleen Murphy  
Position: Designated Social Care Officer  
Email: colleen.murphy@manchester.gov.uk

Name: Julie Hicklin  
Position: SEND Lead  
Email: julie.hicklin@manchester.gov.uk

Name: Kemi Omoboye  
Position: NW Change Programme Partnership Lead  
Email: kemi.omoboye@manchester.gov.uk

Name: Tom Dainty

Position: Head of Children's, Young People & Maternity (Strategy) –  
Manchester Locality, NHS Greater Manchester Integrated Care  
Email: t.dainty@nhs.net

**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.

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 Local Area Inspection - Report to Children and Young People Scrutiny Committee, March 2022

Annual Report on Special Educational Needs and Disability (SEND) - Children and Young People Scrutiny Committee, February 2023

School Places – Report to Children and Young People Scrutiny Committee and Executive, September 2023

## **1.0 Introduction**

- 1.1 Our Manchester, Our Children: Manchester's Children and Young People's Plan, outlines Manchester's vision that all children and young people should be safe, happy, healthy and successful and that disabled children can be independent and have choices
- 1.2 During November 2021, Ofsted and the Care Quality Commission conducted an Area Special Educational Needs and Disability (SEND) Inspection of Manchester. Inspectors reported that '*Leaders have a clear vision for improving the outcomes for children and young people with SEND. This vision is communicated to stakeholders with passion and ambition. Leaders have made progress in improving the quality of provision for children and young people with SEND since the 2014 reforms.*'

## **2.0 Department for Education Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Change Programme**

- 2.1 In March 2023 the Department for Education published the [SEND and AP Improvement Plan](#) in response to a consultation on the 2022 SEND and Alternative Provision Green Paper. The Improvement Plan set out the Department for Education plans for delivering the reforms – this includes working with 9 Regional Expert Partners (now called Change Partners) to design and test the reforms through a £70m change programme.

The improvement plan proposed to:

- address inconsistencies across the system
- improve transitions and preparation for adulthood
- improve workforce capacity and expertise to support more inclusive mainstream provision
- give parents greater confidence in the system
- ensure the system is financially sustainable

- 2.2 Manchester was invited to put in an expression of interest to lead a Partnership for the North West. The Department were looking for local authorities who are able to use their experience of delivering effectively within the current SEND system to lead the testing of the reforms and to shape the future direction of the change programme. Manchester is already successfully delivering or planning to implement many of the improvements detailed in the plan and has a strong SEND local partnership – as recognised by Ofsted/Care Quality Commission inspectors in November 2021.
- 2.3 The Department for Education want to ensure that the proposals in the Change Programme are tested in local areas with different demographics and varying local systems. Lead local authorities work in partnership with the Integrated Commissioning Board, Parent Carer Forum, schools, colleges and two or three other authorities in the region.
- 2.4 Manchester's received notification in May 2023 that our expression of interest had been successful and over the summer, the Department for Education

invited Oldham, Rochdale and Trafford local authorities to join the North West Change Programme Partnership (CPP) to test the proposed reforms to the SEND and AP system.

2.5 Each Change Programme Partnership receives £5.8m over two years to test the reforms between September 2023 and August 2025.

2.6 The Programme was launched in September 2023 and partners were advised of the areas for testing:

- 1) SEND and AP partnerships and Local Area Inclusion Plans (LAIP)
- 2) National and local inclusion dashboard
- 3) Education, Health and Care Plan standardisation
- 4) Multi agency panels
- 5) Mediation
- 6) Alternative Provision
- 7) National standards
- 8) Bands and tariffs
- 9) Advisory tailored lists
- 10) Early Language Support for Every Child (ELSEC) – Oldham has been asked to test this aspect of the programme for our Partnership.

2.7 The Department for Education state that they have 3 key objectives:

- deliver better experiences for families
- improve outcomes for children & young people
- create a financially sustainable system

2.8 The DfE wants to test a whole system approach, with a clearer focus on **early identification and intervention**, pivoting around **improved support in and around schools** in order to deliver a system that works for all.

### 3.0 Local Area Inclusion Plan (LAIP)

The Manchester SEND and Alternative Provision Board is overseeing the programme locally. Our Board has worked together to complete a Local Area Inclusion Plan (LAIP), testing the template provided by the Department for Education. The completed LAIP for Manchester is attached.

3.1 As stated in the DfE's SEND and AP improvement plan, the LAIP is intended to be a high-level document and strategic plan which summarises the overall position of the local area's SEND services and provision and the partnership's strategy for ensuring sufficiency, quality, and accessibility. The intention is that as part of national reforms all Local Areas will be required to complete a LAIP using a common template. This will sit alongside a SEND dashboard produced and published by the DfE. These documents would replace the need for a self-evaluation and a joint strategic need assessment for the local area. Currently this version of the LAIP is only being tested by local areas included in the Change Programme who will then provide feedback to the DfE on the effectiveness of this process in identifying future priorities as well as our experience of using the template provided.

3.2 LAIP Themes are as follows: Promoting an inclusive mainstream system; Building a confident workforce; Managing specialist capacity; Commissioning arrangements; Supporting transition.

3.3 In 2018, the DfE required local authorities to carry out a strategic review of the range of educational provision funded from the high needs budget. The LAIP has allowed us to reflect on the priorities we set out in that report and the subsequent self-evaluations we have completed annually.

#### **4.0 Reflections on completing the LAIP**

The SEND and AP Board has overseen the completion of the LAIP. Since November we have been gathering information from Board members, parent/carers groups, young people, school and college leaders, health and local authority teams on what is currently working well in Manchester and what are the priorities for improvement. We have benefitted from sharing ideas with our partners in Oldham, Rochdale and Trafford and GM ICB.

4.1 The LAIP template included national and NW data which allowed us to compare our outcomes to those in the region and across England. We are feeding back to the DfE and REACH on the LAIP template and the process of completing the LAIP. This will inform the development of a standardised LAIP that all local areas will complete. There is definite benefit in areas reporting their progress using a standardised format allowing better scrutiny by residents.

#### **5.0 Summary of findings from Manchester Local area's LAIP**

- Coproduction in Manchester remains a strength of our system
- There is strong partnership working between the local authority and partners across education and health in Manchester and GM
- Manchester has an inclusive ethos and we are ambitious for our children and young people
- Numbers of children and young people with identified SEND are increasing, particularly since the pandemic and this is having an impact on the capacity of all services and schools to assess and meet needs
- Families of children with SEND are more likely to be living in poverty – as demonstrated by the high percentage of children with SEND eligible for free school meals
- Manchester needs to continue growing specialist provision in schools and post 16
- Speech, language and communication needs is by far the most prevalent type of need in young children and requires concerted efforts by all services to address this need as early as possible (this is a Making Manchester Fairer priority)
- Support needs to be offered to children young people and their parents/carers while they are waiting for health assessments

- The 'Local Offer More than a Website' campaign is a successful approach to informing families about the support and services available to children and young people with SEND
- Transition at all stages is an area of concern for families and practitioners
- Manchester is already implementing many of the reforms proposed around alternative provision and schools and young people are benefitting from activities such as outreach support and mentoring.

## **6.0 Conclusion**

As a result of analysing the information collected for the LAIP we have set the following outcomes for 2024-27:

### **6.1 Outcome A: Increased Local Area provision for early intervention across education, health and social care**

#### **Actions:**

- Provide additional training for school staff in Speech, Language and Communication Needs to enable these needs to be met at SEN Support.
- Continue to roll out the Autism in Schools programme across Manchester.
- Train early years practitioners to use SACS-R screening tool.
- Ensure schools are linked into Manchester Poverty strategy.
- Provide timely access to the universal health offer for children and young people.
- Implement the recommendations of the review of mainstream School Health (school nursing and healthy schools)
- Continue to monitor and review the effectiveness and timeliness of specialist health service intervention ensuring best value provision (for example Occupational Therapy, Speech and Language Therapy)
- Continue to identify children with SEND through role of health professionals.
- Continue to promote GP annual health checks from age 14 for learning disabled young adults.
- Continue to implement an integrated specialist social care service for children and young people with disabilities which is strategically led and delivered locally.
- Continue to support children with Year 6-7 transition through SAFE mentoring.

### **6.2 Outcome B: High quality specialist assessment and provision in place for children and young people**

#### **Actions:**

- Continue to increase early identification of social needs and promoting access to, and participation in, activities.
- Continue to develop the outcomes and provision outlined in EHCPs including how social needs are met.

- Encourage involvement from partner agencies (health and social care) at annual review meetings.
- Continue to increase sufficiency of school places and SEND provision via new specialist secondary school, the development of SEND Units and increased places in Resourced Provision.
- Address disproportionality in suspensions/permanent exclusions of pupils with SEND through the Inclusion strategy and toolkit.
- Implement the revised transport policy and improve the current operating model.
- Review the commissioning arrangements for independent and residential placements.
- Review the commissioning of Post-16 placements.
- Work alongside health to Review Joint commissioning arrangements for CYP in specialist placements
- Review Joint commissioning health arrangements for outreach services to support and reintegrate children and young people into mainstream settings.
- Complete the Special School Nursing review.
- Continue to develop and review waiting well resources available from community health services.
- Ensure all agencies use the EHCP to inform planning.

### **6.3 Outcome C: High quality information and support provided to young people and parents/carers**

#### **Actions:**

- Continue to embed the 'tell it once' aspect of the SEND reforms including use of the About Me one page profile in health, care and education.
- Continue to promote the 'Local Offer – More than a website' campaign and improve the accessibility of the Local Offer to young people and families, particularly those in the most deprived areas of the city.
- Further improve the quality and timing of information provided to parents about their child's next steps.
- Further improve communication of the additional support families can access.
- Further improve the information and support provided to children, young people and their parents/carers whilst on diagnostic pathways.

### **6.4 Outcome D: Children and young people are well prepared for adulthood and make successful transitions at all stages**

#### **Actions:**

- Continue to develop support for young people at transition points in education.
- develop health visiting and school health partnerships at point of transition from early years to school
- Continue to develop information for parents/carers on transition for health and education.



- Continue to develop support to prepare young people for adulthood and greater independence at the earliest opportunity.
- Ensure all services are preparing children for adulthood from the earliest years.
- Embed 'good week' planning across education, health and care.
- Bring employers and educators together to provide greater opportunities for SEND young people to access work experience, apprenticeships and supported internships.
- Continue to improve access to adult mental health support and ensure appropriate services are in place as young people move to adulthood.
- Preparing for Adulthood team to continue to ensure timely care act assessment, development, and implementation of preparing for adulthood action plans and where required ensure social care packages are in place by age18.
- Further develop Post-16 SEMH provision.

### **6.5 Outcome E: Local area oversight and stability of the 3-tier model of Alternative Provision to benefit the wider SEND&AP and mainstream systems**

#### **Actions:**

- Increase the provision of specialist targeted support in mainstream schools.
- Increase the provision of short-term placements in AP schools as an intervention.
- Ensure there is sufficiency in high quality AP placements across the city supported by quality assurance.
- Improve processes for both strategic and individual commissioning of alternative provision services.
- Ensure the Alternative Provision Taskforce provides support for pupils reintegrating from alternative provision into mainstream school for transition and to successfully maintain their placement and also supports outreach provision by working preventatively across mainstream schools

### **7.0 Recommendations**

Members are asked to consider and comment on the information provided in this report and the attached Local Area Inclusion Plan and the planned next steps.