

**Manchester City Council**  
**Report for Information**

**Report to:** Children and Young People Scrutiny Committee - 4 March 2020

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

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

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### **Summary**

Manchester is committed to building a safe, happy, healthy and successful future for all our children, none more so than those with a disability and learning need. Consequently, this report sets out in detail the legal and strategic context in which services are delivered to children with Special Educational Needs and Disability (SEND), a profile/demography of need in Manchester and an outline of the advice, support and services that are available for children and their families. In addition, the report details how children and their families are influencing and shaping how agencies/services work together so that Manchester City Council and its partners continually improve the experiences and outcomes of children with SEND.

The Special Educational Needs and Disability (SEND) reforms introduced in September 2014 are being embedded in Manchester through multi-agency working and a strong partnership approach from the outset with Manchester CCG, LCO, parents/carers, young people, schools, colleges and settings. There is clear strategic leadership and strong governance through the SEND Board, chaired by the Director of Education and which has senior representation from a range of partners and services including the Designated Clinical Officer for health; strategic lead for Children's social care; a headteacher; parent representatives from Manchester Parent Carer Forum and an Adult Services manager.

In brief, there has been good progress achieved against each aspirational aim of the action plan detailed in section 1.7 with evidence of impact and a shared strategic vision across all the partnership agencies.

The report provides a detailed breakdown of the growing population of children and young people with SEND to enable committee members to understand our children with SEND. In addition, the report details the activity and progress against the local area action plan with input from health and social care colleagues.

Manchester's parents are a key partner and there have been further developments to the parent carer network and the parent champion model in 2019. In addition, there has been a much stronger influence of children and young people's 'voice' across the local area, via the 'Changemakers' work and through improved Education Health and Care plans.

A positive area to note is the work and improvements achieved during 2019 in respect of improving 'pathways' to services. Families have repeatedly told us that

pathways into services are too complicated, and that services need to be more joined up. In response to this Local Authority and health teams have worked together with parents to improve ease and timeliness of access to services and support.

A consequence seen locally and nationally arising out of the 2014 SEND reforms has been an increase in the number of requests for children to be assessed for an Education, Health and Care Plan (EHCP). This coupled with a reduction in the statutory timescales for completion has made an area for improvement. There has been less success in improving educational outcomes for children and young people with SEND; both of which continue to be a priority for Manchester City Council and its partners.

## **Recommendations**

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

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**Wards Affected:** All

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## **Alignment to the Our Manchester Strategy Outcomes**

<b>Manchester Strategy outcomes</b>	<b>Summary of how this report aligns to the OMS</b>
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Continuing to improve SEN 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

Our Manchester Disability Plan - Report to Communities and Equalities Scrutiny Committee, October 2019

Dedicated Schools Grant - Report to Schools Forum, January 2020

## **1. Introduction**

- 1.1 This report provides an update on Manchester's progress on embedding the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014.
- 1.2 A revised Code of Practice, which provides statutory guidance on the policies, procedures and requirements of the Children and Families Act was published in April 2015. The Code of Practice sets out key principles for practice and provision for children and young people aged 0-25 in local areas. All partners in the local area need to have due regard to the Code of Practice. These principles are:
- Putting children and young people with SEND and their families at the heart of assessment, planning and decisions about their future outcomes and provision.
  - Local authorities must publish a Local Offer showing all the services and support that the local area expects to be available to children and young people with SEND and their parents/carers, as well as how to access the provision, how to report gaps and give feedback.
  - The local authority must also make sure children, young people and parents are provided with information, advice and support on all matters related to their SEND.
  - Education, Health and Care plans (EHCPs) replaced Statements of SEN and SEN Support has replaced School Action and School Action Plus.
  - The timescale for assessing a child or young person and issuing an EHCP is 20 weeks
  - Local authorities must help young people with SEND prepare for adulthood from the earliest years.
  - Health and local authorities should jointly commission services for children and young people with SEND.
- 1.3 Local areas are subject to inspection by Ofsted and the Care Quality Commission on their effectiveness in identifying and meeting the needs of children and young people with SEND. There is a strong emphasis in the inspections on local areas understanding their strengths and areas for development and being able to demonstrate how the provisions are improving outcomes for children and young people with SEND and improving the experience of families in accessing services and support.
- 1.4 So far, eight local areas in Greater Manchester have been inspected: Bolton, Bury, Oldham, Rochdale, Salford, Stockport, Trafford and Wigan. One area's inspection letter is awaiting publication. Four areas were required to produce written statements of action. The Department for Education announced in 2018 that further inspections of local areas will follow the current programme which is due to conclude in 2021, and that local areas with written statements will receive a reinspection visit to assess the progress made.
- 1.5 Manchester's SEND Board, chaired by the Director of Education provides governance of SEND. The Board is responsible for evaluating progress,

identifying key areas for development and overseeing improvements. Members of the Board include senior staff from children's and adults' social care, education, community health, population health, the Designated Clinical Officer from MHCC, Manchester Parent Carer Forum, a headteacher and performance research and intelligence. The Board also serves as the children and young people's workstream of the Our Manchester Disability Plan (OMDP) Board.

- 1.6 The Our Manchester Disability Plan outlines the vision and strategy for all Manchester residents with a disability including children and young people with special educational needs or disabilities. This plan aligns with Our Manchester Strategy and Our Children's plan and has as its aim: 'A strategy to remove barriers and increase opportunities for disabled people of all ages in Manchester.' The OMDP Board is a partnership between disabled people's organisations, parents/carers, the City Council, health, Transport for Greater Manchester, DWP, employers, educational institutions, and other partners.
- 1.7 This report will provide an update on numbers and primary needs of children and young people with SEND and the progress the Local Authority and partners are making in embedding the reforms. There will also be an update on Greater Manchester partnership working. The report will be structured using the aspirations in the local area's development plan.
  - Parents'/carers' and children's/young people's views impact on strategic decisions.
  - Excellent local offer, understood and accessible to all leading to improved life outcomes.
  - Integrated, transparent pathway allows parents/carers and young people to access services across education, health and care.
  - Young people with SEND have needs met through excellent education, health and care services, jointly commissioned where appropriate.
  - Preparing for Adulthood (PfA) is embedded in Manchester from the earliest years.
  - Improved outcomes and standards across education and training.
  - A highly skilled workforce across all stakeholders improves outcomes for children and young people.

## **2. Overall Population With Special Educational Needs And/Or Disability (SEND)**

- 2.1 In order to better meet the needs of our children and young people with SEND it is first helpful to understand the nature of the 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.
- 2.2 The October 2019 school census showed that within the Manchester school population, 16.7% of pupils have SEND (14,833 pupils). This was made up of 13% (11,560 pupils) who have their needs met at SEN Support level and 3.7%

of the school population who have an Education, Health and Care plan (EHCP) (3,273 pupils).

- 2.3 The census shows that the number of pupils who have their needs met through SEN Support is increasing again after a small decrease in 2018. Both the number and percentage of pupils in Manchester schools with an EHCP have increased, a 54.2% increase since 2015. The percentages of pupils at SEN Support level and EHCP are higher than the latest national comparison data from January 2019 (11.7% and 3.1%).

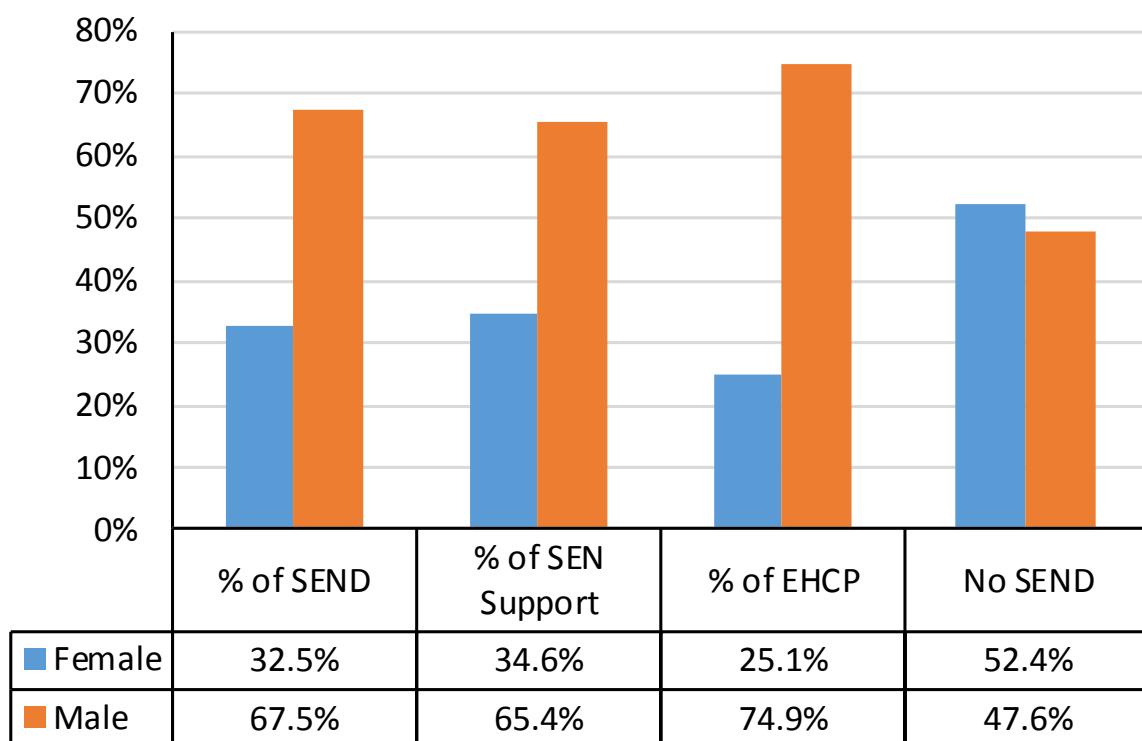
*Figure 1: Number of pupils with SEND in Manchester schools (School Census)*

	Oct 2015	Oct 2016	Jan 2017	Oct 2017	Jan 2018	Oct 2018	Jan 2019	Oct 2019
EHCP/ Statement	2,123	2,333	2,464	2,387	2,746	2,895	3,090	3,273
SEN Support	9,265	10,102	10,667	10,750	11,063	10,612	11,097	11,560
<b>All SEN</b>	<b>11,388</b>	<b>12,435</b>	<b>13,131</b>	<b>13,342</b>	<b>13,809</b>	<b>13,507</b>	<b>14,187</b>	<b>14,833</b>
<b>%</b>	<b>14.4%</b>	<b>15%</b>	<b>15.1%</b>	<b>15.7%</b>	<b>16.1%</b>	<b>15.6%</b>	<b>16.2%</b>	<b>16.7%</b>

*Figure 2: Gender of pupils with SEND in Manchester schools, 2019*

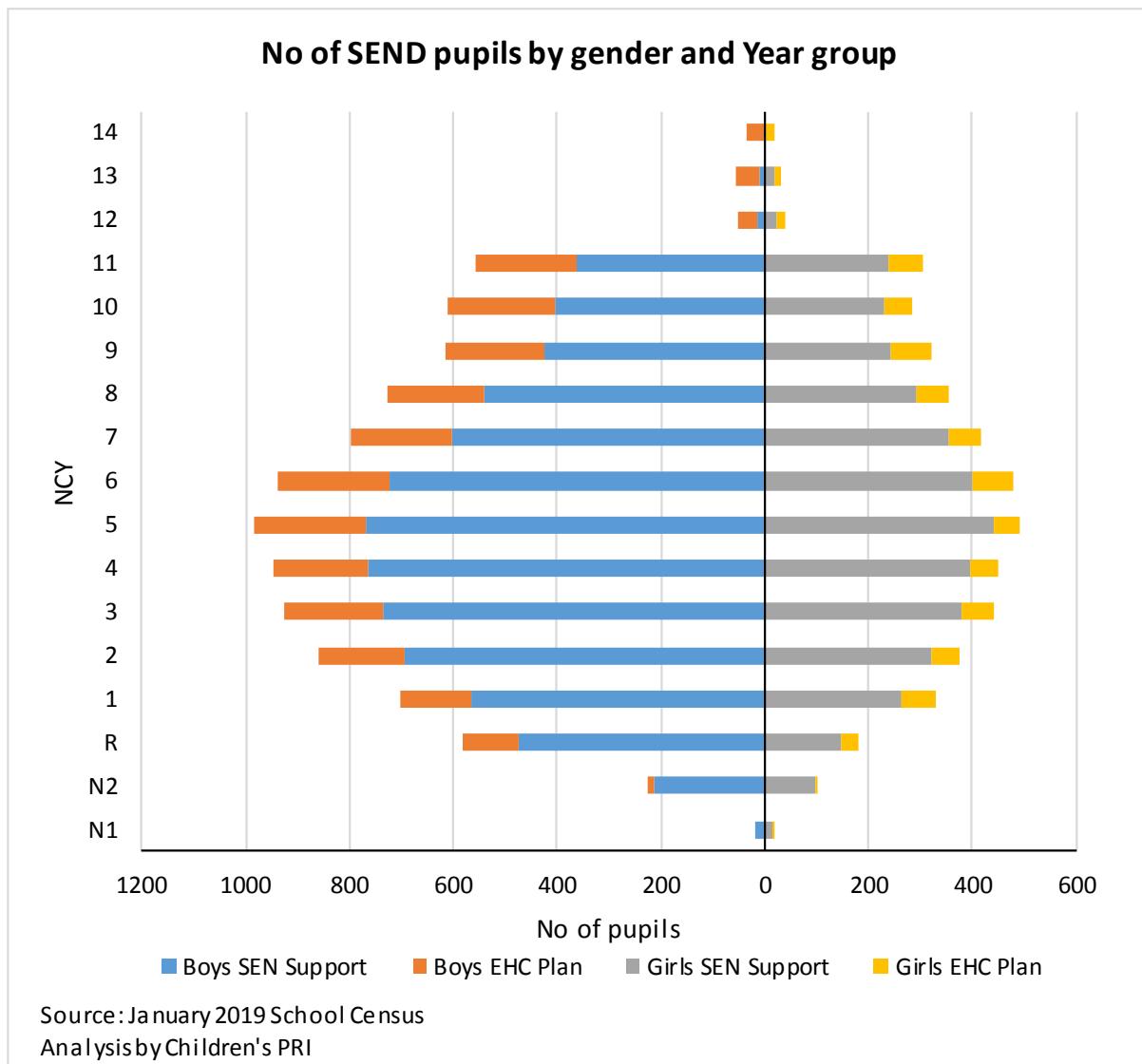
Source: January 2019 School Census  
Analysis by Children's PRI

### Gender



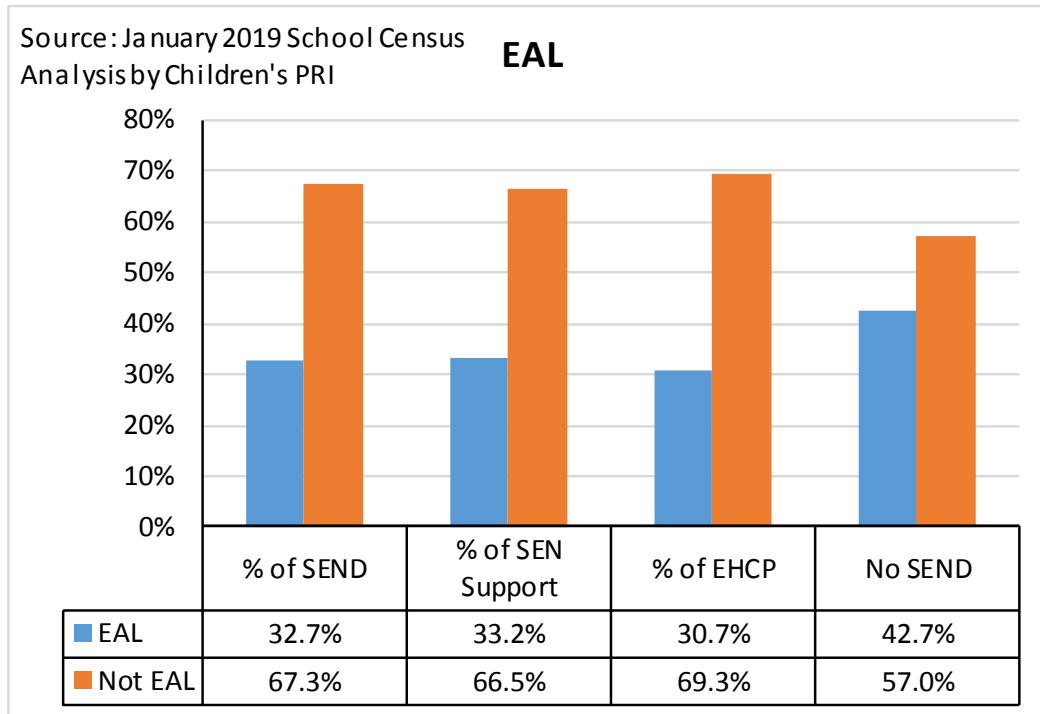
- 2.4 More boys than girls in Manchester schools are identified as having SEN – both at SEN Support and EHCP levels. There is a similar picture nationally. The differential is greatest for pupils with autism, with approximately 4 boys having an autism diagnosis for every girl with autism. However, these proportions may change in the future – the south Manchester social communication pilot is identifying a larger proportion of girls with autism and at an earlier age than has previously been the case.

*Figure 3: Age and gender of pupils with SEND in Manchester schools, January 2019*



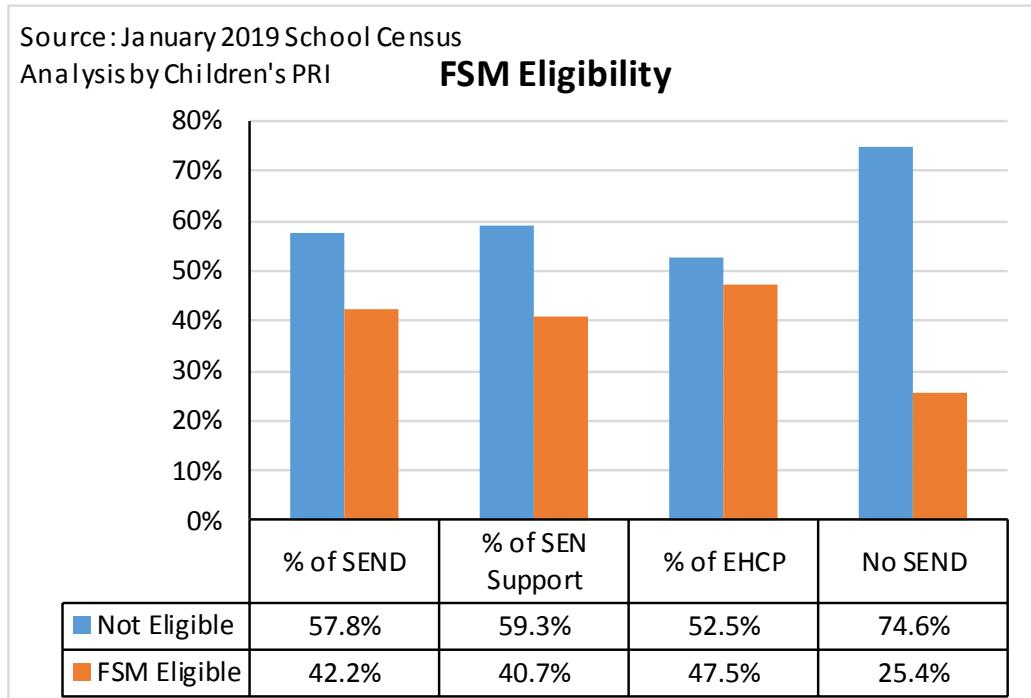
- 2.5 The age distribution of Manchester pupils with SEND is similar to national figures, with the highest numbers in Years 5 and 6. Figure 3 only shows the numbers of children in Manchester schools, there are Manchester children with SEND in schools and early years settings outside Manchester and in colleges and training provision.

*Figure 4: English as an Additional Language, January 2019*



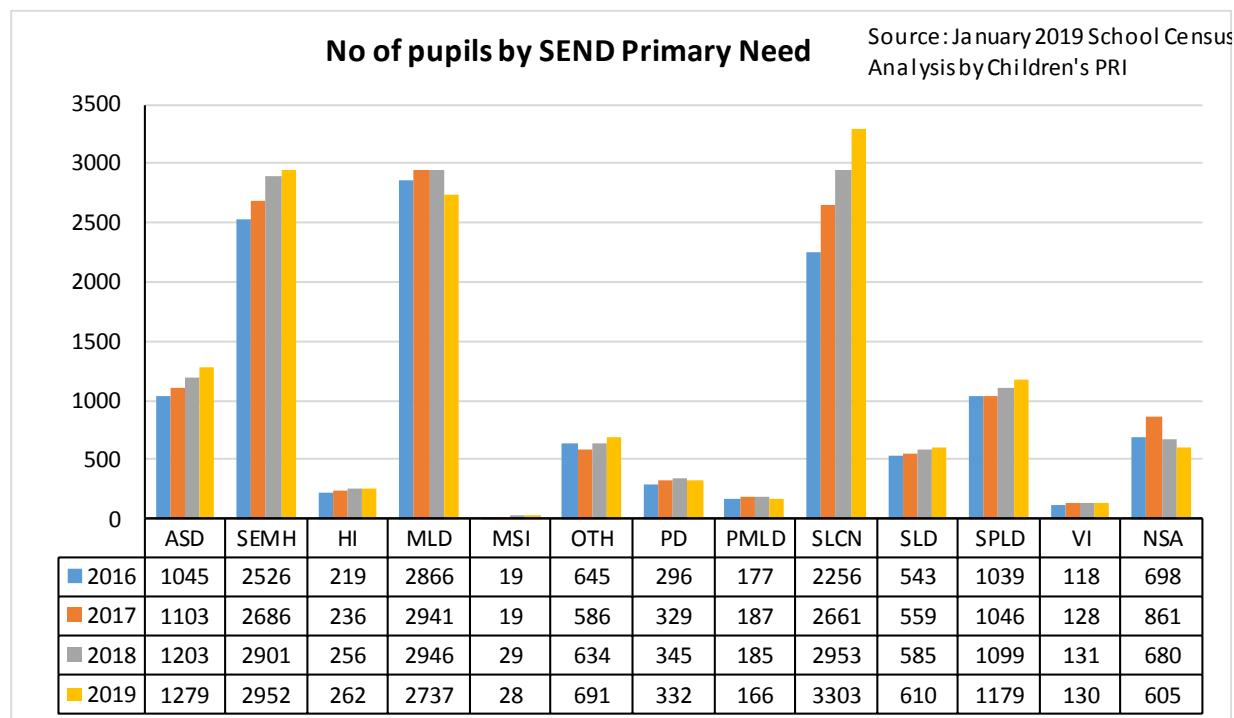
- 2.6 This graph shows the percentage of pupils with SEND in Manchester schools that have English as an Additional Language (EAL). Pupils whose first language is English are more likely to have special educational needs than those who have EAL. 32.7% of the pupils who have SEND have English as an Additional Language, whereas 42.7% of pupils who have SEND have English as their first language. Nationally, there is a similar picture.

*Figure 5: Eligibility for Free School Meals, January 2019*



- 2.7 Manchester pupils with SEND are more likely to be eligible for free school meals (FSM) than those with no SEND. 40.7% of pupils at SEN Support and 47.5% of pupils with EHCPs are eligible for free school meals, compared to 25.4% of pupils with no SEND. These figures are higher than in 2018 when 37.3% of SEN Support pupils and 45.3% of EHCP pupils were eligible for FSM. The DfE reports that in 2018, 28% of pupils with SEND in England were eligible for FSM compared to 13% with no SEND. There is a high correlation nationally between family poverty and households with a disabled family member.

*Figure 6: Pupils in Manchester schools by SEND Primary Need, January 2019*



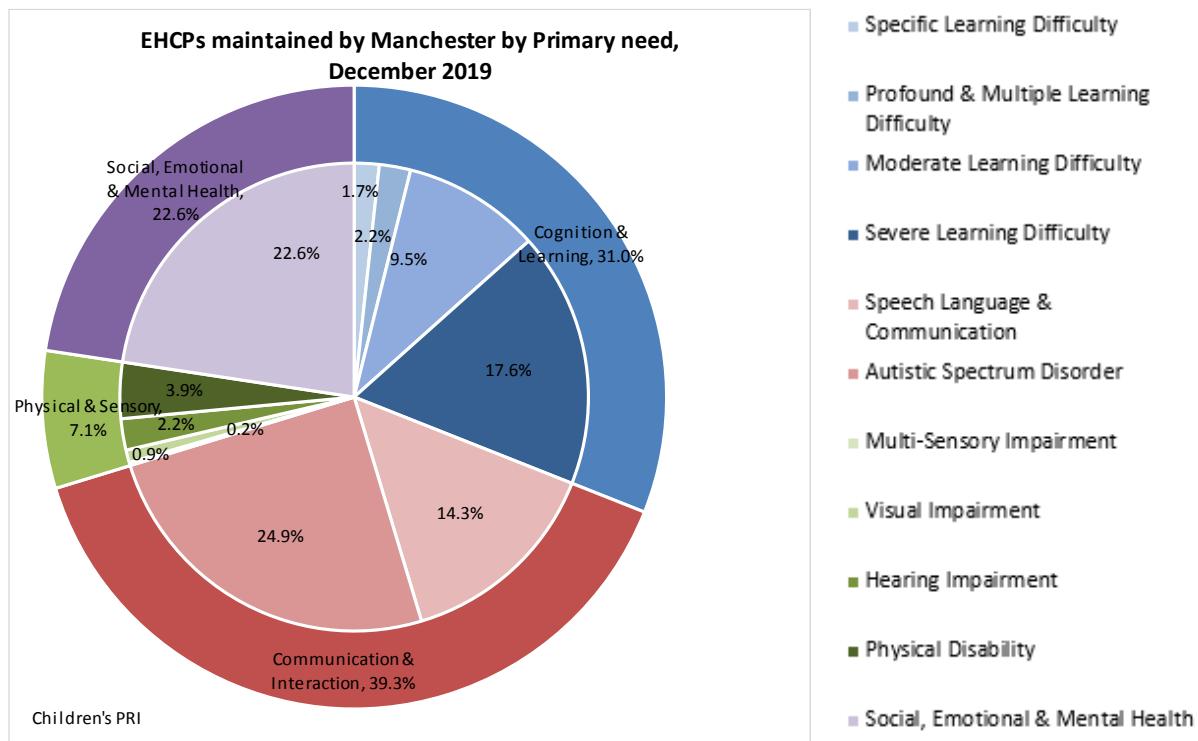
- 2.8 This graph shows the primary type of special educational need/disability of pupils in Manchester schools, as recorded on the January 2019 school census, using Department for Education codes. The four most common types of primary need are the same as last year: speech, language and communication needs (SLCN) 23.1%; social, emotional and mental health needs (SEMH) 20.7%; moderate learning difficulties (MLD) 19.2% and autism (ASD) 9%. The number of pupils with speech language and communication needs has risen significantly over the past 4 years, whilst the number with moderate learning difficulties has decreased. It is pleasing that the number of pupils whose needs have not been identified through a specialist assessment (NSA) continues to decrease. Nationally, speech, language and communication is also the most common type of primary need (22% of pupils).

### **Numbers of Education, Health and Care plans**

- 2.9 Overall, in December 2019, Manchester maintained 4,602 Education, Health and Care plans (EHCPs) for children and young people aged 0-25 and the

number is continuing to rise. In December 2015 the number of EHCPs and Statements maintained by Manchester was 2,553. Key factors in the increase are: the growth in the child population in Manchester, the SEND reforms extending the age range covered by EHCPs to 25, and better early identification of young children with SEND due to the multi-agency early years SEND pathway and early years integrated delivery model.

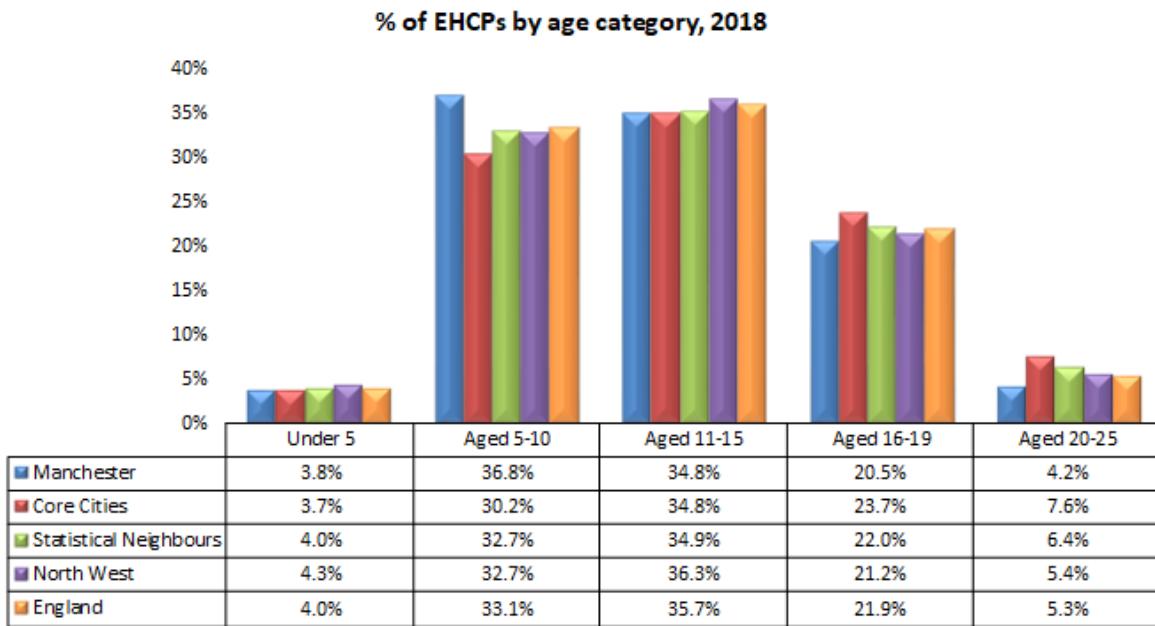
*Figure 7: EHCP Numbers by Primary Need, December 2019*



**2.10** The most common types of primary need for Manchester children and young people with an EHCP in December 2019 are:

- Autism which is 24.9% of the cohort – a 1.1% decrease from 2018.
- Social, emotional and mental health needs – 22.6% - a 1.8% increase from 2018.
- Severe learning difficulties – 17.6% - a 1.4% decrease from 2018.
- There has been a 1.3% increase in the percentage of children and young people with a primary speech, language and communication need - 14.3%.

*Figure 8: Percentage of EHCPs by age, December 2018*



Compiled by Performance, Research and Intelligence, Source: Department for Education

- 2.11 This graph shows the age distribution of Manchester's children and young people with EHCPs and that of comparators. A higher percentage of Manchester EHCPs are for primary aged children than all comparators and a lower percentage of Manchester's EHCPs are for 16-25 year olds.
- 2.12 The number of requests for EHCPs continues at a high rate. The number of requests declined is 1% higher than in 2018. In 2018, Manchester ranked 47<sup>th</sup> out of 152 local authorities for the number of EHCPs per 10,000 of the under 25 population. Manchester's rate is higher than other core cities, though is below the North West and national averages. (Source DfE)

*Figure 9: Requests for statutory assessment*

	Jan to Dec 2014	Jan to Dec 2015	Jan to Dec 2016	Jan to Dec 2017	Jan to Dec 2018	Jan to Dec 2019
New requests for assessments are increasing	490	671	581	797	741	971
% of requests declined is higher than last year	129	156	132	101	142	203
Number of EHCPs issued is increasing	442	222	318	565	536	654

**Sections 3 to 9 of the report detail the progress the local area is making towards achieving the aspirations in our development plan.**

- *Parents'/carers' and children's/young people's views impact on strategic decisions.*
- *Excellent local offer, understood and accessible to all leading to improved life outcomes.*
- *Integrated, transparent pathway allows parents/carers and young people to access services across education, health and care.*
- *Young people with SEND have needs met through excellent education, health and care services, jointly commissioned where appropriate.*
- *Preparing for Adulthood (PfA) is embedded in Manchester from the earliest years.*
- *Improved outcomes and standards across education and training.*
- *A highly skilled workforce across all stakeholders improves outcomes for children and young people.*

**This includes actions from all the partnership agencies to ensure that the experience of children with SEND and their parents continue to improve.**

### **3. Parents'/Carers' And Children's And Young People's Views Impact On Strategic Decisions**

#### **3.1 Co-production with parents and carers**

Manchester Parent Carer Forum (MPCF) receives national grant funding to act as the strategic voice of parents/carers of children and young people with SEND in Manchester. The Forum 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 Forum currently has around 500 members.

- 3.2 The co-production charter, launched in 2018, is being used widely and organisations have recognised the importance of co-production in service improvement. The Forum and colleagues from the Working Together for Manchester group of parent carer organisations are in high demand to ensure the voice and experiences of families are influencing service improvements.
- 3.3 Manchester Parent Carer Forum and the Working Together for Manchester group, delivered a second conference 'About Inclusion'. Following the conference, the Forum were invited to become involved in the co-production of Manchester's Inclusion Strategy. Members of the Forum and Working Together groups participated in the Inclusion Strategy launch and continue to be involved in the work to embed the strategy in Manchester.
- 3.4 The Forum are commissioned by the SEND Board, to survey parents/carers on their experiences of education, health and care services. The responses to these surveys show that there continues to be inconsistency across the local area to how well services meet the needs of children and young people with

SEND. This survey provides a rich source of both quantitative and qualitative information which is used to monitor performance and identify areas of improvement which are embedded in the development plan.

- 3.5 The Forum run an annual Local Offer Fair for families in central and east Manchester in collaboration with Melland High School. Building on the success of this they are working with Rodney House Outreach and Inclusion Service on an event for parents of early years children with SEND.
- 3.6 The Forum are part of the NW Network of Parent Carer Forums, and are currently working with health commissioners and education on a Transforming Care initiative to develop parent/carer groups in mainstream schools.
- 3.7 The SEND Parent Champion model was developed with parents as a result of conversations with families and local research which showed that existing formal structures of participation did not work for many of our families. Parents and carers also told us how much they value peer support. Many members of the Manchester Parent Carer Forum are also parent champions and the two groups complement each other.
- 3.8 Manchester now has over 160 Local Offer parent champions, and, supported by the Engagement and IAS teams they are working with other services to extend the model. Currently 370 parents/carers access the Champions' Facebook page. The Facebook page is used widely by parents and carers as a source of information and advice. Members benefit from a rolling programme of training, including how to use and promote the Local Offer and building emotional resilience. The strength of the model is that the level of commitment is flexible to individual parent circumstances.
- 3.9 In response to parents reporting an increase in families having their Disability Living Allowance applications declined and the emotional impact of the process, the Specialist Resource team, and Parent Champions and the Forum worked with Genie, Henshaw's, and Lifted parent/carer groups to co-produce 'Top Tips' for parents when applying for DLA.
- 3.10 In the past year Champions have been involved in a wide range of activities, including:
  - Hosting a summer picnic in the park and silent disco in collaboration with Whitworth Art Gallery, to promote the services available there. Parent Champions are offered free space at the Gallery to hold their regular network meetings. The Whitworth have seen the benefit of the event in terms of reaching a wider audience within the SEND community. Further events are planned.
  - Working with Manchester Libraries to encourage use by children and young people with SEND and their families, including a project with libraries and Autism and the Arts to create an immersive escape-room like experience, which groups of autistic young people can engage with at libraries.
  - Working with Grange Outreach Team and Manchester Leisure, Parent Champions designed a fun and friendly inclusive Sunday swim session.

The session runs every Sunday. This case study shows the impact on one family:

*A parent used to take his son swimming. His son began to present more challenging behaviour and seemed to prefer playing in the showers rather than the pool. The parent found this very stressful. His son got taller and bigger and the parent did not feel confident to take him swimming anymore. They stopped going swimming altogether, for a number of years.*

*When the parent saw the Relaxed Fun and Floats sessions advertised at Moss Side Leisure Centre, designed by Parent Champions, he decided to give it a try. Supported by the warmth and acceptance from other parents, and noticing how much his son enjoyed the swim session, the parent has since taken his son to a number of other mainstream swim sessions. His son is particularly enjoying going to the Aquatics Centre. Parent and young person are delighted!*

- Parent Champions run regular One Page Profile Workshops to help parents/carers describe their children's strengths and support needs in a person centred way. This case study shows how powerful a One Page Profile can be in understanding how best to support a child or young person with SEND.

*"Just a wee story about how the recent workshop has benefitted me and my child. Normally when I pick Theo up from holiday club there are complete meltdowns every day after the club and also meltdowns beforehand each morning. We have tried every club under the sun.*

*On Monday I turned up to the holiday club with a "one page profile" for Theo. At a glance they could see all his challenges, what he needs to calm him, what he likes and doesn't like, what to do if he is being challenging.*

*This week each day I have expected the usual fireworks and meltdowns. But he has happily emerged and even told us all to hurry up one morning as he wanted to go. Upshot is that this piece of advice has made a tangible difference to the quality of Theo's week. And the quality of all our weeks!*

*Thank you this was the best holiday club ever!"*

### **Children and young people's voice**

- 3.11 The Local Authority has commissioned Greater Manchester Youth Network to recruit and train a group of young disabled people to become the strategic voice of children and young people with SEND. The Changemakers group was established in 2019 and they have received training in creative ways of capturing and presenting the views of other young people with SEND. Group members have presented to the SEND and Local Offer Review Boards and have attended a number of coproduction events.

- 3.12 The group are working in partnership with the People's History Museum, which has recently exhibited their self-portraits:



- 3.13 So far the Changemakers group have run twelve consultation workshops with a range of different school, college and youth groups. They asked young people what they want to discuss and what services they want to improve. The most popular were Transport, Education, Leisure Activities and Mental Health/Wellbeing. The most fruitful discussions so far have been about Transport and Leisure and some of their findings include:

#### **3.14 Transport**

- Young people are positive about the new concessionary bus pass for 16 and 17 year olds.
- Travel training has been a positive experience and more young people would like to have this option.
- More buses are needed at busy periods – it stops young people using public transport at busy times.
- There is a lack of disability awareness from transport workers and the general public.
- Young people think there is a lack of safety on public transport – this can cause anxiety.
- The barriers to transport make it difficult for young disabled people to be independent and travel independently.

- 3.15 We are arranging for the Changemakers to present to the Our Manchester Disability Plan Board, which has a transport workstream and to link into the work the Greater Manchester SEND Board is planning to do with Transport for Greater Manchester.

### **3.16 Leisure**

- Young people mentioned a variety of leisure activities that they engage with, including sports, arts and youth clubs. Most of these are through groups of disabled young people.
- Young people enjoy these activities and they are very important part of the young people's lives. They would like access to more variety, including cooking, canoeing, and mountain-biking.
- Very few young people that the Changemakers have spoken to engage in mainstream extracurricular activities.
- Many young people mentioned experiences around bullying and feeling unwelcome when attending youth activities.
- Lack of confidence and busyness of families were barriers to young people attending activities.
- The distance to travel can also sometimes be a barrier.
- It can be difficult to find out about things.

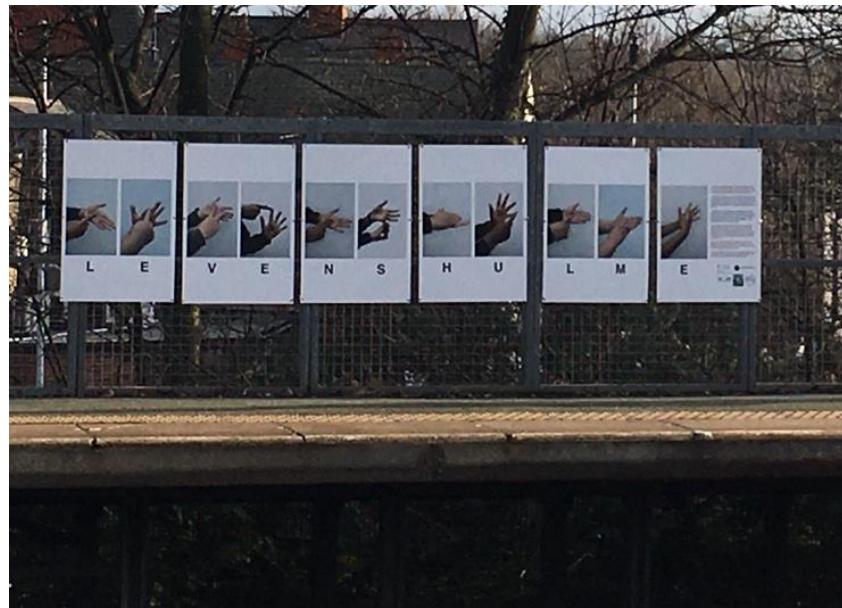
Young people would like there to be:

- A worker that you can 'book' at open access youth activities so that they can help you when you first start out at leisure activities.
- Awareness training for youth workers and the other young people attending the session.
- Accessibility information needs to be more comprehensive - including whether there is a quiet space.

3.17 We are using these findings to help improve our universal and targeted Short Breaks provision working with Young Manchester, the Youth Offer and Engagement teams.

3.18 Manchester is benefitting from gathering young people's voice in a wealth of other ways:

- The Children's Community Nursing team have devised a simple visual feedback form to ensure they capture the voice of the children they work with.
- Young people's views have informed a Toolkit for use by schools on how to ensure the voice of young people influences their SEN Support plans, EHCPs and is at the heart of their annual reviews.
- Deaf pupils who attend Alma Park School resourced provision have created artwork at Levenshulme Train Station in British Sign Language.

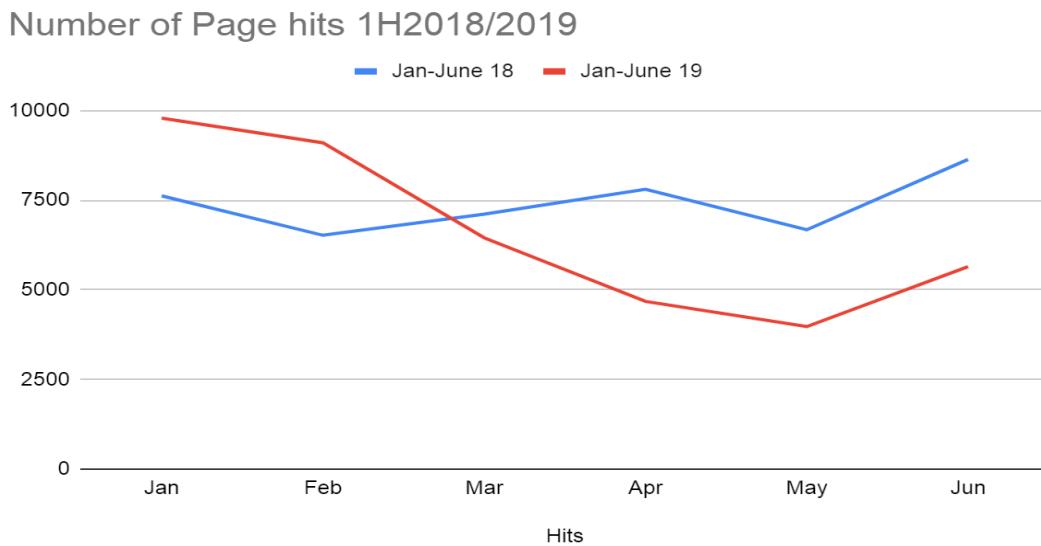


- Students from Pioneer House School have worked with Digital Advantage to create a digital careers hub on Twitter @careers-hive for other young people with SEND.
- Special Needs Jungle website showcased Camberwell Park's exemplary practice in pupil voice:  
[https://www.specialneedsjungle.com/exemplary-practice-why-this-special-school-is-proud-of-its-pupil-voice/?utm\\_source=](https://www.specialneedsjungle.com/exemplary-practice-why-this-special-school-is-proud-of-its-pupil-voice/?utm_source=)
- Colleges use feedback from students to inform course design and provision.

#### **4. Excellent Local Offer, Understood And Accessible To All, Leading To Improved Life Outcomes**

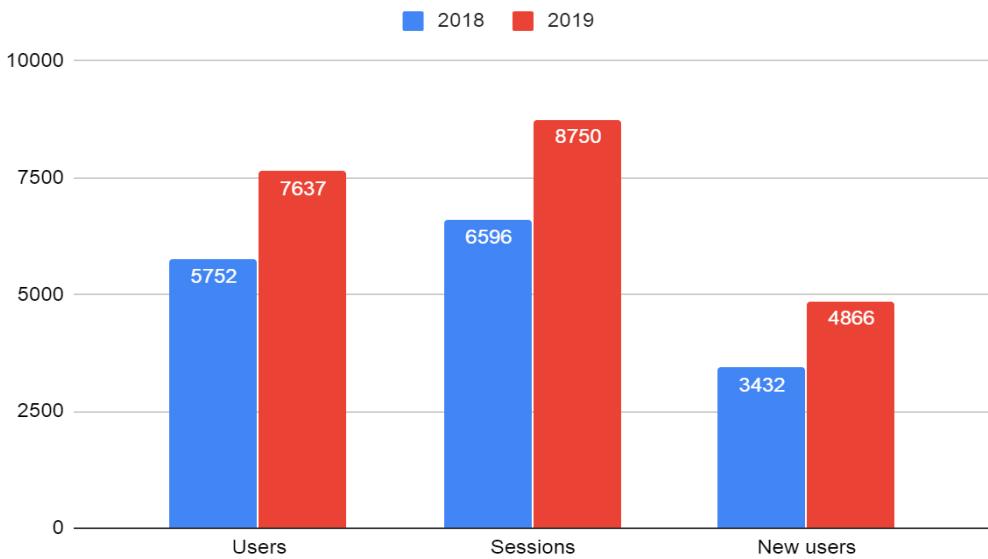
- 4.1 All local areas are required to set out their Local Offer (all of the services and support that is available to children and young people with SEND and their parents/carers) in a clear and accessible way. Manchester's Local Offer website has been co-produced with families, schools, colleges, health staff and many other organisations. It is overseen by the Local Offer Review Board, which is co-chaired by Manchester Parent Carer Forum.
- 4.2 Over the last year The Local Offer website has had a major redesign from the home page to the results page. The intention was to make the contents easier to find. The number of hits the Local Offer over the first six months indicate this is working as intended:
- 4.3 The hits fell from 44,374 in 2018 to 39,643 which is a reduction in 10.66%. The reduction tells us that the audience are finding what they are looking for more easily, and so, reducing the number of pages they are clicking on to find the information.

*Figure 10: Number of hits on Local Offer, 2018-19*



- 4.4 Even though the number of hits has reduced, the number of New Users, Existing Users and Sessions have risen year on year. This year has seen a 32.77% rise in users, with 4,866 being new users.

*Figure 11: Number of Local Offer users and sessions in 2018 and 2019*



- 4.5 The Local Offer website is promoted through postcards and school websites. All community health teams use the postcards to signpost families to the Local Offer. Health teams invite the Local Offer team to provide regular team briefings to keep staff up to date.
- 4.6 However, the Manchester Parent Carer Forum survey tells us that whilst a greater number of parents/carers say they are aware of the Local Offer, there are still far too many families that do not know about it, particularly those with

children at SEN Support level. It may also be that many parents are getting information from the Local Offer website without realising. Analysis of hits shows that most people now find their way to Local Offer pages through Google. Recently, the Local Offer team has run a social media campaign, which so far has over 300 followers.

- 4.7 The Local Offer and Engagement team, Parent Champions and MPCF run monthly Local Offer Drop Ins in community venues. This allows parents/carers without digital access, or those who prefer to get their information face to face, to come to an informal event where they are able to meet a wide range of services and other parents of disabled children. The highest attendance at a Drop In in 2019 was 70 people. Feedback from the Local Offer Drop Ins demonstrates the value to those parents who attend. Most parents report that they are welcoming, friendly and extremely informative. The feedback also indicates how much parents value the opportunity to talk to Parent Champions – many of whom speak community languages.
- 4.8 In summer 2019 the Local Offer team ran a promotional campaign, encouraging families to take part in a wide range of fun activities. A co-produced booklet 'Fab Stuff To Do' listed the activities running over the summer holidays. The feedback was overwhelmingly positive - families, schools and services have asked for similar listings for all school holidays.
- 4.9 The Council for Disabled Children is leading an Action Learning Set on describing 'ordinarily available provision' for Early Years children with SEND. This work has involved a wide range of parents and staff, including early years SENCOs, early years QA, Rodney House, Sure Start and the lead Health Visitor. The work will be disseminated in summer and is designed to help schools and settings understand what they are expected to provide for early years children with additional support needs and to help parents understand what should be available locally to support their child.

### **Information, Advice and Support Manchester (IAS)**

- 4.10 IAS Manchester provides impartial, confidential information, advice and support to parents, carers and young people about all aspects of the special educational needs 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. Through the helpline, 90% of enquiries are resolved on the first contact. Where it is identified that parents need a higher level of support, a caseworker is allocated. The team are managing 80 open cases on average and deal with 200-300 helpline enquiries each month. 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 significant 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.

- 4.11 Demand is increasing for IAS to support parents at meetings in schools. IAS caseworkers are also linked to the Early Help hubs to strengthen the early help SEND offer and attend drop ins and other events across the city. They have developed nearly 40 factsheets covering the most frequently asked questions. To increase service capacity, the team are working with Parent Champions, who have completed Independent Support training to provide support to other parents, with an IAS caseworker providing supervision.
- 4.12 The Council for Disabled Children provided grants to IAS in 2019 for a number of projects:
- Increase access to advice and support for young adults. IAS have trained all Connect staff to increase their capacity to advice and support the young people with SEND they are working with. The aim of this project is to improve employment and life outcomes for young disabled people.
  - Lifted parent/carer group has been commissioned to undertake a long term evaluation of IAS.
  - All Information, Advice and Support services have been required to develop stand-alone websites. IAS Manchester is working with Studio Twwo at the Sharp Project and a group of parents to design the site. There are plans to work with a group of young people to develop a young people section of the site.
  - The grant has funded a comprehensive training programme, including an accredited IPSEA course for parents and professionals. This training will increase the capacity of staff across Manchester to support the SEND agenda. Some parents/carers are keen to get back into the labour market and being able to gain accreditation is important to them.
  - A pilot is running in north Manchester to encourage partnership working between parents, voluntary organisations and schools. The group came together for three days of training on SEND. This led to follow up courses, including accredited IPSEA training and sessions on 'how to get you message across' for parents/carers.

## **5. Integrated Transparent Pathway Allows Parents And Young People To Access Services Across Education, Health And Social Care**

- 5.1 Families have told us that pathways into services are too complicated, and that services need to be more joined up – so that families only have to tell their story once, rather than repeat it to every new worker they meet. Local Authority and health teams are working in co-production with parents on several pathways to improve ease and timeliness of access to services and support.

### **5.2 Community Health**

Community Health staff led a co-production pathway redesign workshop in spring 2019 to look at families' current experiences of using services in Manchester. The findings have fed into MHCC Children's and Young People's work programme in relation to SEND and transforming care. The programme of work aims to define what the current and future demand of need is in

relation to children and young people with SEND and complex and additional needs (0-25 years), and highlight any gaps in demand and supply in the city. Designed pathways and a model of delivery needs be flexible to meet the changing needs of the city's population and services need to provide value for money and improved outcomes for children and young people with SEND.

- 5.3 The aim is to achieve this through a single defined/integrated pathway for children and young people with SEND across health, which can meet increasing demand. This will also include ensuring that adequate services are available for people aged 18-25, where they are in education.
- 5.4 To complement this wider work, staff from Health, Education and Social Care are working with parents as part of a multi-agency group to develop and design an About Me document which will make it much easier for families to share their child or young person's information with services. The group have been meeting on a monthly basis to agree the format for the document. More about Me is an extended version of the 'passport' for children with additional health and learning needs and will include more detailed information about health needs; communication skills and feeding information. The group are investigating digital solutions as well as paper based ones.

#### **5.5 Manchester Social Communication Pathway (SCP)**

The social communication pathway being piloted in south Manchester is already having a positive impact with families reporting high rates of satisfaction with the process. Staff from CAMHS, community health, education psychology, schools and the local authority, together with parents/carers from the Manchester Parent Carer Forum coproduced the new SCP which adheres to NICE guidelines for Autism Assessment. This multi-agency assessment pathway for children with suspected social communication difficulties both reduces the amount of time taken to diagnose children and provides a more holistic approach by also reducing the number of times families had to 'tell their story'. The pilot is due to be extended to central and north Manchester in the coming year.

#### **5.6 Autism Intervention Pathway**

An initial consultation has been held with parents and representatives from health and education to look at current interventions provided for children/young people with autism and their families. The session focussed on starting to develop a clear and transparent pathway for families both pre and post diagnosis.

- 5.7 Families wanted a reduction in the waiting times for intervention. The pathway will ensure timely access to appropriate interventions that support children with autism to develop to their full potential. The pathway will ensure that all families are clear what interventions are available and will reduce replication.

## **5.8 Statutory Assessment**

As a result of an increasing demand in requests for Education, Health and Care plans (EHCP) the number of EHCPs maintained by the Local Authority, a review of the statutory assessment team began early in 2019. The percentage of statutory assessments completed within 20 weeks has declined since 2018. In December 2019, 67% were completed within timescale. (The national completion figure for 2018 was 60%.) Workshops were held with the Statutory Assessment Team to gain a high level understanding of the existing ways of working and processes. A consultancy service produced recommendations and based on these it was agreed that a specific project was required to deliver the required improvements to the statutory assessment process and maintenance of EHCPs. A project board was established to oversee performance and a number of workstreams agreed; these included improved processes and panels and a redesign of the service with a focus on improving parental experience, improving quality of plans, in addition to increasing capacity and enabling improved ways of working.

- 5.9 The processes and panels work stream was informed by feedback from parents and carers who wanted more involvement in the process. Since September 2019 new and improved processes have been tested, which include improved communication pathways and increased parental involvement. Parents and carers are contacted from the start of the process and are influencing improved decision making. Recent quality assurance of EHCPs has shown an improvement in quality and plans are more person-centred.
- 5.10 The multi-agency statutory assessment panel and the short breaks panel have been aligned to improve joined up decision making and holistic outcomes. The improved panel has senior representation from health and social care and officers have the opportunity to present draft plans. This approach ensures any changes to draft plans are agreed at the panel avoiding any delays, plans are holistic and have multi-agency oversight.

## **5.11 Quality Assurance of Education, Health and Care plans**

The Local Authority has developed a Quality Assurance Framework to drive improvement in both the quality and impact of EHCPs for Manchester children and young people. Moderation of plans demonstrates that the voice of the child/young person is more evident in an increasing number of EHCPs. However, overall this is an area for continuous improvement, alongside timeliness. Multi-agency moderation of EHCPs is embedded at the panel stage of the revised Statutory Assessment process. Senior officers moderate plans monthly and a group of parents/carers is being trained to carry out moderations. Manchester Local Care Organisation community services also quality assure the health advice submitted for the plans through their own internal assurance processes.

## **5.12 Equipment pathway**

The Lancasterian Outreach and Inclusion Service provides outreach support to all Manchester's schools on the inclusion of pupils with physical disabilities and/or medical needs. In 2018-19 the service has been extended to include an Occupational Therapist and a Physiotherapist, each working one day per week. The team have carried out research on the moving and handling of pupils with mobility needs in Manchester schools and this has led to a programme of training for school staff. The team ran a coproduction event in summer 2019 and are working with Manchester Local Care Organisation, Manchester Service for Inclusive Living, parents, education and social care to streamline the assessment and provision of equipment for children with mobility needs, for use both at school and in the home.

## **5.13 Transition**

Social care, health and education staff are actively working to improve transition into adulthood for young people with SEND and medical needs. Transition is one of the areas that parents/carers say they are most concerned about, with their main worry being not knowing what is available for their young people at 18+ and 25+. In response, the multi-agency Transition Board is further developing the transition offer across Manchester. Board membership includes representation from Manchester Parent Carer Forum, care, education and health services, including acute and community, mental health services. The Board has undertaken extensive consultation with young people, parents and staff in children's and adults' services and this has informed its shared principles and action plan. Adult Social Care has appointed a Transition Lead to drive the programme in the Local Authority.

- 5.14 The Board has approved a new policy and initiated work to develop better information for young people and carers; this will set the strategic direction for transitions, which is responsive to the views and wishes of parents/families. The information will be used at annual reviews from year 9. The Transition Team is piloting more proactive approaches to engage with schools to provide a more streamlined pathway to assessment and services. The team has recruited a link worker who will work closely with schools, including attendance at EHC reviews. This role will ensure the facilitation of clear communication across the partnership.
- 5.15 In 2019, the council's children and adult care services implemented a new recording and reporting database (Liquid Logic). Planning is underway for the council's education services to move onto this database in 2021. This will allow for much easier transfer of information between services and support a better understanding of demand to enable adult services to respond more effectively to changing needs. Adult social care is working with families and partner agencies to gain an understanding of what types and locations of accommodation options may be required in the future for young adults in Manchester including a number of new build developments.

5.16 There is a health transition group led by Manchester Foundation Trust with membership from across services, including CAMHS and Manchester Local Care organisation, who are looking at transition between children's and adult health services. This work complements the work of the transition board with cross membership. A CAMHS to adult mental health transition group is already in place, which looks at those young people who will need to transition to adult mental health services.

### **5.17 Neuro rehabilitation transition**

Royal Manchester Children's Hospital have established a Greater Manchester transition steering group, to design a neuro rehabilitation pathway that provides for the individual needs of young people and their families from across Greater Manchester who are transitioning from children's to adult health, education and social care services. This pathway will cover young people aged 11 to 19 with an identified neurological impairment which includes one or more of the following:

- Physical impairment
- Cognitive impairment due to an acquired brain injury
- Behavioural impairment due to an acquired brain injury
- Degenerative condition

The aim of the steering group is to:

- Develop a young person centred Neuro Rehabilitation Transition Pathway
- Improve the function, quality and safety of young people transitioning into adult services
- Remove geographical and commissioning inequalities
- Ensure that all transitions are successfully coordinated
- Ensure continued access to therapies, skills, equipment, social care and education whilst transitioning through services
- Ensure that young people are transferred in a timescale that meets their developmental needs and that they are transferred to an adult service that meets their holistic needs
- Realise the lifelong potential of the young people of GM

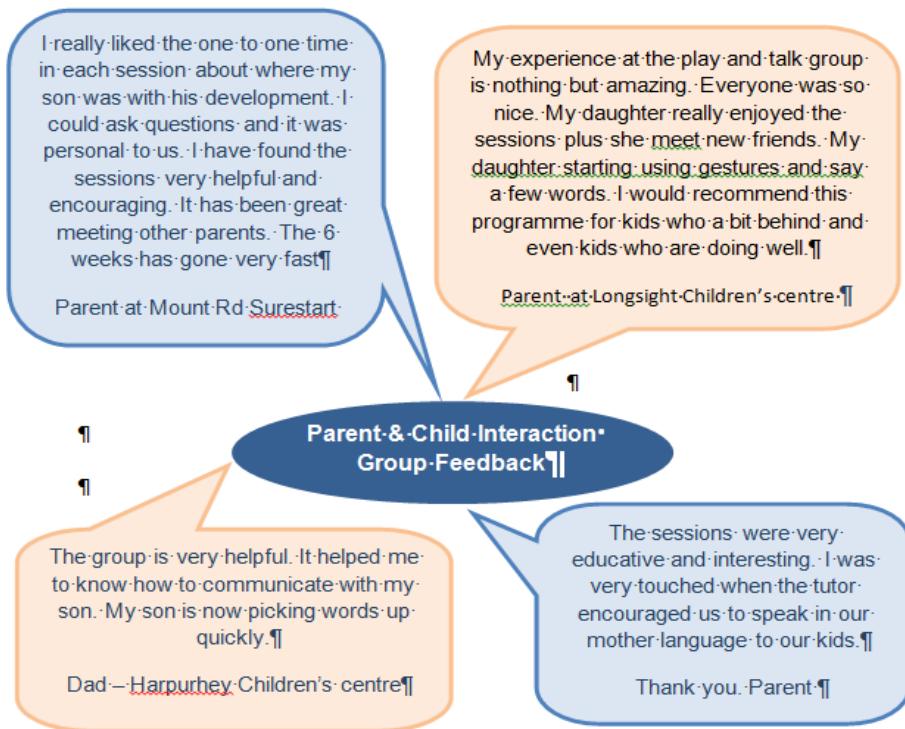
## **6. Children And Young People With Send Have Their Needs Met Through Excellent Education, Health And Care Services Jointly Commissioned Where Appropriate**

### **6.1 Early Years**

The Early Years Delivery Model (EYDM), is now embedded as an integrated pathway for all children from pre-birth to five years of age supported by health care and Early Years professionals, leading to earlier identification of need for an increasing number of children. The Early Help Assessment (EHA) is used to access additional Early Years support.

- 6.2 The EYDM is a universal offer of the national Healthy Child Programme delivered by the Health Visiting Service, which include a new birth visit to every child and health developmental assessments at 6-8 weeks, nine months and 2 years. Each health development assessment includes the completion of an Ages and Stages Questionnaire, in partnership with the parent/carer. If children are found to have additional needs they can be directed into evidenced based interventions which are sequenced and support development at family level.
- 6.3 The Population Health Plan's priority on giving children the best start in life is largely dependent on a high quality Health Visiting service that is able to work with all families and identify those needing additional support, early help and intervention. The Manchester Health Visiting Service offers a New Birth Visit, Maternal Mental Health Assessment and Developmental Assessments which include the completion of the Ages and Stages Questionnaire (ASQ3) at 6-8 weeks, 9 months and 2 years to 100% of children resident in Manchester, delivered via home visits or clinic appointments.
- 6.4 As part of Early Years Delivery Model the Speech and Language Therapy Service offers a comprehensive training programme to Early Years settings. The focus has been the early identification of speech, language and communication needs by increasing access to the Wellcomm language screen. A total of 2,301 Wellcomm screens were performed in the last twelve months which is an increase of 26% on the 2018-19 figures.
- For the 12 month period October 2018 to September 2019, 82% of Early Years settings/schools who currently provide two year funded places have attended Wellcomm training. This is a 7% increase on the previous year's figures.
  - 88% (n=2214) of two year olds who are in receipt funded places have access to Wellcomm screening. This is 9% increase on previous year's figures.
- 6.5 The current pathway is continuing to identify far more children, much earlier who can then go on to receive an appropriate intervention earlier from the Speech and Language Therapy Service and prior to transitioning to school. This has a positive impact on children's school readiness and good development outcomes.
- 6.6 In the six month period April 2019 to September 2019, 125 parents were referred to Parent Child Interaction groups compared to eleven parents referred in the previous twelve month period. This is a significant increase of number of parents referred, together with the increase in positive language strategies used by parents to encourage speech and language development during interactions with their children, as a result of the group sessions.

## *Parent and Child Interaction Group Feedback*



- 6.7 The 'Call to Action 2011-15' doubled the number of health visitors in Manchester, reducing health visitor caseloads, but they still remain above the recommended levels given the high levels of deprivation and complexity in Manchester. Options to provide further increased Health Visitor capacity are being considered by Manchester City Council and an additional £100k has been made available in 2019-20 to support increased Health Visitor training places. There is however a national shortage of Health Visitors and to mitigate this in the short-term, additional Community Nursery Nurses have been recruited into the service, to support the delivery of Developmental Assessments at 9m and 2yrs. This has seen a significant improvement in performance which has risen to 76.5% and 75.5% respectively and is now close to the England averages of 76.7% and 77.6%. Initiatives continue to be employed to further improve performance with more home based appointments being offered at times suitable to parents/carers and the use of publicity via posters and social media to inform families about the offer.
- 6.8 The Health Visiting Service have introduced a Specialist Disability Lead post to train and support the Health Visiting teams to offer an improved and sensitive service to SEND children and their families. A bespoke approach to the Health Development assessment is offered at 9 months and 2 years for children with SEND, tailored to meet their specific need rather than the standard assessment of their chronological age.
- 6.9 The Special Needs School Nursing service provide a nursing service to pre-school children who have been identified with SEND. The team work closely with health visitors, social workers, CAMHS services, social workers and commissioners. This ensures a full nursing assessment takes place, early help

strategies are identified and families are supported with the transition into school and appropriate services.

- 6.10 Rodney House Outreach and Inclusion Service for Early Years (RHOSEY) support both families and settings to meet the needs of children who have a significant developmental need. RHOSEY staff work with education psychologists and the Statutory Assessment team to identify children's needs and appropriate provision. There are 222 children in the 2020 cohort on the Early Years Pathway. RHOSEY are currently providing outreach support to 259 families.

## 6.11 Education

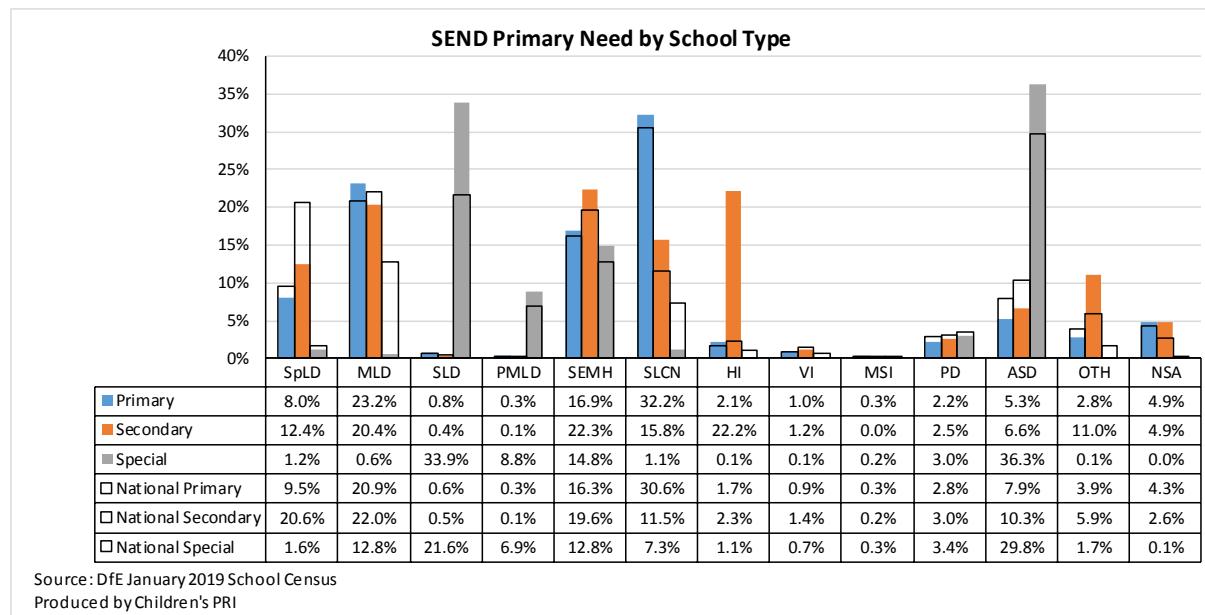
Manchester has a continuum of educational provision for children and young people with SEND aged 0-25. This starts with the expectation that there should be excellent universal provision and quality first teaching.

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.

- 6.12 The continuum works well for the majority of children and young people with SEND, however parents are telling us that support is variable across Manchester. The Authority employed a Senior Schools SEND Quality Assurance Officer to work with schools where practice is variable and to offer challenge and support through school to school working. This has led to improved provision mapping, identification and outcomes. Comments in Ofsted reports of many schools inspected in 2019 demonstrate the impact of this intervention.
- 6.13 In October 2019 85.1% pupils at SEN Support and 88.1% of pupils with EHCPs were attending Manchester schools judged by Ofsted to be Good or Outstanding, compared to 85.8% of the total school population.
- 6.14 The continuum of provision ensures that the majority of children and young people have their needs met in their local community. However, special schools and resourced provisions in mainstream schools are reaching capacity in their existing accommodation, despite a programme of expansions over several years. Currently a number of pupils with EHCPs are placed in special schools in other local authority boundaries within Greater Manchester and an increasing number are placed in independent specialist provision. In 2020-21, the council is providing £5.124m from the High Needs Block to increase the number of special school places by 134, resourced provision places by eight and fund an additional 362 EHCPs in the city. The expansion mirrors that of mainstream growth and does not increase the proportion of children attending a special school or resource provision in Manchester.

- 6.15 In 2017-18, the Department for Education funded the Local Authority to carry out a Strategic Review of SEND provision. The DfE have provided £4.8m capital funding over three years to implement the findings from the review. In addition, Manchester City Council Executive agreed to commit £20m of basic need capital funding from the DfE to create additional specialist SEND provision to meet the demand for places. All but one of Manchester's special schools has a good or Outstanding Ofsted judgement. An element of the DfE Special Capital Fund is being used to build a new sixth form for North Ridge High School, on the Abraham Moss campus. This will allow North Ridge to further develop its employment, community and independence opportunities for sixth form pupils, ensuring students achieve excellent preparation for adulthood outcomes. In addition, a new special school, funded through the DfE's free school programme, is due to open in north Manchester in 2021.

*Figure 12: Type of school attended by pupils in Manchester, January 2019*



- 6.16 This graph shows the distribution of pupils with SEND in Manchester schools. A much lower proportion of Manchester pupils with moderate learning difficulties, hearing impairment, visual impairment, and speech, language and communication needs attend special schools compared to nationally.

## 6.17 Special school funding model

In 2019 the Local Authority has undertaken a review of the special school funding formula to establish an equitable and efficient funding system that aligns funding to individual pupil needs. Special school places are currently funded at £10k per place, plus top-up based on the primary needs of children in their school. The authority has worked with the schools and re-classified top-up values based on all the needs of the child, as set out in the Matching Provision to Need document, instead of their primary diagnosed need.

## **6.18 Independent specialist provision**

There is a year on year trend of increasing numbers of pupils being placed in independent specialist schools, though numbers in residential schools remains low. In 2020-21 an additional £3.059m is being provided from the High Needs Block for out of city placements to meet increasing demand while capital programmes are completed.

*Figure 13: Pre 16 independent school placement*

Type of provision	2016-17	2017-18	2018-19
Day	67	77	94
Residential	9	13	12

- 6.19 The main primary needs for pupils in independent specialist provision are autism and social, emotional and mental health needs.

## **6.20 Multi Agency Panel**

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. This is leading to a reformed commissioning strategy. The panel is currently developing a dynamic support database to provide an overview of the children and young people with the highest level of need, with the aim of preventing needs escalating to the level that they require residential or hospital provision

## **6.21 Outreach**

The Local Authority commissions outreach support for early years settings and mainstream schools from special schools. This support is designed to help staff identify need, develop strategies and practices to better support pupils with SEND. The outreach offer includes advice on strategies to support individual pupils, training for teachers and teaching assistants, learning walks, SENCO cluster groups. Outreach support is annually evaluated and is regarded as highly effective.

- 6.23 As well as providing peripatetic teaching and monitoring for pupils with hearing and visual impairment in Manchester schools and settings, Manchester Sensory Support Service provides advice and training to mainstream teachers and other staff on approaches and strategies to meet the needs of pupils with sensory impairments. In 2019 the Sensory Service began a pilot programme of extending their advice and training offer to post 16 providers.

- 6.24 School staff tell us that their priority training need is social, emotional and mental health needs (SEMH). The Hospital School have developed a

comprehensive outreach offer to mainstream schools on supporting pupils with mental health needs. Additional outreach support for primary schools in north Manchester on supporting pupils with SEMH has been commissioned from Bowker Vale Primary School to add capacity to the current outreach offer from Bridgelea School.

## **6.25 Inclusion strategy**

The Manchester Inclusion Strategy is a response to the Children's and Education Service's priority to reduce exclusion and works towards the Our Manchester Our Children vision 'building a safe, happy, healthy and successful future for children and young people'. The strategy has been developed through discussions and workshops with key partners, including headteachers, SENCOs, governors, children and young people, parents/carers, Greater Manchester Police, social care and early help staff and Thrive programme leads.

- 6.26 The Inclusion Strategy was launched in November 2019 at an event attended by over 300 delegates. One of the key points arising from the strategy consultation was that schools, colleges and other services want a toolkit and a list of services and resources that are available across the city to assist them in supporting young people. In acknowledgement of this, delegates had the opportunity during the launch event to visit a market place of 26 different providers who offer wide ranging services which can help to support inclusion.
- 6.27 A strategy implementation plan has been developed based on the 'we will' statements which run throughout the strategy. There will be a strong focus on the following priority areas between January and July 2020. Working with education and other partners to:
- define what good inclusive practice and provision looks like in Manchester,
  - produce and disseminate a toolkit of services, resources and interventions to support the inclusion of children and young people,
  - develop and pilot guidance to ensure transition processes are robust and children are supported as they move from primary to secondary school,
  - further develop the RONI (at Risk of NEET Indicator) tool to ensure positive transition to post 16,
  - work with school leaders and providers to review the continuum of provision for pupils with additional needs, to ensure there is an appropriate range of high quality provision across the city.
- 6.28 The Manchester Inclusion Strategy - *Preventing Exclusion and Supporting Children and Young People to Thrive* and the *Inclusion Strategy on a page* documents are available on the Manchester City Council website via the following link:

[https://secure.manchester.gov.uk/directory\\_record/376574/manchester\\_inclusion\\_strategy/category/1479/childrens\\_services](https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy/category/1479/childrens_services)

## **6.29 Joint commissioning**

In addition to the joint funding decisions being made by the Multi-Agency panel, the Local Authority and Manchester Health and Care Commissioning are jointly commissioning a number of programmes to support children and young people with SEND.

- Lancasterian Outreach and Inclusion service has been able to extend its outreach support to schools by the addition of part-time Occupational Therapist and Physiotherapist. This has enabled the team to run seventeen manual handling training programmes for mainstream and special school staff. As mentioned above, the team are also involved in streamlining the equipment assessment pathway.
- The Speech and Language Therapy Service, Local Authority and special schools have established the Augmentative and Alternative Communication (AAC) group in Manchester. Special school staff and speech and language therapists are trained to carry out assessments of pupils with AAC need in mainstream schools and then to recommend appropriate strategies and equipment to meet the pupil's needs. Staff are also able to identify which children will meet the threshold for high tech equipment funded through NHS England.
- Bridgelea School has been jointly commissioned to provide assessments and interventions for children who display problematic and sexualised behaviour. This service allows children to understand their behaviours and understand how to form positive and appropriate relationships with peers and adults. It is effective in supporting children to remain in mainstream schools.

## **6.30 Community Health Services**

Delivering services which meet the health needs of children and young people with SEND and providing support to parents and carers in managing the health of their child, Community Health Services provide safe, effective and high quality care and advice in the community through appropriately trained and skilled staff. Working out of both schools and child friendly environments the therapy staff, namely occupation therapists, physiotherapists and speech and language therapists work collaboratively with their nursing and paediatric colleagues.

- 6.31 Special needs school nurses are based in every school attended by children with complex fluctuating and complex long term health needs attend. Other nursing teams providing universal services such as the School Health Screening Team offer vision and hearing screening at school entry age so any problems are identified early and appropriate referrals made. School nurses meet with SENDCOs termly to identify any children with additional needs and refer onto services.

## **6.32 Emotional health and wellbeing**

MHCC, MFT CAMHS and key stakeholders have designed a ‘THRIVE’ model of care that will be implemented across Manchester localities, in line with the Local Care Organisation configuration, to ensure the all Mental Health and Emotional and Wellbeing services are available to children and young people in a wrap-around provision model. This will ensure a ‘single point of access’ and minimise blockages in accessing the right service at the right time for all children and young people across the city. The strategic vision is to establish a Manchester ‘M-THRIVE Hub’ as a single point of entry, a front door, to Manchester’s Emotional Wellbeing and Mental Health services. This will involve having a Manchester THRIVE Hub Team based in three locality THRIVE Hubs across Manchester, i.e. Central, North and South, locally covering all the neighbourhoods in that specific locality

- 6.33 As part of the innovation, Manchester will look to expand the successful social communication pathway pilot (currently in the south) to the whole of the city as well as an expansion of Attention Deficit Hyperactivity Disorder provision across the city, a new school nurse and occupational therapist (assigned to LCO) to deliver a robust integrated offer to the hospital school and the wider community children and young people’s mental health system. The M-THRIVE ‘wrap-around provision model’ will also encompass the current pilots (Integrated Community Response, KOOTH Digital offer and the NHS nationally mandated Community Eating Disorder Service).
- 6.34 These proposed developments are currently undergoing approval through the MHCC governance processes with an aim to start the implementation and roll out of schemes during 2020/21.

## **6.35 Short Breaks**

Parents/carers of children with SEND are entitled to a break from their caring responsibilities. There is a continuum of short break provision in Manchester. Families are encouraged to use the Local Offer or attend the Local Offer drop ins to find out about local universal provision. The Our Manchester Disability Plan has a focus on enabling disabled people to be able to access facilities within their local community.

- 6.36 Manchester has been investing in improving the universal short break offer and has partnered with Young Manchester to increase the funding available for provision and training. The Local Authority provided a £50k grant to Young Manchester, to support the development of universal youth and play services to become more accessible to young people with SEND. Young Manchester has sourced additional funding to bring the total investment to £87k. MHCC has also funded Young Manchester to increase inclusive provision. The partnership is working on innovative ways to support the transition of children and young people from targeted short break services to universal services. This will allow the young people to be able access a wider range of activities in

their local communities, whilst also allowing their parents to have a break from their caring responsibilities. Developments include:

- Providing an Innovation Fund.
- Commissioning training providers to design disability awareness courses so that the participants can cascade within their own settings, through the development of tool kits and other support resources. This is coupled with the opportunity for voluntary sector providers to apply for funding to cover the cost of sending staff on the training.
- Two SEMH pilots have attempted to address some of the barriers young people identified such as transport. Parents also report that some children and young people with SEMH are very marginalised and that coping in busy youth settings can be difficult. Young people regularly find themselves in situations where they get barred. A pilot study was commissioned in response which has led to the development of the 'Build A Bike' Project. Young people are trained to understand the mechanics of a bike, put together a bike and once complete, with a safety session built in, they get to keep the bike, which they can then use to get to youth activities in their local community.
- The Film-Makers Travel Project involves young people as film makers in the creation and editing of Travel Training videos. These projects are still underway but staff report how excited and motivated the young people are.
- Barnardo's are supporting young people with SEND to access universal provision, including travel training support. Barnardo's will work with the youth provider to offer advice on making reasonable adjustments and provide training, such as writing social stories. The young people will be provided with a personalised self-management app called Brain In Hand.

All of these projects are being evaluated and a report will be ready in May 2020.

- 6.37 Manchester is currently providing 1,256 targeted Short Breaks and 271 specialist Short Breaks. These include summer playschemes, evening and weekend youth and play activities, care support at home, befriending and a small number of children receive overnight short breaks. A high proportion of families choose to take a Direct Payment to pay for their short break. For some types of short break, demand currently exceeds supply, so staff from the specialist resource team are working with parents, social workers and commissioners to review the short break offer. Commissioners have identified additional providers who are able to offer targeted and specialist services.

### **6.38 Early Help**

The three Early Help Hubs continue to provide a coordinated response to a targeted need for early help, wrapping services around a family. IAS ensures good connectivity with the three hubs via co-location for part of their time in the hubs, via attendance at weekly multi-agency partnership allocation meetings and ensuring Early Help Hub staff are familiar with the SEND offer. Early Help Hub staff have attended drop in sessions as part of the co-production work with parents and have promoted information and awareness

raising on the role and function of the hubs. The Early Help Practitioners (EHPs) are delivering targeted support to an increasing number of families in relation to SEND, especially autism. In recognition of this, all EHPs received additional training by Autizma who were commissioned to ensure front line staff were up to date with advice, information and with strategies to support families. This has significantly increased practitioner confidence and skills and a number of families' experience of receiving support from early help services in relation to SEND was included as part of the refresh of the Early Help Strategy and Annual Evaluation Event.

- 6.39 There are a number of examples of individual case studies where Early Help intervention has led to improved outcomes for children and young people. For example an 11 year old child who was attending a Wythenshawe Primary school was on a limited timetable of two hours a day and had received a police caution for criminal damage prior to an Early Help Parenting Team request from their social working. Following the intervention from the Early Help team the family was enrolled on Talking Teens (parenting workshop which helps manage disruptive teenage behaviour); enrolled on the nurture programme (which focuses on emotional health of parent and child). The impact of intervention has been '*Mum has begun to listen to me more*' (child's voice); young person's timetable slowly increased ahead of end of school year and they were on full timetable by end of Year 6. The case is now closed to social work, there is no more police involvement and the young person has started mainstream secondary school who are pleased with progress.

#### **6.40 Children with Disabilities Team**

Manchester's Children with Disabilities team provides a social work service for families with children with the most complex needs. The team also provide training and advice to colleagues in locality and permanence social care teams who have less expertise in working with children with SEND.

- 6.41 In the past year the team had a Special Guardianship Order and an adoption. They are working with two other children who are going to be adopted by their foster carer. This is as a direct result of the team pushing for a permanence plan for the children and believing that disabled children need the same opportunities as all children. The team have identified a number of children on the edge of care being supported at home and ensured they get high support and that the multi-agency team is working together. This has prevented some disabled children going into care.

#### **6.42 Youth Justice**

The Youth Justice Service have recently achieved a national SEND Quality Leadership Award for their work to develop better understanding, partnerships and interventions to respond to the needs of children with learning difficulties. Practitioners and managers have been working with SEND partners to improve early intervention with young people with SEND and prevent escalation into the criminal justice system. A team manager who has led this

work was awarded with a prestigious Butler Trust Award by Princess Anne last year.

6.43 All Youth Justice workers have received training to support early identification of SEND and young people can benefit from Speech and Language Therapy and Drama Therapy interventions. In addition, Educational Psychology professionals are piloting new approaches to working with young people with SEND. The Service is currently developing a Youth Justice Virtual School so that each child will have an individual Pathway Plan setting out how their education and training needs will be addressed and support to link them into employment.

#### **6.44 Greater Manchester**

The Director of Education chairs the Greater Manchester SEND Board, which reports to the GM Children and Young People's Board. There is representation from the 10 local authorities, health commissioners and parent/carer Forum members. Since October 2019, a full time officer supports the work of the board jointly funded by the 10 Local Authorities and a contribution from Health.

6.45 The agreed purpose of the board is to improve outcomes for children and young people with SEND 0 – 25 years by addressing the following priorities:

- Working in partnership with parents/carers
- Reducing the variation in practice, provision and quality in Greater Manchester
- Ensuring equality by streamlining systems, improving consistency and transparency for SEND across Greater Manchester for health, education and care
- Being cost effective, utilising and releasing Greater Manchester resources through collective commissioning to deliver best value and impact
- Developing a learning community across Greater Manchester with a highly skilled workforce working in collaboration, providing peer support and challenge to improve services and performance and share practice.

### **7. Preparing For Adulthood (PfA) Is Embedded In Manchester From The Earliest Years**

7.1 Preparing for Adulthood (PfA) was one of the themes introduced by the Children and Families Act 2014. The PfA programme includes four strands:

- Education, employment and training
- Health and wellbeing
- Having friendships and relationships and being part of the community
- Developing independence

7.2 Young people with SEND tell us that it is important to them to have a job and be part of their local community. They want to be as independent as possible, have friends and relationships and an 'ordinary life'. Helping young people

achieve these outcomes requires strong partnership working between families and services. ECHP annual reviews from age 11 at the latest should focus on actions and provision that will help young people achieve their Preparing for Adulthood outcomes.

### **7.3 Education and training**

Manchester young people with SEND have a wide range of high quality 16 education and training provision to choose from. Within Manchester this includes:

- Mainstream school sixth forms
- Sixth form colleges
- General further education college
- Independent training provider in creative industries
- Manchester Adult Education Service
- Special school sixth forms
- Independent specialist college
- Supported internships
- Study programmes and Traineeships
- Apprenticeships
- Short courses with voluntary sector providers such as Princes Trust
- Individualised programmes, sometimes with more than one provider.

- 7.4 Manchester provides high needs funding to support 16-25 year olds with EHCPs in over 40 sixth forms, colleges and training providers. Manchester post 16 provision is inclusive and popular with students across the sub-region. In 2018-19 more non-Manchester students with SEND attended post 16 provision in Manchester than the number of Manchester students who chose to study outside the city.
- 7.5 There has been a significant growth in the number of young people remaining in education and training, since the Children and Families Act extended the entitlement to an EHCP to young people aged up to 25 if they had not already achieved their educational outcomes. This growth in demand has put pressure on the high needs budget and in January 2020, Schools Forum agreed to an increase in post 16 high needs funding of £1.7 million.
- 7.6 Colleges and training providers are responding very creatively in the way they are progressing young people into their Preparing for Adulthood outcomes. Provision is also becoming more inclusive. Over three years, The Manchester College has decreased the proportion of students attending discrete entry level courses and increased the proportion studying mainstream courses and Supported Internships.
- 7.7 Preparing for Adulthood is a focus of annual reviews from Year 7 and school and college staff are helping young people with SEND identify what a 'good week' would look like for them as they move into adulthood. Manchester's specialist support schools have excellent careers and work related learning

programmes and offer students many opportunities to learn independence skills in their local community.

- 7.8 In 2019 eight special schools took part in an exciting initiative – Digital Inc. Digital Advantage, funded through a Careers and Enterprise Company grant and additional support from Manchester City Council, delivered a programme of digital employability and business start-up skills to 80 pupils. Business mentors worked with pupils, teachers and parents to open up routes into digital and media industries for disabled young people. This culminated in a graduation ceremony, showcasing the work students created. These included an app to help children and parents manage pocket money, an app linked to the Skills For Life challenges, and counterintuitively, an app designed to help young people spend less time on their digital devices. This programme is being run again in a number of schools in spring and summer 2020. Digital Advantage is currently developing a Supported Internship in digital skills to give progression into the industry for the stars of the Digital Inc programme. <https://www.digitaladvantage.org.uk/digital-inc-2/>
- 7.9 Supported Internships continue to be a success in Manchester. Internships are a partnership between employers, colleges, supported employment providers and the Local Authority. They are the best route into employment for young disabled people as they allow young people to learn skills in real work environments with the support of tutors and job coaches. The Manchester College and Pure Innovations support the largest number of interns – working in Manchester City Council, Manchester Foundation Trust, Manchester Airport and Media City. Loreto and Bridge College also run internship programmes and Manchester now has over 70 interns.
- 7.10 Over seven years, 80% of interns have moved into work and 91% are still in employment. A small number of students choose to work as volunteers rather than take paid work, either because of benefit issues or for health reasons. Some young people want to volunteer alongside having a part-time paid job, as part of their ‘good week’. Manchester Foundation Trust and The Manchester College are currently devising a protocol to streamline the route from an internship into becoming a hospital volunteer.

Weblinks to internship case studies:

- Airport - <https://www.youtube.com/watch?v=EECBS0GOvXg>
- Manchester Hospitals - [https://www.youtube.com/watch?v=\\_j81I9GI9co](https://www.youtube.com/watch?v=_j81I9GI9co)
- Supported Internships Wythenshawe Hospital - <https://www.pureinnovations.co.uk/2018/10/11/supported-internship-extends-wythenshawe-hospital/>
- Alchemist cocktail bar - [https://www.youtube.com/watch?v=a\\_yXhmYILHM](https://www.youtube.com/watch?v=a_yXhmYILHM)

- 7.11 Manchester Adult Education Service runs two programmes for young adults with EHCPs who need longer in education to achieve their Preparing for Adulthood outcomes: The STEPS course includes the opportunity to gain accreditation in functional skills, but the course focuses on employability and

independence skills and includes work placements and community activities, sourced by Pure Innovations staff.

- 7.12 The Personal Education Programme is designed for young people who need a personalised approach to achieve their outcomes. Many of the young people on this programme have social, emotional and mental health difficulties and may have struggled to achieve their potential at school. The programmes can include: employability training, job coaching, independent travel training, work and community placements and functional skills to ensure young people have the skills to move into employment or further learning at the end of the programme.
- 7.13 In autumn 2019, Manchester Adult Education Service, work and skills, commissioners and SEND staff ran a workshop with young people, parents, social workers, teachers and other stakeholders to gather information to inform future employment support commissioning. Weblinks to Manchester Adult Education case studies:
- <https://www.pureinnovations.co.uk/2018/10/15/dans-giant-step-success/>
  - <https://www.pureinnovations.co.uk/2018/11/07/premier-inn-opens-doors-steps-students>
- 7.14 There is a growing range of programmes that support disabled adults into employment. Manchester City Council commissions the My Futures programme from The Manchester College. A number of disabled young people have successfully completed the programme and moved into paid work. The Authority has employment support contracts with Breakthrough UK and Pure Innovations for disabled adults. From April 2020, Remploy have been commissioned by the Combined Authority to run a new Greater Manchester supported employment service for people with learning disabilities, autism, and mental health difficulties.
- 7.15 The Our Manchester Disability Plan employment workstream is leading a programme of work designed to help disabled people prepare for work, get into work and progress in work. A disabled people's jobs fair held in spring 2019 resulted in five disabled people moving into paid work.
- 7.16 Employers across Greater Manchester are working to improve routes into work for disabled people. KPMG is a Disability Confident leader and runs an employer Ability Forum. Manchester City Council is working towards becoming a Disability Confident level 3 employer. Talk Talk has linked with Ambitious about Autism to help more people with autism get into and stay in work.
- 7.17 Greater Manchester Autism Consortium is running an Enabling Employment campaign to promote positive employer and employee stories and open up employment opportunities for people with autism. Link to the first story: <https://www.youtube.com/watch?v=NrktdB3fCA&feature=youtu.be>

- 7.18 All of these initiatives are required because disabled people are far more likely to be workless. In Manchester, the Connect Service has been recommissioned to focus their work on preventing vulnerable young people, including those with SEND, becoming NEET (not in education, employment and training). The NEET figure for 16 and 17 year olds with EHCPs remains high at 8.6%, but strong partnerships are in place, to reduce numbers of young people becoming NEET, with Connect staff based in the Endeavour Federation, the PRU, The Manchester College and with the Virtual School and Youth Justice teams.
- 7.19 The Work and Skills and SEND teams have produced a Preparing for the Future booklet to help young people and their parents better understand the routes they can take after school.

## **7.20 Health**

Annual reviews of EHC plans allow aspirations to be reviewed and updated. Transition workshops have been attended and a representative from the community nursing service attends the Trust transition meetings. Special Needs School Nurses offer therapeutic support to young people to support managing change / transitioning to college / workplace.

## **8. Improved Outcomes And Standards Across Education And Training**

- 8.1 Manchester has high expectations and aspirations for children and young people with SEND. Improving educational outcomes for children and young people with SEND continues to be a priority for Manchester.
- 8.2 Manchester City Council has an embedded Quality Assurance process in place; this process was revised in September 2019 and includes assurance of provision and outcomes for children with SEND and this year Manchester has commissioned an additional Quality Assurance spring term visit for all schools with a focus on inclusion. Ofsted reports for both primary and secondary schools in Manchester generally provide positive assurance in regard to SEND provision. However where overall judgements and SEND outcomes have been judged to be less than good or where Manchester's own Quality Assurance processes has identified that SEND provision is variable, targeted support has been put in place. This support has included brokered school to school support with NLEs from special schools working with mainstream school leaders; whole school SEND reviews; equalities training for staff from parent champions and whole school inclusion training from parent champions. Identified schools have also been invited to attend Support and Challenge Boards with the Director of Education and the Strategic Director of Children and Education Services. SEND reviews and attendance at Support and Challenge Boards have led to a 'Team Around the School' approach in some schools, in which a multi-agency team including the Statutory Assessment team and in some cases Early Help, Educational Psychologists and CAHMS work together to understand the context of the school and to remove any barriers to ensure the very best outcomes for the most vulnerable pupils including those with SEND.

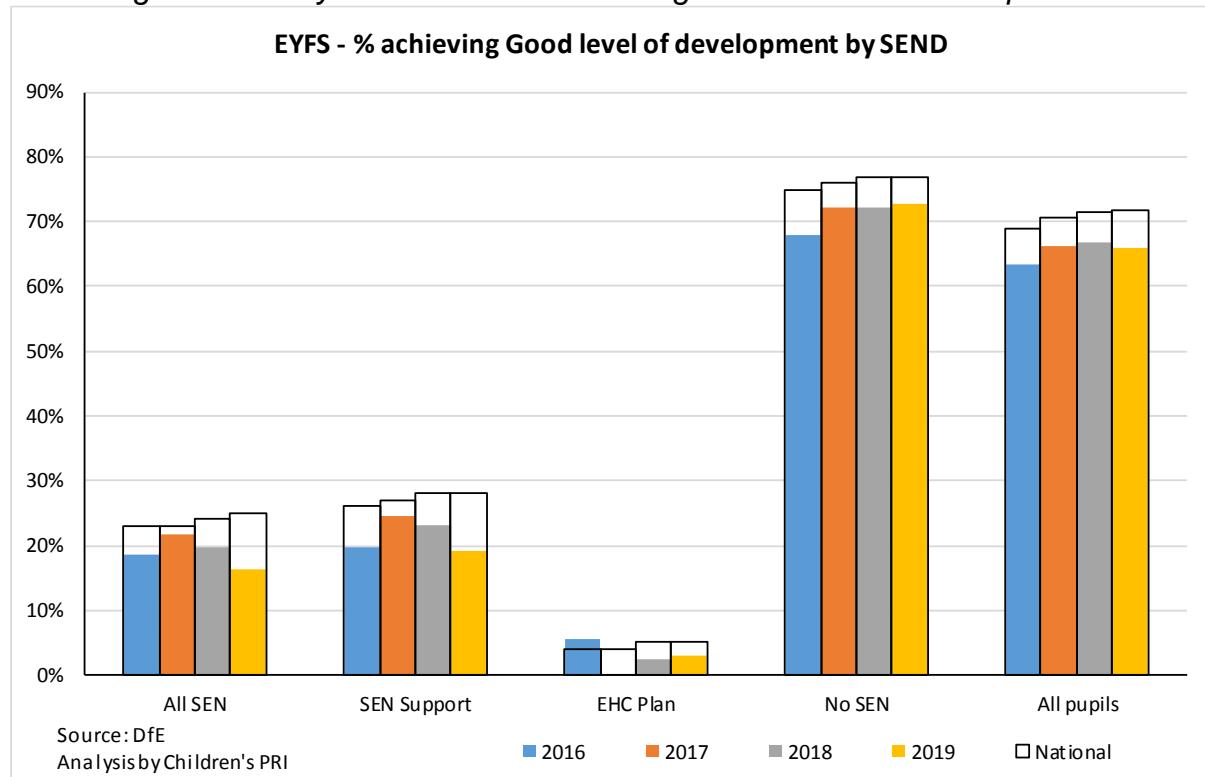
- 8.3 Educational outcomes for children and young people with SEND in Manchester continue to show an inconsistent picture with a decline in outcomes in Key Stage 2 in 2019.

#### **8.4 Early Years Outcomes for Children with SEND**

Early Years Foundation Stage outcomes for pupils with an EHC plan improved slightly with a one percent increase of pupils achieving a Good Level of Development (GLD). However, Early Years Foundation Stage outcomes for pupils receiving SEN Support declined in 2019 with 4% fewer pupils meeting the Good Level of Development (GLD) standard. In 2019 far fewer pupils identified with SEMH and those identified with speech, language and communication needs achieved GLD. This further widens the gap in attainment between pupils receiving SEN Support and those without SEN and is a priority for targeted work. To address this Manchester has invested in every primary school receiving Elklan, communication and language training.

- 8.5 These early years foundation stage outcomes are against a background of sustained improvement in Early Years PVI settings with 96% of settings judged to be good or better in January 2019 and the Early Years Delivery Model which has led to earlier identification of need.

*Figure 14: Early Years children achieving Good Level of Development*

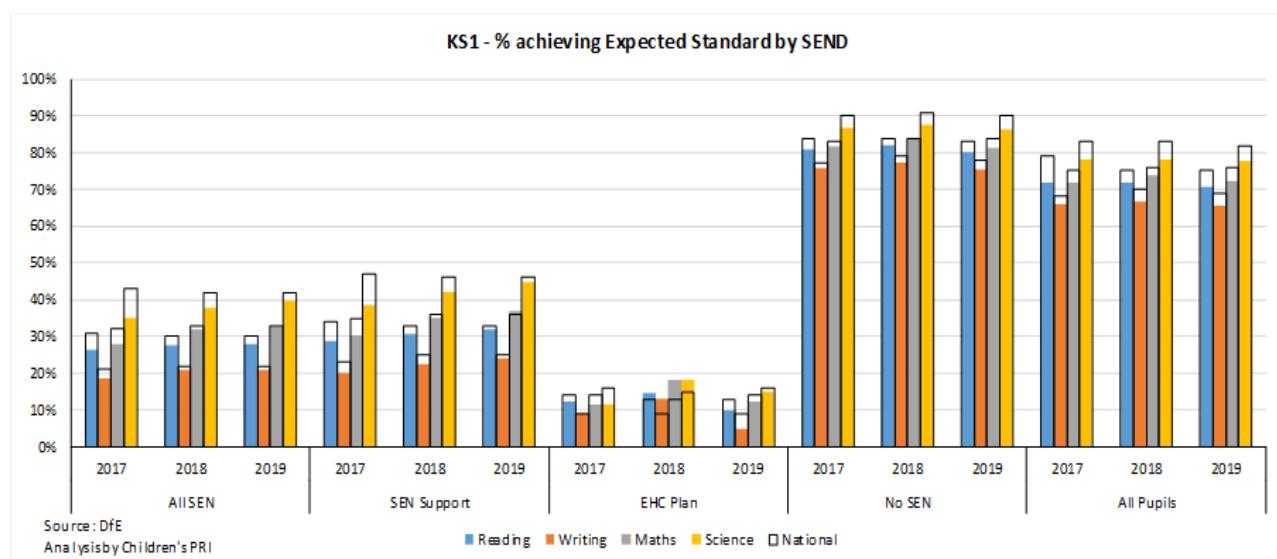


#### **8.6 Phonics and Key Stage 1 outcomes for children with SEND**

Phonics outcomes for children with SEND have improved in 2019 and are now the same as for children with SEND nationally.

- 8.7 At Key Stage 1, 2019 outcomes for children with SEND at SEN support and those with an EHCP improved in all subjects at the expected and higher standard with the exception of writing for children with EHCPs.
- 8.8 Outcomes for children identified as having social, emotional and mental health needs (SEMH) improved in all subjects, children identified with speech, language and communication needs (SLCN) improved in all subjects with the exception of Maths. Children identified as SEMH achieved broadly in line with their cohort nationally for writing, reading and science, and are above the national cohort in Maths. However, despite these improvements children with SLCN and those with autism (ASD) continue to achieve below the same cohort nationally in all subjects. Manchester pupils with moderate learning difficulties continue to perform better than the same cohort nationally at Key Stage 1 despite a slight decline in outcomes in 2019.

*Figure 15: Key Stage 1 outcomes*

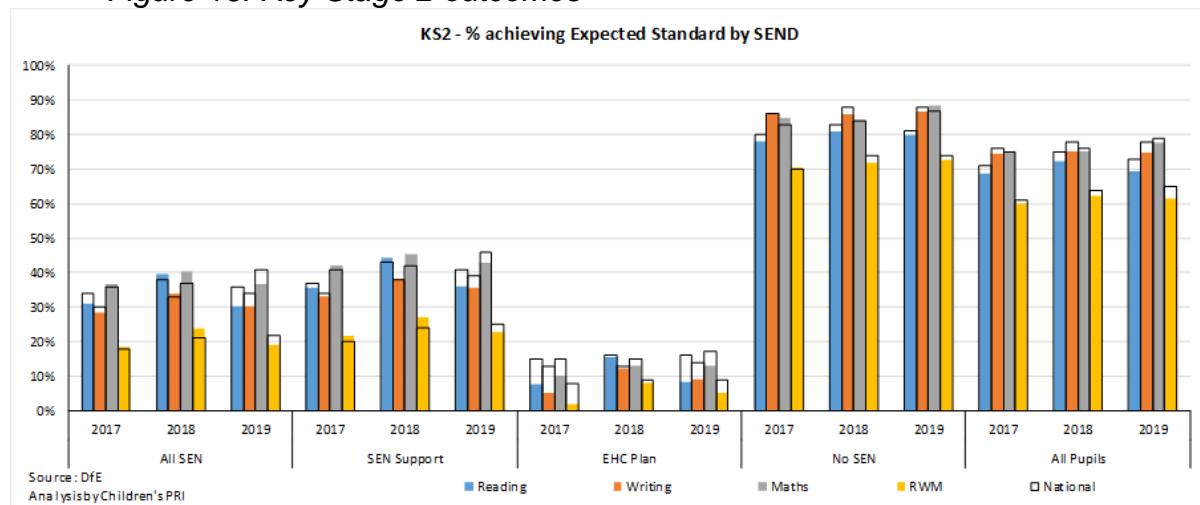


## 8.9 Key Stage 2 Outcomes for Children with SEND

Following the improvements for outcomes for children with SEND at the end of Key Stage 2 in 2018, in which outcomes were above national for SEN Support pupils and at national for those with an EHCP, 2019 outcomes show a decline in KS2 outcomes for pupils with SEND. Manchester KS2 reading outcomes declined for all pupils with school leaders citing the increased word count as having an impact on reading outcomes. This is reflected in the significant drop for SEN Support pupils at reading of 9% which has impacted on Reading, Writing and Maths combined outcomes for pupils with SEN Support and EHCP, both now are below national for those pupils achieving the expected standard and the higher standard. When analysing individual groups Key Stage 2 SEND outcomes have been impacted by a 20% and a 10% drop, respectively, in pupils identified with autism (ASD) and moderate learning difficulties (MLD) achieving the expected standard in reading. This reflects the decline in Reading across all pupils in Manchester in 2019.

- 8.10 Although outcomes at KS2 for children with identified SEND were generally disappointing, outcomes for pupils whose primary need is social, emotional and mental health (SEMH) improved in all subjects other than reading and this cohort achieved at national or higher in all subjects when compared with the cohort of pupils with the same primary need. Pupils with autism (ASD) or speech, language and communication needs (SLCN) as their primary need, on average, achieved below the national averages for all subjects when compared with pupils with a similar level of need.

*Figure 16: Key Stage 2 outcomes*

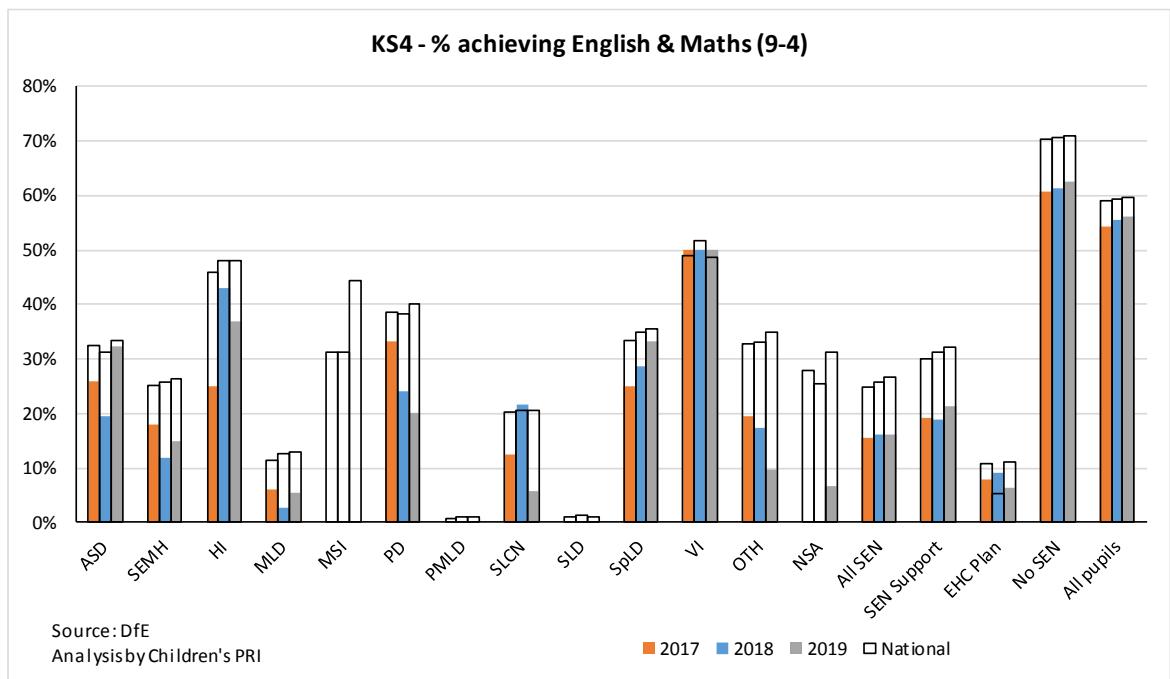


## 8.11 Key Stage 4 outcomes for young people with SEND

At Key Stage 4 in 2019, the percentage of SEND pupils who achieved a grade 4 or above in 2019 has remained the same as 2018 with improvements for SEN Support and a slight decline for those pupils with an EHCP. However KS4 outcomes for all SEND, SEN support and those pupils with an EHCP are below SEN outcomes nationally in all accountability measures. Of particular concern is the Manchester SEN support progress 8 score of -0.81 in 2019 compared to a national progress 8 score of -0.43 for the same cohort.

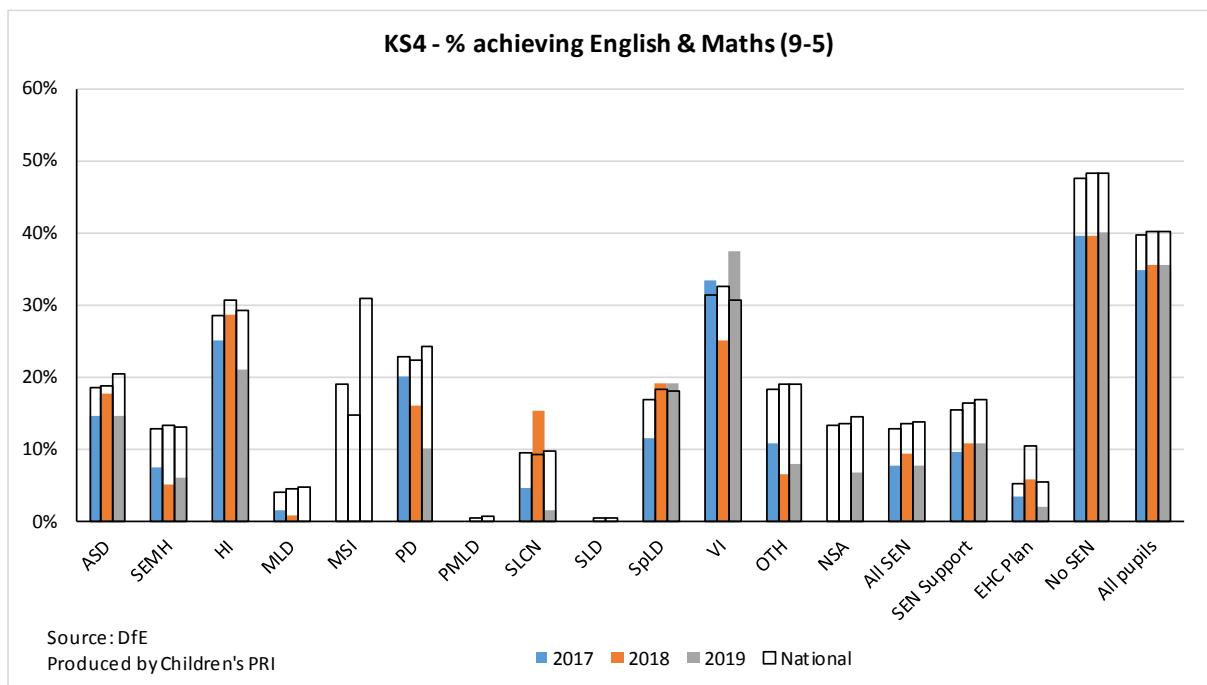
- 8.12 There were significant improvements in the performance of pupils with autism (ASD) and those with identified social, emotional and mental health (SEMH). There was a 12 % increase in pupils with autism achieving a grade 4 to 9 in English and Maths and there was also a 3% improvement in young people with achieving a grade 4-9 in English and Maths.

*Figure 17: Key Stage 4 achieving grades 9-4 English and maths*



8.13 The percentage of SEN Support pupils who have achieved a grade 5 or above in English and Maths, has remained the same as 2018 with a similar gap to national. However there was a decline of pupils with an EHC plan achieving a grade 5 or above in both Manchester and nationally. There has also been an increase in the percentage of pupils with social, emotional and mental health needs achieving a 5 or above in English and Maths.

*Figure 18: Key Stage 4 achieving grades 9-5 English and Maths*



8.14 Improving outcomes for children with SEN support and children with an EHCP remains a priority for Manchester, particularly at Key Stage 4. As previously stated Manchester commissions special schools to provide outreach support to mainstream schools and early years settings. This ensures that education professionals are supported in making their provision inclusive for children with a wide range of SEND and medical needs. Outreach leads and the Sensory Service also help schools with the graduated response – identifying pupils' needs and putting in place appropriate interventions. In addition, Manchester has developed a school SEND data base and this has been used to identify schools for support. To improve the consistency of schools' accuracy and timeliness in identification of SEND, as previously stated, the Local Authority employed an experienced SEND professional to offer challenge and to improve practice through school to school support. This has resulted in bespoke packages of support and has included using outstanding special schools to improve inclusive practice in mainstream schools. As stated in paragraph 8.2, where there are significant concerns around practice Education Services has completed SEND reviews in collaboration with the school, schools have been invited to attend Support and Challenge Boards and this has also resulted in a Team Around the School approach with representatives from the Statutory Assessment Team, Educational Psychologists, CAMHS and Early Help all supporting schools in ensuring the removal of barriers and identification of best practice.

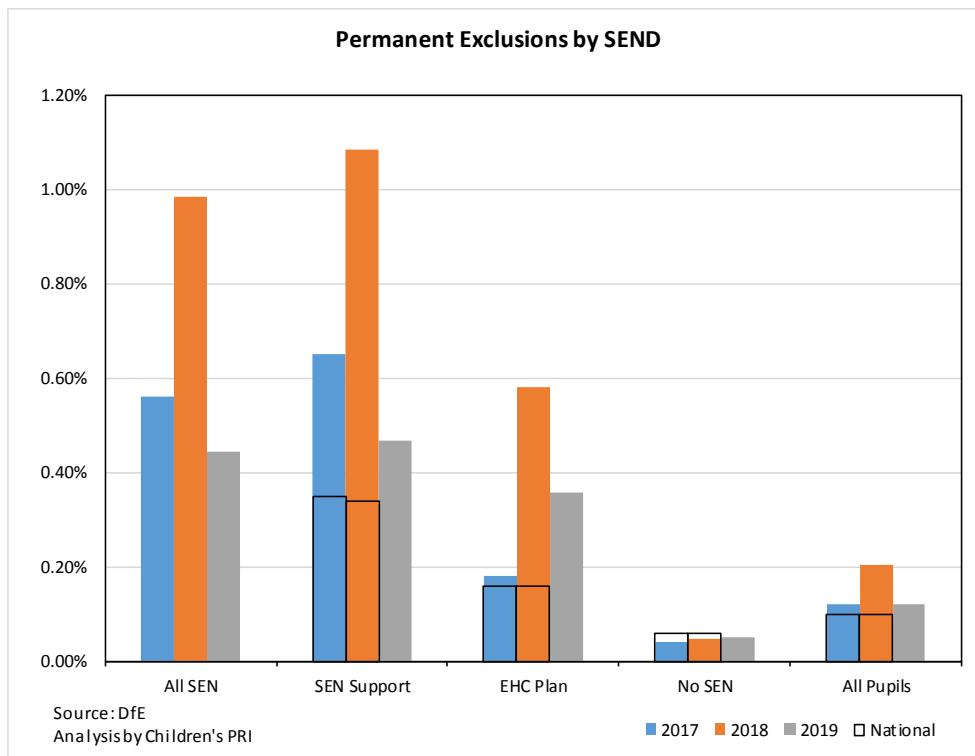
## **8.15 Exclusions**

Reducing both permanent and fixed term exclusions has been a long standing priority for Manchester Children and Education Services. However in 2017/18, following a four year increase in permanent exclusions there was an acknowledgement of the need to approach reducing exclusions differently and a commitment to a multi-agency response. As a result of this Manchester's Inclusion Strategy was launched on November 8<sup>th</sup> 2019.

- 8.16 Throughout the development of the Inclusion strategy, detailed in 6.25, there has been an increased focus on the use of exclusions and the unvalidated data for Manchester in 2018/19 shows a significant decrease in the use of exclusion. The number of permanent exclusions has fallen to a point lower than it has been for the past four years. This reduction is due to a number of actions taken which included a series of workshops highlighted the over representation of vulnerable groups in exclusions including those children identified with Special Educational Needs and Disabilities (SEND). These workshops and discussions appear to have increased reflective practice and have impacted positively in the reduction of permanent exclusions. The consultation and workshops have also provided an opportunity to share examples of strong leadership and good practice which already exists in many of Manchester early years' settings, schools and Post 16 provisions where there is robust evidence of strong inclusive practice.
- 8.17 The 2018/19 data for Manchester shows a reduction in the rate of permanent exclusions amongst pupils with SEND. Pupils with SEND remain more likely to be excluded than their peers, with 52 (58.4%) of the pupils permanently

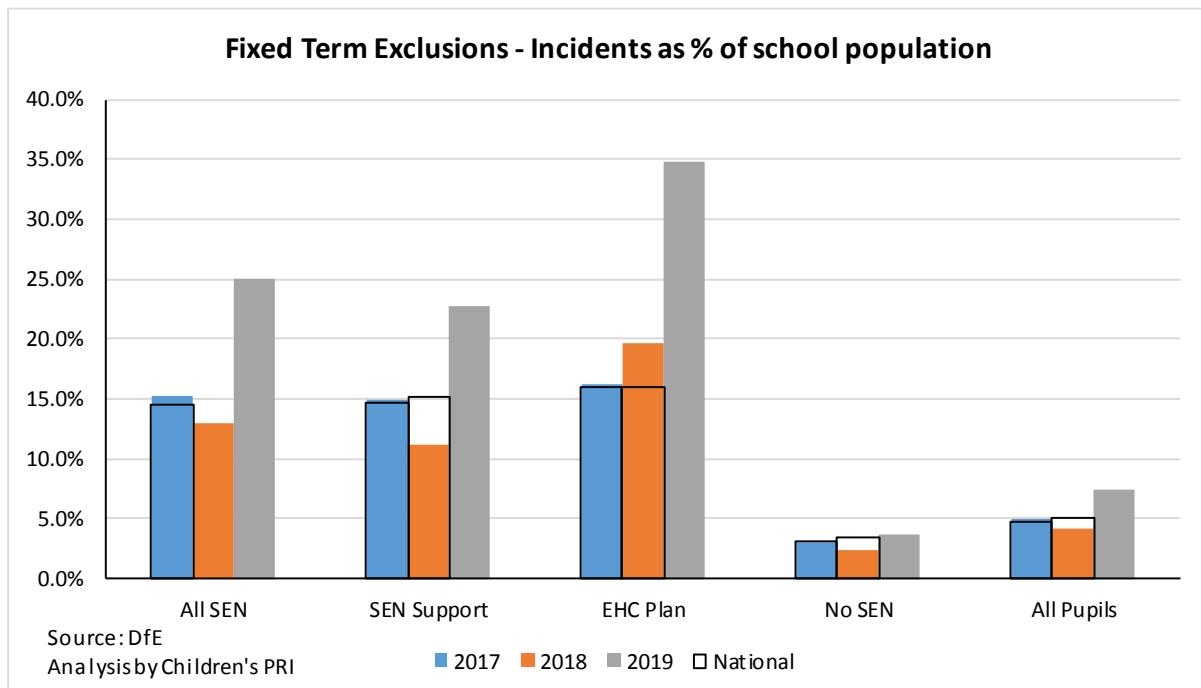
excluded having SEND in 2018/19. However, this difference has reduced in comparison with 2017/18, when 84 (63.2%) of the pupils permanently excluded had SEND.

*Figure 19: Permanent exclusions*



- 8.18 The rate of pupils with SEND who have at least one fixed term exclusion is around three and a half times that of pupils with no SEND. Pupils with an EHC plan continue to have the highest rate of exclusions, at almost four times higher than pupils with no SEND, while pupils receiving SEN support is three and a half times higher than pupils with no SEND. Nationally the trend is similar to Manchester, as pupils with an EHC plan have an exclusion rate of almost four times higher than those without SEND, while pupils receiving SEN support have an exclusion rate which is just over three and a half times higher.

*Figure 20: Fixed term exclusions*



8.19 Reducing the use of both fixed term and permanent exclusions for those children with identified SEND and ensuring Manchester schools are inclusive remains a priority for Manchester as detailed in the Inclusion Strategy section.

## 8.20 School attendance

School attendance in Manchester remains a strength as it has been at or below national averages in both primary and secondary phases for the last five years. In 2018/19 overall school absence was 4.81% an improvement from 4.88% the previous year due to a further decline in absence in primary schools. However school attendance in special schools and PRUs remains an area of focus and absence increased in 2018/19. This is most significant for pupils with SEMH as a primary need. This is being targeted through direct work with these schools.

8.21 Results for the full academic year for 2018-19 have not yet been released by the DfE but Manchester data shows that although absence for all pupils has remained at similar levels and is therefore likely to be better than national absence, there has been a slight increase in absence for children with identified SEND.

8.22 In 2018/19 overall absence for children with identified SEND was 7.8% compared to 4.2% for pupils without SEND. There was a percentage point increase in absence for those pupils with SEN Support whilst the absence rate of children with an EHC plan remained the same. Persistent absence for children with SEND remained the same as the previous year. In 2019 17.9% of pupils with SEN Support were persistently absent which is slightly below national levels and 26.3% of pupils with an EHC plan were persistently absent

which is slightly above 2019 national levels. Children with profound and multiple learning disabilities have the highest persistent absence rate of 37%, which is a significant improvement from the previous year. The second highest group is children with physical disabilities where persistent absence has again improved when compared with last year. The next cohort is children with SEMH whose level of persistent absence has increased in 2019/19.

*Figure 21: Overall absence of SEND population by type of school and primary need*

	2017				2018				2019			
	Pri.	Sec.	Spec.	All	Pri.	Sec.	Spec.	All	Pri.	Sec.	Spec.	All
<b>ASD</b>	6.2%	9.9%	7.3%	7.4%	6.54%	10.73%	7.52%	7.85%	5.59%	9.11%	6.26%	6.87%
<b>SEMH</b>	5.7%	10.2%	28.8%	9.2%	6.29%	10.54%	29.26%	10.03%	5.96%	11.02%	29.30%	13.71%
<b>HI</b>	4.5%	6.7%		5.3%	4.75%	6.43%		5.36%	4.78%	6.30%	14.38%	5.32%
<b>MLD</b>	5.4%	7.5%	29.0%	6.1%	5.36%	7.34%	29.61%	6.08%	5.14%	7.63%	19.59%	6.00%
<b>MSI</b>	4.8%			5.3%	6.08%			6.95%	4.82%	0.00%	14.52%	5.90%
<b>PD</b>	7.5%	10.7%	14.9%	9.7%	7.42%	10.77%	12.07%	8.85%	7.37%	10.78%	12.19%	9.25%
<b>PMLD</b>	8.5%	10.8%	14.4%	13.6%	9.46%	17.15%	18.76%	17.47%	8.27%	10.18%	15.44%	14.34%
<b>SLCN</b>	4.7%	5.9%	14.4%	5.0%	4.82%	5.98%	16.64%	5.14%	4.46%	6.08%	21.15%	4.91%
<b>SLD</b>	7.9%	5.4%	6.7%	6.7%	5.75%	7.46%	7.41%	7.24%	7.30%	8.62%	6.79%	6.91%
<b>SpLD</b>	5.0%	7.0%	12.4%	5.8%	5.25%	7.72%	15.32%	6.41%	4.76%	7.10%	17.58%	5.95%
<b>VI</b>	5.1%	6.4%		5.5%	5.31%	5.15%		5.95%	5.31%	7.17%	36.97%	6.29%
<b>OTH</b>	6.3%	8.0%		7.1%	6.83%	7.27%	31.70%	7.22%	7.80%	6.70%	39.82%	7.23%
<b>NSA</b>	5.9%	5.8%		5.8%	5.61%	6.39%		5.93%	4.94%	6.76%	74.44%	5.65%
<b>SEN Support</b>	5.3%	7.7%	22.4%	6.1%	5.45%	7.66%	22.36%	6.27%	5.02%	7.88%	26.34%	7.12%
<b>EHC Plan</b>	6.7%	8.5%	11.4%	9.5%	6.66%	9.47%	12.43%	10.21%	6.57%	10.09%	11.39%	10.12%
<b>All SEND</b>	5.4%	7.8%	11.7%	6.7%	5.57%	7.86%	12.59%	7.02%	5.20%	8.16%	11.88%	7.75%
<b>No SEN</b>	3.8%	4.7%		4.1%	3.84%	4.77%		4.21%	3.63%	4.84%		4.18%
<b>All pupils</b>	4.1%	5.1%	11.7%	4.6%	4.10%	5.20%	12.70%	4.70%	3.90%	5.30%	13.25%	4.81%

*Source: DfE and ONE system*

- 8.23 Improving attendance and reducing persistent absence for children and young people identified as receiving SEN Support and for those pupils will an EHCP remains a priority for schools and the Manchester attendance team. Local Authority officers have completed attendance audits with identified schools; they have offered attendance clinics and bespoke packages of support. There is evidence of the impact of this work; with individual schools demonstrating either overall improved attendance or specific case studies which show improved attendance on an individual level. One school has clear evidence of the impact on their processes with young people identified as having social, emotional and mental health needs having improved attendance the longer the pupil attended the establishment. The Manchester Attendance team held a very successful conference in September 2019 focusing on children with SEND with an input from Autizma, an organisation of Manchester parents raising awareness of autism.

## **9. A Highly Skilled Workforce Across All Stakeholders Improves Outcomes For Children And Young People**

- 9.1 Implementing the SEND reforms requires a change in culture; organisations are moving to a way of working that starts with the voice of children and their families. The Local Authority and health have run a comprehensive programme of training since before the Children and Families Act was enacted.
- 9.2 In education, health and social care, SEND has been a key aspect of workforce development. This is now embedded in Community Health Services and as early as 2016 CQC identified that '*The special needs nursing team had developed a multiple health needs training package that was delivered to the local authority and education to educate all staff, including transport, youth group workers and local initiatives who came into contact with a child with complex health needs. This ensured they knew the signs to look for if a child's condition deteriorated and what immediate support the child or young person would need. At the time of the inspection several hundred people had gone through this training.*' This training has continued. Manchester Children's Services identified SEND as a priority for workforce development in 2018 and improving the quality of EHCPs has been a focus of staff engagement days and a Social Care conference on SEND was held in January 2019 which received positive feedback.
- 9.3 Manchester Parent Champions co-produce workforce development training and are trained as facilitators so that they can co-deliver training to MCC and NHS staff. Parent Champions work in partnership with a range of agencies to develop a strengths based approach to the Manchester workforce. Champions are filmed for the virtual reality training element of the MCC strengths-based way of working.

<https://www.youtube.com/watch?v=RdRif127DEE&feature=youtu.be>

- 9.4 The Local Authority commissions outreach support for mainstream schools from all special schools, and schools are able to buy additional training from Special Schools. The authority provides termly SENCO network meetings. 130 schools attended these networks in 2019. MCC runs termly Preparing for Adulthood networks for staff from schools, colleges, training, careers, and voluntary organisations who work with 14-25 year olds. Schools, colleges and other partners have been able to access training on person centred planning, funded by the Local Authority. New SENCOs can access SENCO accredited training which is delivered on behalf of the Local Authority by Manchester Metropolitan University through a formal agreement. This has led to an increased understanding of identification of special needs but is still an area for further development in mainstream settings.
- 9.5 Rodney House Outreach and Inclusion Service for Early Years (RHOSEY) promotes the inclusion of early years children in settings and schools, through workforce capacity and confidence building. The service runs early years SENCO networks and outreach support for settings and schools. Between

September 2019 and February 2020 RHOSEY provided outreach to 135 early years settings and 70 school nurseries. An early years senior quality assurance officer has delivered accredited NASENCO training to 50 SENCOs from early years settings. This training has been very popular and is leading to greater consistency in identification of needs and inclusive practice.

- 9.6 The IAS team offer a range of training for parents/carers and professionals. Recent courses include IPSEA training for parents and EHCP bite sized workshops.
- 9.7 Connect has been commissioned to run accredited training in information, advice and guidance and eleven parents/carers from the Working Together for Manchester group are attending this programme. Attendees include Parent Champions who regularly attend Local Offer drop ins.
- 9.8 Speech, language and communication difficulties is the highest primary need of pupils in Manchester. The Local Authority has commissioned the Speech and Language Therapy service to deliver ELKLAN training to all Manchester schools, to equip at least one member of staff to become a Communication Champion. Over 120 mainstream schools, all special schools and two colleges have already benefited from this training. The Community Safety Partnership has part-funded the programme, allowing the training to extend to 2021. The majority of participants have rated the course as having a high impact on their work. Improvements were seen in: staff pupil interactions; enhanced learning, retention and recall; improved behaviour, participation and emotional well-being; increased independence and resilience; and improvements in spoken and written language. Focus on communication is a key aspect of the Inclusion Strategy.
- 9.9 Healthy Schools, part of School Health, deliver a programme of training for school staff and any professional working with children with SEND. The training covers a range of different topics; such as Autism, ADHD, and eating disorders. The training sessions are delivered by CAMHS; Community Health and third sector staff. Healthy Schools have recently run a workshop with families and a multi-agency team to plan Autism training sessions to be delivered in schools to all staff, following requests from schools for training on Autism.
- 9.10 Manchester has eleven Mentally Healthy Schools and MHCC are funding mental health training for all schools in 2020-21.

## **10. Financial consequences – Revenue**

- 10.1 In 2019-20 the Local Authority has a planned £76.9m budget from the High Needs Block of the Dedicated Schools Grant for the educational provision for children and young people with high levels of special educational needs and disabilities. The Department for Education has allocated an additional £0.7bn to the High Needs Block nationally. Manchester's allocation for 2020-21 is £88.9m a 15.6% increase on 2019-20.

- 10.2 This block of funding is for pupils and students who require provision that would not normally be available within the delegated resources of a mainstream educational setting. It is also for pupils who require additional resources to have their needs met in a mainstream or specialist setting, such as a resource provision in a mainstream school or a specialist school or college. This funding enables local authorities and providers to meet their statutory duties under the Children and Families Act 2014. High needs funding is also intended to support good quality alternative provision for pre-16 pupils who cannot receive education in schools.
- 10.3 The £11.994m increase in the high needs block funding will pay off the current deficit and be used to meet the current and future increase in demands from additional special school places, change in special school funding formula, increases in the number of education, health and care plans and change in central services.
- 10.4 In addition to High Needs funding, there is a budget of £2.387m for Short Breaks and a £6m budget for home to school travel, which is under pressure due to increased demand for this service.

## **10.5 Financial Consequences – Capital**

Manchester has been allocated £4.8m capital funding over two years to improve and increase education provision for children and young people with SEND. The plan for this capital funding is published on the Local Offer website. In addition, in May 2018, Executive Committee approved the use of £20m from the Local Authority's Basic Needs capital funding allocation to increase special school places through expansions of existing special schools. In future this will enable Manchester to provide special school places more locally and limit the need for out of area places.

## **11. Conclusions and Next Steps**

- 11.1 The SEND reforms are being embedded in Manchester through multi-agency working and a strong partnership approach from the outset, with Manchester CCG, LCO, parents/carers, young people, schools, colleges and settings. This has included strategic leadership, where there has been strong governance through the SEND Board, chaired by the Director of Education and which has senior representation from a range of partners and services including the Designated Clinical Officer for health; Strategic Lead for Children's social care; headteacher; parent representative from Manchester Parent Carer Forum; Adult Services manager. This board reports to the Children's Board; and also through progress reports to the Children and Young People Scrutiny Committee and the Health and Wellbeing Scrutiny Committee. These arrangements have ensured that there is effective strategic leadership of the SEND agenda and robust scrutiny and challenge of multi-agency working and joint commissioning arrangements.
- 11.2 Manchester continues to make good progress in identifying, assessing and meeting the needs of children and young people with SEND. Parents have

acknowledged the progress made and continue to work in partnership with us to make further improvements.

11.3 Our key priorities in 2020 are to continue to improve:

- the statutory assessment process: including improving the timeliness of statutory assessments; improving the review process and further improving the child/parental experience of EHCPs through the adoption of the new statutory assessment process and the increase in capacity following a restructure.
- The quality of EHCPs, including strengthening the young person's voice and outcomes by embedding the co-produced Quality Assurance framework for EHCPs.
- Inclusion throughout Manchester's education system, including the reduction of exclusions through the implementation of the Manchester Inclusion Strategy - Preventing Exclusion and Supporting Children and Young People to Thrive.
- The attendance and educational outcomes of children and young people with SEND at every key stage, with a particular focus on reading at Key Stage 2 through a targeted intervention strategy and with a renewed focus on Key Stage 4 outcomes.
- Transition to adult health and care services through the work of the Transition Board and by improving the clarity of information provided to young people and parents on services and support for 14-25 year olds and beyond.
- Ensuring sufficiency for Manchester's growing child population, reduce pressure on special school places and reduce waiting times for specialised health services through the implementation of the special school places plan and the further development of the co-designed social communication pathway.