

North East Lincolnshire

Our Children, Our Future

The Special Educational Needs, Disabilities and Alternative Provision (SENDAP) strategy for Children and Young People aged 0- 25years.

2024 - 2029



**Humber and North Yorkshire
Health and Care Partnership**



North East Lincolnshire ,Our Children, Our Future , Our SENDAP strategy

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Introduction

On behalf of North East Lincolnshire Special Educational Needs and Disabilities (SEND) partnership, we are pleased to introduce the refreshed and updated Special Educational Needs and Disabilities and Alternative Provision (SENDAP) strategy for North East Lincolnshire (NEL).

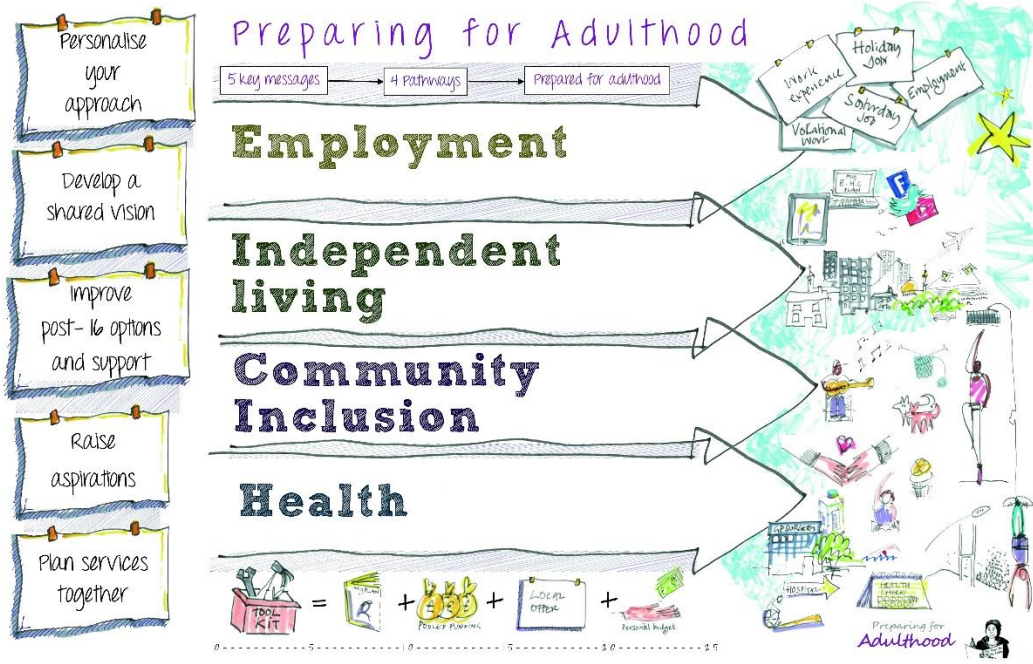
This strategy has been developed through collaboration and engagement with children and young people with SEND and their families, children and families who experienced Alternative Provision, and a wide range of professionals across the partnership. The recent review of Alternative Provision completed by pupils, parents and school and AP leaders sought to explore the current landscape of Alternative Provision across the borough. Our annual SEN survey and regular engagement with our Parents Carers Forum (PCF) and Young Peoples Action Group (YPAG) are examples of different groups from which insights and findings along with other data have been used to inform this strategy, shaping how services and provision for children and young people with SEND those needing AP can be improved.

The significant increase in demand for services and support post pandemic, makes it more important than ever to cement the partnership approach to providing well-co-ordinated and timely services and pathways.

Ensuring that all of our children and young people in North East Lincolnshire have an appropriate school place to attend in the area, is central to the plan, alongside the commitment to support all of our frontline practitioners and professionals both in education settings and across children's services to have a better understanding of the needs of children in NEL and how best to support them.

Children and young people with SEND as they grow and develop need a range of support to help them succeed with:

Figure 1 – Preparing for adulthood



Children, young people and their families need timely support during the four stages of Alternative Provision :

- Pre-alternative provision
- Moving into alternative provision
- Thriving, belonging, and achieving in alternative provision
- Leaving alternative provision

Alternative provision (AP) is where children and young people of compulsory school age can receive their education if they aren't able to remain in their school some, or all the time. This can be for health reasons, exclusion, or because they need some additional support beyond that which can reasonably be offered by their school as part of the graduated response.

The SEND & AP Green Paper, 2022 defines Alternative Provision as: *“Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education and support arranged by schools, including for pupils receiving targeted support in their mainstream school; pupils being directed by schools to off-site provision to improve their behaviour; and provision for pupils on a fixed period exclusion. When we reference state place-funded alternative provision, we mean alternative provision receiving £10,000 per place from a local authority or the Education and Skills Funding Agency, comprised of all Pupil Referral Units, alternative provision academies and alternative provision free schools.”*

SEND & AP Green Paper “Right Support; Right Place; Right Time” (March 2022)– p.83

The Department for Education defines Alternative Provision (AP) as: *“Alternative Provision (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after the first day of a permanent exclusion. In other circumstances, AP may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. AP includes Pupil Referral Units (PRUs), AP academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education settings.”*

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, July 2022

The aim of this strategy is to:

- ensure that all of our children and young people in North East Lincolnshire have an appropriate school place to attend in the area, an inclusive education with effective early intervention, supported by a skilled workforce

able to access additional support when it is needed, following a clear graduated response.

- ensure high quality accessible local alternative provision, including outreach programmes.
- provide a shared understanding of the graduated response about when alternative provision may be appropriate.
- focus on development and maintenance of a responsibility-based model of AP in the borough

Local context

North East Lincolnshire (NEL) sits within the Humber and North Yorkshire sub region. Over 80% of NEL is rural, however 80% of the population reside within more urban areas. Home to the coastal town of Cleethorpes and historic fishing town of Grimsby, NEL is a popular choice for families to visit during the summer season. The main residing areas are Grimsby, Cleethorpes, and Immingham, all with differing demographics and needs.

Within our school aged settings, we have an average rolling pupil admission of 24,500, of which, 7,700 children and young people are classified as disadvantaged and in receipt of Free School Meals. Following COVID, locally there has been a 10% rise in the number of children receiving free school meals, with the pandemic having major impact on the education, safety and wellbeing of children and young people. 1

Over the last five years, North East Lincolnshire has had a significant increase in the number of children and young people receiving an Education, Health, and Care Plan (EHCP). Between 2020 and 2022 North East Lincolnshire saw a 20% increase in EHCPs per unit population, indicating the population now has higher needs. The overall number is lower than its statistical neighbours which could mean that further important increase is possible.

The types of provision children with SEND are attending, has remained stable over the last three years, with approximately 50% of children with EHCPs attending mainstream schools and 50% attending other specialist provisions.

Twice as many children aged 11-15 are in Independent non-maintained specialist settings compared to 2018. The 11 – 15 age group is driving the growth of the places required at key stage 3 and 4. Twice as many children with primary need Social Emotional and Mental Health (SEMH) are in independent specialist settings compared to 2018.

SEMH accounts for 22% of the primary need of children in mainstream provisions. The number of children whose primary need is Speech Language and Communication has grown by 22% since 2021.



Cases of Elective Home Education have risen locally from 141 in March 2020 to 370 by 1st September 2023, an increase of 164% over 3.5 years.

In academic year 2022-23 there were 55 permanent exclusions and a total of 23 school years were lost to suspensions across North East Lincolnshire schools. 48% of all exclusions and suspensions were children who had SEND.

The health needs of children and young people in NEL are increasing in complexity, evidenced by a greater demand for support at both universal and specialist service levels. A review of the impact of COVID-19 on children and young people in NEL undertaken in 2021 indicated that settling back into childcare and education settings, separation anxiety, regression in speech and language and toileting were some of the main concerns. There has been an increase in referrals to the School Nursing Service for support relating to anxiety, poor sleep, behaviour, diet and weight, and toileting. The Speech and Language Service continues to see an increase in referrals and caseload numbers across all areas. The number of referrals rose by 10% in Q1 2023 compared to 2022, this represents a 39% increase when compared to pre pandemic levels for the same time period. The service has reported a 308% increase in the mainstream EHCP caseload, 149% increase in the complex caseload (including Developmental Language Disorder, Cleft lip and palette, limited functional communication, selective mutism), 178% in the family hub caseload (2–3-year-olds).

We are seeing greater complexity of needs in relation to social care requirements locally.

For further data and analysis please see our data pages here

[Local area Special Educational Needs and Disabilities report for North East Lincolnshire Council | LG Inform](#)

Our Shared Vision

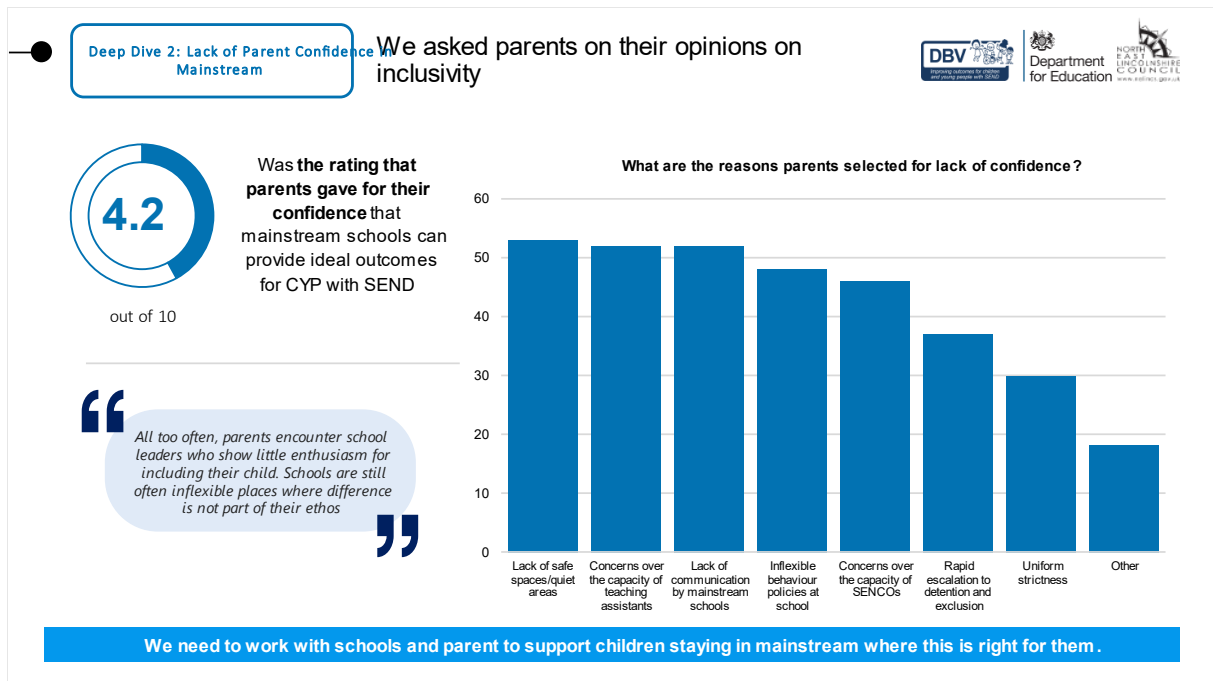
Our Children, Our Future

“Our vision is for every young person in North East Lincolnshire with Special Educational Needs and Disabilities to be included in education and society; to develop their independence; and to achieve the outcomes that are important to them to lead successful and fulfilling lives. To provide access to an alternative provision system that focusses on supporting children to remain in or return to mainstream education”

Voices

Below are some of the insights gathered that shaped this strategy


This is what our families said



This is what our SEND partnership professionals said

Deep Dive 1: Gap in Service Offering & Missed opportunity to utilise existing services

Practitioners fed back on how we can improve services



Two key themes emerged:

Support, training and information

“More support for home, improved Early Help. Ensuring all staff are using the school and LA toolkits consistently.”

“Training and information. Most of us have learnt via every dayschool life which develops into experience. I feel the authority is lacking in SEMH for the younger generation.”

“An improved sensory space, sensory circuits activities in corridors”

Increased funding for dedicated personnel and space


“If there was quicker support from Young Minds Matter and greater offer. Many children are turned down but are too complex for Compass Go. Those that are accepted, have a long wait for support.”

“Increase funding to match the gap between what comes in and how much we can support. We employ two staff to support SEMH from a stretched school budget”

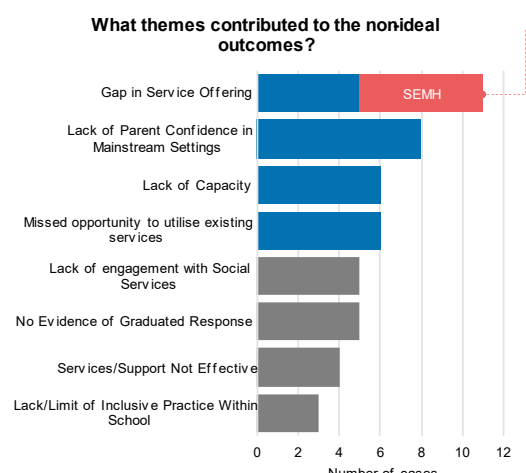
We need to adapt our offering to better support CYP with primary need SEMH and ASD.

Deep Dive 1: Gap in Service Offering & Missed opportunity to utilise existing services

Practitioners fed back on how we can improve services



What themes contributed to the nonideal outcomes?



Theme	Number of cases
Gap in Service Offering	11
Lack of Parent Confidence in Mainstream Settings	8
Lack of Capacity	6
Missed opportunity to utilise existing services	6
Lack of engagement with Social Services	5
No Evidence of Graduated Response	5
Services/Support Not Effective	4
Lack/Limit of Inclusive Practice Within School	3

Over half of CYP with the barrier of 'Gap in Service Offering' had the primary need SEMH

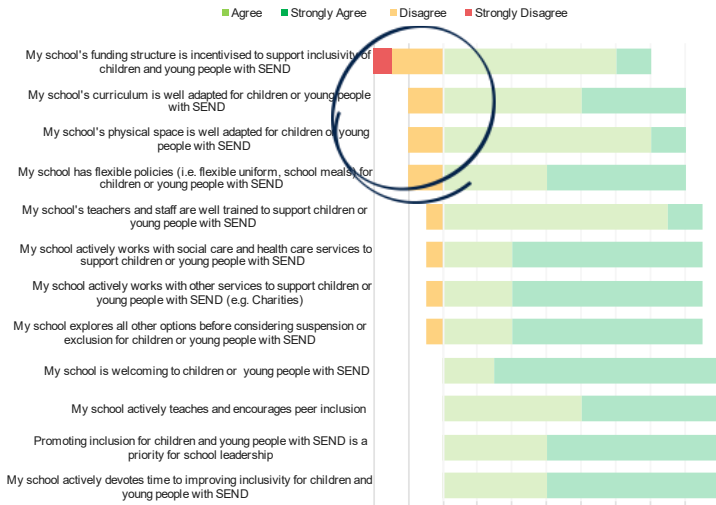
Based on practitioner feedback, we can support these CYP through

- Dedicated space and personnel, through increased funding:** Practitioners asked for extra funding to meet this need, but specifically called out the desire for specially trained staff and more physical space to accommodate CYP with SEMH needs.
- Support, information, and training:** Complementary to the above, practitioners asked for more support at home, improved Early Help and ensuring staff are using school/LA toolkits.

We could support CYP with SEMH better through expanding our offering and increasing training.

Deep Dive 2: Lack of Parent Confidence in Mainstream

Both schools and parents agreed on some key themes



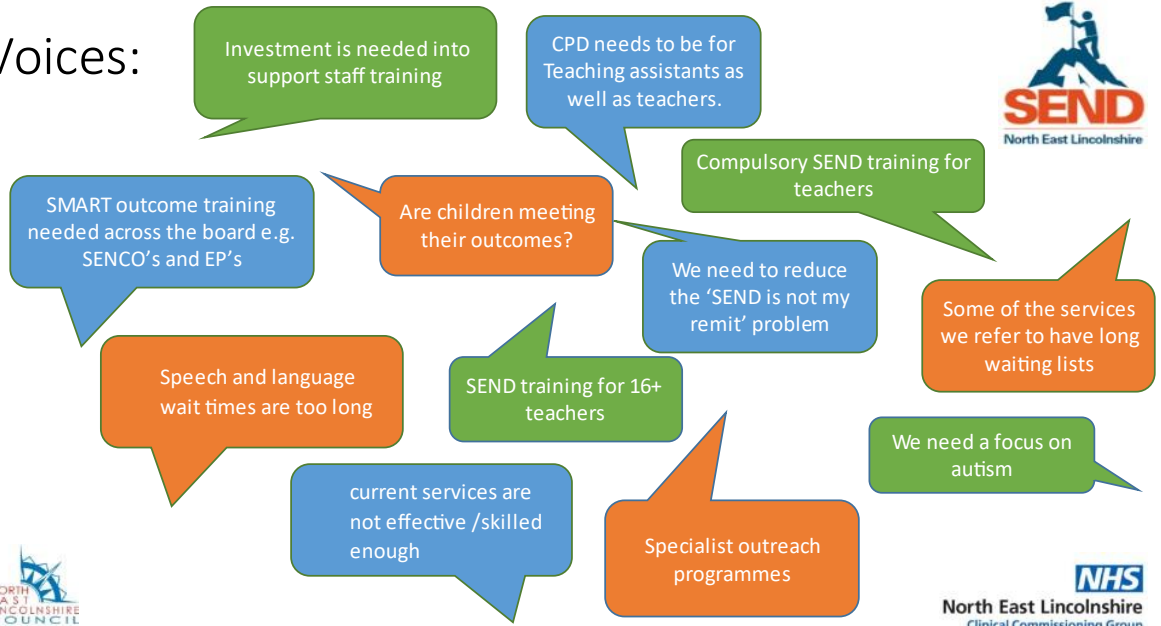
1 in 8

Schools thought they did not have flexible policies, which was a large reason parents did not have confidence in mainstream settings

"We don't always have the physical capacity to meet all the demands of the needs of children and thus I feel we are not always able to provide the best service"

Although there is some agreement, there is a gap in what schools and parents believe. We want to address this via culture and comms.

Voices:



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AP review - what children and young people (Pupils) have told us:

Pre-AP:

"They didn't do anything"

"They gave me a time-out card but didn't let me use it"

"I had a comfy spot...I would have liked playdough"

Moving into AP:

"I was worried about the taxi at first but then saw my friend in it".

Thriving, belonging, and achieving in AP:

"I feel happy there".

"I feel okay...I had some trouble which is why I don't want to go on site. I love Mr L".

Leaving AP:

"I know I will go to a new school, we talk about it a lot".

"I don't know"

"I don't want to go to mainstream school".

Parents/carers have told us:

"There was no support. They phoned me up and said she's got anger issues and they wanted to work with her, but two weeks later, they permanently excluded her"

"They did a couple of things like a cool down room"

"There has never been a plan to return to mainstream school"

"He's been going to Pathway...He's even attended GCSE exams and we thought he might not. The school communicates well, and we have reviews every six weeks...I think he is making progress"



A child/young persons 's journey through AP:

- **Pre-AP:** The review indicated a mixed picture in relation to support accessed before a request for AP was submitted. Some schools cited cost as an inhibitor to accessing specialist support, with others funding their own provision. Schools also cited lengthy waiting times for assessment, the access pathway, and specialist mental health services as a barrier.
- **Moving into AP:** There was a consensus within the review that waiting times had become too long to access AP, particularly for Key Stage 3 places and led to a perverse incentive to permanently exclude pupils. Communication was also cited as a barrier
- **Moving out of AP:** Local AP providers have shared that for many of the pupils accessing their support, improvement is needed in taking proactive support to achieve the overarching aim should always be for a young person to return to their home school. Schools also shared the need for greater transparency about the planning for an exit strategy and plans for return to mainstream education.

Current AP Provision and Existing Gaps

From the review of AP a number of common themes were evident:

- A lack of timely alternative provision was leading to a perverse incentive to permanently exclude pupils.
- The increase in permanent exclusions and the need to ensure Day 6 was offered, impacted on the capacity to offer preventative placements in AP.
- A lack of sufficiency and flexibility with the current commissioned model.
- Waiting times for statutory assessment impacted the children who needed timely support
- The need for a clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.

Specialist and alternative provision

Children and young people whose needs fall below current special school and alternative provision settings

It is vital that all children are able to receive the right support at the right time in order to access the most appropriate provision matched to their needs. For some children this will require an Education, Health and Care Plan to implement that provision, for many more of our children and young people this will be through universal and targeted support in their mainstream school. Supporting children to access a mainstream offer with enhanced provision for a specific need, or phase of their education, can better prepare children overall for the demands of a curriculum. The Local Authority are

committed to working with all partners to expand the range of SEND provision available locally.

NELC has only two special Academies in the borough, who cater for very distinct needs and age ranges and they currently have no capacity. Increasingly there are cohorts of children and young people where there is no appropriate designated school for them to attend such as :

- Children and young people who have autism and/or social communication needs (diagnosed or otherwise) and are academically able.
- Children and young people who have SEND but are also academically able – working at age related expectations (ARE), above ARE or below ARE due to difficulties in accessing learning or gaps in education (not those with a recognised Learning Difficulty (LD))
- Children and young people who experience high levels of anxiety
- Children and young people who experience a high level of fixed term suspensions
- Children and young people who have a range of complex mental health needs
- Children and young people who are on part time timetables in a mainstream or specialist provision as it is unable to meet the full range of needs of the child effectively.
- Children and young people who are educated at home due to there being no suitable specialist provision for them to attend.
- Children and young people who may be going through a medical procedure or treatment and need bespoke access to education for a period of time.
- Children and young people who are in mainstream awaiting a place in a more specialist provision.
- Children and young people who are on Education Other Than at School (EOTAS) packages due to lack of suitable specialist provision available.
- Children and young people attending specialist settings, who could be supported to attend a mainstream setting more effectively.
- Children and young people who need access to a registered exam centre in order to undertake qualifications.
- Children and young people where families decline the current day 6 offer following a permanent exclusion.
- Children and young people who are allocated a place through the Fair Access Protocol and don't attend.

Alternative Provision is currently split into primary and secondary phases, with an overall total of 186 LA commissioned places which is currently sufficient to meet identified need.

It is accepted that children and young people's life chances are enhanced, where they have access to a broad and balanced curriculum that provides appropriate and accredited qualifications. As of October 23 NEL only has one specialist resource based 12 place provision attached to a primary school and one 16 place provision for

secondary aged young people . It doesn't have any other SEN specialist resource provisions attached to mainstream schools built or commissioned.

The current outreach offer for children and young people requiring formal education is limited and commissioned on an ad hoc needs basis, rather than in a planned and proactive way.

In March 2023, NEL was announced as one of 33 Local Authorities nationally who had been successful in their bid for a Free Special School funded centrally by the Department for Education (DfE). The bid identified the need for a 150 place special school for children with a primary need of Social, emotional and mental health (SEMH), aged 9-19.

NEL are also building two new Primary schools within in which resource specialist provision (RSP) for 12 places in each will be built.

Several Academies have expressed an interest in developing RSP within their sites. These are being explored.

Whilst these projects will go some way to address the needs of the children and young people with SEND in NEL this does not meet the growing demand identified and we are continuing to work with Trusts, mainstream schools and providers to work together to meet as identified in our SENDAP Sufficiency Strategy.

Early Help and Family Hubs

In NEL we want all families to be able to access the advice, guidance and support they need locally, in a way that feels accessible to them.

Our Family Hubs provide welcoming spaces where all families can come to access a range of services such as:

- Health services
- Stay and Play sessions
- Early Learning activities
- Parenting support
- Training and family learning

We aim to be as friendly and open to any family who wants to drop in ; and will listen to family's voices to adapt what we offer as much as possible.

The hubs staff can also connect families to any additional support they need such as:

- One to one discussions when children and families need support
- Parenting support programmes
- Debt advice and support
- Special educational needs support

- Couples' relationship advice and support



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Friends, Relationships and Community

Children and young people with disabilities are automatically defined as 'children in need'

Children and young people with disabilities are defined as those children and young people, aged 0 – 18 years of age, whose daily lives are substantially affected by one or more of the following:

- A hearing impairment
- A visual impairment
- A learning disability
- A physical disability
- A chronic/life threatening physical illness
- A communication disorder (including autism)

There are increasingly a number of children and young people with specific needs, who require regular access to short breaks and respite opportunities.

North East Lincolnshire are committed improving their offer to include:

- Education and recreational activities that are accessible for all
- Targeted and specialist provision for children and young people with moderate to severe need young people
- Overnight offer for specific families who have a child with complex care needs
- Joint commissioned health and care provision for children
- Ensuring supportive transitions as children and young people grow and develop

Reaching optimal health

We recognise the importance of good health on outcomes for children and young people and know from feedback that there is confusion and frustration regarding referral pathways and waiting times for assessment and treatment in North East Lincolnshire. The Local Area Partnership is committed to:

- Improving access to appropriate health services and advice at the right level and right time through accessible, easily understood, graduated response pathways.
- Developing an effective early notification system to enable health professionals to notify the Local Authority when a child aged 0-5 is identified as having (or likely to have) special educational needs or a disability.
- Reducing waiting times for specialist assessment including speech and language, neurodevelopmental, and developmental delay pathways

- Ensuring we keep families and professionals updated with progress and that we are open and honest when there are challenges or delays.
- Working jointly with children's social care colleagues to develop joint packages of care for those children and young people with the most complex needs.
- Supporting young people to develop their independence in relation to staying healthy through improved awareness of Annual Health Checks for young people with learning/intellectual disability.



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The approach for SENDAP Education provision in North East Lincolnshire

The diagrams below in figures 2 and 3 show our approach to support delivery of our vision.

A three-tier model for alternative provision

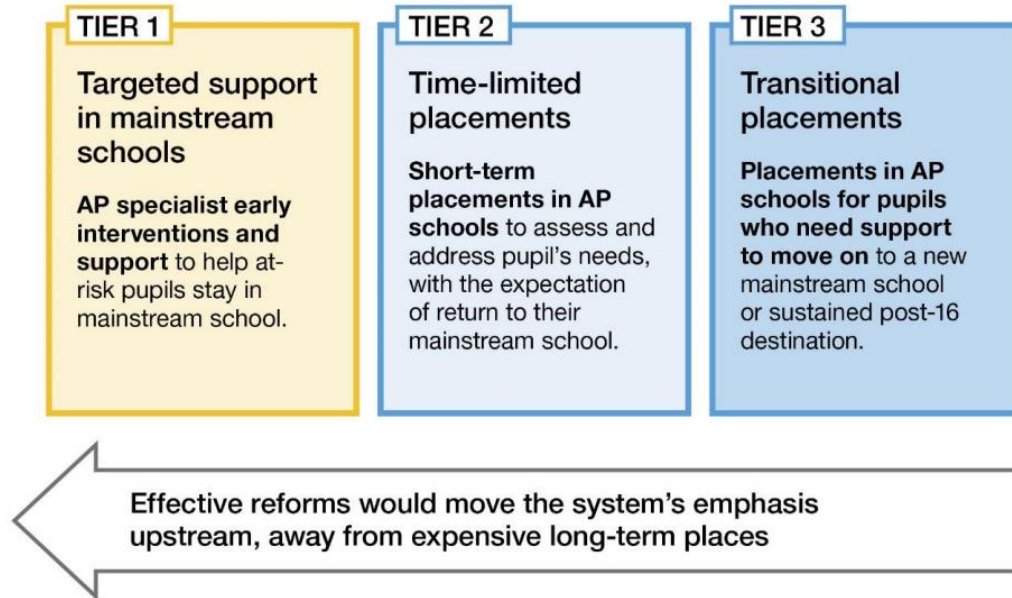
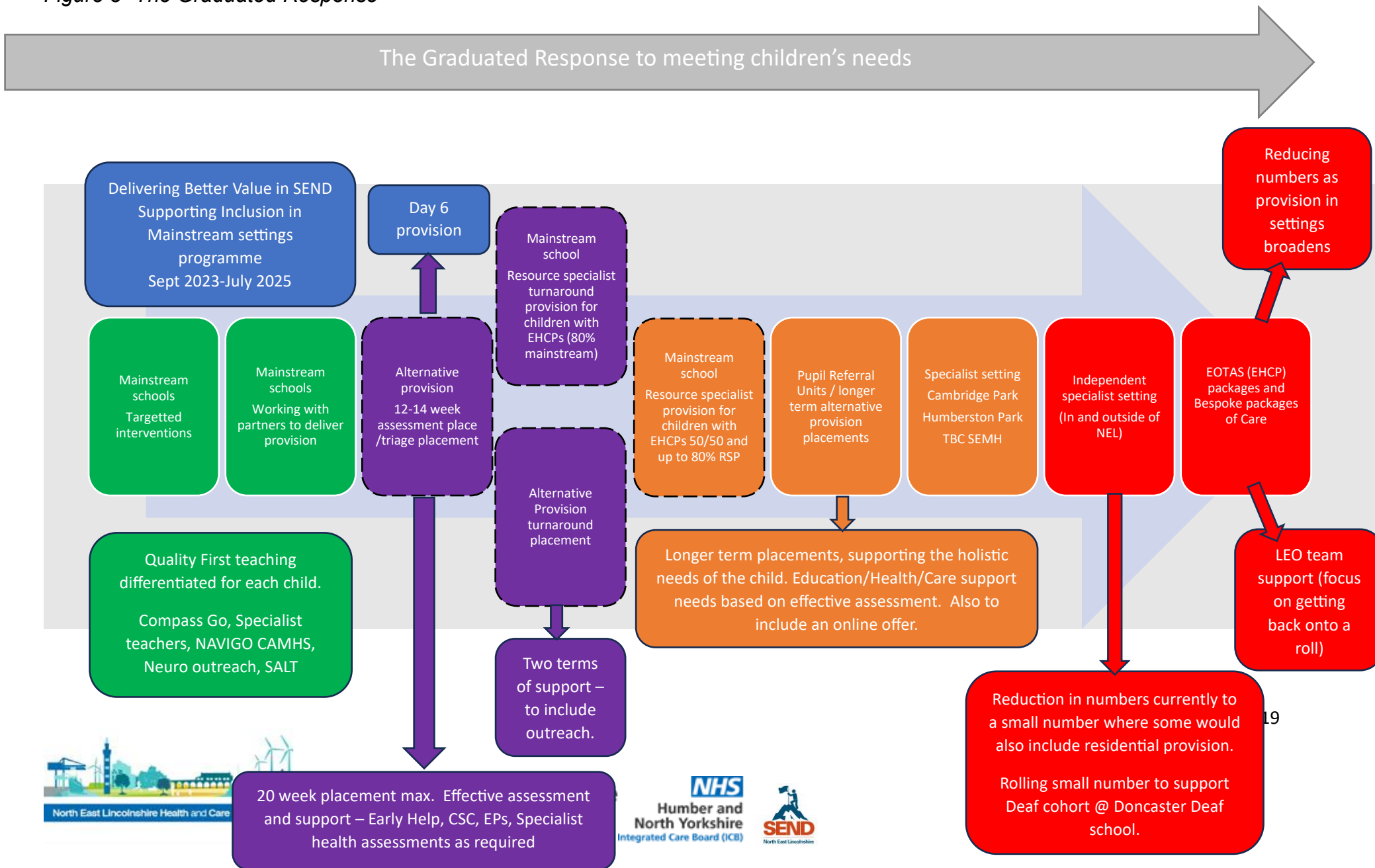


Figure 2: A three-tier model for alternative provision

Figure 3- The Graduated Response



Our partnership pledge

We are committed to working in partnership and talking listening and working together in co-production way to shape and deliver our priorities.



Figure 4 –Our partnership pledge

Five key priority action areas to work towards achieving our shared vision

Following our insights gained from families, children, young people, professionals and the community along with our data analysis, the following five priorities have been identified:

1. **Graduated response to additional needs through partnership working and workforce development** - Work across the SENDAP partnership to improve parental confidence in meeting children with SENDAP needs in mainstream early years settings, schools and colleges.
2. **School places** - Increase the range and number of high needs places available for children with EHCPs across North East Lincolnshire, reducing the overall demand for Independent Non-Maintained Special School Places and personalised packages of support. Provide timely, flexible and sufficient AP places.
3. **Improve joint commissioning of pathways and awareness of services** across education, health and care to ensure that access appropriate assessment and provision. Improvement of timely and flexible alternative provision packages of support and clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.
4. **Transition** – improve further, the links and pathways between teams who support children as they move into adulthood to ensure a smoother transition into services and provision.
5. **Short breaks and respite offer** - jointly commission choice for families of targeted and specialist provision and increase availability

How will we know if we are making a difference?

By 2029:

- Fewer children will be attending an education setting out of area
- Fewer suspensions
- Fewer permanent exclusions of children with SEND
- Stabilisation of children requiring an EHCP

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- Increased % turnaround of processing Education Health and Care Plan Referral (EHCARs) at 20 weeks
- More families reporting that they are receiving effective support at the right time
- Improved pathways, governance and finance agreements for joint commissioning at an individual level.
- Attendance improved
- Measured improvement of effectiveness of joint commissioning and contract management for services across SENDAP via the joint commissioning working group



How we will monitor our progress

There will be quarterly progress reports to our SEND Executive Board which is made of parents/carers and multi agency representatives and reports into the Children and Young Peoples Partnership Board. There will be regular discussions and feedback with , different groups such as our PCF ,YPAG, , Schools forums and different agencies decision makers as per our co production approach. Our action plan will be reviewed each year.

Links with other strategies/action plans

The SENDAP strategy is the overarching strategy across a wide range of areas across the partnership and shouldn't be read in isolation.

Further detail on some of the agreed priorities, plans and strategies are:

Education and Inclusion Strategy and action plan

SEND sufficiency strategy

Joint Commissioning strategy

Short breaks and respite offer

Delivering Better Value in SEND

Preparation for Adulthood framework

Attendance duties [Summary table of responsibilities for school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

These can be found on our Local Offer Page here [NELC SEND Local Offer | You searched for plans - NELC SEND Local Offer \(nelincs.gov.uk\)](https://nelincs.gov.uk)

Our Jargon Buster

Our jargon buster can be found here

[NELC SEND Local Offer | Jargon Buster - NELC SEND Local Offer \(nelincs.gov.uk\)](https://nelincs.gov.uk)

Thankyou



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