

Kirklees SEND High Needs Review

A review of support, services and provision for children and young people with high level Special Educational Needs and Disabilities (SEND) in Kirklees



A summary of the review and outcomes

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What is the High Needs Review?

In 2017, all Local Authorities were asked to carry out a review of provision for children and young people with complex Special Educational Needs and Disability (SEND) in their local area.

The review looked at these main areas:

- Numbers and ages of children and young people in Kirklees with complex special needs, what their needs are and how this might change in the future
- What is currently provided in Kirklees and how effective it is, by listening to feedback from parents and young people, providers and people we work with, to see where improvements could be made

Why do we need a review?

The review looked at how well provision in Kirklees supports children and young people with SEND and their families so that we can make sure local provision is in the right place at the right time to support them.

This will help children and young people access learning in their local area and reduce the need for them to travel out of area to have the support they need.

The High Needs Review was also used to decide the best way of using funding from the Department of Education called the Special Provision capital funding. Capital funding means the money can only be spent on buildings and not on teaching assistants or books for example.

Provision in Kirklees now

The review collected data to show the current pattern of local provision.

Building inspections were carried out at special schools and mainstream schools with specialist provision to make sure they are fit for purpose.

The review also included an independent report about our SEND systems and processes and consultation with all schools and settings and with key groups who work with the council – our partners like health, social care and voluntary groups.

There is a wide range of mainstream and specialist provision for children and young people with SEND, mostly for children and young people up to the age of 16 and some provision up to age 19 in special schools:

Mainstream schools with specialist provision	Type of need
Dalton JI & N	Sensory Impairment
Headlands CE JI & N	Autistic Spectrum Disorders
Honley High School	Autistic Spectrum Disorders
Lowerhouses CE (VC) JI & EY School	Sensory Impairment
Moor End Academy	Sensory Impairment
Netherhall St James I&N School	Physical Impairment
Netherhall Junior School	Physical Impairment
Newsome High School (2 provisions)	Sensory Impairment and Physical Impairment
Royds Hall Community School	Speech & Language
Thornhill Community Academy	Autistic Spectrum Disorders
Windmill Church of England Primary School	Communication & Interaction
Special schools	Type of need
Castle Hill	Severe Learning Difficulties
Fairfields	Severe Learning Difficulties
Joseph Norton Academy	Complex Social, Emotional and Mental Health
Ravenshall	Complex Needs
Southgate	Complex Learning Difficulties
Woodley	Autistic Spectrum Disorders

How well does this support children and young people with SEND and their families?

Public consultations were held between October and December 2017 with drop in sessions held in north and south Kirklees. Views were also gathered by questionnaire from parents and carers, children and young people, providers and leaders across early years, mainstream and special schools and post 16 settings.

Summaries of what people told us:

Parents and carers said:

- most schools are caring, with trained staff and offer good support
- out of school activities and specialist outreach teams are very important
- good transition helps progress
- schools don't always listen and children can feel isolated
- there can be delays in getting support
- classrooms are not always suitable
- agencies don't always work together



Early Year's providers said:

- they offer support to parents in the home and can refer to other services
- they help children to progress their development
- support good transition into school
- they try to take all children with SEND but sometimes need more funding to meet the needs of the child

Headteachers of mainstream schools said:

- funding is the biggest challenge in supporting children and young people with SEND
- more requests for specialist support has led to longer waiting lists
- good links with early year's providers are essential for transition
- the process for Education, Health and Care Plans (EHCPs) could be improved

SEN Co-ordinators (SENCOs) said:

- most children have their needs identified before transition
- Social, Emotional and Mental Health (SEMH) needs are increasing
- Communication and Interaction needs are increasing
- Support from specialist services like speech and language therapy help schools to meet need
- training and development for staff is very important
- working together with parents and carers and other services makes a big difference

Leaders of specialist provision said:

- all children and young people in specialist provision make progress in their learning
- they also progress in social skills, life skills and learning how to use special equipment
- children and young people attending a PRU all made progress, with more than half returning to mainstream school
- all post 16 students were placed in college, training or employment

Headteachers of special schools said:

- most children and young people have their needs met, except where needs are very complex
- attainment and progress are good or outstanding
- schools have a very caring approach
- they provide activities and life skills to prepare young people for adulthood



School Governors said:

- the numbers of children and young people with SEND are increasing
- special needs and disabilities are getting more complex
- funding is generally not enough to meet need
- more training is needed for school staff
- access to services could be improved

Post 16 providers said:

- there needs to be better joined up working
- numbers of young people with SEMH needs are increasing and becoming more complex
- planned transition makes the process much smoother for the young person
- students are progressing and going onto colleges, apprenticeships and employment
- they also progress towards independence and outcomes in EHCPs



Children and young people said:

- most learning settings are good
- most children and young people feel included, with support and understanding
- there could be more opportunities for out of school activities and socialising
- some have long travel times
- need to support parents and classmates to understand SEND better

What did the review tell us?

The information and consultations showed that schools and settings see an increasing number of children and young people with SEND, especially those with social, emotional and mental health issues and complex communication and interaction needs (ASD).

This puts extra pressure on schools and settings to support the range of young people with SEND and also increases the demand for specialist support services.

It is clear that the needs of children and young people need to be identified early so that they can get the right support at the right time. We need to make sure that children get their learning in their local area and at mainstream school wherever possible.

What happened next?

A report was written to show the Cabinet all the information that was collected. It outlined the main points that people told us about and what needs to be improved.

The main areas for improvement are:

To make sure a child's needs are identified as early as possible

To support mainstream schools in meeting the needs of their children

To review specialist support services to help them meet demand

To reduce the numbers of children going to schools outside Kirklees

To provide more choice for young people at age 16



What was decided?

The extra capital funding is not enough for all the improvements that we need to do. It was decided that the funding would be most useful for these projects:

- **Newsome High Physical Impairment Provision** - to improve teaching spaces, to change the existing space and add accessible toilets and to improve storage space in the PI block
- **Honley High Autism Spectrum Disorder (ASD) Provision** - to support students with ASD by making separate space for small group work, for one-to-one support and break out space to better support the needs of their more complex students
- **Ravenshall Special School** - to build an extra classroom and make classes smaller so the school can meet the more complex needs of children; also to improve storage space for mobility equipment and stop overcrowding in the dining hall.

Going forward

All our partners have helped to write the High Needs Review action plan. There is a lot of work to do and the plan tells us what needs to be done and who will do it. It has sections on:

- **Developing provision across Kirklees for all children and young people with special educational needs and disabilities**
- **Wider support for children and families at a local level**
- **Early identification of needs**
- **Processes around education, health and care plans (EHCPs) and permanent exclusions**
- **Transition between stages of education**
- **Choices for young people at age 16**
- **Training and development for all staff**
- **The data we collect and how we use it**
- **Development of places and services**
- **Building (capital) projects**
- **Funding for all schools and settings**

The review also raised issues not directly connected to special needs but they are important and will be discussed in other groups. For example, this may include:

- Developing support in schools and settings to include things like counselling, bereavement support and other therapies
- Offering more topics and interests within settings and the possibility of activities over the summer
- Providing more training for all staff, at all levels

A copy of the report will be available on the Kirklees Local Offer:

<http://www.kirklees.gov.uk/beta/children-and-families.aspx>

Please contact Mandy Cameron for more details