

OVERVIEW AND SCRUTINY BOARD

Date: Tuesday 19th July, 2022
Time: 10.00 am
Venue: Mandela Committee Room

AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Overview and Scrutiny Board - 11 May 2022 3 - 10
4. Minutes - Overview & Scrutiny Board - 22 June 2022
To Follow
5. Executive Forward Work Programme 11 - 20
6. Executive Member Update 21 - 26
7. Chief Executive's Update 27 - 36
8. The Children and Young People's Learning Scrutiny Panel -
Final Report - Special Educational Needs and Disabilities
(SEND) 37 - 76
9. Scrutiny Work Programme Report 2022-2023 77 - 84
10. Scrutiny Chairs Update
Adult Social Care and Services Scrutiny Panel

Councillor J. Platt (Chair)

Children & Young People's Learning Scrutiny Panel
Councillor D. McCabe (Chair)

Children & Young People's Social Care and Scrutiny Panel
Councillor D. Davison (Chair)

Culture and Communities Scrutiny Panel
Councillor C. McIntyre (Chair)

Economic Development, Environment and Infrastructure
Scrutiny Panel
Councillor J. McTigue (Chair)

Health Scrutiny Panel
Councillor D. Jones (Chair)

11. Any other urgent items which, in the opinion of the Chair, may be considered.

Charlotte Benjamin
Director of Legal and Governance Services

Town Hall
Middlesbrough
Monday 11 July 2022

MEMBERSHIP

Councillors M Saunders (Chair), T Mawston (Vice-Chair), C Cooke, D Davison, C Hobson, B Hubbard, D Jones, D McCabe, C McIntyre, J McTigue, J Platt, M Storey and J Thompson

Assistance in accessing information

Should you have any queries on accessing the Agenda and associated information please contact Caroline Breheny, 01642 729752, caroline_breheny@middlesbrough.gov.uk

OVERVIEW AND SCRUTINY BOARD

A meeting of the Overview and Scrutiny Board was held on Wednesday 11 May 2022.

PRESENT:	Councillors M Saunders (Chair), A Bell, D Davison, C Hobson, D McCabe, C McIntyre, J Platt, M Storey, J Thompson, S Walker, B Hubbard and T Higgins
ALSO IN ATTENDANCE:	T Grainge (Executive Member for Neighbourhood Safety), L Mason (Executive Member for Young Adults and Democratic Engagement) and Z Uddin
OFFICERS:	C Breheny, S Butcher, S Blood, C Cannon, R Brown, G Field, T Dunn, D Metcalfe and I Wright
APOLOGIES FOR ABSENCE:	Councillors T Mawston (Vice Chair) and A Hellaoui

20/89 **DECLARATIONS OF INTEREST**

There were no declarations of interest received at this point in the meeting.

20/90 **MINUTES - OVERVIEW AND SCRUTINY BOARD - 27 APRIL 2022**

The minutes of the Overview and Scrutiny Board meeting held on 27 April 2022 were submitted and approved as a correct record.

20/91 **EXECUTIVE FORWARD WORK PROGRAMME**

The Chief Executive submitted a report which identified the forthcoming issues to be considered by the Executive, as outlined in Appendix A to the report.

The report provided the Overview and Scrutiny Board with the opportunity to consider whether any item contained within the Executive Forward Work Programme should be considered by the Board, or referred to a Scrutiny Panel.

NOTED

20/92 **CHIEF EXECUTIVE'S UPDATE**

The Chief Executive was not in attendance and prior to the meeting the Chair had agreed for this item to be deferred to the next meeting.

NOTED

20/93 **EXECUTIVE MEMBER UPDATE**

The Executive Member for Young Adults and Political Engagement, Cllr Luke Mason, was in attendance to update the Board on his aims and aspirations, progress made to date and to highlight any emerging issues relating to his portfolio. The Director of Legal and Governance, the Executive Director of Children's Services and the Director of Education and Partnerships were also in attendance.

The Executive Member opened by thanking the Board for the invite and advised that he would highlight some of the key areas he had been working on, as well as some of the emerging issues relating to his portfolio. During the presentation the following key points were made:-

- The role was split into two different parts, the first covered political participation in the town, with a focus on increasing the number of voters during elections and the second focussed on ensuring that all young adults in Middlesbrough had access to the support they needed when leaving school and accessing further education,

- employment and apprenticeships.
- There were numerous barriers to political participation including political apathy, distrust and lack of understanding. Lack of understanding in terms of how the Council worked and the role of the local Councillors. In an effort to address this deficit a document was being produced to detail the work of the Council, the roles undertaken by Councillors and Officers and how the Council operates. The document would cover a number of topics including general information on the history of the town, the type of local authority Middlesbrough was, the scale and statutory responsibilities of the Council in relation to adults and children's services, information in respect of elections and the role of Councillors both in their wards and for the town more generally, as well as outlining the Council's political balance and the role and benefit of the Council's scrutiny panels. The document would hopefully encourage more people to watch the scrutiny panel / council meetings and have an understanding of the role undertaken by the Mayor and the Executive Members.
 - The document would contain information in respect of full Council, how meetings operated and explained the role of the Council's Constitution, the Local Plan and the Council's Tree Policy. It had also been important to provide information on the role of the Tees Valley Combined Authority (TVCA) and how the Council worked in partnership with the TVCA.
 - The document was apolitical and factual and would be presented to Full Council at a future date.
 - Reference was made to the appointment process for Middlesbrough's Youth Parliament Member and the work involved in the recent count process, which had been really interesting.
 - The Executive Member advised that he was keen to expand the powers of the Youth Parliament in Middlesbrough, as Youth Parliaments provided a great opportunity for young people to be involved in politics. It was felt that motions passed in Youth Council should be brought forward to full Council. In some local authorities Youth Council representatives were also involved in the scrutiny process, which could be a further area to explore in terms of increasing and capturing the voice of young people in Middlesbrough.
 - Often young people did not have the opportunity to express their views in a formal environment and the Youth Parliament would help young people to gain access to politics.
 - Apprenticeships also had a key role in developing young people and work was being undertaken in Middlesbrough to explore all avenues for increasing the number of apprenticeships available. Reference was made to the social value contractors provide and it was advised that with regard to the Boho X development in awarding the contract the Council had ensured that 12 work experience weeks had been provided, 6 careers advice and guidance events had been held, 200 training weeks had been delivered and two project initiated apprenticeships had been created. There was a need to expand these types of opportunities as much as possible.
 - Young people also deserved to be given the best opportunities possible and local education providers were key to this delivery.

Following the update, Members were afforded the opportunity to ask questions.

A Member of the Board queried how the Executive Member could take on a role that involved political engagement when he had an interest in one particular political party and whether or not his undertaking of the role could be viewed as biased. In response the Executive Member advised that in his view there was a clear separation between the two and that it would be deeply unprofessional not to distinguish between party political actions and actions undertaken in the role of Executive Member for political engagement.

Reference was made to Middlesbrough's Looked After Children and whether the Executive Member had undertaken any specific work to ensure that children leaving the care system in Middlesbrough were receiving all of the support they needed to access education, employment and training. In response the Executive Member advised that although he was not the Executive Member for Children's Services he had liaised with the relevant officers and would endeavour to develop a stronger understanding of this area.

It was queried whether Councillors had been consulted in respect of the document detailing the work of the Council, as discussed by the Executive Member, as although reference had been made to the role of ward Councillors each ward was very different. The document was

non-specific and a number of ward Councillors had been consulted during the preparation of the document.

In response to a query regarding the possibility of the Youth Council having a small degree of budgetary responsibility the Executive Member welcomed this suggestion and advised that consideration would be given to this issue.

The Chair thanked the Executive Member for Young Adults and Political Engagement and the relevant Directors for their attendance and contributions to the meeting.

The Executive Member for Neighbourhood Safety, Cllr Tony Grainge, was in attendance to update the Board on his aims and aspirations, progress made to date and to highlight any emerging issues relating to his portfolio. The Director of Environment and Commercial Services and the Operational Community Safety Manager were also in attendance.

The Executive Member opened by thanking the Board for the invite and advised that he would highlight some of the key areas he had been working on, as well as some of the emerging issues relating to his portfolio. During the presentation the following key points were made:-

- In terms of the Executive Member's background and suitability for the role the Executive Member advised that he had started volunteering in the community in 2003 at Beechwood Youth Club and St Agnes Church. In 2004 he commenced university and studied Youth Studies, completing his dissertation on why do young people commit crime? The Executive Member advised that he had always been interested in how do we make Middlesbrough a safer place? And how does the Council help communities become more resilient and empower themselves, within the limited financial resources available.
- Crime, the fear of crime and the concept that no-one cares was a real issue that the Council and the Police needed to tackle, as often victims felt powerless and alone.
- Reporting back to the community, as well as the wider town on the action being taken by the various authorities, for example, 37 arrests in Hemlington in March followed by 29 arrests in April, was particularly important and improvements were needed in this area.
- The Council, Thirteen, the Police and the Fire Brigade were working collectively to improve publicity and it was extremely important for teenagers in Middlesbrough to know that there would be consequences for those that committed any crime or anti-social behaviour.
- Reference was made to the 6 steps / 6 stages response initiated by the Council's Neighbourhood Safety Officers in cases where a young person was found to be committing anti-social behaviour.

Stage 1 – First warning letter, advising of the 6 stages

Stage 2 – Second warning letter and Police involvement

Stage 3 – An Acceptable Behaviour Contract (ABC) drafted, outlining certain and specific boundaries

Stage 4 - Breach, court informed

Stage 5 - Final warning, pre-legal meeting

Stage 6 - Criminal Behaviour Order, if broken it would lead to a criminal conviction

- Parenting and positive role models were a huge factor in a young person's upbringing and some parents really struggled. Reference was made to an organisation called Safe Families, which worked alongside parents to support and advise them, as well as provide respite. The Executive Member expressed the view that he was extremely keen to be promote the involvement of Safe Families in supporting more children across the town.
- Locality working would be introduced in Hemlington, with work to be undertaken directly from the Viewley Hill Centre. Locality working had proved effective in Newport and North Ormesby and it was hoped this could be replicated in Hemlington.
- Many young people in Hemlington had expressed a desire to have a boxing club in their area and through collaborative working it was anticipated that this idea would soon come to fruition. The establishment of a Hemlington Boxing Gym would be great for discipline, respect, fitness and mental health and the best youth work often took place in very local communities.
- The provision of CCTV had more than doubled in recent years, between January

2021 and January 2022 provision had increased by 113 per cent. Rapid deployment cameras were also used regularly in hot spot areas and funding had been secured to further increase CCTV provision.

- The need for residents to continue to report all instances of crime and anti-social behaviour was emphasised, as resources were targeted in response to need.
- The good stories were important to report and a good neighbour award would be launched in 2022 to highlight the huge community spirit across the town, which far outweighed the negatives.

In response to a query the Executive Member advised that he would be very happy to meet with Members on an individual basis to talk about specific issues in their area.

It was queried whether an increase in CCTV could be viewed as a positive when there should not be a need to have it installed in the first place. It was advised that CCTV served a number of purposes, part of its role was to act as a deterrent and knowing that if crime was committed it was likely to be caught on camera also helped reduce the fear of crime. The majority of people welcomed the addition of additional CCTV cameras, although it was acknowledged that it would be better if it was not needed.

The Director of Environment and Commercial Services advised that generally anti-social behaviour was down across the town, although of course Hemlington was an exception to that and there had been some very serious incidents. The work undertaken with Cleveland Police, Cleveland Fire Brigade, Thirteen and other Social Landlords in Hemlington would bear fruit about how the Council replicated that work across the rest of the town. Over the last six months there had been a significant change in the approach taken by Cleveland Police in respect of their involvement and focus. It was expected that this would be reflected across the town and the rest of the town would not be neglected. Environmental anti-social behaviour was also reducing and significant action was being taken across the town to ensure that fly-tipping and issues of anti-social behaviour were addressed.

The view was expressed that it was reassuring that an Executive Member had been appointed with specific responsibility for neighbourhood safety and the work undertaken to date was appreciated.

The Chair thanked the Executive Member for Neighbourhood Safety and the relevant Officers for their attendance and contributions to the meeting.

AGREED that the information provided be noted.

20/94

SCHOOL EXCLUSIONS: FEEDBACK FROM SCHOOL VISITS

The Chair advised that a number of Board Members had taken part in a recent visit to Kings Academy and the following feedback was provided by those Members involved:-

- The school provided 80-90 special educational needs and disability (SEND) placement and these included placements for children with visual and hearing impairments.
- A comprehensive discussion was held on exclusions and it was emphasised that the school undertook every measures possible prior to excluding any of their pupils. Kings rarely received any complaints from parents in respect of exclusions, as the school worked extremely closely with parents from an early stage and therefore they fully understood that all measures had been taken to try and keep their child in school.
- There were numerous causes that led to poor behaviour by pupils and this was especially problematic currently with the high levels of crime and antisocial behaviour taking place in Hemlington. Some children did not feel safe to go out on an evening and these issues were well documented. The school tried hard to work with the Police, however, feedback was poor and improvements were needed.
- The response from the NHS did not match demand and the CAMHS service was too slow to respond to the needs of children and young people.
- Kings had established a separate class for those young people at risk of exclusion and this was proving effective. However, to date there had been 4 permanent exclusions in 2021/2022 as a result of persistent poor behaviour.
- Literacy levels were 60 per cent below the expected level and a significant amount of

work was being undertaken by the school in an effort to address this issue.

- The visit was impressive in terms of how quiet and relaxed the school environment was for all of the young people.
- The school employed Psychotherapists to support the pupils in school, which was a relatively new initiative that was proving beneficial.
- Reference was made to the Excluded Lives Project's recently produced research paper entitled 'School exclusions risk after Covid-19' which provided a range of case studies of the type of challenges that had been discussed during the visit in relation to the impact of Covid-19 on pupils, particularly those in Year 8 and Year 9.
- Ofsted had noted during a recent inspection that it approved of the steps taken by Kings Academy before any pupils were excluded.
- Kings Academy was part of the Emmanuel Trust and it had schools from Doncaster to Northumberland and pastoral welfare was of the utmost importance and effective attendance systems were in place.
- It was important to look at the root causes of exclusions and social dysfunction was an issue.

AGREED that the Board continue to undertake the remaining school visits, as arranged.

20/95

THE CHILDREN AND YOUNG PEOPLE'S SOCIAL CARE SCRUTINY PANEL - FINAL REPORT - SUFFICIENCY AND PERMANENCY

The recommendations to be submitted to the Executive were:

- a) That the sustained efforts being made to reduce the number of children looked after in Middlesbrough, in line with our regional statistical neighbours, be supported and that the performance scorecard being reported to LMT on a six-weekly basis in relation to this indicator be shared with the Panel on a quarterly basis.
- b) That a specific piece of work be undertaken to establish why a high percentage of children (15.1%) become looked after at birth and that this work includes performance information and exploration of whether further interventions can be put in place to reduce this figure. If appropriate, a set of performance indicators should be identified to monitor improvement over the next year in the first instance.
- c) That analysis be undertaken to identify any potential gaps in child protection provision in the more ethnically diverse wards and further work be undertaken to provide assurance that the statistical under representation/over representation of children of different ethnicities being looked after by the local authority aligns with the level of need amongst these groups.
- d) That work be undertaken to identify how the provision of Early Help can be increased in North Ormesby, (subject to further analysis and if this remains appropriate), and that the recommendations put forward by the Children and Young People's Social Care Scrutiny Panel in its Final Report on 'Locality Working from a Children's Services Perspective' regarding further assessment of demand and the number of Early Help workers assigned to the areas, be taken forward.
- e) That the sustained efforts to increase the number of children being placed in an in-house foster placement be continued and that the targets established remain a key priority indicator for the service and performance be regularly reported to the Panel.
- f) The Panel appreciated the challenges faced by the service in relation to the recruitment and retention of Foster Carers and the continuous efforts being made to increase in-house Foster Carer provision. The Panel recommended that additional feedback is sought from Foster Carers leaving Middlesbrough's Fostering Service to ensure that the information gained through the satisfaction surveys is fully utilised to focus on continuing improvement in this area.
- g) The Panel noted that there is currently very little advertising across the town to indicate that Middlesbrough Council needs and wants more people to become in-house foster carers. The Panel recommended that the work to increase the number of in-house foster carers continues with pace and focus on additional advertising and marketing which

should be analysed to improve awareness of the continuous need for more people to become in-house foster carers.

- h) The Panel acknowledged the improvements in the reduction of the use of Connected Carer Placements and Placements with Parents, however, it remains an area for improvement, and it is recommended that performance data is regularly presented to the panel in respect of these elements.

AGREED that the findings and recommendations of the Children and Young People's Social Care Scrutiny Panel be endorsed and referred to the Executive.

20/96

THE CHILDREN AND YOUNG PEOPLE'S SOCIAL CARE SCRUTINY PANEL - FINAL REPORT - LOCALITY WORKING FROM A CHILDREN'S SERVICES PERSPECTIVE

The recommendations to be submitted to the Executive were:

- a) That the panel supported the continuation of Locality Working in both Newport and North Ormesby and further supported the roll-out of the model to other areas of the town based on priority need, to be determined through demand analysis, community surveys and led by the evaluation report for consideration by the Executive.
- b) In supporting the Locality Working model in Middlesbrough, the Panel recommended that discussions with senior managers and directors of finance within all public sector partner organisations were held with a view to appropriately and proportionately funding each locality working area to ensure sufficient staffing allocations to meet demand. The Panel would further recommend that appropriate core structures are in place within the locality teams to ensure that Neighbourhood Managers are fully supported and deputised for during periods of absence/holidays.
- c) The Panel acknowledged the high numbers of early help cases in both Newport and North Ormesby and noted the views of the Early Help Practitioners that they feel there are not enough practitioners to meet demand. The Panel recommended that, subject to further analysis, consideration be given to the number of Early Help workers allocated to each area.
- d) The Panel noted the impact data in respect of Children's Social Care Services within the localities and that the number of children looked after remained high. The Panel acknowledges that, whilst social workers have been in place for some time in the locality areas, they have only fairly recently been moved into one team to ensure consistency of approach and management oversight. The Panel, therefore, recommends that impact continues to be monitored and reported to the Panel in six months' time.
- e) That Early Help Practitioners and the Social Workers be introduced to appropriate staff within each of the areas' schools to build up relationships and discuss children/families requiring support through regular dialogue and that the work of the locality teams be promoted and regularly discussed with school leadership teams.
- f) That school readiness and children's centre registrations continue to be monitored and promoted in a range of languages to maximise reach and take up of nursery places to ensure that children are ready for school to optimise their learning potential.
- g) That relevant community and voluntary organisations, including schools, be equally involved in the locality teams and that appropriate information sharing takes place to ensure:
- i) That access to a 'signposting directory' of all services and organisations available to support families within the localities was available to all partners via the Neighbourhood Manager/a designated co-ordinator.
 - ii) That programmes of activities and events designed to support children and families are planned, discussed and co-ordinated in advance between partners within the localities to avoid unnecessary duplication and ensure those who need help and support receive it. (For example, that the Holiday Activity Fund (HAF) provision is co-ordinated in conjunction with Feast of Fun activity to maximise appropriate take-up and avoid duplication).

- h) That stronger links are made, through Public Health colleagues if and where appropriate, between primary care and acute care providers including GPs, mental health provision, midwife and health visiting services with improved referral pathways to Early Help and Children's Social Care Services where appropriate.
- i) That all partners were familiar with Middlesbrough's threshold of need document when making referrals to children's social care to improve the quality of referrals and ensure that the correct level of support can be determined and provided as quickly as possible and that the document be readily accessible via the Neighbourhood Manager/designated Co-ordinator.
- j) That Locality Working in Middlesbrough should be better promoted and clearly branded to ensure that all partners, and the community, are aware of how it operates, who is involved and how to make contact. The Wigan Deal is a good example of this where each priority area has an 'our part' (the borough's public sector organisations and partners) and a 'your part' (residents) so that the principles of working together to achieve joint ambitions is realised with each partner aware of what is expected of them.

AGREED that the findings and recommendations of the Children and Young People's Social Care Scrutiny Panel be endorsed and referred to the Executive.

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Report of:	Chief Executive
Submitted to:	Overview and Scrutiny Board – 19 July 2022
Subject:	Executive Forward Work Programme

Summary

Proposed decision(s)
It is recommended that the Overview and Scrutiny Board consider the content of the Executive Forward Work Programme.

Report for:	Key decision:	Confidential:	Is the report urgent?
Information	No	N/A	N/A

Contribution to delivery of the 2020-23 Strategic Plan		
People	Place	Business
Open and transparent scrutiny supports all elements of the Mayor’s Vision.	Open and transparent scrutiny supports all elements of the Mayor’s Vision.	Open and transparent scrutiny supports all elements of the Mayor’s Vision.

Ward(s) affected
All Wards affected equally

What is the purpose of this report?

To make OSB aware of items on the Executive Forward Work Programme.

Why does this report require a Member decision?

The OSB has delegated powers to manage the work of Scrutiny and, if appropriate, it can either undertake the work itself or delegate to individual Scrutiny Panels.

One of the main duties of OSB is to hold the Executive to account by considering the forthcoming decisions of the Executive and decide whether value can be added by Scrutiny considering the matter in advance of any decision being made.

This would not negate a Non-Executive Member’s ability to call-in a decision after it has been made.

What decision(s) are being asked for?

It is recommended that the Overview and Scrutiny Board consider the content of the Executive Forward Work Programme.

Other potential decisions and why these have not been recommended

No other options were considered.

Impact(s) of recommended decision(s)

Legal

Not Applicable

Financial

Not Applicable

Policy Framework

The report does not impact on the overall budget and policy framework.

Equality and Diversity

Not Applicable

Risk

Not Applicable

Actions to be taken to implement the decision(s)

Implement any decision of the Overview and Scrutiny Board with regard to the Executive Forward Work Plan.

Appendices

The most recent copy of the Executive Forward Work Programme (FWP) schedule is attached as Appendix A for the Board's information.

Background papers

Executive Forward Work Plan

Contact: Caroline Breheny
Email: caroline_breheny@middlesbrough.gov.uk

Appendix 1

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
The Mayor and Executive Member for Adult Social Care and Public Protection						
013327 All Wards	Application to the World Health Organisation to achieve Age Friendly Status Communities can apply to join the W.H.O Network when they have commitment by the political leadership to engage in this process.	Executive 12 Jul 2022	KEY Will have a significant impact in two or more wards	Public		Councillor David Coupe, Executive Member for Adult Health and Public Protection and Digital inclusion <i>Director of Adult Social Care & Health Integration</i>
Deputy Mayor and Executive Member for Children's Services						
I013093 All Wards	Overview and Scrutiny Board - Final Report of the Children and Young People's Social Care and Services Scrutiny Panel Locality Working From A Children's Services Perspective	Executive 12 Jul 2022	KEY Will incur expenditure or savings above £150,000 and will affect 2 or more wards	Public		Deputy Mayor and Executive Member for Children's Services <i>Director of Children's Care</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	The aim of the investigation was to examine what impact the locality working pilots in Newport and North Ormesby were having on Children's Services.					
Executive Member for Environment / Executive Member for Finance and Governance / Executive Member for Culture and Communities						
I013016 All Wards Page 14	Economic Development, Environment and Infrastructure Scrutiny Panel's Final Report - Green Strategy - Service Response Determine how the Council can best implement its Green Strategy and increase biodiversity across Middlesbrough.	Executive 12 Jul 2022	KEY Will have a significant impact in two or more wards	Public		Executive Member for Environment <i>Director of Environment and Community Services</i>
I013246 All Wards	Welfare Strategy To adopt a new Welfare Strategy which brings together a significant number of existing and future policies under one overall strategic approach.	Executive 12 Jul 2022	KEY Will have a significant impact in two or more wards	Public		Executive Member for Finance and Governance <i>Director of Finance</i>
I013298 Nunthorpe	Poole Hospital Definitive Map Modification Order Decision to progress with the DMMO	Executive 6 Sep 2022		Public		Executive Member for Environment <i>Director of Environment and Community Services</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
I013075	Revenue and Capital Budget – Projected Outturn position as at Quarter One 2022/23 The report advises the Executive of the Council's financial position as at Quarter One 2022/23.	Executive 6 Sep 2022	KEY Will incur expenditure or savings that are above the threshold decided by the Council i.e. Over £150,000	Public		Executive Member for Finance and Governance <i>Director of Finance</i>
I012902	Strategic Plan 2021-2024 – Progress at End of Quarter 1 2022/23 Quarterly monitoring, review and action planning plays a central role in ensuring that the Strategic Plan is delivered effectively.	Executive 6 Sep 2022		Public		Executive Member for Environment <i>Chief Executive</i>
I012767 All Wards	Tree Maintenance Executive to approve the re-establishment of an in-house Arboricultural team and in line with this, to approve any amendments to the Authorities current Tree Policy.	Executive 6 Sep 2022	KEY Will incur expenditure or savings above £150,000 and will affect 2 or more wards	Public		Executive Member for Environment <i>Director of Environment and Community Services</i>
I012768 Newport; North Ormesby	Locality Working - Evaluation and Next Steps To ask Executive to consider the evaluation of the pilot and to approve the next phase of Locality Working.	Executive 4 Oct 2022	KEY Will have a significant impact in two or more wards	Public		Executive Member for Culture and Communities <i>Director of Environment and Community Services</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
I012273 All Wards	Tees Valley Waste Report To seek approval for MBC to enter with seven other councils a Special Purpose Vehicle company in order to manage the Tees Valley energy recovery facility that will be responsible for the disposal of Middlesbrough municipal waste.	Executive 8 Nov 2022	KEY Will incur expenditure or savings above £150,000 and will affect 2 or more wards	Public		Executive Member for Environment <i>Director of Environment and Community Services</i>
I012905 Page 16	Impact Assessment policy 2024-27 (Date TBA - March 23) The policy sets out how the council ensures that it impact assesses decisions.	Executive Member for Environment 1 Mar 2023		Public		Executive Member for Environment <i>Director of Legal and Governance Services</i>
Executive Member for Regeneration						
I013318 Central	Exempt - Centre Square Further Office Provision That the Executive approves prudential borrowing up to a maximum of £305,000 to create an additional 4,589 sq. ft. office suite at 1 Centre Square; and ? approves that provided the holistic budget limit is not exceeded, that the Director of Regeneration be delegated authority on all decisions	Executive 12 Jul 2022	KEY Will incur expenditure or savings that are above the threshold decided by the Council i.e. Over £150,000	Fully exempt		Executive Member for Regeneration <i>Director of Regeneration and Culture</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	pertaining to development management, including: - procurement and contractual arrangements; - appointment of specialist advisors and commercial agents; - lease eligibility criteria and incentives within the envelope of a reasonable return on investment; and - marketing and communications.					
1013201 Coulby Newham; Nunthorpe	Exempt - Strategic Housing Site Disposals Part B To seek approval to commence the process of preparing two Council owned housing sites (Newham Hall and Nunthorpe Grange) for sale. Both sites are contained within the 2014 Local Plan, and approval is needed to commence preparatory work.	Executive 12 Jul 2022	KEY Will incur expenditure or savings above £150,000 and will affect 2 or more wards	Fully exempt		Executive Member for Regeneration <i>Director of Regeneration and Culture</i>
1013373 Central	Restoration of the Old Town Hall To seek permission to submit an Expression of Interest to the Heritage Lottery Fund for additional funding.	Executive 12 Jul 2022		Public		Executive Member for Regeneration <i>Director of Regeneration and Culture</i>
1012073	Strategic Housing Site	Executive	KEY	Public		Executive Member for

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
Coulby Newham; Nunthorpe	Disposals Part A To seek approval to commence the process of preparing two Council owned housing sites (Newham Hall and Nunthorpe Grange) for sale. Both sites are contained within the 2014 Local Plan, and approval is needed to commence preparatory work.	12 Jul 2022	Will incur expenditure or savings that are above the threshold decided by the Council i.e. Over £150,000			Regeneration <i>Director of Regeneration and Culture</i>
I012243 Central Page 18	Middlehaven - Electricity Reinforcement Works The report is seeking approval from Executive for funding to facilitate the upgrade of electricity provision in Middlehaven.	Executive 6 Sep 2022	KEY Will incur expenditure or savings that are above the threshold decided by the Council i.e. Over £150,000	Public		Executive Member for Regeneration <i>Director of Regeneration and Culture</i>
I013444 Central	Expansion of the Digital Sector - Boho 11 Part A To seek approval for the capital funding to progress with the expansion of the digital sector in Middlesbrough through the development and delivery of Boho 11.	Executive 6 Sep 2022	KEY Will incur expenditure or savings that are above the threshold decided by the Council i.e. Over £150,000	Public		Executive Member for Regeneration <i>Director of Regeneration and Culture</i>
I013446 Central	Exempt - Expansion of the Digital Sector - Boho 11 Part B	Executive 6 Sep 2022	KEY Will incur expenditure or	Fully exempt		Executive Member for Regeneration <i>Director of Regeneration and</i>

Ref No. / Ward	Subject / Decision	Decision Maker and Decision Due Date	Key / PFP	Likely Exemption	Background documents	Member / Officer Contact
	To seek approval for the capital funding to progress with the expansion of the digital sector in Middlesbrough through the development and delivery of Boho 11.		savings that are above the threshold decided by the Council i.e. Over £150,000			<i>Culture</i>
1013682 Central	Exempt - Town Centre Business Support Approval required for investment in supporting the expansion plans of a key town centre business.	Executive 6 Sep 2022	KEY Will incur expenditure or savings that are above the threshold decided by the Council i.e. Over £150,000	Fully exempt		Executive Member for Regeneration <i>Director of Regeneration and Culture</i>
1013615 Marton East; Nunthorpe	Nunthorpe Neighbourhood Area The decision concerns the designation of a neighbourhood area, for which a neighbourhood plan is being prepared and which will ultimately form part of the statutory development plan for the borough. The application has been made affecting 2 wards; as such, it is a key decision. This type of decision falls within the remit of the Executive.	Executive 6 Sep 2022	KEY Will have a significant impact in two or more wards	Public		Executive Member for Regeneration <i>Director of Regeneration and Culture</i>

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Report of:	Chief Executive
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Submitted to:	Overview and Scrutiny Board – 19 July 2022
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Subject:	Attendance of Executive Members at the Overview and Scrutiny Board
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Summary

Proposed decision(s)
<p>It is RECOMMENDED as follows:</p> <ol style="list-style-type: none"> 1. That Members of the Overview and Scrutiny Board are appraised of the work of the Deputy Member and Executive Member for Children’s Services. 2. That Board Members question the Deputy Mayor and Executive Member for Children’s Services in respect of her portfolio and any issues which arise at the meeting.

Report for:	Key decision:	Confidential:	Is the report urgent?
Information	No	N/A	N/A

Contribution to delivery of the 2020-23 Strategic Plan		
People	Place	Business
Open and transparent scrutiny supports all elements of the Mayor’s Vision.	Open and transparent scrutiny supports all elements of the Mayor’s Vision.	Open and transparent scrutiny supports all elements of the Mayor’s Vision.

Ward(s) affected
All Wards affected equally

What is the purpose of this report?

To introduce the attendance of the Deputy Mayor and Executive Member for Children’s Services at the Overview and Scrutiny Board.

Why does this report require a Member decision?

Arrangements are in place in the Council to ensure that potential issues for consideration via the scrutiny process (i.e. by the Overview and Scrutiny Board or the relevant scrutiny panel) are highlighted and brought forward as necessary.

Overview and Scrutiny also has a responsibility of “holding the Executive to account.” This can happen in a number of different ways and at different stages in the decision-making process. In terms of decision making, this can be:

- Before decisions are made - such as by examining policy options or considering issues included in the Council’s forward work programme.
- Immediately after decisions are made, but prior to their implementation, through the call-in process; and
- After decisions are implemented, through monitoring and evaluation of their effects.

Overview and Scrutiny can be involved in holding the Executive to account as a whole, by using the methods outlined in the preceding paragraph, or on an individual basis. The OSB’s role in this area has been strengthened in recent years, with arrangements having been made for individual Members of the Executive to attend OSB.

This has given OSB Members the opportunity to hear directly from each Executive Member on matters such as their aims and aspirations, progress made, objectives and priorities and also any emerging issues or pressure areas relating to their portfolio.

The process has also presented an opportunity for OSB to highlight and question any issues of concern or difficulty (for example in respect of service areas where targets have not been reached or where objectives have not been achieved) and to question what action will be taken to address such issues.

Arrangements have been made for the Deputy Mayor and Executive Member for Children’s Services to be in attendance at today’s meeting.

What decision(s) are being asked for?

It is recommended that the Overview and Scrutiny Board consider the content of the Deputy Mayor and Executive Member for Children’s Services presentation and pose questions in respect of this portfolio.

Other potential decisions and why these have not been recommended

No other options were considered.

Impact(s) of recommended decision(s)

Legal

Not Applicable

Financial

Not Applicable

Policy Framework

The report does not impact on the overall budget and policy framework.

Equality and Diversity

Not Applicable

Risk

Not Applicable

Actions to be taken to implement the decision(s)

Implement any decision of the Overview and Scrutiny Board with regard to the attendance of the Deputy Mayor and Executive Member for Children's Services attendance at the meeting.

Appendices

Details of the relevant aspects of the Deputy Mayor and Executive Member for Children's Services portfolio is attached at **Appendix 1**.

Background papers

Middlesbrough Council Constitution

Contact: Caroline Breheny

Email: caroline_breheny@middlesbrough.gov.uk

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Executive Portfolio:	Deputy Mayor and Executive Member for Children's Services
Portfolio Holder:	Councillor Mieka Smiles
Lead Officer:	Executive Director for Children's Services
SCOPE OF PORTFOLIO	
<p>The Deputy Mayor and Executive Member for Children's Services will Chair meetings of the Executive and act in place of the Mayor, if for some reason the Mayor is unable to act.</p> <p>The Deputy Mayor and Executive Member for Children's Services will also act as the Statutory Lead Member for Children's Services in accordance with the Children Act 2004 and associated statutory guidance, ensuring that our children are protected, to safeguard their welfare and wherever possible, seek to enable or provide a safe environment that reduces dependency on services, including the most disadvantaged and vulnerable and their families and carers.</p> <p>The Deputy Mayor has responsibility for:</p> <ul style="list-style-type: none"> • Children's Services <ul style="list-style-type: none"> ○ Early Years and Children's Centres ○ Supporting Education Services ○ Play and Youth Services ○ Children's Social Care • Marketing and Communications. <p>Correspondence address: c/o Democratic Services Town Hall Middlesbrough TS1 9FX</p> <p>Mieka_Smiles@middlesbrough.gov.uk</p>	

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Overview and Scrutiny Board: Chief Executive update

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19 July 2022

Agenda Item 7

Agenda

- Chief Executive / LMT 'hot topics
- Town Centre Strategy
- Questions

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Chief Executive / LMT 'hot topics'

- Strategic Plan delivery
- Locality Working
- Health and Safety
- Town Centre
- School exclusions
- Closure of accounts (external auditor judgement)
- Budget planning: 2023+
- Mayoral Development Corporation

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Middlesbrough Investment Prospectus

Achieved since 2017:



Over the next decade Middlesbrough Council
Aims to deliver...



625,000,000

Commercial Investment

74,000,000 in Council Investment

354,586,853

56.73%



1,700,000

Business Accommodation Developed (Sqft)

628,470

36.97%



58

Total Land Regenerated (Hectares)

79

137.84%



750

Total Supply Chain Jobs

551

73.53%



4,250

Total Direct Jobs

1,878

44.19%



5,500

Total New Homes Built

2,165

39.36%

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Town Centre Strategy

Changing the nature of our town centre and increasing footfall by getting people to:

- **Live** in the town centre
- **Learn** in the town centre
- **Work** in the town centre
- Access **leisure** in the town centre

Town Centre Strategy

Discussions have taken place with Teesside University, Middlesbrough College and town centre businesses.

To ensure success, the following measures have been agreed:

- Reduce crime and ASB
- Improve the built environment and public realm
- Improve access and transport
- Improve lighting and animation
- Improve signage and wayfinding

To accelerate these developments and plans, it is proposed that a Mayoral Development Corporation is established aligning with the town centre footprint.

Council response since June 2022

- Launched 6-week blitz - 'Operation Banton' - of the town centre from 15/06, reducing incidents of ASB, begging, street drinking and criminality
- Development of evidential narrative relating to town centre crime and ASB
- Increased use of CCTV voice boxes
- Preparation of PSPO extension (or equivalent) in TS1 area
- Development of town centre communications plan to ensure businesses are better informed
- Legal Services to explore reintroduction of court user group / or an alternative to address leniency of sentencing
- Exploration of limiting the sale of cheap alcohol
- Develop joined up approach of existing arrangements including security, Middlesbrough Retail Crime Partnership and Shopwatch

Operation Banton activity

ASB incidents dealt with by wardens	242
PSPO interventions (47 instructions and 3 fixed penalty notices issued for individuals breaching prohibitions)	50
CCTV intervention (incidents / intelligence / requests for service using evidence gathered using town centre CCTV)	152
Arrests (36 for theft)	148
Stop and search data	34
Voice intervention using town centre speakers	17
Community Protection Notice warnings issued	15
Community Protection Notices issued	3

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Questions?

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MIDDLESBROUGH COUNCIL

Final Report
Children and Young People’s Learning Scrutiny Panel
Special Educational Needs and Disabilities
(SEND)

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<ul style="list-style-type: none"> • the range of special educational needs and disabilities that children and young people may experience; and • the impact of special educational needs and disabilities on the ability of children and young people to learn and achieve alongside their peers. 		
Term of Reference C - To examine how the Local Authority works with early years providers, schools and colleges to identify and support all the children and young people in Middlesbrough who have or may have special educational needs and disabilities.	Page	9
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THE AIM OF THE SCRUTINY REVIEW

1. The purpose of the review was to examine provision for Special Educational Needs and Disabilities (SEND) in the local area and explore the different approaches taken to improve outcomes for those with SEND.
2. The review aims to assist the Local Authority in achieving its strategic priority:
 - ***Children and Young People*** - *We will show Middlesbrough's children that they matter and work to make our town safe and welcoming and to improve outcomes for all children and young people.*

TERMS OF REFERENCE

3. The terms of reference, for the scrutiny panel's review, are as follows:
 - a) To examine key data in respect of children and young people with special educational needs and disabilities in Middlesbrough.
 - b) To identify:
 - the range of special educational needs and disabilities that children and young people may experience; and
 - the impact of special educational needs and disabilities on the ability of children and young people to learn and achieve alongside their peers.
 - c) To examine how the Local Authority works with early years providers, schools and colleges to identify and support all the children and young people in Middlesbrough who have or may have special educational needs and disabilities.
 - d) To investigate how Education, Social Care and Health work collectively to deliver SEND provision at a local level.
 - e) To examine how the views, wishes and feelings of the child/young person and their parents are gained and how the child/young person is encouraged to participate as fully as possible in decisions.
 - f) To identify best practice strategies in supporting children and young people with special educational needs and disabilities.

BACKGROUND INFORMATION

4. The Children and Families Act and the Special Educational Needs and Disabilities Code of Practice (2014, updated 2015) pushed forward the Government's commitment to improve services for vulnerable children and young people and support strong families.
5. The Children and Families Act transformed the system for disabled children and young people and those with Special Educational Needs (SEN), so that services consistently support the best outcomes for them. The reforms created a system from birth to 25 through the development of coordinated assessment and single Education, Health and Care Plans; improving cooperation between all services responsible for providing education, health or social care; and giving parents and young people greater choice and control over their support.

6. The principles of the SEND Code of Practice work to ensure that SEND provision has regard to the views, wishes and feelings of the child or young person and their parents. The code also highlights the importance of the child or young person participating as fully as possible in decisions, and the need to support the child or young person and their parents to help them achieve the best possible educational and other outcomes.
7. In March 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Middlesbrough to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.
8. The inspection raised significant concerns about the effectiveness of the local area. The local area was required to produce and submit a Written Statement of Action (WSOA) to Ofsted that explained how the local area planned to tackle areas of significant weakness in the following areas:
 1. There were fundamental weaknesses in the strategic leadership, governance and implementation of the disability and special educational needs reforms in the local area.
 2. Children, young people and families had too little involvement in discussion and decision-making about the services and support they needed. The local offer was poor and, as a result, children, young people and families had a weak understanding of the resources and support available in Middlesbrough.
 3. Leaders had an inaccurate view of the local area's effectiveness. They did not gather, analyse and use information and data to drive improvement in provision and outcomes for children and young people who had special educational needs and/or disabilities in the local area.
 4. Strategic planning was weak and there was no strategy for jointly commissioning services across education, health and social care.
9. A joint local area SEND revisit took place between 8 and 10 July 2019. Ofsted and the CQC revisited Middlesbrough to decide whether the local area had made sufficient progress in addressing the areas of significant weakness detailed in the WSOA issued on 19 May 2017.
10. Inspectors were of the opinion that the local area had made significant and sustained progress to improve each of the serious weaknesses identified at the initial inspection and recommended that the formal monitoring visits from Department for Education (DfE) and NHS England should cease.

SUMMARY OF EVIDENCE

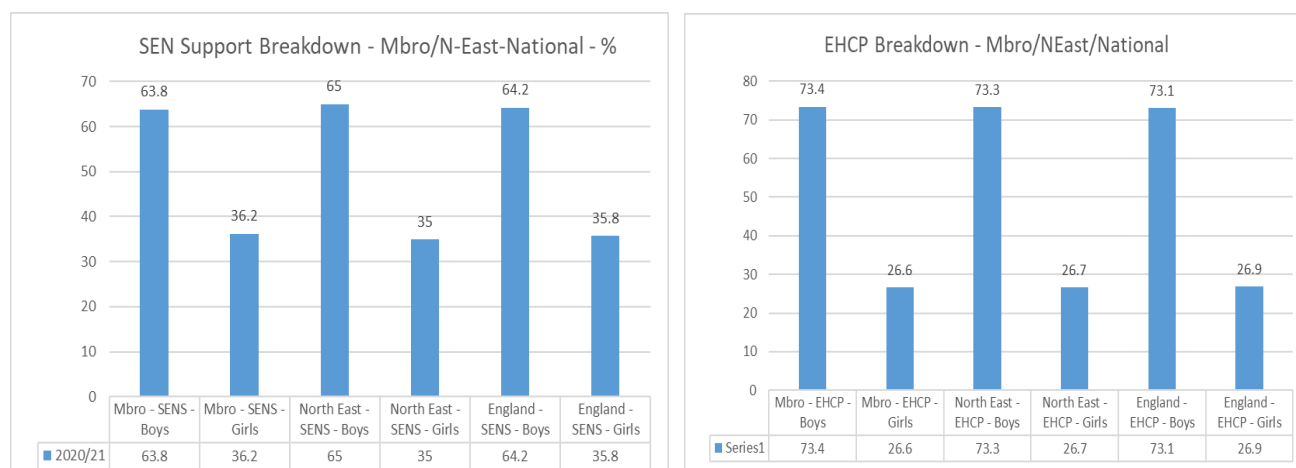
Term of Reference A - To examine key data in respect of children and young people with special educational needs and disabilities in Middlesbrough

11. As reported in **2021**, 3.7% of pupils attending school and/or settings in Middlesbrough have an EHCP, that equates to 1300 children and young people, which is slightly lower than the north east rate of 3.8% but in line with the national rate of 3.7%
12. A total of 3,459 pupils in Middlesbrough schools are in receipt of SEN Support, which accounts for 13.8% of the overall school population and is higher than both the north east rate (12.9%) and national rate (12.2%).
13. Nationally, there are approximately 431,000 children and young people across the whole 0-25 age range with an Education Health and Care Plan (EHCP). Within Middlesbrough, there are approx. 4800 children and young people classed as SEND, of this figure, approximately

1300 have an EHCP and 3500 do not require an EHCP. The Local Authority's Inclusion, Assessment and Review Service and Model provides targeted inclusion support, which has impacted on the number of children and young people requiring an EHCP.

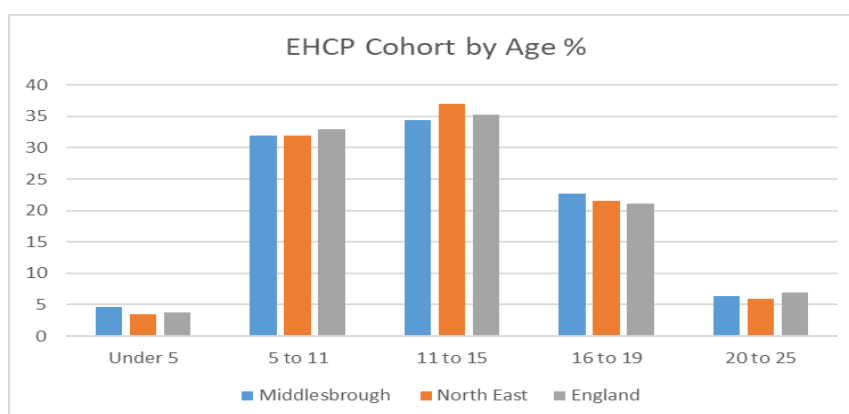
14. Further analysis of the individual characteristics of the children and young people with an EHCP and those in the SEN Support cohort shows that:

Gender



15. In Middlesbrough, the SEN Support cohort is split into 63.8% male and 36.2% female. The EHCP cohort split is 73.4% male and 26.6% female. These levels are comparable to national and regional data.

Age



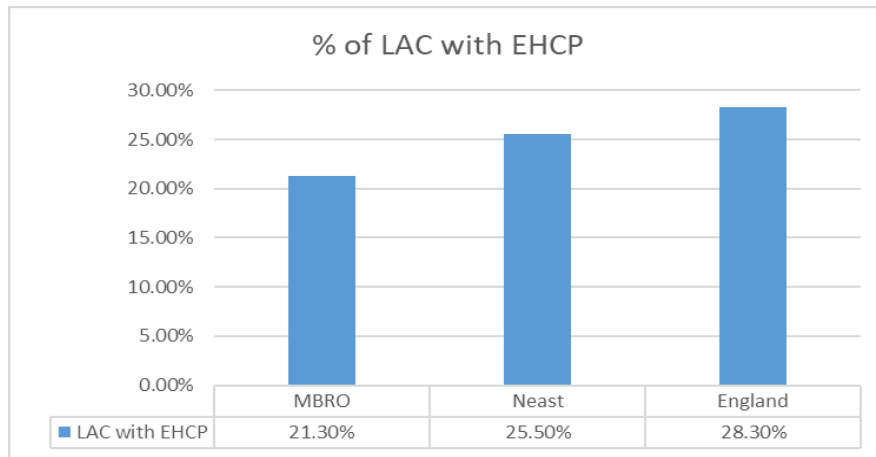
16. The majority of children with an EHCP are of primary and secondary age in Middlesbrough. Middlesbrough is broadly comparable to regional and national levels for the ages of children and young people with an EHCP.

Ethnicity

17. The majority of children with an EHCP in Middlesbrough are White, in particular White British (73.5%), this is broadly comparable to national but slightly less than regional levels. 7.8% of children and young people with an EHCP are Asian Pakistani, this is higher than national and regional levels. Just over 1% are Black African, which is comparable to regional but less

than national levels. All other ethnicities (including those of mixed heritage) account for less than 1% each of the EHCP population; when totalled this accounts for 14.5% of children with an EHCP.

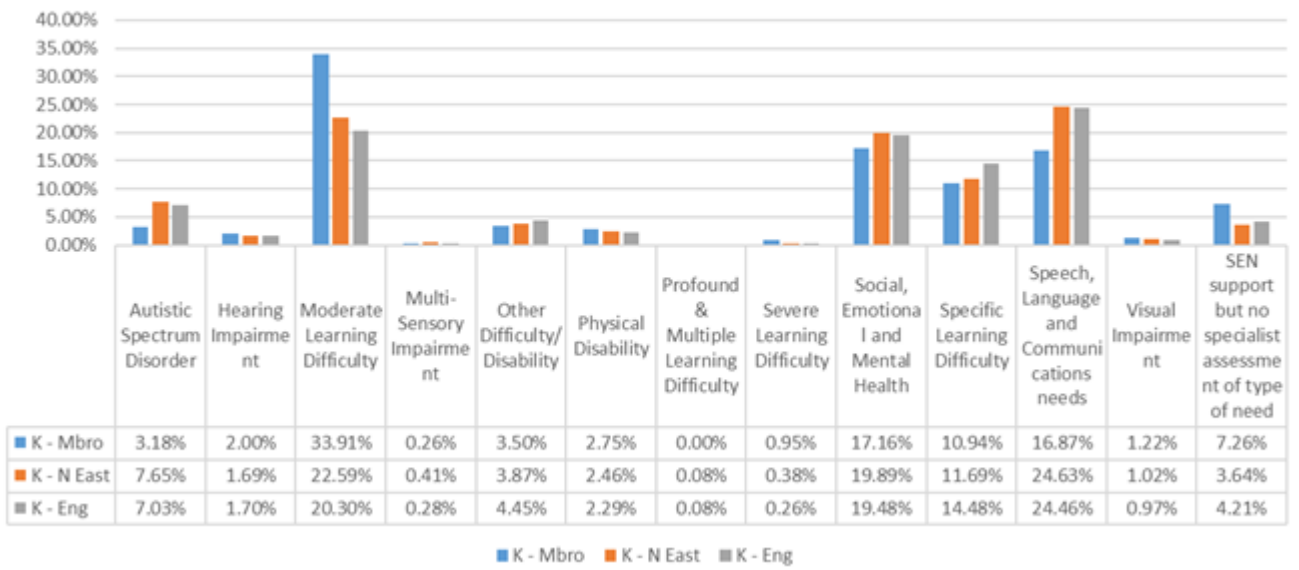
Looked After Children (LAC)



18. At present, 21% of children in Middlesbrough who are looked after by the Local Authority have an EHCP. This is lower than regional and national levels.

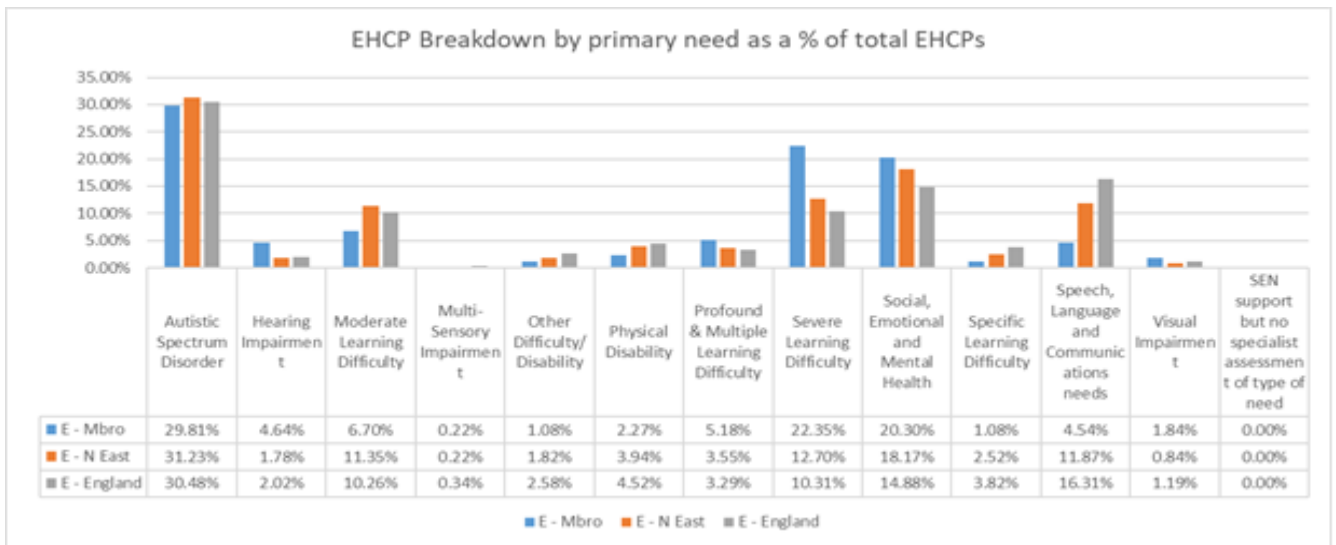
Primary Needs

SEN Support breakdown by primary need



19. The primary needs breakdown for children and young people in the SEN Support cohort, in Middlesbrough, shows that:

- there are less children with autism than regional and national levels;
- there are more children with a moderate learning difficulty than regional and national levels;
- there are slightly less children with social and emotional needs, specific learning difficulties and speech and language needs in Middlesbrough than regional and national levels; and
- Middlesbrough is broadly comparable to regional and national levels for children and young people with a hearing impairment, visual impairment, physical disability, profound and multiple difficulty and other difficulty/disability.



20. The primary needs breakdown for children and young people with an EHCP shows that:

- there are more children with a hearing impairment, severe learning difficulties, profound and multiple learning difficulties and social and emotional difficulties compared to regional and national levels;
- there are fewer children with moderate learning difficulties, speech language and communication needs and specific learning difficulties compared to regional and national levels; and

- the levels of children and young people with Autism with an EHCP is broadly comparable to regional and national levels.
21. The gap between non-SEND and SEND pupils, achieving a good level of development at the end of early years, continues to close. This is a 5% improvement compared to the national average. Other areas of significant improvement and where local scores outperform national scores are KS2 Reading and Mathematics - where there is a 10% improvement; KS4 English and Mathematics Level 4 and 5 where there is also a 10% difference of closing the gap, compared to national rates.
22. *Further information and key data can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 4 October 2021.*

Term of Reference B - To identify:

- **the range of special educational needs and disabilities that children and young people may experience; and**
- **the impact of special educational needs and disabilities on the ability of children and young people to learn and achieve alongside their peers.**

23. In respect of the SEND Code of Practice, there are four main areas of need within the code:

- Cognition and Learning
- Communication and Interaction
- Physical, Medical and Sensory
- Social, Emotional and Mental Health (SEMH)

Cognition and Learning

24. In terms of cognition and learning, essentially thinking and reasoning, there is a huge spectrum of needs:

- A small number of children may have profound and multiple learning difficulties, affecting all aspects of their development and functioning.
- Some will have severe learning difficulties, while others will have mild to moderate learning difficulties.
- Those attending special schools, with severe learning difficulties, will be likely to have very significant needs in terms of thinking and reasoning, have difficulties with mobility and require support in respect of personal care.
- Those with moderate to mild needs are more likely to be educated in mainstream schools with a significant amount of additional support.
- Beyond severe, moderate and mild learning difficulties there is a further group that has specific learning difficulties with literacy (dyslexia, which is the most common developmental difficulty, affecting 10% of people and ranging from mild to severe), numeracy (dyscalculia) or motor planning (dyspraxia).

25. In terms of the impact on functioning development and learning, the child or young person may:

- become acutely aware of his/her areas of difficulty and may then become fearful of learning tasks and lose confidence in their own abilities;
- require support to access work and may develop work avoidance strategies;
- mask difficulties, sometimes through inappropriate/challenging behaviour and questions; and
- reach adulthood without having acquired the basic levels of literacy and numeracy (and in some cases social skills and confidence and/or personal independence) that they need in order to be able to manage in adult life.

26. If dyslexic, a child may be able to answer questions and express good ideas orally, but be unable to record the information. The child may also dislike reading, partly because the content of books may not be age appropriate.

Communication and Interaction

27. In terms of communication and interaction needs, children and young people have difficulties with speech production; with expressing their needs, wishes and opinions and with understanding language that they hear. There is a wide spectrum of need, some will be

preverbal, while others will have needs that are much less obvious. Some children and young people have social communication and social interaction needs. Such needs are very typical of those diagnosed with autistic spectrum conditions.

28. With communication and interaction needs, a child or young person may:

- have encountered difficulties with speech sound production that makes their speech difficult to understand, causing them frustration;
- have given up trying to make themselves understood;
- struggle to make and maintain friendships, which can have an adverse impact on their social development and confidence at school; and
- have speech immaturities that impact upon the acquisition of literacy skills.

29. In instances where children have receptive language difficulties but can read fluently, it can be assumed that they have a higher level of understanding of text than is actually the case. The child or young person may not understand longer and more complex words used in the classroom, causing stress and frustration and resulting in a struggle with listening and attention. This may lead others to perceive that they are misbehaving. The child may also struggle to acquire key vocabulary needed for learning (e.g. language relating to range of simple concepts such as time, size, shape, position).

Physical, Medical and Sensory

30. In terms of physical, medical and sensory needs, children with medical conditions, physical disabilities and sensory impairments form a particularly diverse group with highly individual needs. In general terms, a condition or disability can make it difficult or impossible for a child or young person to make use of the educational facilities normally provided.

31. A child with mobility difficulties will more than likely require adjustments to the curriculum and significant adaptations to the physical environment. Mobility difficulties can also result in a child requiring support for personal care and/or daily routines and learning activities.

32. In terms of the impact on the individual, mobility difficulties can lead to issues with self-image and self-esteem, particularly if the child or young person has a chronic or degenerative condition, or has suffered a life-changing accident.

33. Children with physical, medical and sensory needs can experience periods of absence from education, due to being unwell or taking time off school to attend medical appointments and receive treatment.

Social, Emotional and Mental Health Needs (SEMH)

34. In terms of Social, Emotional and Mental Health Needs (SEMH), very often the behaviour can be rooted in early trauma, difficulties in forming a secure attachment with an adult when young, loss/bereavement of a loved one or an undiagnosed neurodevelopmental disorder, such as an autistic spectrum condition. In addition, the child or young person can have unidentified learning needs or speech and language needs. Anxiety and depression are increasingly prevalent in children and young people with SEMH, with Covid-19 undoubtedly having an impact.

35. In terms of SEMH, there is an increased risk of the child or young person being excluded from school and losing valuable learning time, which will be likely to have an impact on their progress and possibly their life chances. The child or young person can require targeted

teaching in a dedicated space, away from other pupils, in order to access learning. Being taught away from other pupils, is likely to have an impact on the range of activities the child or young person can access and will reduce interaction with peers. Their social skills and confidence can be adversely impacted. Some children can appear loud, confident and challenging, however, inside they can be very distressed, anxious and hurting. Children tend to either act out their frustrations or internalise them. For those who internalise their feelings, those children may engage in self-harming, become involved in risk taking behaviour placing them and others in danger or develop anxiety based school avoidance (EBSA).

36. SEMH needs are very complex and very much interwoven with the other needs referenced.

37. *Further information to evidence the range and impact of needs and disabilities can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 6 September 2021.*

Term of Reference C - To examine how the Local Authority works with early years providers, schools and colleges to identify and support all the children and young people in Middlesbrough who have or may have special educational needs and disabilities.

38. Local authorities must carry out their functions with a view to identifying all the children and young people in their area who have or may have SEND.

39. When carrying out their statutory duties under the Children and Families Act 2014, local authorities must do so with a view to making sure that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Early Years Settings

40. Early years providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

Early Years and Primary Support Service (EYPSS)

41. To improve provision for children with SEND, the Local Authority has developed an outreach model. The model involves the Early Years and Primary Support Service (EYPSS) visiting early years settings to develop the skills and knowledge of staff members, ensuring more children are able to access mainstream provision. As a result of this work, there has been a significant increase in the number of children with SEND accessing mainstream provision and a reduction in those needing to access the local area's specialist provision at the Cleveland Unit.

42. The EYPSS works with children from birth until 11 years old. The service is delivered by the Local Authority, however, a multi-agency approach has been adopted. Most importantly, the child and their family are involved/consulted, in addition to health colleagues (e.g. health visitors, speech and language therapists, consultant paediatricians and GPs etc.) and early years settings/schools. The aim of the service is to identify needs at the earliest opportunity, provide early assessment, deliver interventions to promote the best outcomes for each child and their family, support inclusion in a mainstream setting of parents' choice (where possible) and identify the most appropriate setting if an alternative is necessary.

43. All the work of the EYPSS is based around the model - Assess, Plan, Do, Review. Initially, parents/carers/families are consulted to identify the needs of the child and determine the support that is required. Prior to the child attending an educational setting, work is undertaken to upskill parents/carers to enable them support learning and development.
44. Initially, an assessment is undertaken of the child's needs, following that, parents/carers and the child are invited to multi-disciplinary family groups. These groups provide assessment, information, advice and guidance to support and upskill parents/carers. The group takes a Portage approach, which is a model of support for children and families that can be adapted and used effectively both in the home and in early years settings. The purpose of the approach is to build on identified strengths to support needs. The approach also places great importance on support for parents and carers. If parents feel unable to attend a group session, the approach is adapted and home visits are undertaken.
45. Once parents/carers have identified their preferred early years setting, the EYPSS works in partnership with parents/carers, the early years setting and other professionals to ensure a smooth transition into and out of the nursery provision.
46. In terms of the pathway, the main professionals that are involved with the EYPSS are health professionals, health visitors and early years settings. Referrals to Portage can be made for children prior to them attending an early years setting, by any professional or practitioner working with a pre-school child who has significant concern about their learning or development.
47. In some instances, an early years setting will make the referral. A referral from a setting can be a result of a child moving into the area at a later stage in their lives or their needs may not present at an early age, e.g. children with communication difficulties or on the autistic spectrum.
48. Once a referral has been received, a multi-disciplinary assessment will be undertaken, with key professionals involved with the child. Once the assessment has been undertaken, children and their families will become involved in intervention groups, based on the Portage model. The child is then provided with support to transition to the early years setting. Once the child is attending a setting, ongoing support and monitoring is provided. The EYPSS provides settings with training, teaching strategies, loans of specialist equipment and resources, additional funding etc. The support offered is continuously revisited and reviewed with parents/carers and the setting.

Green Lane Primary Academy

49. Green Lane Primary Academy is a large mainstream primary school and approximately 6.5% of the pupil population are registered as having SEND.
50. To support children with SEND, nursery staff at Green Lane Primary Academy have:
 - completed training on manual handling and peg feeding;
 - worked alongside physiotherapists and occupational therapists; and
 - gained advice on feeding from a dietician.
51. A case study (*see minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 8 November 2021*), shared by Green Lane Primary Academy, demonstrated that:

- the needs of children are identified in a timely manner, at the earliest of stages;
- agencies work together to plan a smooth transition into nursery and multi-disciplinary team meetings and physical visits to the setting take place;
- multi-disciplinary team meetings ensure a child's needs can be discussed and planned for holistically, with shared ownership;
- there is positive partnership working;
- training and modelling of strategies build the confidence of staff members;
- using Inclusion Development Funding can assist with meeting the needs of a child and the delivery of specialist interventions; and
- the quality and high level of inclusion would not be possible without the collaborative working and determination of the key professionals involved with each child.

52. In respect of the case study, the impact of effective partnership working had ensured the child is:

- settled and happy in school;
- making good progress;
- mixing with peers; and
- learning to communicate their needs.

53. The EYPSS has been an invaluable resource to Green Lane Primary Academy. The EYPSS has provided opportunities for the child to progress and enjoy the setting and has also provided staff members with confidence to care for the child and deliver effective support.

Caldicotes Primary Academy

54. Caldicotes Primary Academy is a mainstream primary school. There are 55 children within the early years setting and 10 of those children are currently on the SEND Register. The main areas of need, in the setting, are speech and language needs.

55. To support children with SEND, staff members at Caldicotes Primary Academy have individualised development plans, which empower them to deliver effective provision for children.

56. A case study (*see minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 8 November 2021*), shared by Caldicotes Primary Academy, demonstrated that:

- the setting has experienced early years staff;
- effective partnership working is in place; and
- Inclusion Development Funding enables the delivery of effective interventions and strategies to support children.

57. In respect of the case study, the impact of effective partnership working had ensured:

- the child is settled, making excellent progress and is able to communicate choices/preferences and join in group times with peers;
- the child is now able to benefit from lessons that were once inaccessible;
- the child's SEND needs do not define the child or their educational journey; and
- the family is supported at home.

58. Working with EYPSS has strengthened practice and provided staff members with valuable skills that enable them to care and support other children with SEND.

Rosedene Easterside

59. Rosedene Easterside is a nursery, which is a Private, Voluntary & Independent (PVI) setting. There are currently 98 children on roll. 10 of those children have been placed on the SEND Register. All 10 children have been presenting with communication delay and some are on the autism pathway.

60. To support children with SEND, staff members at Rosedene Easterside have received training on modelling of strategies and have accessed distance learning courses on autism and communication training. In-house training has also been delivered by the setting's SEND Lead.

61. A case study (*see minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 8 November 2021*), shared by Rosedene Easterside, demonstrated that:

- the setting establishes good relationships with families;
- the needs of children are identified early, enabling the setting to access support quickly from various services;
- Inclusion Development Funding enables the setting to provide extra support; and
- training the whole team has upskilled staff members.

62. In respect of the case study, the impact of effective partnership working had ensured:

- the child was referred and signposted to the appropriate professionals and agencies for assessment and support, including an EHCP assessment and autism assessment;
- the parent receives ongoing support and has been supported to consider, at an early point, the most appropriate support and provision for child in the future;
- the child is settled and happy in the setting;
- the child's attendance has improved; and
- the child is making progress, babbling and repeating some words.

63. *Further information to evidence partnership working between the Local Authority and early years settings can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 8 November 2021.*

Schools

64. Every school is required to identify and address the SEN of the pupils that they support.

Inclusion, Assessment and Review Service and Model

65. A new service and model that focuses on early intervention and support at the earliest of stages has been developed by the Local Authority to support schools. The model aims to increase the capacity and resources available to support early intervention work in schools, further develop the quality and range of alternative provision options and support early identification of need to ensure children and young people with SEND receive the support they require in a timely and coordinated way. Feedback from schools has been used to inform the model's development. A review of the model has been undertaken and work is

planned to further develop/enhance the model to provide outreach and inclusion support to settings.

Educational Psychology Service

66. Middlesbrough's Educational Psychology Service operates a consultation based service, whereby, when schools have an initial concern about a child, discussions are held to explore explanatory factors. Following the initial discussion, if SEND needs are identified, the process will be formalised and a consultation session will be held with parents, the school and other relevant agencies to discuss next steps and agree a way forward.

Discovery Primary Academy

67. Discovery Primary Academy is a special school for children with severe learning and associated complex needs.

68. In terms of accessing provision at Discovery Primary Academy and identifying needs, the following procedure is followed:

- The school receives a referral from the Local Authority:
 - once paperwork has been received, a high-level assessment of need will be undertaken;
 - conversations take place between the school and the Local Authority's SEND case officers to ensure delivery of the correct placement;
 - a series of observations and discussions with multi-agency professionals will take place; and
 - visits will be undertaken whereby school staff will visit the child in their home and the child and his/her parents will have the opportunity to visit the school setting.
- If it is determined that Discovery is best placed to meet the needs of the child, the child will be offered a place at the school. If the parents/carers decide to accept the place, then funding will be explored and agreed with the Local Authority's SEND case officers to ensure delivery of effective support to meet the needs of the child.
- In terms of transition, the school works with the Local Authority to ensure transport is arranged to enable the child to get to and from the setting. The school has a rapid transition procedure or a staggered approach. The rapid procedure provides access to the placement at the earliest stage and the staggered approach enables the child to adjust to the new setting gradually. The school works closely with the family to determine the best approach for a child.
- If a child's needs change, further assessments are commissioned. The school continues to liaise with other professionals and adapt provision accordingly, ensuring that the school and the Local Authority continue to be responsive to the child's needs.

69. At Discovery, the primary need of children is severe learning difficulties (and associated needs) and there is an increasing number of pupils on the autistic spectrum, the school therefore offers:

- high staffing ratios;
- a personalised learning approach;
- integrated therapies, delivered alongside the curriculum;
- outdoor play and learning;
- high expectations for all;
- a communication immersion environment;

- staff skilled in working with pupils with Severe Learning Difficulties (SLD) and associated needs;
- an environment that is responsive to need;
- high proportions of enrichment activities in and out of the academy;
- pastoral support for both pupils and parents;
- preparation for adulthood;
- three curriculum pathways: early years, informal and semi-formal;
- academic, social, emotional and life skills; and
- therapeutic support.

70. There is a constant dialogue between the school and the Local Authority to ensure the most appropriate agencies are involved with the child. Working with the Local Authority is extremely important in ensuring appropriate support is in place to enable children to achieve the best possible outcomes. In addition, constant dialogue and discussion ensures that appropriate training is delivered to staff members. Partnership work with the Local Authority has also enabled the school to develop its secondary provision and offer outreach support to other settings.

71. A case study (*see minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 25 April 2022*), shared by Discovery Primary Academy, demonstrated that:

- effective partnership working is in place;
- relationships are established with families,
- planned transitions take place; and
- bespoke packages of support are delivered for individual children.

72. In respect of the case study, the impact of effective partnership working had ensured:

- the child is making progress in the setting and has settled in well;
- personalised support with a focus on therapies for social, emotional and academic needs ensure all of the child's needs are met;
- the family feel well supported and able to approach staff;
- continued close working between education and social care to deliver a holistic approach; and
- the child's attendance is improving.

73. Most importantly, partnership working enables person-centred planning to take place.

Ayresome Primary School

74. Ayresome Primary is a mainstream school. 25% of the school's pupils have SEND, with increasing levels of complexity.

75. In terms of identifying where a pupil may be having difficulty, which may be because of SEN:

- In school, admissions meetings are held for each child, observational assessments and teacher assessments are undertaken and discussions are held with parents.
- The school works closely with health visitors, speech and language therapists and the School Nursing Service to seek advice and share information.
- The school works closely with the Ethnic Minority Achievement Team (EMAT) to undertake assessments in home language and to liaise with parents to gain additional information.

- The school also works closely with the Local Authority's Admissions Team, its Portage Team, inclusion officers, educational psychologists, social workers and the Virtual School to seek advice and share information.

76. At Ayresome Primary, the support that the school provides to those students who have or may have SEND includes:

- personalised learning plans and provision;
- SEND support plans with targets that are Specific, Measurable, Achievable, Realistic and Timely (SMART), so that progress can be monitored;
- reviews of Education, Health and Care Plans (EHCPs) so they remain relevant;
- small group interventions linked to learning;
- additional support through applications for High Needs Funding (HNF);
- additional adult support in school;
- access to in-school interventions, linked to physical development, including fine motor skills;
- access to in-school support linked to Social, Emotional and Mental Health (SEMH);
- specific/bespoke staff Continuing Professional Development (CPD) linked to children's needs (delivered by the Local Authority);
- outreach support from specialised staff from the Local Authority;
- parental workshops;
- access to the Early Help Team through referrals;
- access to the Disability Social Work Team through referrals; and
- access to agencies such as SEND Information and Advice Support Services (SENDIASS), Daisy Chain, etc.

77. A case study (*see minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 25 April 2022*), shared by Ayresome Primary School, demonstrated that:

- effective partnership working is in place;
- there is a constant exchange of information, enabling the school to access advice, guidance, support and interventions; and
- HNF can be accessed to provide additional staff and resources to meet the needs of children.

78. In respect of the case study, the impact of effective partnership working had ensured:

- that Alternative Provision is not required for the child;
- the child's time in school increased, as behaviour improved due to strategies put in place;
- the child is now attending school full-time and the school is able to meet the child's needs;
- staff members feel confident to deploy strategies and opportunities to re-set, if behaviour deteriorates;
- regular reviews are undertaken; and
- there is open communication with the Inclusion Officer.

79. *Further information to evidence partnership working between the Local Authority and schools can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 25 April 2022.*

Colleges

80. Colleges should be involved in transition planning between school and college so that they can prepare to meet the student's needs and ensure a successful transition into college life.
81. Where a student has a learning difficulty or disability that calls for special educational provision, the college must use its best endeavours to put appropriate support in place.

Middlesbrough College

82. There are currently 60 high needs students, at the college, who are studying a range of programmes within the Progression Studies Department. The department delivers programmes that develop life skills and work skills. The department also offers programmes to prepare students for vocational study in areas such as construction, engineering, health and care and digital technologies. There are also 110 high needs students who are studying curriculum courses at the college. In total, 85 high needs students live in Middlesbrough Local Authority area.
83. In terms of identifying where a pupil may be having difficulty, which may be because of SEN, there are many ways in which a student can inform the college that they have additional needs.
84. The Additional Learning Support (ALS) Team provides opportunities for disclosure at the application stage, departmental interview, enrolment and throughout the course. If a student declares an additional need, they will be invited to a short interview to determine how the ALS Team can best meet their needs. Subsequently, information gathered at the interview will be shared on the college's system, Pro Solution. The strategies used and shared within the college are based on a short conversation, therefore, the members of staff who work directly with students regularly update the system in respect of the level of needs identified and the support required to meet those needs.
85. When a student does not disclose their learning, mental or physical difficulties, the teaching staff work swiftly and efficiently to identify those needs and make referrals for support.
86. In terms of the support provided to those students who have, or may have, SEND, the college has in place:
 - Dyslexia and Dyscalculia Support Tutors;
 - additional English and maths support;
 - Communication Support Workers for the deaf and notetakers;
 - IT Trainers for the visually impaired;
 - special exam arrangements;
 - small group workshops with vocational coaches;
 - dedicated study areas;
 - specialist Learning Support Assistants (LSAs) providing support for students with Social, Emotional and Mental Health (SEMH) needs, visual impairments, hearing impairments and autism spectrum disorders;
 - LSAs providing classroom and/or personal care;
 - mobility support;
 - sighted guiding;
 - a range of assistive technology software to enable access and inclusion;
 - adapted/modified learning materials into accessible formats e.g. braille or large print;
 - dedicated Special Educational Needs Coordinators (SENCOs);

- bus passes for all students; and
 - travel training to encourage independence.
87. The college has a very successful supported internships programme, enabling students to build their skills and gain work experience. In respect of the programme, 100% of students have completed an external work placement and have valued the work experience opportunities provided. Placements have been secured at the Shaw Trust, Redcar and Cleveland Borough Council and Autism Matters.
88. In terms of partnership working with the Local Authority, the college has a web page included on the Local Offer, which outlines the courses, support and facilities available.
89. A case study (*see minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 17 January 2022*), shared by Middlesbrough College, demonstrated that:
- initial assessments are used well to plan, implement and target support for learners to ensure inclusivity and progression;
 - through transition and multi-agency work, learners have excellent support to choose pathways and accreditations that meet their needs; and
 - the college works effectively with the Local Authority to ensure high needs funded learners achieve as well as other students.
90. In respect of the case study, the impact of effective partnership working had ensured:
- the young person experienced a smooth transition from secondary education to further education;
 - the young person is really enjoying their time at the college;
 - the young person is progressing towards their targets;
 - the young person's bespoke package of support ensures they are included in class, their resources and coursework are adapted and their learning environment is inclusive.
91. In respect of transition planning, issues had been encountered with schools being unable to share data/information about students (without EHCPs) due to restrictions associated with the General Data Protection Regulation (GDPR). If the college was able to obtain information on all students prior to enrolment, transition could be planned and managed more efficiently and enhanced support could be provided.
92. *Further information to evidence partnership working between the Local Authority and the college can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 17 January 2022.*

SEND Reviews

93. As a local area, a SEND review has been undertaken of all Middlesbrough's settings, i.e. for early years, primary, secondary and post-16. The purpose of the review was to identify strengths and areas of development. Outcomes of the review have been reported to the settings and actions are being undertaken to further develop/enhance support/training for members of staff. In addition, there is a Workforce Development Programme in place, which aims to ensure the training needs of staff in each setting are being met.

Term of Reference D - To investigate how Education, Social Care and Health work collectively to deliver SEND provision at a local level.

EHCPs

94. The 2014 reforms created a system from birth to 25 through the development of coordinated assessment of a single Education, Health and Care Plan (EHCP), which aims to improve cooperation between all services responsible for providing education, health and social care and gives parents and young people greater choice and control over their support. The statutory process allocates 20 weeks for completion of the EHCP assessment and in Middlesbrough, during 2020/21, 99% of assessments had been completed within that timeframe (nationally, that figure was just below 60%). Middlesbrough is performing well and is currently ranked 9th nationally, which is a significant achievement. The local area's figure demonstrates that Middlesbrough's children and young people are receiving support in a timely manner.

The SEND Strategic Group and Workstreams

95. To ensure the local area continues to meet its statutory duties and responsibilities (as outlined within the SEND Code of Practice), a SEND Strategic Group has been established. In terms of membership, the group has representation from the Local Authority, health, educational settings and parents. The SEND Strategic Group provides challenge and oversight and reports to the Children's Trust on a regular basis. The group has developed a number of workstreams, focussing on areas linked to the key priorities, as identified within the SEND Strategy. The workstreams are:

- Data, Quality and Outcomes
- SEND Sufficiency Planning: Education
- Joint Commissioning
- Preparing for Adulthood
- Workforce Development
- Behaviour Partnership

96. In respect of each workstream, self-evaluations are undertaken and the SEND Strategic Group regularly shares best practice regionally and nationally.

97. Through the work of the SEND Strategic Group, the local area continues to move forward with key developments to ensure that the needs of children and young people with SEND 0-25 in Middlesbrough are being met.

98. Through working together across the SEND Strategic Group, key workstreams, various task groups and engagement sessions; a number of key developments and improvements have been made. The following key developments demonstrate the positive impact of partnership working:

Improving support for children and young people with autism

99. There is an increasing number of children and young people being identified with autism and in particular, an increasing number of children with autism who have an EHCP and require some form of additional or specialist provision. For this specific cohort of children, there has not been a sufficient number of places to educate them locally and out of area placements were being used. To meet demand, and in light of feedback received from families, work was been undertaken by education, health and social care to analyse data in respect of future

projections in the short, medium and long-term. Following analysis, it was identified that there was a lack of secondary provision and the number of local specialist education placements needed to increase. It was evident that a secondary autism base, within a mainstream setting, required development to ensure more children and young people could access the support they required within the local area.

100. To meet demand, work was undertaken to develop an autism resource base at Acklam Grange School and changes were made to an existing base at Outwood Academy Acklam. The development of those bases enabled the Local Authority to build its capacity to educate children with autism within secondary settings. Work has also been undertaken with Abbey Hill School, which is based in Stockton and part of the Horizons Trust, to open a small satellite provision called 'Fairfax Provision'. The provision was set up in September 2020 at Hollis Academy to support young people with autism in Middlesbrough. Over a five year period, places available locally has increased up to 75.
101. As a result of increasing local education provision for those with autism, positive feedback has been received from families.
102. In terms of the needs-led neurodevelopmental pathway for children and young people with autism, feedback from parents identified that they had encountered long waiting times to receive a diagnosis for their child. In light of the feedback received, it was identified that a focus on needs, rather than diagnosis, was required. Parents had identified the need to access help and support at the earliest of stages. Significant investment has been made to develop a bubble of support and the Family Support Service. There has also been investment in specialist services, such as the joint commissioning of a service to provide speech and language therapy for 0-25. The service is currently being reviewed/evaluated alongside parents and carers, with an aim to develop/improve support.
103. The Sunflower Project focusses on occupational therapy and involves delivery of information and strategies. The project aims to provide parents/carers/educational settings with the ability to delivery lifelong support to children who experience sensory integration difficulties.
104. In terms of the key worker service, the service is delivered by Daisy Chain, which is a Stockton based charity providing a range of support services to children and adults affected by autism. It had been determined by the Transforming Care and the NHS Long Term Plan that a key worker will be allocated to children with a learning disability or autism. That key worker support has been widened by the local area to include those children who are demonstrating autistic traits or have entered the SEND pathway. The change plans to meet the needs of those requiring support, at the earliest of stages. Children, from the age of 3, and their families are able to access support from a key worker, such as sleep training and sensory training. The key worker also enables the family to coordinate and navigate services.
105. The local area has also developed a new improved neurodevelopmental diagnostic pathway, which had previously sat within the Child and Adolescent Mental Health Service (CAMHS). There is now a dedicated Neurodevelopmental Team, who are skilled in the early identification of autistic traits. There is a multi-agency triage panel, which covers specialist areas such as speech and language therapy, psychology, clinical psychiatry and occupational therapy. In addition, an autism coordinator provides direct support to families. The triage panel aims to ensure that, if a child does not meet the criteria to enter the autism pathway for a diagnosis, the family will be provided with care and support through signposting, key workers and the Family Support Service.

Covid-19

106. As a result of Covid-19, the local area had identified all those children and young people with EHCPs and had undertaken risk assessments. That work enabled the identification and sharing of information across agencies. Education, health and social care worked collectively to identify and prioritise children and young people with higher needs, ensuring they received the required support swiftly. By working collectively, a direct and coordinated approach has been established to ensure the needs of children and young people are met. Weekly multi-agency meetings are held, with families, to ensure seamless support is provided, without delay. Improved data sharing has also been introduced, which has led to a robust data sharing agreement between the provider trusts and the Local Authority. The agreement allows the long-term sharing of data and information, in respect of needs, at a child-level.

Preparing for Adulthood Conference

107. In 2019, a Preparing for Adulthood Conference was held for young people. The conference was organised, led and facilitated by young people. The conference delivered a series of interactive workshops to encourage feedback from young people. That feedback was then utilised to inform service delivery and focus improvement work, which was led by the multi-agency Preparation for Adulthood Group. Feedback received from young people indicated:

- the Local Offer website needed to be more young person friendly;
- more employment opportunities were required; and
- more education on independence, in school and college, was required.

108. In light of the feedback received, the Local Offer website was reviewed and its content was improved to include more case studies, diagrams, images and videos. When the website had initially been set-up, it had been receiving approximately 33,000 hits a month, the website is now receiving over 100,000 a month. In addition, the number of supported internship placements, available locally, has been increased. In 2015, there had been three internships that has now increased to 34. Furthermore, feedback was shared with post-16 providers, resulting in the development of the curriculum to include delivery of new courses and modules around independence. Following the conference, young people commented that they felt their views, opinions and feedback were valued.

109. At the conference, it had also been conveyed by young people that they wished to celebrate their achievements and success. As a result, a celebration event was arranged - the Young People's Achievement Awards. There were 10 categories and the event provided schools and settings with the opportunity to nominate young people to receive an award.

Other Key Developments

110. Other key developments have included:

- improving coproduction;
- developing a Single Point of Contact in partnership with families;
- delivering a range of training to staff across settings and conducting peer reviews;
- the appointment of a Clinical Officer to support key developments and the work of the SEND Strategic Group;

- developing data systems through the Data, Quality and Outcomes workstream across education, health and social care to ensure all agencies understand the needs and changing needs of children and young people with SEND;
- developing the Local Offer in partnership with families and increasing its accessibility; and
- developing a Joint Commissioning Strategy in partnership with children, young people and their families.

111. *Further information to evidence how Education, Social Care and Health work collectively to deliver SEND provision at a local level can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 4 October 2021.*

Term of Reference E - To examine how the views, wishes and feelings of the child/young person and their parents are gained and how the child/young person is encouraged to participate as fully as possible in decisions.

112. In terms of coproduction and the SEND Code of Practice, when carrying out functions in relation SEND, local authorities are required to have regard to a series of core principles:

- the views, wishes and feelings of the child or young person, and the child's parents;
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions; and
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes and preparing them effectively for adulthood.

113. Effective coproduction enables young people, parents/carers and professionals across multiple agencies and sectors to work together as equal partners to design, plan, deliver and review support and services in order to achieve shared outcomes.

114. Coproduction recognises children and young people, parent/carers and professionals as assets who all have important contributions to make due to their differing knowledge, skills and experience.

Coproduction in Middlesbrough

115. To support the implementation of the SEND reforms, services across education, health and social care have worked closely with parents, young people and families to consider how best to implement the reforms across Middlesbrough. Themed working groups have been set up to understand each aspect of the reforms and how to develop and implement them across the local area. Initially, the key areas focused on the establishment of systems and processes for assessing needs, the format of the EHCP template and reviewing of EHCPs.

116. Feedback is requested frequently from families on the Local Offer, services, processes and practices. Families are also regularly consulted on key developments.

117. A Parent Partnership Group has recently been established, which involves forums/groups across Middlesbrough working collectively to develop/improve services and practices for families, such as the EHCP process.

118. Focus groups are established and project work is undertaken in respect of key themes, enabling families to review, reshape and improve practices in the local area.

Parents4Change

119. Parents4Change is a parent forum group. The group offers help and support to parents/carers of children and young people with disabilities and special educational needs.
120. Parents4Change is an advocate of Middlesbrough's families and the forum's input and work with the Local Authority enables the local area to identify problems and implement solutions, ensuring families are well supported in Middlesbrough.
121. Parents4Change is involved in the SEND Strategic Group and its workstreams and the group works in partnership with the Local Authority and Health. Parents4Change has been involved with developing and reviewing:
- the SEND Strategy and sharing it with families;
 - the EHCP process, updating paperwork and introducing a single point of contact for parents/carers;
 - the neurodevelopment pathway, which is a new pathway to support children and young people who are on the autistic spectrum;
 - the Local Offer to produce a directory, improve the accessibility of information and advertise the support and advice available for parents/carers;
 - a Parents4Change newsletter aiming to recruit new members to the group, highlight issues raised by parents/carers and provide information on the Local Offer and drop-in sessions;
 - the speech and language pathway;
 - the framework for short breaks and the commissioning process for identifying providers;
 - the eligibility criteria for children with disabilities;
 - the early years service to provide greater support in the community and increase the number of children and young people with SEND being educated in mainstream provision; and
 - supported internships in the local area to assist with getting young people with additional needs into work.
122. Each year there is a parents' conference, the Local Authority works in partnership with Parents4Change to plan and design the conference. The topics selected for discussion reflect the concerns of parents/carers and feedback is sought at those conferences. Topics discussed have included the SEND Strategy, HNF, short breaks, the EHCP process, health services, the Local Offer and preparing for adulthood. The next conference will primarily seek to improve co-production and encourage parents/carers to join the workstreams of the SEND Strategic Group. The conferences provide valuable information and are well attended by parents/carers across the town.

Coproduction and the EHCP process

123. In terms of coproduction and the EHCP process:
- Often the EHCP process is the first contact that a family will have with statutory-level services.
 - Having coproduction at the heart of the EHCP process enables the development of positive relationships with families.

- Children, young people and parents are included from the very start of the process. By working closely with schools, the Local Authority ensures families are fully informed when a referral for an EHCP is going to be made. Parents are invited to attend a referral planning meeting to discuss the needs of their child with a full range of practitioners.
- Once an assessment has been completed, families are invited to a Summary Assessment Meeting (SAM). At the meeting, information is shared about the child, including reports that provide a medical/professional context. The meeting provides parents with an opportunity to fully understand what this information means. At the meeting, a person-centred planning approach is taken and parents are asked their priorities and what outcomes they would want to see included in their child's EHCP. This information is then used to inform and develop the EHCP.
- Throughout the process, if parents are unable to attend meetings they are given the opportunity to complete 'Views' forms that are circulated at the different stages of the process. The forms ensure parents can submit their views regularly, in writing, if they are unable to attend meetings. Views forms enable parents to comment on a child's development, experiences and the impact of the child's needs. The information is then utilised to draft the EHCP.
- The draft EHCP is shared with parents for their comments.
- At the end of the process, parents are asked their preferences in respect of educational placements. Information, advice and guidance is provided to parents to enable them to make an informed decision about the most suitable placement for their child. The Local Authority also facilitates visits to the preferred schools.

124. The child/young person is actively encouraged to participate in the different stages of the EHCP process. There are 'Views' forms for children and young people. The EHCP process is very much centred on seeking the views, wishes and feelings of the child/young person.

125. In respect of the impact of EHCP coproduction:

- Parents4Change has been actively involved in reviewing the EHCP process.
- The process has been reviewed over time with Parents4Change to support on-going improvement and to continue to effectively capture the voice of the child/young person and parents/carers.
- Feedback on the EHCP assessment process has showed consistent 90% satisfaction rates from families.
- Through the ongoing developments of the EHCP process, it is evident from the feedback received from families that they feel fully involved in the process.
- A parent had commented "I have been given the opportunity to give my views and these have been taken in account". Views similar to that are communicated by many families.
- Middlesbrough has a very low tribunal rate, one of the lowest in the country. This is a reflection of the partnership working with families to achieve coproduced EHCPs and placement outcomes.

Transport

126. A primary concern for parents/carers is transport, due to a shortage of drivers. Although school transport is being provided by the Local Authority to enable children to access education, arranging transport to access respite care is proving difficult. Regular meetings have been held between the Local Authority's directorates to discuss solutions and determine a way forward.

Local Area SEND Inspection

127. In terms of the Local Area SEND Inspection, in July 2019 the Ofsted and CQC inspection team revisited the local area to inspect the sustained progress since March 2017. The inspection team commented that:

- families have greater involvement in discussion and decision-making about their children's needs and how best to support them;
- Summary Assessment Meetings (SAMs), held as part of the EHC assessment process, are valued by families; and
- there is evidence of coproduction of EHCPs.

128. SAMs have been specifically introduced by the local area to enhance coproduction with families. Not all local authorities have implemented this practice.

129. *Further information to evidence on coproduction can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 13 December 2021.*

Term of Reference F - To identify best practice strategies in supporting children and young people with special educational needs and disabilities.

Special Educational Needs in Mainstream Schools

130. In 2020, the Education Endowment Fund published guidance for school leaders, Special Educational Needs Coordinators (SENCo) and classroom teachers across mainstream primary and secondary schools.

131. The guidance states that supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils - it is not an 'add on'. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.

132. The guidance report offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement:

Recommendation 1

Create a positive and supportive environment for all pupils without exception

- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

Recommendation 2

Build an ongoing, holistic understanding of your pupils and their needs

- Schools should aim to understand individual pupil's learning needs using the graduated approach of 'assess, plan, do, review'.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.

- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

Recommendation 3

Ensure all pupils have access to high quality teaching

- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - Flexible grouping - Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
 - Cognitive and metacognitive strategies - managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
 - Explicit instruction - Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
 - Using technology - Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.
 - Scaffolding - When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

Recommendation 4

Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report 'Putting Evidence to Work: A School's Guide to Implementation'.

Recommendation 5

Work effectively with teaching assistants

- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report 'Making Best Use of Teaching Assistants' provides detailed recommendations.

133. The overriding message from the report is a positive one. It is tempting to talk about the challenge of SEND as a specific and distinct issue. Yet, far from creating new

programmes, the evidence tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into every day, high-quality classroom teaching - being inclusive by design not as an afterthought.

134. It also means using carefully implemented interventions and working effectively with teaching assistants to offer additional support where needed.¹

Developing and Sustaining an Effective Local SEND System

135. The LGA commissioned Isos Partnership to undertake a project to work with local councils and their partners to:

- a) draw together what partners in local areas have done to develop and sustain effective, system-level approaches to supporting young people with SEND;
- b) from these approaches, distil some key practical messages that could be used by partners in local areas across the country, adapted to their local circumstances and priorities; and
- c) share, develop and refine these key messages formatively and iteratively through co-productive discussions with leaders from local areas across the country.

136. The report has been written as a concise, practical summary of good practice in developing and sustaining an effective local SEND system. It has been written with the intention that this will be of use to elected members and officers in local councils, but equally to local strategic partners in clinical commissioning groups (CCGs) and local health services, schools, early years settings and colleges, groups and networks of parents, carers and young people, VCS organisations and others with an interest in ensuring that there is effective local support for young people with SEND.

137. A summary of the key messages is included below:

Theme 1: Partnership working and co-production with parents and carers, and with young people

- ***Demonstrate commitment to sharing challenges and solving problems in a spirit of co-production.*** Ensure that co-production feels meaningful, and not tokenistic, by engaging at a formative stage, openly sharing a problem and enabling parents, carers and young people to generate ideas and shape solutions.
- ***Empower and enable local groups of parents and carers to play a strategic role within the local SEND system.*** Identify specific opportunities for parents, carers and young people to influence the local SEND system at a strategic level and build the capacity of local groups and networks to play this role.
- ***Focus on broadening participation by engaging an ever-wider range of young people and families.*** Make broadening participation, and hearing from as broad a range of parents, carers and young people as possible, an explicit aim of the local SEND system.

¹ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=send

Theme 2: Strategic partnership working and joint commissioning across education, health and care

- **Develop and embed strong routines and processes for making decisions and commissioning provision across key agencies.** Ensure that there are explicit processes and protocols - about decision-making and the use of resources - that are used to consider commissioning of individual packages of support and overall services.
- **Ensure joint commissioning delivers better, joined-up support by planning pathways of support for specific types of needs.** Identify key areas of need - autism or mental health - and plan a coherent, seamless pathway of support for young people and their families.
- **Put in place effective governance structures and processes to ensure strategic decisions can be taken swiftly and effectively.** Whatever the make-up of council and CCG boundaries, ensure that there is a clear partnership governance structure in place that enables partners to make joint strategic decisions swiftly and effectively, and use existing governance mechanisms (such as the Health & Wellbeing Board) to ensure that there is an appropriate focus on support for young people with SEND.

Theme 3: Identifying, assessing young people's needs and ensuring they can access the support that they need

- **Focus on strengthening core processes and building a consistent understanding so that needs can be identified early and accurately (and the right support put in place).** Central to this is having a widely understood and consistently applied vocabulary for identifying a young person's needs (not for its own sake, but as a first step to putting in place the right support).
- **Ensure that information about local support is accessible and helps families and professionals to navigate the local system easily.** Part of this is about ensuring that the local offer is a useful tool that enables families and professionals to understand what is available, which services are best placed to support them, and how to access those services. Part of this is also about ensuring that there are mechanisms for local services to respond flexibly in instances when a young person requires a more bespoke package of support.
- **Put in place open, transparent and outcomes-focused processes for assessing young people's needs.** Ensure that assessment processes take a holistic view of a young person's needs while also identifying the support that is needed, and that decisions are taken in an open, informed and transparent manner.

Theme 4: Building inclusive capacity in mainstream schools and settings

- **Ensure that there is a clear strategy for building inclusive capacity in mainstream schools and settings.** This will require there being a set of consistent expectations about the support mainstream settings and schools will offer, but also a clear offer of support to build their capacity to deliver this support effectively.
- **Ensure that schools and settings have access to an explicit offer of targeted inclusion support.** Be clear what targeted support can be accessed, what will be part of a "core" offer open to all schools and settings (without requiring a statutory assessment and plan), and where there is an additional offer that settings and schools can tap into by using their own resources.
- **Ensure that inclusion support provided by education services is part of a broader, holistic and joined-up offer of support for young people's care and health needs.** Recognise the importance of supporting a child's needs in their education setting, but also that those needs may be linked to issues related to their family, home or health

needs that will require joined-up support from a wider range of non-education-based services.

Theme 5: Developing responsive, flexible and effective local specialist provision

- ***Work with local specialist providers to develop robust routines for considering local needs and shaping local provision to meet them.*** Developing an evidence-informed and collaborative approach to planning places in specialist SEND provision - both the state-funded and independent / non-maintained sector - so that there is an effective, collective plan for how local provision can meet local needs.
- ***Develop a range of “mainstream plus” options.*** This will include working with local mainstream and specialist providers and developing models for meeting young people’s needs in learning environments that match their educational and wider developmental needs, and allow them to remain connected to their local communities.
- ***Develop collaborative processes for considering bespoke placements for young people with the most complex needs.*** This will involve bringing local specialist providers together to work collaboratively to consider how they could develop bespoke packages of support to enable young people with the most complex needs to be supported in their local communities. This will also entail developing strategic and effective commissioning of placements in the independent and non-maintained sector, including working collectively with neighbouring local areas.

Theme 6: Preparation for adulthood

- ***Be pro-active in gathering feedback from young people about their aspirations and use this intelligence to commission pathways that will enable young people to pursue their goals.*** Engage young people who are likely to require further support or bespoke pathways to pursue their aspirations, and convene local education providers and wider partners to shape corresponding pathways.
- ***In parallel, pro-actively engage local employers, and support them to develop opportunities for young people with SEND to make a successful transition to the world of work.*** Take an incremental approach to working with local employers (in the private or third sectors, but also in the public sector – including the local council and health services) to develop pathways for young people with SEND to move into the world of work. Help employers to understand the needs of the young people with whom they will be working and to put the right support in place. Use this learning to show other employers how this can be done as well as the benefits of employing young people with SEND.
- ***Ensure that there is a strong, joint local offer of education, health and care options to enable young people with the most complex needs to make a successful transition to adult life.*** Ensure that there are effective processes for early planning of a young person’s transition to adult life, as well as enabling agencies to work together to put in place holistic packages of support that will enable a young person to thrive in adult life.²

ADDITIONAL INFORMATION

138. During the course of the scrutiny panel’s investigations, information came to light which, while not directly covered by the terms of reference, is relevant to the work of the panel on this topic. This related to:

² <https://www.local.gov.uk/developing-and-sustaining-effective-local-send-system-practical-guide-councils-and-partners>

Increase in Demand

139. Given the increasing demand in the local area, schools and settings are under pressure to meet the needs of children and young people with SEND and those who are at risk of exclusion. Schools have been experiencing high levels of Covid-19 infection rates, causing a high level of staff absence and impacting on the key training and development of staff members.
140. Schools are experiencing children across all year groups who are struggling due to the impact of the pandemic. Schools have also experienced pressures due to the lack of families accessing universal health services during lockdowns, such as the School Nursing Service and Health Visiting Service. As a result, some children's needs had not been identified and addressed prior to them starting school.
141. There has been an increase in demand for the Local Authority's Inclusion, Assessment and Review Service and Model. In addition, sufficiency issues have been encountered for children with SEND and for those who have been excluded. There is an unpredictable demand for school places for children with SEND and schools are struggling to manage and meet the needs of those children within the school setting.
142. In order to manage the increasing demand, the following mitigation measures have been introduced:
- The Local Authority is challenging and supporting schools to reduce the number of exclusions, which is currently a key area of focus for the organisation.
 - A specialist project has been set up with two secondary schools, in partnership with key agencies, such as Cleveland Police and colleagues across Children's Services. The project plans to focus on those children who are known to multiple services, with an aim to understand how services are coordinated and delivered to support the child or young person and their family. The work plans to ensure that the needs of the child or young person are met and seamless support is being provided.
 - The Local Authority has been working to develop a training offer for schools, to upskill staff members and enable them to meet the needs of children. The training package includes the Education, Health and Care Assessment (EHCA) process and information on accessing additional resources and funding.
 - The Local Authority is working in partnership with health services to resolve the issues regarding access to universal services and some specialist services.
 - The enhanced Inclusion, Assessment and Review Service and Model was introduced in January 2022. The enhanced model provides access to a specialist teaching resource and outreach practitioner support. Those staff members are working directly with children and young people in schools to provide support.
 - The Local Authority has been focussing on its communication and support channels. Work is being undertaken to hold briefing sessions with schools and provide regular correspondence to ensure there are no delays in communication.
143. In terms of pressures in respect of 20 week statutory process, the following mitigation measures have been implemented:
- In respect of the Statutory Assessment Team, one temporary FTE post was appointed to in January 22, one temporary FTE has received approval to be advertised, agency support is being received for plan writing to ensure the 20 week timescale is adhered to and additional education psychologists have been appointed to assist with the multi-agency assessment work.

- In respect of the Annual Review Team, additional roles have been incorporated into the team during a restructure and there is now two EHC coordinator posts within the team. In addition, approval has recently been granted for agency support for case work, to cover staff sickness/absence/increases in workload.
- In respect of exclusions, the Local Authority is working with Alternative Provision (AP) providers to enable them to become registered providers, which plans to manage demand in the longer-term. Agency support is being provided to assist in ensuring that 6th day education expectations can be met, which is a statutory duty of the Local Authority. In addition, a new commissioning model is being developed to improve effectiveness.

144. The Inclusion, Assessment and Review Service and Model is assisting schools in meeting the needs of children and young people and is actively preventing more exclusions. The model is a crucial part in managing demand in the longer-term.

145. In terms of pressures in respect of sufficiency, the following mitigation measures have been implemented:

- In respect of mainstream provision, the Local Authority is reviewing the funding model to streamline processes and ensure that schools are accessing funding in a timely manner. The Inclusion, Assessment and Review Service and Model is also preventing additional children and young people from being excluded.
- In respect of resource provision, the Local Authority is reviewing designations to increase expertise specialisms and work is being undertaken to expand provision to deliver support to those with SEMH needs.
- In respect of Specialist and Alternative Provision, the Local Authority plans to increase local places due to the increased demand. A review of the AP model is also being undertaken to increase registered provision. In addition, the Local Authority is planning to introduce an SEMH assessment centre at secondary level.
- In respect of independent provision, the Local Authority is working with local academies and other local authorities in the region to determine whether a local residential education model would be an appropriate response to support the complex needs of children and young people. Work is also being undertaken in partnership with rest of Tees Valley, with academies and maintained specialist provision to increase capacity in the region.

146. In terms of pressures in respect of health services, the following mitigation measures have been implemented:

- In respect of South Tees NHS Foundation Trust, additional clinics for therapy services have been arranged to reduce waiting times, the Occupational Therapy and Physiotherapy pathway has been redesigned to increase accessibility for children, additional clinic sessions have been arranged with consultant paediatricians, advance nurse practitioners are being recruited to assist with managing demand in respect of paediatric referrals and community nurse structures are being reviewed to ensure the role of the advanced nurse practitioners is embedded.
- In respect of mental health services, strategic leadership has been restructured to ensure a clear pathway into services, the neurodevelopmental pathway is now underway to provide a bubble of support and workforce development opportunities have been increased for the GP and primary care network to increase uptake of Annual Health Checks for children and young people with learning disabilities.
- In respect of community services, a SEND nurse has now been appointed for 0-19 services, capacity of 0-19 services is increasing to assist with the delivery of universal

and targeted work at an earlier point. In addition, a Dynamic Support Register and Community Education and Treatment Review (CETR) pathways are being developed to identify those at risk, at an earlier point, to prevent escalation to a hospital admission.

147. In terms of pressures in respect of social care, the following mitigation measures have been implemented:

- a new Designated Social Care Officer role has been created to provide good quality social care advice in respect of every EHCP and interviews to appoint to the role are scheduled to take place shortly;
- the number of social workers and senior practitioners has been increased;
- community activities will be re-commissioned by June 2022;
- the eligibility criteria for Children with Disabilities Service has been revised; and
- Lead Practice Champions will be appointed to upskill and support staff members in undertaking social work.

148. *Further information on pressures across education, health and social care with regards to children and young people with SEND and those at risk of exclusion can be found in the minutes and associated documentation for the meeting of the Children and Young People's Learning Scrutiny Panel, which was held on 21 March 2022.*

CONCLUSIONS

149. Based on the evidence, given throughout the investigation, the scrutiny panel concluded that:

Key data

- a) In 2021, the number of pupils attending school and/or settings in Middlesbrough who had an EHCP, was slightly lower than the north east rate but in line with the national rate. A total of 3,459 pupils in Middlesbrough schools were in receipt of SEN Support (13.8% of the overall school population), which was higher than both the north east rate (12.9%) and national rate (12.2%). The gap between non-SEND and SEND pupils, achieving a good level of development at the end of early years, continues to close. This was a 5% improvement compared to the national average. Other areas of significant improvement and where local scores outperform national scores are KS2 Reading and Mathematics - where there is a 10% improvement; KS4 English and Mathematics Level 4 and 5 where there is also a 10% difference of closing the gap compared to national rates.

Impact of SEND

- b) As identified in the SEND Code of Practice, four broad areas give an overview of the range of special educational needs and disabilities that children and young people may experience, these include Cognition and Learning; Communication and Interaction; Physical, Medical and Sensory and Social, Emotional and Mental Health (SEMH). SEND can affect a child or young person's ability to learn, their behaviour or ability to socialise, reading and writing, ability to understand things, concentration levels and physical ability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Working with early years providers, schools and colleges

- c) The settings consulted throughout the review (i.e. Rosedene Nursery Easterside, Ayresome Primary School, Caldicotes Primary Academy, Discovery Primary Academy, Green Lane Primary Academy and Middlesbrough College) clearly demonstrate that by effectively working in partnership with the Local Authority, partners and families; holistic and joined-up packages of support can be delivered to meet the care and health needs of children and young people with SEND. The settings clearly demonstrate inclusivity and the Local Authority provides a clear offer of support to enable settings to build their capacity and deliver support effectively. It is highly important that all of Middlesbrough's settings are aware of the explicit targeted inclusion support offered by the Local Authority via the Early Years and Primary Support Service (EYPSS) and the Inclusion, Assessment and Review Service and Model to identify needs, put in place support and review support plans.
- d) Although evidence suggests that needs are identified early, accurately and consistently and that effective transition planning processes are in place, restrictions associated with the General Data Protection Regulation (GDPR) can sometimes lead to some pupils missing out on provision or experiencing unnecessary delays - this needs to be addressed. In addition, to further support positive destinations in adult life for young people with SEND, the Local Authority should link up with Middlesbrough College to provide placements for the college's supported internships programme.
- e) As a local area, a SEND review has been undertaken of all Middlesbrough's settings, i.e. for early years, primary, secondary and post-16. The purpose of the review was to identify strengths and areas of development. Outcomes of the review have been reported to the settings and actions are being undertaken to further develop/enhance support/training for members of staff. To support continuous improvement, it is important that a regular cycle of self-evaluation, across all partners, takes place.

Delivering SEND provision at a local level

- f) There is a great sense of joint responsibility and the partnership between Education, Social Care and Health has strengthened significantly over recent years. The local area has made good progress in addressing areas of significant weakness detailed in the written statement of action (WSoA) issued on 19 May 2017 and has made great strides in improving core processes and building a consistent understanding for identifying, assessing and meeting the needs of children and young people who have SEND. The local area's SEND Strategic Group, which reports to the Children's Trust, provides an effective governance structure to ensure strategic decisions can be taken swiftly and effectively. Through the work of the SEND Strategic Group, the local area continues to move forward with key developments to ensure that the needs of children and young people with SEND 0-25 in Middlesbrough are being met. The local area delivers better, joined-up support by planning pathways of support for specific types of needs. There is a stronger partnership-wide commitment to jointly commissioning services in a way which is responsive to children and young people's needs. For example, the local area developed an evidence-informed and collaborative approach to improve support for children and young people with autism by building capacity to educate children with autism within secondary settings and developing a new improved neurodevelopmental diagnostic pathway.
- g) It is evident that provision, opportunities and outcomes for children and young people with SEND continue to improve across the local area. Improved data sharing has been

introduced, which has led to a robust data sharing agreement between the provider trusts and the Local Authority. The agreement allows the long-term sharing of data and information, in respect of needs, at a child-level. Gathering and triangulating data, intelligence and feedback and using this to inform discussions with partners and stakeholders as well as individual young people and families, about the shape of local support and services, is highly important. It would be beneficial for a SEND annual report to be produced that demonstrates how data, intelligence and feedback has been used to support strategic planning arrangements and ensure that there is sufficient local provision and support.

Involvement of the child/young person and their parents

- h) The local area recognises the importance of working in a co-productive way and demonstrates commitment to sharing challenges and solving problems. Local groups of parents and carers, such as Parents4Change, have been empowered to play a strategic role within the local SEND system and have contributed strongly to improving services and support for children and young people with SEND. Middlesbrough's families are fully involved in sharing their views, supporting developments and reshaping services. For example, there has been significant improvement in Education, Health and Care (EHC) assessment and planning. In addition, Summary Assessment Meetings (SAMs), which have been specifically introduced by the local area to enhance coproduction, are highly valued by families because they feel that their views and experiences are heard, understood and acted upon by local area leaders. Feedback on the EHCP assessment process has showed consistent 90% satisfaction rates from families and Middlesbrough has a very low tribunal rate, one of the lowest in the country. These rates demonstrate effective partnership working with families to achieve coproduced EHCPs and placement outcomes.
- i) Currently, a primary concern for parents/carers is transport, due to a shortage of drivers. Although school transport is being provided by the Local Authority to enable children to access education, arranging transport to access respite care is proving difficult. It is highly important that this issue is resolved as a matter of urgency.

Managing future demand

- j) Overall, it is clear that the challenges of the pandemic for local areas and for individuals have undoubtedly been great. Yet the negative experiences that many children and young people with SEND and their families have had during this time are not new - rather, they have been highlighted and intensified.³ The importance of the availability of good universal services to all children and young people with SEND across education, health and social care cannot be underestimated. Given the increasing demands, the local area continues to work together to ensure that the needs of Middlesbrough's children and young people are met and continues to develop its services in partnership with families to meet needs and improve outcomes. There is a need for the local area to continue driving further improvement in the SEND system and supporting children and young people at this critical moment.
- k) The local area has gone above and beyond to support children and young people with SEND and their families during this challenging time. The case studies shared throughout the review clearly demonstrate this. However, as the damaging effects of the pandemic on children and young people with SEND become clear, so too does the need to ensure that all partners are playing their role in supporting them. It is important that the

³ <https://www.gov.uk/government/publications/send-old-issues-new-issues-next-steps/send-old-issues-new-issues-next-steps>

Local Authority continues to invest time in fostering relationships and partnerships, given their importance to the local SEND system and the risk that those relationships could change very quickly. Given the increasing demand for provision to support those children and young people with SEND, it is vital that work continues to expand specialist provision and enable mainstream settings to provide support. It would also be beneficial to report on data/intelligence that demonstrates the specific strategic approaches or practices that have been effective in supporting children and young people with SEND, enabling them to achieve the best possible educational outcomes and preparing them effectively for adulthood.

RECOMMENDATIONS

150. The Children and Young People's Learning Scrutiny Panel recommends to the Executive:

- a) **That awareness raising activities are undertaken to ensure that all of Middlesbrough's schools and settings are aware of the Local Authority's explicit offer of targeted inclusion support.** There is a need for schools and settings to receive clear and concise information on what targeted support can be accessed, what is part of the "core" offer open to all schools and settings (without requiring a statutory assessment and plan), and the additional offer that settings and schools can tap into by using their own resources.
- b) **That work is undertaken with Legal Services and the Data Protection Officer to develop an effective transition planning process for all stages of education, which addresses the restrictions associated with GDPR.** For example, Durham County Council has developed an electronic process for primary school headteachers to share the names of students who may require additional transition support into secondary education. Wording, informing parents that information will be shared to support transition, has been included in the admissions brochure, on Durham County Council's website and in secondary application forms and offer letters.
- c) **That the Local Authority links up with Middlesbrough College to provide placements for the college's supported internships programme.** Supported internships have been introduced at Middlesbrough College to give a greater focus on preparing young people with special educational needs and disabilities with the skills needed for adulthood and employment.
- d) **That, to support continuous improvement, a regular cycle of SEND reviews takes place across all educational settings and outcomes are reported to the Children and Young People's Learning Scrutiny Panel.**
- e) **That SEND annual reports are published to demonstrate how data, intelligence and feedback has been used to support strategic planning arrangements and ensure that there is sufficient local provision and support.**
- f) **That work is undertaken with the Integrated Transport Service to explore and identify solutions to ensure children and young people with SEND are provided with travel assistance to enable them to access respite care.**
- g) **That, to further promote effective partnership working, a local area partnership agreement is developed, which outlines how partners will work together and sets out responsibilities and agreed working arrangements.** Investing time in fostering relationships and partnerships, given their importance to the local SEND system, is highly important - as there is a risk that those relationships can change very quickly.

- h) **That the collaborative work undertaken by Education, Social Care and Health is commended and continues to drive further improvement in the SEND system.** Given the increasing demand for provision to support those children and young people with SEND, it is vital that work continues to expand specialist provision and enable mainstream settings to provide support.
- i) **That data/intelligence is collected, analysed and reported on to demonstrate the specific strategic approaches and practices that have been effective in supporting children and young people with SEND, enabling them to achieve the best possible educational outcomes and preparing them effectively for adulthood.**
- j) **That regular updates are reported to the Children and Young People’s Learning Scrutiny Panel, on a six monthly basis, in respect of the progress made with implementing the above recommendations and the work undertaken to develop and sustain an effective local SEND system.**

ACKNOWLEDGEMENTS

151. The Children and Young People’s Learning Scrutiny Panel would like to thank the following individuals for their assistance with its work:

- A Adamson - Vice Principal for Students and Communications, Middlesbrough College;
- K Allison - Chair, Parents4Change;
- G Brown - SEND Coordinator, Rosedene Nursery Easterside and Academy;
- R Brown - Director of Education and Partnerships, Middlesbrough Council;
- J Brownsell - SEND Coordinator, Green Lane Primary;
- S Butcher - Executive Director of Children’s Services, Middlesbrough Council;
- S Calvert - Principal Educational Psychologist, Middlesbrough Council;
- C Cannon - Strategic Lead for the Inclusion and Specialist Support Service, Middlesbrough Council;
- E Cowley - Head of Inclusion, Assessment and Review, Middlesbrough Council;
- J Duncan, Head Teacher, Discovery Primary Academy;
- T Dunn - Head of Access to Education and Alternative Provision, Middlesbrough Council;
- A Goring, Deputy Head Teacher, Ayresome Primary School;
- R Johnson - Treasurer, Parents4Change;
- J Kitchen - Early Years and Primary Inclusion Lead, Middlesbrough Council;
- J Libby - Head of Resources for the Inclusion and Specialist Support Service (ISSS), Middlesbrough Council;
- K Mellor - Vice-Chair, Parents4Change;
- N Mount - SEND Coordinator, Caldicotes Primary Academy;
- N Pearson - Member, Parents4Change;
- K Scraton - Head of Service for Children with Disabilities, Middlesbrough Council;
- K Smith - Head of Achievement, Middlesbrough Council; and
- R Wilcox - Clinical Officer, NHS Tees Valley CCG.

ACRONYMS

152. A-Z listing of common acronyms used in the report:

- AP - Alternative Provision
- CQC - Care Quality Commission

- DfE - Department for Education
- EHCP - Education, Health and Care Plan
- EYPSS - Early Years and Primary Support Service
- HNF - High Needs Funding
- SEMH - Social, Emotional and Mental Health
- SEN - Special Educational Needs
- SENCo - Special Educational Needs Coordinator
- SEND - Special Educational Needs and Disabilities

BACKGROUND PAPERS

153. The following sources were consulted or referred to in preparing this report:

- Reports to, and minutes of, the Children and Young People's Learning Scrutiny Panel meetings held on 6 September 2021, 4 October 2021, 8 November 2021, 13 December 2021, 17 January 2022, 21 March 2022 and 25 April 2022.

COUNCILLOR DENNIS MCCABE

CHAIR OF THE CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

Membership - Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, C Hobson, D Jones, T Mawston, M Nugent, P Storey and G Wilson.

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Report of:	Director of Legal and Governance
Submitted to:	Overview and Scrutiny Board – 19 July 2022
Subject:	Setting the Scrutiny Work Programme 2022/2023

Summary

Proposed decision(s)
<p>Overview and Scrutiny Board is asked to consider and agree individual Panel work programmes for the 2022/23 Municipal Year.</p> <p>When considering the work programme, the Board is asked to ensure that topics agreed for inclusion:</p> <ul style="list-style-type: none"> • Affect a group of people living within the Middlesbrough area. • Relate to a service, event or issue in which the Council has a significant stake or over which the Council has an influence. • Are not issues which the Overview and Scrutiny Board or the scrutiny panels have considered during the last 12 months. • Do not relate to an individual service complaint. • Do not relate to matters dealt with by another Council committee, unless the issue deals with procedure.

Report for:	Key decision:	Confidential:	Is the report urgent?
Information	No	N/A	N/A

Contribution to delivery of the 2020-23 Strategic Plan		
People	Place	Business
Open and transparent scrutiny supports all elements of the Mayor's Vision.	Open and transparent scrutiny supports all elements of the Mayor's Vision.	Open and transparent scrutiny supports all elements of the Mayor's Vision.

Ward(s) affected
All Wards affected equally

What is the purpose of this report?

1. The purpose of the report is for the Overview and Scrutiny Board to determine the Scrutiny Work Programme for 2022/2023.

Why does this report require a Member decision?

2. At the start of every Municipal Year, scrutiny panels discuss the topics that they would like to review during the coming year. Work programmes are useful as they provide some structure to a scrutiny panel's activity and allow for the effective planning and preparation of work. As part of the process for establishing the work programme, support officers gather information/views from a number of sources. Below is a list of topics which were agreed at the relevant scrutiny panel.

Workplan for 2022/2023

3. The topics agreed by each Scrutiny Panel for the municipal year 2022/2023 are listed below in turn for the Board's approval.
4. The Adult Social Care and Services Scrutiny Panel met on 22 June 2022 and agreed to put forward the following topics:-

Adult Social Care and Services Scrutiny Panel

Full Review

- *'The Role of the Voluntary and Community Sector (VCS) in Supporting Adult Social Care (with a focus on Covid-19 Recovery)'* - current review topic (work to continue from the next meeting - 7 September 2022); and
- *'Hospital Discharge'* (final title TBC in due course, but the review will focus on the impact of the cost of care and the impact of care worker recruitment on hospital discharge and the Council's Adult Social Care services. The impact on lone adults will also be assessed as a supplementary 'feed in' area of focus).

Updates

- Integration of Health and Social Care (standard agenda item);
- A performance report in respect of increases in service demand on a quarterly basis. Reporting systems and processes are currently being reviewed and this will commence from Autumn/Winter 2022;
- Charging Reforms and Fair Cost of Care – updates to be provided as work progresses; and
- Previous scrutiny review – *'The Recruitment and Retention of Staff Within Adult Social Care'*

5. The Children and Young People's Learning Scrutiny Panel met on 20 June 2022 and agreed to put forward the following topics:-

Children and Young People's Learning Scrutiny Panel

Full Review

- Youth Offending and Partnership Working with Schools; and
- Early Learning for Young Children

Short Review

- School Meals and Physical Education

6. The Children and Young People's Social Care and Services Scrutiny Panel met on 21 June 2022 and agreed to put forward the following topics:-

Children and Young People's Social Care and Services Scrutiny Panel

Full Review

- Transition from Children's Social Care to Adult Social Care

Short Review

- Procedures for Child Protection Plans/Early intervention support

Updates

- OFSTED inspections
- South Tees Safeguarding Children's Partnership
- Performance information
- Sufficiency and Permanency (Perceptions of Children in Care)
- Locality Working from a Children's Services Perspective

7. The Culture and Communities Scrutiny Panel met on 23 June 2022 and agreed to put forward the following topics:-

Culture and Communities Scrutiny Panel

Full Review

- Scrambling bikes and illegal quad bikes- what enforcement is in place/ has operation kickstart been rolled out to other areas of Cleveland?; and
- The impact of private rented properties on areas of owner occupied properties and areas of social housing and what can be done to mitigate negative effects.

Updates

- Future High street fund
- Surveillance Policy
- Preventing Terrorism
- Community Safety Partnership
- Cohesion/ Asylum Seekers and support for Ukraine families.
- Previous scrutiny review – Cultural events

Site visit

- The panel expressed an interest in visiting the new Art School as part of the wider Cultural programme.

8. The Economic Development, Environment and Infrastructure Scrutiny Panel met on 15 June 2022 and agreed to put forward the following topics:-

Economic Development, Environment and Infrastructure Scrutiny Panel

Full Review

- Improving and Enhancing the Physical Environment Town-Wide.

The review will focus on the following areas:

- Environmental Enforcement/Fly Tipping.
- Damage to grass verges.
- Tree Replacement Programme.
- Enforcement of Planning Conditions.
- Pest Control Service.
- Allotments.
- Empty Properties.

Short Reviews/Updates:

- Teesside Crematorium.
- Flood Risk Management.
- Local Plan.
- Town Centre Strategy - Update on Future High Streets/Towns Fund.
- Middlesbrough Mayoral Development Corporation.
- Income to the Council from Housing/Potential impact of increased development costs.
- Housing – impact on health and wellbeing.

9. The Health Scrutiny Panel met on 21 June 2022 and agreed to put forward the following topics:-

Health Scrutiny Panel

Full Review

- Dental health and the impact of COVID-19; and
- GP access and quality of service

Short Reviews / Updates

- The Neurodevelopmental Pathway; and
- NEAS / ambulance service provision in Middlesbrough

10. When considering the work programme, each panel was advised to select topics that are of interest to it, as well as topics that the panel feels by considering, could add value to the Local Authority's work.

11. In addition to undertaking the agreed work programme, scrutiny panels have also previously responded on an ad-hoc basis to emerging issues - such as considering relevant new legislation, guidance or Government consultation documents. This approach occasionally results in further topics being identified for investigation or review throughout the year.

12. On occasion, the Ad-Hoc Scrutiny Panel may also be established throughout the year to undertake additional investigations, for example to examine areas of work which overlap more than one scrutiny panel.

13. Scrutiny panels are also advised that, under the terms of the Local Government Act 2000, local authorities have a responsibility of community leadership and a power to secure the effective promotion of community well-being. Therefore, in addition to the scrutiny panel's generally recognised powers (of holding the Executive to account,

reviewing service provision, developing policy, considering budget plans and performance and financial monitoring), panels also have the power to consider **any** matters which are not the responsibility of the Council but which affect the Local Authority **or** the inhabitants of its area. For example, nationally, Local Authorities have undertaken scrutiny work on issues such as post office closures, rural bus services, policing matters and flood defence schemes to name a few.

14. In deciding their work programme, Panel's may have used the aid attached at **Appendix 1** to prioritise issues where scrutiny can make an impact, add value or contribute to policy development.

What decision(s) are being asked for?

15. It is recommended that in respect of the scrutiny work programme for 2022/2023, the Overview and Scrutiny Board approves the inclusion of those topics put forward by the scrutiny panels.

Other potential decisions and why these have not been recommended

16. No other options were considered.

Impact(s) of recommended decision(s)

Legal

17. Not Applicable

Financial

18. Not Applicable

Policy Framework

19. The report does not impact on the overall budget and policy framework.

Equality and Diversity

20. Not Applicable

Risk

21. Not Applicable

Actions to be taken to implement the decision(s)

22. Implement the decision of the Overview and Scrutiny Board with regard to the selection of topics for the 2022/2023 Scrutiny Work Programme.

Appendices

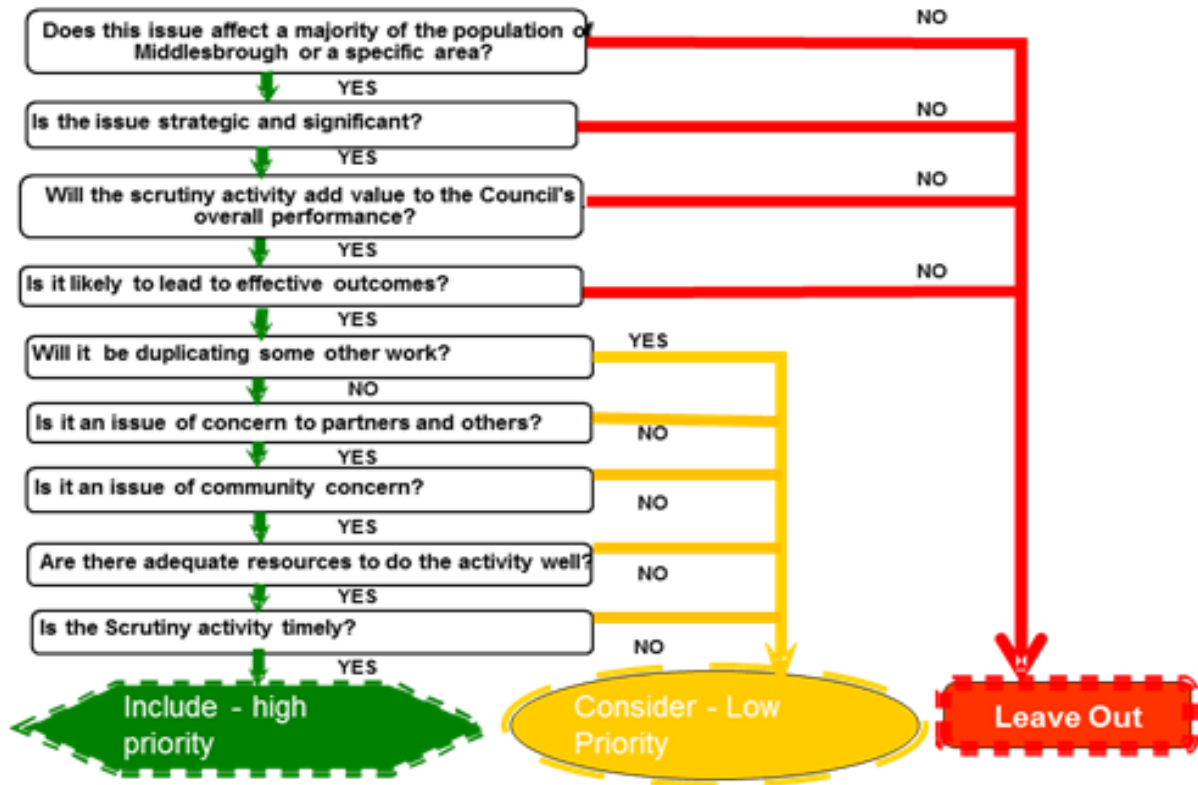
23. Details of the aid that may have been used to assist Panel's in their prioritisation of topics is attached at **Appendix 1**.

Background papers

24. Scrutiny Panel Work Programme reports 2022/2023.

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