

Purpose

This paper:

Responds to the Programme Board's request that we:

- revisit the vision behind the inclusion strategy that formed the basis of the current changes to the delivery of education and services to vulnerable children and young people
- describe how services – including those provided and commissioned by the local authority – will support the delivery of this vision

Background

This paper follows on from the "Inclusion Strategy" discussed and agreed by the school Forum in July 2015. This strategy proposed:

*A fundamental shift to a **locality model of inclusion support for vulnerable young people and their families**. Supported by devolved, aligned budgets comprising:*

- *Current Early Help and Support Services (MAST)*
- *Resources currently spent on the Secondary and Primary Inclusion Centres*
- *Current SEND spend*
- *supplemented by additional investment in other key areas e.g. Emotional Health and Wellbeing services funded from the Public Health Grant.*

Since agreeing this strategy the Local Authority, schools and their strategic partners have been working closely together to deliver this transformation. Locality working for inclusion has now begun and headteachers have asked for a restatement of vision, more information about organisational changes and stronger communications. The attached paper is a headline statement only and not intended to be a detailed blueprint (including key performance indicators) – that will follow once there is agreement on vision.

Action

That the Board makes any changes to the vision statement and agrees to its communication to all key partners.

Vision

Over the next five years we will transform the lives and futures of vulnerable children and young people. Parental confidence in the education, care and health system will be very high and families will be well supported to enable their children to succeed. Our practice will be the best in the country.

We will achieve this vision through:

1. **High quality inclusive provision** across all education settings which maximises attainment and readiness for all vulnerable learners, preparing them effectively for adulthood
2. **Early high quality support** for vulnerable children and young people at the point they need it
3. **Support for families** to provide a safe and supportive environment for their children
4. **Robust mental health provision** at all levels of intervention to enhance the emotional well-being and resilience of all Sheffield children and young people
5. **Excellent communication and greater transparency** to increase confidence in the system

Who we mean – the scope of the strategy

Children and young people who

- have SEND; are looked after; face disadvantage and/or difficult family life; face social and emotional mental health challenges; and experience linguistic and cultural challenges

Measures

We will assess progress against this vision and for these groups through improvements in

- **Progress and achievement** of all vulnerable groups in every phase of learning
- **Attendance** - decreases in persistent absence
- **Behaviour** – reduction in exclusions
- **Transitions to adulthood** - reduced numbers of disengaged and unemployed
- **Parental confidence** - increases in preferences for mainstream school, reduction in parental request for statutory assessment
- **Professional confidence** to support all vulnerable children and young people.
- **Social care and CAMHS** - reduced numbers needing specialist support.

In all of the above we will be among the best in the country.

Where we are currently

There are major challenges facing some of our children and families and too many do not achieve their potential. The reasons for this are socially complex and cannot be addressed by one single agency.

National evidence shows that working more closely together services can prevent some of the problems children face, intervene more swiftly when they start to become vulnerable, and remove the barriers to their education and employment. This has always been understood, but the change now needs to be system wide and beyond what's been tried before. It needs to halt the continuing flow of young people entering adulthood with damaged prospects and lives, and address the variation in the quality of inclusive education and services to these children and young people.

This in a context of major policy changes from central Government that are operating at different speeds and with different levels of resource. This makes it much more difficult to manage such changes coherently locally and can undermine our core purpose. We face unprecedented funding pressures that risk divisiveness.

Over the last 12 months there have been **three** areas of service reform:

- Improving **early support and help** for children, young people and families at risk of poor outcomes (including poor school attendance and attainment, exclusion, poor emotional health and well-being, involvement in risky behaviours that lead to social exclusion) which involves the future shape of MAST and the implementation of the Government's Troubled Families programme.
- Implementing the Government's major changes to the **system of support for those with SEND and transforming inclusion in schools and the post-16 sector and the quality of provision for these children and young people.**
- Delivering **Future in Mind**: the joint NHS Local Authority five year reform of services around emotional health and wellbeing which involves a whole system change from improving access to specialist CAMHS to taking a more preventative approach.

Where next and principles behind Inclusion partnerships

These areas need to be better connected through a **multi-agency locality model** aimed at securing greater impact on children and families and enable more effective use of limited workforces and resources.

The principles behind this are:

- Strengthening universal education and health services and ensuring more targeted (and scarcer) services are focused on those who need them most earlier and better.
- That working together (across school sectors and across agencies) is the only way to improve quality and manage the financial pressures in the system
- that we invest in the wider workforce to have most effective relationships with children and families and prioritise CPD.

- Adopting a 'one family, one worker, one plan' principle wherever needs are complex to ensure that interventions are focused, personal and efficient - acknowledging the family and community context.
- Increasing access to reformed targeted and specialist services and increasing the number of colocated multi-agency teams in schools, early years settings and health centres.
- Resources and services proportionate to the needs of an area with central oversight to ensure locality allocations are fair.
- Local discretion over the allocation of resources – both people and funding - but with city wide, multi-agency oversight facilitated by the LA.
- Retaining existing accountabilities - that moving to locality model does not alter the local authority's accountability for vulnerable children.

These changes mean redefining how we work with partners – schools and NHS services in particular and as a priority. **Over the next year continue the integration of these different programmes and reshape central support services** – local authority and other agencies - so that they support local delivery against a shared outcome framework. In practical terms this means professionals – MAST workers, social workers, educational psychologists, language specialists, counsellors – based in communities.

The LA role is to ensure that devolution does not lead to inequity – such as moderating assessment regimes, evaluating the impact of different approaches to local delivery, and providing expert supervision to the workforce – and maximise resources available to the city. Oversight will be provided by city wide, multi-agency governance.

Priorities over the next year will be:

- Ensuring all services (including schools) understand how they contribute to delivering this vision, where necessary we will re-organise delivery.
- Continuing to support the implementation of locality working for SEND and define the role of specialist sector and services in supporting local delivery.
- Ensuring systems for moderation and cross locality working are sufficient and robust and further implement and embed use of MyPlan and the Sheffield Support Grid.
- Extending the range of services *in scope* for local delivery to include SEND, early support and emotional health and well-being.
- Considering options to increase the scope of resources under local control *in proportion* to confidence in locality delivery.
- Re-organising Educational Psychology Service (EPS) and increasing its capacity.
- Establishing the Autism Service as a Virtual School for ASD.
- Continue the new approach to the Virtual School for children looked after.
- Commissioning (in partnership with schools) a broader range of provision for pupils at risk of exclusion and continuing with the Primary, and now secondary, Inclusion Panels.
- Continue the reshaping of CAMHS and increase the availability of school based support for children with emotional health and well-being issues.