



Bradford district's strategy for Children and Young People with Special Educational Needs and Disabilities

2018-2022

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Foreword

This strategy sets out the vision and strategic priorities for the Bradford Local Area for the period 2018-2022.

The key partners who are working to develop, implement and review our Strategy are:

- **Children and young people (CYP) with SEND**
- **Parents/carers of CYP with SEND**
- **Health commissioners and providers – NHS Bradford Districts, NHS Bradford City & NHS Airedale, Wharfedale & Craven CCGs**
- **Mainstream and specialist education settings**
- **Voluntary and community sector organisations**
- **Children’s Services and Adult Community Services - Bradford Council**

Our vision sets out our ambition for the children and young people with SEND in Bradford and their families.

The Strategy outlines the principles, approaches and key actions we will take to deliver our vision.

We are committed to reviewing the strategy annually so we can continue to drive the improvements needed and to make the strategy a ‘live’ document that responds to the needs of children and their families.

Yours sincerely

<hr/>	Cllr Susan Hinchcliffe	Leader of Bradford Council
<hr/>	Cllr Imran Khan	Portfolio holder - education, employment and skills
<hr/>	Michael Jameson	Strategic Director, Children’s Services
<hr/>	Bev Maybury	Strategic Director, Health and Well Being
<hr/>	Helen Hirst	Chief Officer, NHS Bradford Districts and City CCGs
<hr/>	Dr Akram Khan	Clinical Chair NHS Bradford City CCG
<hr/>	Dr Andy Withers	Clinical Chair NHS Bradford Districts CCG
<hr/>	Dr James Thomas	Clinical Chair NHS Airedale, Wharfedale & Craven CCG
<hr/>	Michael Firth	Acting Chair, The Parents’ Forum for Bradford And Airedale

Our Vision

Our vision for Bradford District's children and young people with SEND and additional support needs is...



As multi-agency partners we will make sure we improve the outcomes and reduce inequalities for all children and young people with SEND in Bradford District, so that they flourish and reach their potential.

By using our collective energy, experiences, resources and drawing on the strength and efforts of all involved, we will work to promote a great start in life and improved life chances for every child and young person with SEND.

This strategy demonstrates our collective approach to the development and implementation of SEND services and provision in the Bradford local area through co-production with parent/carers and children and young people. We will continue to work closely as multi-agency partners to identify areas where more services can be jointly commissioned across education, health and social care. New services and provision will be co-designed with service users and will be based on accurate data which predicts future needs and demands across the district.



The current economic climate challenges public services to achieve ever improving outcomes for children against a backdrop of fixed or even diminishing resources. Funding will be utilised as effectively as possible and resources will be deployed to deliver positive outcomes for children and support sustainable provision and services.

There is a strong commitment to building on current inclusive practices. There will be a focus on key transition points in a child's life and on life outside of settings, schools and colleges, recognising that children and young people want to enjoy play and leisure activities and to be as independent and healthy as possible in all areas of their life; be prepared for adulthood and have access to opportunities for work.

Our Six Principles

Our principles have been developed through listening to parents/carers, children and young people, our partners and practitioners.

We will run an efficient and inclusive SEND system where practitioners work with parents/carers, children and young people (CYP) to build trust and confidence and to develop good quality partnerships that are focussed on improving outcomes.

This will be achieved by practitioners from all sectors working collaboratively to deliver the most appropriate provision and support across the Bradford local area. We recognise that local schools, settings and colleges are central to the successful delivery of an inclusive sector for children and young people with SEND.

We will adopt the following six principles which will be embedded in everything we do for CYP with SEND and their families throughout the Bradford local area.

- **Improve Outcomes**
- **Co-production and working collaboratively**
- **Prioritise local solutions**
- **Promote inclusivity**
- **Create trust and confidence**
- **Be efficient**



The principles we have established are inextricably linked to the priorities of the Bradford Children, Young People and Families plan 2017-2020.

- A great start and good schools for all our children
- Safe, clean and active communities
- Better skills, more good jobs and a growing economy
- Better health, better lives
- Decent homes that people can afford to live in

Background and context of SEND in Bradford's district

Bradford District is continuing to implement and embed the requirements arising from the Children and Families Act 2014 and the SEN Code of Practice 2014. Personalisation and co-production are high on the agenda and in partnership with key stakeholders and partners the local authority has implemented a graduated approach¹ to meet a range of educational needs. As an area we work together to ensure that children and young people with special educational needs and disabilities (SEND) receive the right support at the right time to enable them to lead fulfilling lives and achieve their full potential as independently as possible.

We have a growing population of children and young people in Bradford and a proportionally growing population of children and young people with SEND:

- The complexity and number of children with SEND in Bradford is increasing - as a result there is a need for more specialist places. The number of referrals for an Education Health and Care Assessment (EHCA) has risen from 520 in 2014-2015 to 843 in 2016-17, representing an increase of 62.1%
- We are working in a challenging landscape both financially and educationally
- The number of children and young people with EHCPs currently in 2018 stands at 3,530. This has risen from 2,145 in 2014.

Several sources of data and data analysis reports are used to evidence the demographic changes to Bradford's SEND population and inform the projections for future need. These include:

- Joint Strategic Needs Assessment (JSNA)
- School Organisational Plan
- Educational Advice notifications from health (EA1s)
- 11 year analysis of children and young people with EHCPs (January PLASC data)
- Forecasting data for our projected places specialist provision for the District's special schools and Designated Specialist Provisions (DSPs) by primary need
- 2014/15, 2015/16, 2016/17 and 2017/18 in year admissions to special schools
- 2 year comparative analysis of children and young people with EHCPs by primary need, electoral ward and ethnicity
- Regional and national data sets for benchmarking
- The SEND Strategic Review 2016-2020
- Family Needs Assessment

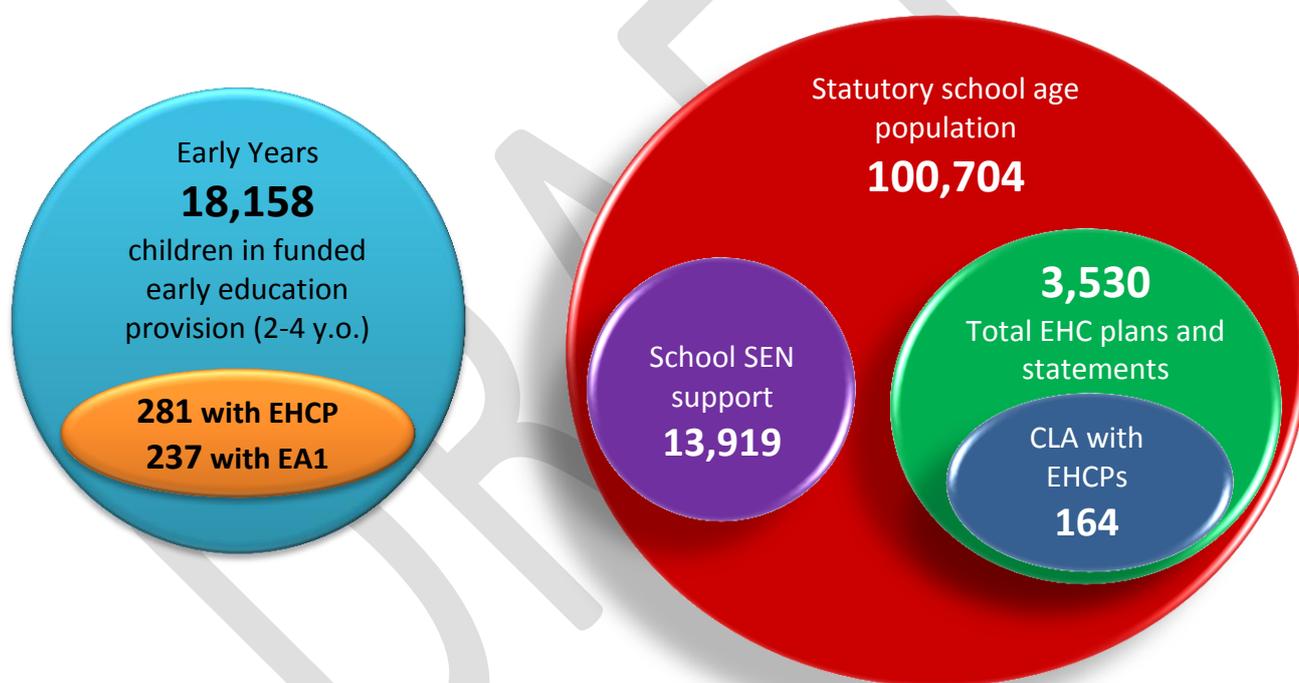
¹ *The graduated approach is a four part cycle – Assess, Plan, Do, Review - introduced in the 2014 SEND code of practice*

Bradford District has experienced a significant increase in demand for SEND provision in the last ten years. It is projected that the demand for SEND provision will continue to grow and that by 2022 further additional specialist provision in the Bradford District will be required.

In the last ten years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them to remain part of their local community. It is acknowledged that there are exceptional cases where this is not possible.

In January 2008 the population in the District's Schools and Nurseries was 86,623. This increased in 2016 to 100,495 and in January 2018 the population was 100,704, an increase from 2008 of 14%.

Figure 1
Bradford SEND school age population 2017-18



Bradford has a greater proportion of school age children identified with SEND with an EHC plan than the England national average (3.5% of statutory school aged children in Bradford compared to 2.8% across England). There are also a higher proportion of children identified at SEND Support in Bradford than the national averages (13.8% of statutory school aged children in Bradford compared to 11.6% across England).

Table 1 identifies the child’s primary special educational need. These are the categories of need that are used by Government for all data collection purposes. The percentage refers to the number of children with an EHC plan according to their primary need.

Table 1
Range of SEND categories. Source: All children (0-19) list Bradford Local Authority data (May 2018)²

Primary need	Description	% total primary needs for pupils with EHC plans	19-25 data
ASD	Autistic spectrum disorder	27.1%	23.3%
SLCN	Speech, language & communication needs	9.7%	1.9%
MLD	Moderate learning difficulty	5.4%	11.4%
SEMH	Social, emotional, mental health	18.9%	9.8%
SLD	Severe learning difficulty	17.9%	31.6%
PD	Physical disability	9.5%	9.2%
HI	Hearing impairment	3.4%	6.3%
PMLD	Profound and multiple learning difficulty	4.6%	1.9%
VI	Visual impairment	2.6%	3.5%
SPLD	Specific learning difficulty	0.7%	0.6%
OTH	Other difficulty/disability	0.6%	0.0%
MSI	Multi-sensory impairment	0.2%	0.6%

Bradford supports children and young people with SEND in a range of settings; it has special schools, Designated Specialist Provision (DSP), Additional Resourced Centre (ARC) Pupil Referral Unit (PRU), and Early Years Enhanced Specialist Provision (EYESP) alongside mainstream early year’s settings, schools and colleges.

The number of specialist places is reviewed throughout each year against the forecast and projections to ensure that there is sufficient capacity and the current picture of specialist provision is set out below:

² These are for funded plans only

Figure 2

Provides information on the range of early years settings, schools and colleges

(May 2018 figures)

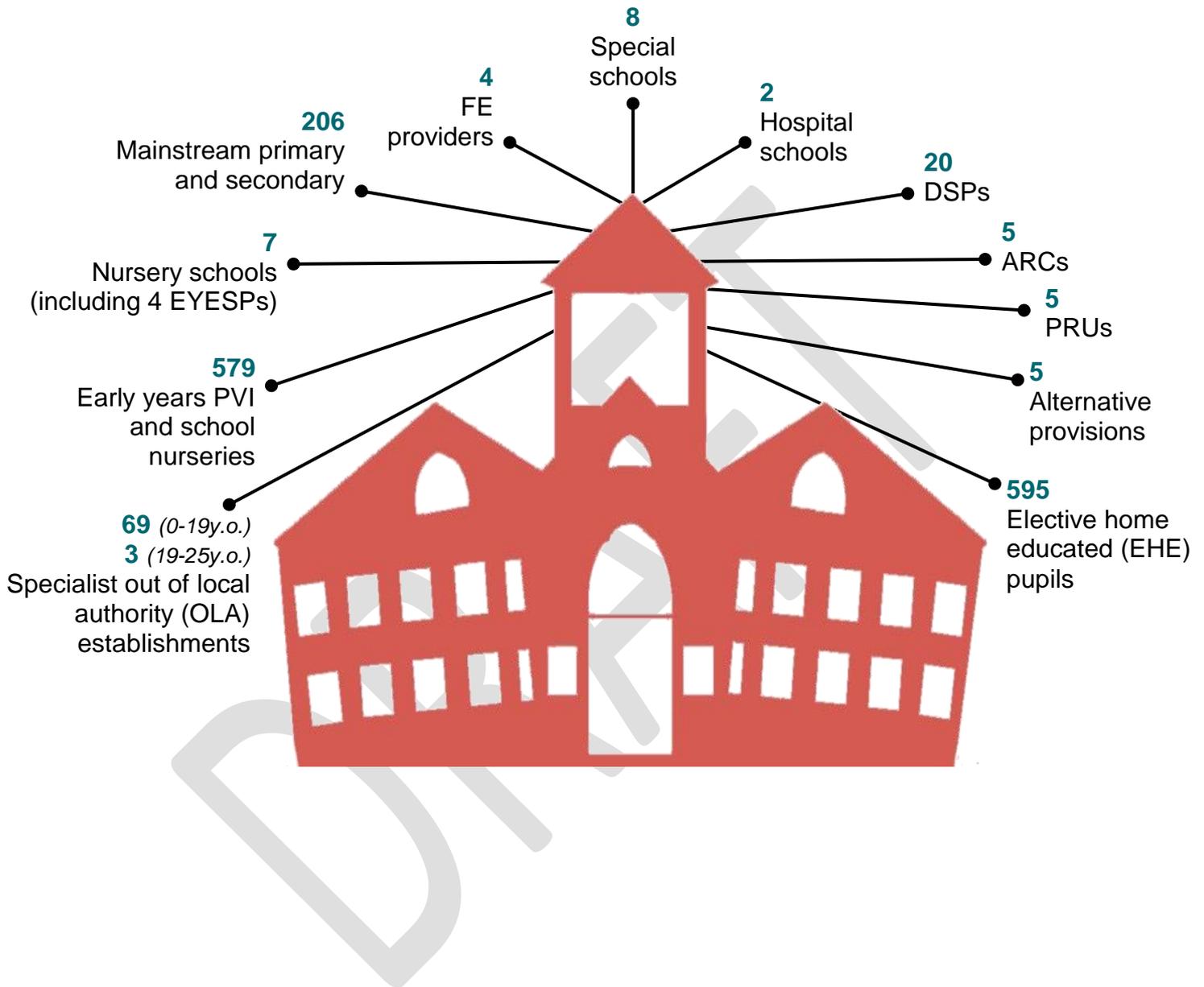


Table 2**Percentage of CYP on EHCPs attending different settings**

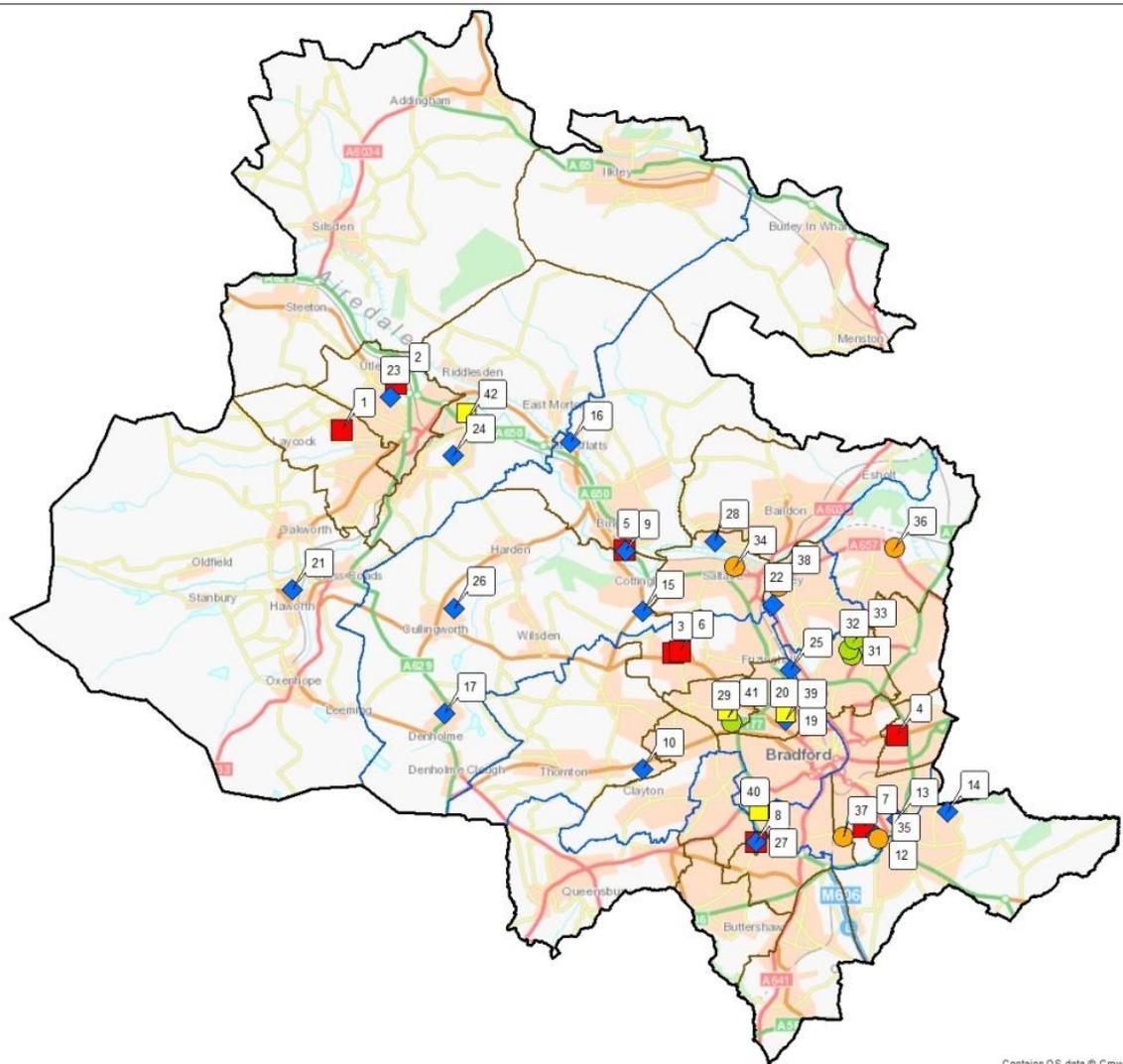
Placement Type	Number of pupils attending	Percentage of total
AP/PRU: Academy	1	0.03%
AP/PRU: LA Maintained	141	4.04%
Gen FE and tertiary college/HE	359	10.30%
Hospital Schools (IFS)	1	0.03%
Mainstream Academy	608	17.44%
Mainstream Academy (RP)	2	0.06%
Mainstream Free Schools	44	1.26%
Mainstream LA School (IFS)	746	21.30%
Other - LEA Arranged (Sect 3)	26	0.75%
Other FE - Special Independent Colleges	35	1.00%
Other Independent School - Independent OLA Mainstream	42	1.20%
Sixth Form College	2	0.06%
Special Independent School - Independent OLA Special	39	1.12%
Special LA School (IFS)	541	15.52%
Special School: Academy/Free	589	16.90%
Special School: Non-maintained - Independent OLA Special	36	1.03%
Units in Mainstream Schools	238	6.83%
Youth Accommodation (RYA)	1	0.03%
Other	35	1.00%

Figure 3

Provides the location of the Special Schools, DSPs, ARCs and PRUs

Key

- Special School
 - Additionally Resourced Centre (ARC)
- ◆ Designated Specialist Provision (DSP)
 - Pupil Referral Unit (PRU)
- Early Years Enhanced Specialist Provision (EYESP)



Map Ref: MG_Prov_20180709_V1
July 2018

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See **Appendix 1** for names of schools and providers

Description of providers

Additional Resourced Centre (ARC): provision in designated mainstream schools specifically meeting the needs of children and young people with severe hearing impairment or vision impairment. Funding for the ARC's is de-delegated to the central Sensory Service, who provide specialist staffing and resources in the host schools. All the pupils are on the roll of the school, and attend both mainstream and ARC lessons. The responsibility for the success of the ARC rests with the Head of the Sensory Service on behalf of the LA, and the Headteachers of the schools

Designated Specialist Provision (DSP): mainstream schools/academies which receive delegated funding to provide DSP places for pupils with defined special educational needs. The responsibility for the success of the DSP rests with the Governing Body/Trust of the school/academy including curriculum delivery, organisation and management of the DSP rests with the Headteacher, they will be accountable to Bradford MDC for reporting on the outcomes of pupil progress for those who are accessing the DSP.

Early Years Enhanced Specialist Provision (EYESP): mainstream schools/academies which receive delegated funding to provide EYESP places for pupils with defined special educational needs. The responsibility for the success of the EYESP rests with the Governing Body/Trust of the school/academy including curriculum delivery, organisation and management of the EYESP rests with the Headteacher, they will be accountable to Bradford MDC for reporting on the outcomes of pupil progress for those who are accessing the EYESP.

Pupil Referral Unit (PRU): is an establishment maintained by the local authority which is specifically organised to provide education for children who are excluded or at risk of exclusion, sick, or otherwise unable to attend a mainstream or special maintained school.

Forecasting

Numbers of children with SEND

Based upon an analysis of the existing school age population and projected figures for future years, it is projected that the number of children and young people requiring an EHCP will continue to increase. This assumption is founded on the significant increase of EHCPs since 2014 to date.

Since 2014, Bradford has experienced a significant increase in the total number of Statements/Education, Health and Care plans:

Local Authority	2014	2015	2016	2017	2018	Increase
Bradford	2145	2225	2334	2805	3299*	1154

Source: DfE Statements of SEN and EHC plans: England 2018

**Bradford is currently funding 3530 Education, Health and Care Plans (an additional 231).*

All available data shows that there will be an on-going need to provide further specialist provision at both primary and secondary level for children and young people with special educational needs throughout Bradford's District.

Projections have been applied to the existing population of the district's resourced provisions and special schools against the 10 year demographic analysis of population growth. This provides an indication of the future demand for places and shows that additional specialist places will be required to support children and young people with special educational needs from 2018 onwards.



In Bradford District and Craven the journey to redesign services for people with autism has just begun and it is recognised that there are a number of reasons why this strategy is required. These include:

- Waiting times for diagnosis and assessment are too long resulting in distress for both the individual being assessed and for their families/carers
- Pathways for supporting children and adults with autism in the District are fragmented across a number of different services
- Reasonable adjustments to open up access to mainstream services for people with Autism and building on the Department of Health's Think Autism strategy are required to ensure that the NHS, criminal justice system and benefits system are better able to support them
- Proactive planning is required to support children and adults through transition points in their life (including school transition, puberty, child to adult services, starting work etc)
- Provision of new protections for those with special educational needs in further education and supportive pathways into employment for young adults is required.

A recent report by Healthwatch has highlighted that more support is required for people within autism in the district, especially if they don't have a learning disability or a current mental health problem. It also highlighted that that people with autism and their families believe that the understanding of autism within public sector services requires further development and especially in primary care services.

An underlying issue for Bradford and Airedale is the recognition that we need to do more to understand the level of need locally, making best use of available data and prioritising the accurate recording of diagnosis to ensure that all instances of autism are diagnosed and recorded and to address areas of under-diagnoses among some groups (e.g. females.) This was highlighted in the recent Autism Self-Assessment Exercise which is currently being analysed by Public Health England. What is known is that the demand for assessment and diagnosis has increased markedly over the last 3-5 years across the full age spectrum and that this has a significant impact on the capacity of services delivering diagnostic assessment to meet this demand.

The distribution of special educational needs is widespread across the District. The Joint Strategic Needs Assessment (JSNA) shows the prevalence of complex health and disability in the Bradford local area.

In addition, the early identification of young children and the outcomes of statutory assessment have identified an increase in numbers for some specific areas of need such as Autism. In terms of population growth, the largest areas of need are ASD, Severe Learning Difficulties (SLD) and SEMH³.

In addition to the projected population growth of the District's special schools there are a number of children and young people who transfer to a special school from other provision (whether resourced provision and/or mainstream schools) within the school year. The SEND Primary pupil forecast currently shows a shortfall of over 200

³ Refers to the Neurodiversity Strategy 2017

specialist places rising to a shortfall of over 300 by 2020. In comparison the SEND Secondary pupil forecast shows a shortfall of 147 specialist places rising to over 200 by 2020.

Requirements for new provision

1093 children and young people were registered as attending a special school in the Bradford District in the May 2017 Census. By 2022/23 the current forecast predicts that it is likely that a total of 1420 places will be needed in special schools. This indicates that there is a severe shortfall of places. Work is currently underway to increase provision to provide additional temporary places to ensure all children requiring a special school place can be allocated to a school.

Phase	Places	Predicted 2022/23	Shortfall
Primary	455	569	114
Secondary	638	851	213
Total	1093	1420	327

The opening of a LA commissioned free school for children and young people with SEMH is proposed for September 2020 and will cater for 72 pupils aged 10-19. This will also incorporate a 12 place residential provision. It is acknowledged that other agencies and support services (Health, Social Care etc.) will be included in any future plans in order to ensure that they contribute to the successful establishment of this school.

The Local Authority continues to assess the current and future need for specialist places against the uncertainty surrounding the delayed announcement of the SEND/AP Free Schools Programme. Nationally 30 new schools will be funded via this free school programme.

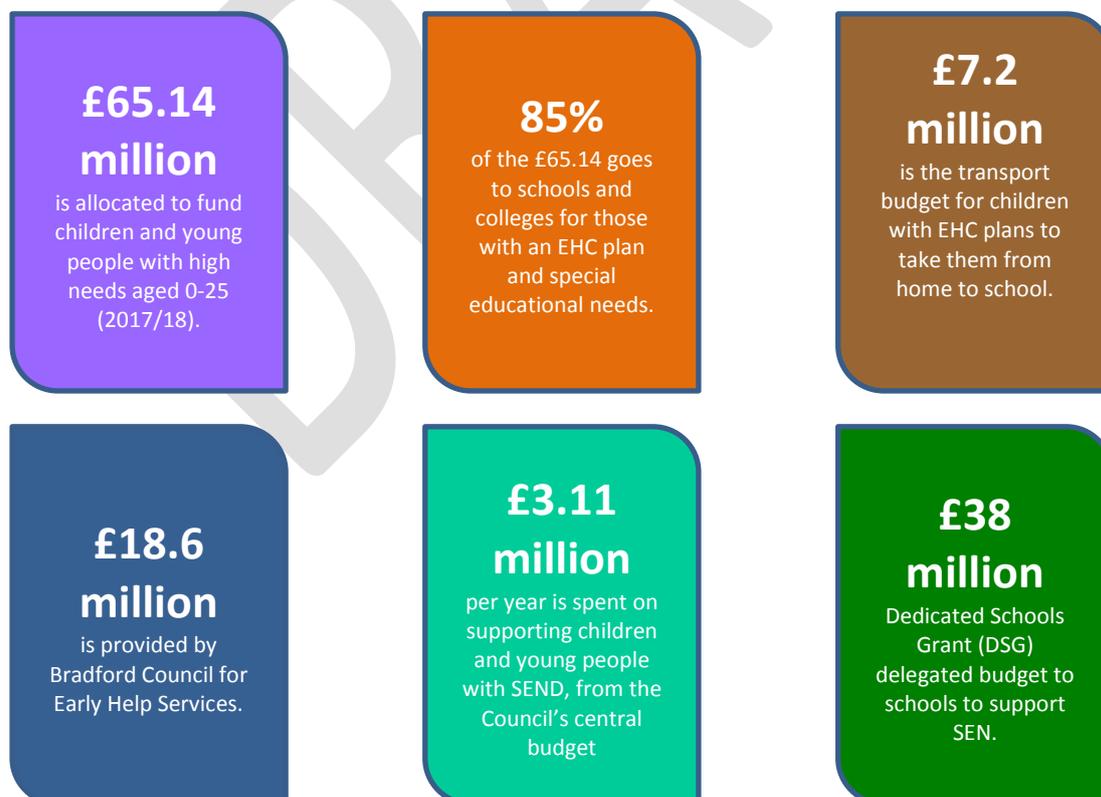
The Local Authority also keeps under review the provision it makes in mainstream schools, including nursery schools, to meet the increasing complexity of needs across the district. As a result we have recently increased the number of DSP and EYESP places available to children and young people with the primary needs of ASD, LD, and SEMH.

Funding

The high needs funding system supports provision for children with special educational needs and disabilities (SEND) from their early years to 25. Local authorities are required to use their high needs budget to provide the most appropriate support package for an individual with SEND in a range of settings, taking account of parental and the child's choice. High needs funding is also intended to support good quality alternative provision for children who cannot receive their education in schools.

Funding for children with SEND is also provided from the Council's social care budgets and the Bradford Clinical Commissioning Groups.

The three local Clinical Commissioning Groups commission a wide range of health services for children with SEND. Relevant health services are commissioned to support the identification of SEND and provide assessment and care planning that is both personalised and integrated with educational and social care needs. These include secondary care, mental health, therapeutic and community based services provided by Airedale NHS Foundation Trust, Bradford District Care NHS Foundation Trust and Bradford Teaching Hospitals NHS Foundation Trust. Hospice services are provided by national and local charities with additional service provision being commissioned from private providers and from the voluntary, community and social enterprise sector. Access to more specialist provision is available through our commissioning arrangements with specialist/tertiary care providers.



As of 1 July 2018

Our Seven Priorities

We will deliver the SEND strategy through the key actions for each of our seven priorities. There are detailed activities linked to each key action which form an action plan for our services to work towards.

1

Engagement, co-production and consultation

Communications with children and young people, parents and carers will ensure they have access to information on education, health and social care in one place and feel they can help shape plans and that their views are listened to and acted upon.

2

Embed the SEND code of practice

Early identification of needs will lead to high quality, personalised provision which is planned, delivered and evaluated at all levels.

3

Development of provision and services

Sufficiency of services and quality provision will be in place to enable children and their families to feel supported and included within the community.

4

Quality and effectiveness of provision

Effective evaluation and impact measures will ensure a service which leads to positive outcomes for children, young people and their families.

5

Smooth and effective transitions

All transitions including those from pre-school into primary, primary to secondary and preparation for adulthood, will be well planned to ensure a smooth and fulfilling pathway through a child's life.

6

Leadership, governance and accountability

Strategic leadership at all levels across the local area, will produce a fully integrated process aligning all strategies across the district and driven by an agreed, accountable, multi-agency approach.

7

Joint commissioning

A Joint Commissioning Strategy will be established that delivers greater alignment of provision for SEND across the Local Authority and CCGs.

Making it happen

The Bradford Clinical Commissioning Groups, The Parents' Forum for Bradford and Airedale, and Bradford Council are all committed to the vision for children with SEND and to providing joint leadership to deliver this strategy.



They will jointly be responsible for the support of all children with SEND in Bradford and will include greater involvement from parents and carers and young people.

The SEND Strategic Partnership Board will ensure the strategy is implemented. Priorities and progress against the key actions and impact will be reported to the SEND Strategic Partnership Board.

MEMBERSHIP OF THE SEND STRATEGIC PARTNERSHIP BOARD

Membership of the Board will be representative of SEND stakeholders including: The Parents' Forum; Headteachers; senior leaders and budget holders in education and social care; public health; CCGs; healthcare professionals and voluntary sector.

The SEND Strategic Partnership Board will report to the Health and Wellbeing Board and the Education Improvement Strategic Board (EISB).

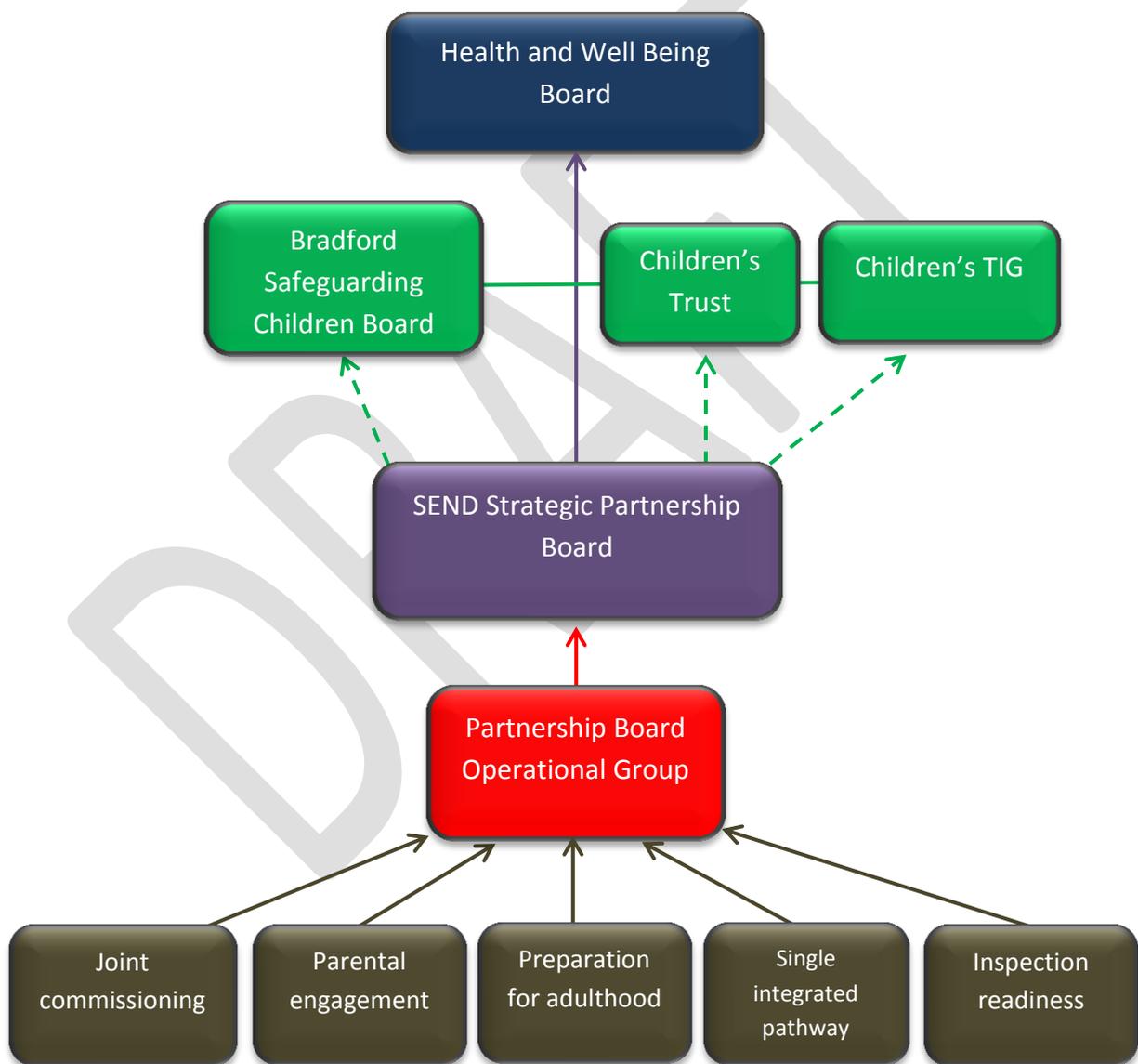
Links with other relevant Boards and Groups need to be established, including a Young People's SEND forum.

The SEND Strategic Partnership Board:

- Monitors outcomes for children and young people with SEND as outlined in the SEND Strategy action plan.
- Challenges and supports the achievement of actions within the SEND strategy action plan.

- Reviews the SEND Strategy priorities as identified and represented in Bradford District's SEND Strategy to ensure it reflects national and local policy.
- Monitors and reviews actions and progress in the Accessibility Strategy
- Reports on progress of implementation and future priorities to the Health and Well Being Board and EISB.
- Maintains clear communication with all SEND stakeholder groups in Bradford's district.

Reporting Structure



Key to arrows

- > Direct reporting
- - -> Information only as required

Appendix 1

List of Schools and Provision

Index	Name	Type	Provision
1	Beckfoot Phoenix	Special School	
2	Beechcliffe	Special School	
3	Chellow Heights	Special School	
4	Delius	Special School	
5	Hazelbeck	Special School	
6	High Park	Special School	
7	Oastlers	Special School	
8	Southfield	Special School	
9	Beckfoot	DSP	Physical Difficulties
10	Beckfoot Thornton	DSP	Learning Difficulties
11	Bradford Academy	DSP	Physical Difficulties
12	Bradford Academy	DSP	Autistic Spectrum Disorder
13	Bradford Forster	DSP	Learning Difficulties
14	Carrwood	DSP	Autistic Spectrum Disorder
15	Cottingley	DSP	Social Emotional Mental Health
16	Crossflatts	DSP	Autistic Spectrum Disorder
17	Denholme	DSP	Autistic Spectrum Disorder
18	Grange	DSP	Autistic Spectrum Disorder
19	Green Lane	DSP	Speech Language and Communication Needs
20	Green Lane	DSP	Autistic Spectrum Disorder
21	Haworth	DSP	Autistic Spectrum Disorder
22	High Craggs	DSP	Speech Language and Communication Needs
23	Holy Family	DSP	Autistic Spectrum Disorder
24	Long Lee	DSP	Social Emotional Mental Health
25	Oasis	DSP	Speech Language and Communication Needs
26	Parkside	DSP	Autistic Spectrum Disorder
27	Southfield	DSP	Autistic Spectrum Disorder
28	Titus Salt	DSP	Learning Difficulties
29	Girlington	ARC	Hearing Impairment
30	Grove House	ARC	Visual Impairment
31	Hanson	ARC	Hearing Impairment
32	Hanson	ARC	Visual Impairment
33	Swain House	ARC	Hearing Impairment
34	Bradford Central	PRU	
35	Bradford District	PRU	
36	Ellar Carr	PRU	
37	Park Primary	PRU	
38	TRACKS	PRU	
39	Abbey Green Nursery	EYESP	
40	Canterbury Nursery School	EYESP	
41	St. Edmunds Nursery School	EYESP	
42	Strong Close Nursery School	EYESP	

References



Accessibility Strategy (2018-19)

Children and Families Act (2014)

Family Needs Assessment

Joint Strategic Needs Assessment (JSNA)

PLASC (January 2018)

School Organisational Plan

SEND Code of Practice (2014)

SEND Strategic Review (2016-2020)

Sufficiency Strategy

Transport Policy

Glossary

For types of SEND see *Table 1*

Abbreviation	Description
ARC	Additionally Resourced Centre
ASD	Autistic spectrum disorder
CAMHS	Child and Adolescent Mental Health Services
CBMDC	City of Bradford Metropolitan District Council
CCG	Clinical Commissioning Group
CLA	Children who are Looked After
Cllr	Councillor
CYP	Children and Young People
DfE	Department for Education
DSG	Dedicated Schools Grant
DSP	Designated Specialist Provision
EA1s	Education Advice notifications
EHC (A)	Education, Health and Care (Assessment)
EHC (P)	Education, Health and Care (Plans)
EISB	Education Improvement Strategic Board
EYESP	Early Years Enhanced Specialist Provision
IT	Information Technology
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LO	Local Offer
MATs	Multi-Academy Trusts
OLA	Out of Local Authority
PFA	Preparation For Adulthood
PLASC	Pupil Level Annual School Census
PRU	Pupil Referral unit
QA	Quality Assurance
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
Y.O.	Years Old