

## Health Scrutiny Committee

### SEND Update following the Joint Local Area SEND Inspection 2018

11 July 2019

**Report by:** Mark Patton, Assistant Director: Education and Skills, Newcastle City Council  
Chris Piercy, Executive Director of Nursing, Patient Safety & Quality, Newcastle Gateshead CCG

#### 1. Purpose of the report

- 1.1 Health Scrutiny Committee received a report at its January 2019 meeting setting out the response of the City Council and the Newcastle Gateshead Clinical Commissioning Group (CCG) to the Joint Local Area SEND inspection which had taken place in April/May 2018. The meeting resolved that:
- (i) an analysis of data relating to the special needs position in Newcastle, be circulated to members of Health Scrutiny Committee for information. If required, a follow-up session would be provided for the committee to discuss the data and respond to questions
  - (ii) Health Scrutiny Committee receive a further report in six months on progress with implementation of the Written Statement of Action and Local Area SEND Strategy 2019-22.
- 1.2 An analysis of the national data was provided to the scrutiny committee in February 2019. The purpose of this report is to provide members with an update of progress with the implementation of the Written Statement of Action and SEND Governance, Strategy and Overview Plan.
- 1.3 Members are informed that the Local Area will receive a re-visit from Ofsted and CQC inspectors. This is expected in the late summer of 2020. Experience from other local authorities who have had the 'revisit' is that the inspectors will be totally focused on **IMPACT**: how we have improved the experiences for individual children, young people (CYP) and their families.

#### 2. Recommendations

- 2.1 Health Scrutiny Committee are invited to:
- a) consider whether the report and its appendices provide assurance that the Local Area is making sufficient progress to address the concerns raised by the SEND inspection, and has the capacity to improve outcomes for children and young people in Newcastle
  - b) discuss any issues or concerns that may impact on SEND services in the year ahead
  - c) make any recommendations for any specific areas of focus they would wish the Local Area SEND Executive Board to take forward as part of their annual plans

d) indicate when a further progress and impact report shall be received for scrutiny.

### **3. Update on progress with the implementation of the Written Statement of Action and SEND Governance, Strategy and Overview Plan**

**3.1** Since the last Health Scrutiny, there have been some changes in leadership of SEND services in the Council. We have a new Assistant Director and Lead Cabinet Member for Education and Skills, and we are about to recruit a Head of Service for SEND.

**3.2** With CCG colleagues, we have reformed the governance arrangements around SEND including a reshaped SEND Executive Board to oversee the development of SEND Services across the city. Membership includes senior decision makers from the Council, CCG, Northumberland and Tyne and Wear Trust, Newcastle Upon Tyne Hospitals Trust, schools and the parent/carer forum (PCF).

**3.3** The written statement of action plan contains four key areas for improvement, 25 key priority areas and 115 actions. However, Members are asked to note that there is some repetition of actions throughout the written statement because we were obliged to demonstrate plans against each key area of improvement, which in themselves overlap and are interrelated.

**3.4** The SEND Executive Board considered the full written statement of action plan and agreed that, in order to maximise the use of resources and retain a clear focus on improvement, there was a need to prioritise the following workstreams in 2019:

- strategic leadership
- commissioning processes
- voice, participation and co-production

**3.5** Lead officers have been identified for each workstream above and project plans developed which focus on making a positive difference to the experiences of children and young people with SEND and their families over 2019.

**3.6** We continue to monitor the remaining items on the written statement of action plan, many of which are 'business as usual'. Any risks identified with delivery are reported to the SEND Executive Board. A summary of our current position is attached at Appendix 1. This new summary format will be produced after each SEND Executive Board meeting and circulated to all stakeholders. This will improve communication across the Local Area.

**3.7** The SEND Executive Board has also reflected on feedback received about the SEND Strategy and about plans to develop inclusive education services across the city. It was decided to extend the timescale for implementation to ensure that:

- the 'graduated response' is fully understood and agreed throughout the city. This sets out the services schools are expected to provide to support pupils with a SEND from their existing resources, and the point at which they may request additional support from statutory services

- there is an evidence-based analysis of the future needs of the city which is agreed and understood throughout the city.

**3.8** Both actions are on track to be completed before the end of the summer.

**3.9** Extensive consultation on the proposed 'graduated response' and 'single point of access' to central services began in May 2019 following the arrival of the new Assistant Director. Discussions have been held with Specialist Heads, the Promise Board, the Inclusion sub group, SEND officers and parents/carers. Stakeholders have reacted positively to the proposals.

**3.10** We are carrying out a detailed analysis of the current needs of children and young people in the city. We will then use this as a baseline to project and understand the future needs for the city and hence, the future provision required. This analysis will be shared with stakeholders to secure 'buy-in' and agreement for how the future provision in the city should be developed. This will accurately inform our future commissioning needs and also our future capital spend requirements.

#### **4. Investing in capacity to improve outcomes for children and young people**

**4.1** The SEND Executive Board has recognised that additional capacity is required to improve outcomes for children and young people and has invested in the following areas:

- a) We are about to recruit a Community Wellbeing Officer (SEND) to lead on work to ensure that children, young people (CYP) and their families are at the heart of developing services in the city. The cost of this new post has been shared equally between the Council and the CCG.
- b) The CCG has a contract with 'Involve North East' to promote meaningful engagement work with CYP and their parent /carers. Partners within the local area are invited to use this arrangement for engagement work.
- c) The CCG has invested additional resources and has significantly increased the time available for the Designated Medical Officer and is establishing an SEND team to support the formal assessment process for an Education, Health and Care Plan (EHCP).
- d) The Local Area has dedicated officers with responsibility for project managing the SEND programme and working on joint SEND commissioning.
- e) A team of three specialist communication and interaction teachers were recruited in April 2019. This team is now managing a case load supporting schools and individual children. We are now establishing a team specialising in Social, Emotional and Mental Health (SEMH) needs which will be in place for September 2019.
- f) We have received funding to develop mental health services in schools and are currently in Wave 1 of the Mental Health Trailblazer Programme. This involves working with primary and secondary schools with the aim of providing earlier care for children and young people who may be experiencing mild to moderate problems, or those who experience sub-threshold symptoms of mental health problems, which tend to be outside the scope of NHS-funded mental health services.
- g) We have held engagement and awareness raising events across the Local Area to improve workforce knowledge, skills and understanding of SEND

issues. The CCG has developed an audit tool for providers to identify any gaps/training needs.

## **5. Department for Education (DfE) and NHS Executive (NHSE) Advisers**

- 5.1 We have now had three support meetings with our external advisers from the DfE and NHSE. They accept and support the reasons for our change of emphasis and have stressed the need for us to be able to show progress against all actions in the written statement of action, and crucially the impact that we have made on children's lives.

## **6. Plans to improve**

- 6.1 We are not where we want to be yet and have a significant amount of work still to complete. We have put the building blocks in place to ensure we can improve. Our key next steps are to agree:

- a) the graduated response model by July 2019 and the Single Point of Contact offer phase 1, effective from September 2019
- b) the priorities for SEND capital spend ready for September 2019
- c) the phasing of a review of our commissioned additionally resourced provisions (ARPs) over September 2019 – July 2022
- d) the terms of reference, including operational matters, for a new ARP panel which will be the 'gatekeeper' of this tier of intervention of Newcastle's graduated response
- e) the format of a Local Area Performance Scorecard, including how to measure and demonstrate the impact of our work on a wide range of outcomes for CYP (not just educational attainment) and link this to how we commission services
- f) hold workshops to find out what we need to do to capture the lived experience of CYP and their families and how to make this business as usual for all services.

## **7. Appendices**

- 7.1
- Appendix 1: Progress against the 4 themes in the written statement of action
  - Appendix 2: Newcastle Local Area's new graduated response summary
  - Appendix 3: Making a difference - examples of outcomes

## **8. Contact officer**

Mark Patton, Assistant Director: Education and Skills, Newcastle City Council

Email: [mark.patton@newcastle.gov.uk](mailto:mark.patton@newcastle.gov.uk)

Chris Piercy, Executive Director of Nursing, Patient Safety & Quality,  
Newcastle Gateshead CCG

Email: [chris.piercy@nhs.net](mailto:chris.piercy@nhs.net)

## Appendix 1: Progress against the four themes in the written statement of action - highlights

### Strategic Leadership and SEND Strategy and Overview plan

- SEND Strategy agreed
- New SEND Board including health providers, schools', parents / carers
- Schools conference/ CYP conference / Awareness raising for SEND providers
- We have worked closely with health colleagues to develop a SEND performance scorecard for the local area, so that we have a shared understanding of the difference SEND services are making to CYP and families in the city. This will enable us to strengthen our early warning systems to spot where things are not going as well as they should be and making sure we can quickly intervene. This scorecard will be published on the local offer once finalised and updated regularly
- Extensive consultation on developing inclusive education services through the city
- We are examining our data to ensure we have an accurate picture of our CYP's current needs. We will make this data available to all stakeholders soon, so that together we can agree what our future provision should look like. As part of this we are consulting and agreeing the 'graduated response' (see appendix 2) and single point of access
- More resources allocated to DMO role and SEND in CCG

### Understanding outcomes and developing an outcomes framework

- Consulting on a draft outcomes framework and holding local area workshops soon to find out what we need to do to capture the lived experience of CYP and their families and how to make this business as usual for all services
- Developing quality assurance systems for all SEND services
- SEND mainstream guidance for schools co-produced with young people
- Mental health support and autism specialist support teams available for schools

### Joint commissioning

- Significant work has been carried out with the CCG to recommission our therapy services. A new SALT contract will be up and running in the Autumn
- Working to develop commissioning agreements for alternative provision and ARCs

### Co-production

- We will soon be recruiting a Community Wellbeing Officer (SEND) who will work with CYP and their families to ensure they are at the heart of service development. The cost of this new post has been shared equally between the council and the CCG.
- The Local Offer group has been tasked with examining options to ensure our local offer meets the needs of CYP and families.
- Annual CYP conference and workshops for primary age children /participation plan
- Parent reference group

## Appendix 1: Written statement of action implementation plan: June 2019

Key area 1: Ensuring the strategic leadership of the partnership exercises its collective responsibility to meet the requirements of the code of practice and to respond to the areas for development and significant concerns inspectors have identified			
	Key priorities	What have we done?	What else do we need to do?
a	Co-produce a local area SEND strategy (3 year)	<ul style="list-style-type: none"> <li>Hold school's inclusion conference each year</li> <li>Published the SEND and Vulnerable learner reviews on the local offer</li> <li>Cabinet and the CCG's Executive Body approved the SEND strategy</li> <li>Strategy shared via services to schools and local offer</li> </ul>	<ul style="list-style-type: none"> <li>Co-produce and consult on SEND Strategic Overview Plan for 2019/2022, and launch at the Schools conference in September 2019</li> </ul>
b	Ensure strategic co- production with CYP and parent/carers takes place at all levels across the local area	<ul style="list-style-type: none"> <li>Annual conference for CYP with SEND (Dec 2018) feedback reported to schools and attendees resulted in CYP participation plan (Workshop for primary pupils Sept 2019 &amp; conference for secondary pupils Nov 2019)</li> <li>Feedback requested from CYP about how their EHCP review went</li> <li>Termly newsletters issued to schools and a bulletin to inform the workforce and PCs of issues raised at SEND Executive Board</li> <li>CYP have contributed to the development of SEND mainstream guidance document schools</li> </ul>	<ul style="list-style-type: none"> <li>Develop a protocol to work with the Youth Council on SEND issues</li> <li>Develop a forward plan with parents/carers to embed co-production in everything we do</li> <li>Include CYP and parent/carer views in education service reports</li> </ul>
c	Develop and implement systems for higher level/ strategic monitoring	<ul style="list-style-type: none"> <li>SEND governance arrangements reviewed and membership of the SEND Exec Board includes senior decision makers from the council, CCG, NTW, NUTH, Schools and the PCF</li> <li>Local area SEND scorecard developed and monitored at SEND Exec Board, including destination data for YP age 16 -25 with SEND</li> <li>SEND is included on all key meeting agendas e.g. Promise Board, CCG Executive, Child Friendly City Board and the Child Be Healthy Partnership</li> </ul>	<ul style="list-style-type: none"> <li>Parent/carer representation to be identified for SEND workstream groups</li> <li>Further develop the SEND scorecard and publish</li> </ul>
d	Strengthen data infrastructure to give effect to robust monitoring of strategy and wider improvement priorities	<ul style="list-style-type: none"> <li>The Council and the CCG have agreed a data governance structure and arrangements for information sharing and have produced a SEND scorecard which is reviewed at the SEND Executive Board</li> <li>All children under the age of 5 with SEND are recorded on the Capita system</li> <li>SEND dashboard includes education, health and social care data</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the SEND scorecard and publish</li> </ul>
e	Ensure leaders and the wider workforce in the local area has a thorough understanding about the	<ul style="list-style-type: none"> <li>SEND is a standing item on all key meeting agendas at the Promise Board and Inclusion Sub-Group, Early Years provider group and SENCO networks</li> <li>SENCO networks are well attended and SEND training is delivered by SEND specialist advisers</li> </ul>	<ul style="list-style-type: none"> <li>On-going work to raise the profile of SEND issues throughout the workforce, training for Social Care staff</li> <li>Further work to ensure that SEND is integral to workforce development plans throughout the local area</li> </ul>

## Appendix 1: Written statement of action implementation plan: June 2019

	effectiveness of the SEND arrangements in Newcastle	<ul style="list-style-type: none"> <li>• Number and timeliness of initial and review health assessments for LAC are monitored</li> <li>• SEND is included in the appraisals of all appropriate CCG leaders</li> <li>• We have held SEND awareness raising and training sessions with the workforce</li> <li>• CCG has developed a training guide and audit tool to measure how far providers comply with the SEND Code of practice</li> <li>• Jointly re-commissioning the SALT contract to commence in the autumn</li> </ul>	<ul style="list-style-type: none"> <li>• Review block contracts for therapy services and develop service specifications</li> <li>• Further work to ensure the SEND scorecard includes KPIs to monitor SEND services</li> </ul>
f	Ensure the DCO's response to the SEND reforms is fully compliant with the requirements of the SEND code of practice	<ul style="list-style-type: none"> <li>• Time available for the DCO role (now DMO) has been significantly increased and a SEND team is being established to support the EHC process</li> <li>• CCG has developed a training guide and audit tool to measure how far providers comply with the SEND Code of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the impact of the DMO and the SEND team</li> <li>• Ensure health advices are consistently available for EHCP reviews and the health notification system is embedded</li> </ul>

## Appendix 1: Written statement of action implementation plan: June 2019

Key area 2: Establishing effective arrangements to identify the impact the local areas work has on improving outcomes for children and young people who have SEN and/or disabilities			
	Key priorities	What have we done?	What else do we need to do?
a	Identification of meaningful outcomes within an agreed framework that allows leaders to measure improvement in education, health and care, 0-25	<ul style="list-style-type: none"> <li>We have developed a performance scorecard of health, education and care indicators which is reported to the SEND Board</li> <li>We report to schools every year so that schools are aware of the progress of their SEND children</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and publish the SEND scorecard by developing an outcomes framework and robust systems which informs our commissioning arrangement to ensure high quality EHCPs and SEND services</li> </ul>
b	A quality assurance framework for EHCPs and school-based commissioned services is embedded across the local area	<ul style="list-style-type: none"> <li>Quality assurance processes for EHCPs are in place</li> <li>We have carried out awareness raising training and consultation on the 'graduated response' and guidance for practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Embed the quality assurance framework across all SEND provision</li> <li>Agree the graduated response and single point of access and provide guidance for schools</li> </ul>
c	Improve school/setting access to support re: autism, SLCN and SEMH	<ul style="list-style-type: none"> <li>We have strengthened education support for looked after children</li> <li>Mental Health trailblazer bid agreed and specialist support available for children with mental health needs in schools</li> <li>We have appointed a specialist autism team of 3 teachers</li> </ul>	<ul style="list-style-type: none"> <li>Review commissioning arrangements for Alternative Provision</li> <li>Recruit a specialist SEMH team and co-produce pathway for SEMH support available for schools</li> <li>Review the autism pathway</li> <li>Review care pathways and waiting times for autism and other therapy services</li> <li>Produce service specifications for the Community Nursing Team and therapy services</li> </ul>
d	Strengthen how education and care services respond to the needs of CYP who have SEND	<ul style="list-style-type: none"> <li>SEND Mainstream guidance published</li> <li>Inclusion conference with CYP held and co-production plan developed</li> </ul>	<ul style="list-style-type: none"> <li>Publish thresholds for EHC needs assessment</li> <li>Ensure CYP involved in ongoing cycle of development of services</li> <li>Develop an integration plan with early help</li> <li>Review capacity in SEND APR 0-25 teams</li> </ul>
e	Strengthen the process between the LA and the CCG to ensure SDQs are available for LAC review health assessments	<ul style="list-style-type: none"> <li>Initial and review health assessment performance is monitored</li> <li>Working group in place to improve the SDQ process part of which will be to ensure they are available for the health assessments</li> </ul>	<ul style="list-style-type: none"> <li>Include health assessment PI in dashboard</li> <li>Ensure that EHCP details are included within health assessments</li> <li>Improve the timeliness of sharing the results of SDQs to inform health assessments</li> </ul>



## Appendix 1: Written statement of action implementation plan: June 2019

f	Reduce exclusion rate for CYP with SEND and those who are vulnerable related to SEMH	<ul style="list-style-type: none"> <li>We have audited attendance practices at specialist and alternative providers</li> <li>We carry out half termly monitoring visits to alternative providers</li> </ul>	<ul style="list-style-type: none"> <li>Agree commissioning arrangements for sixth day provision and turnaround to mainstream</li> <li>Further work to reduce exclusions and improve alternative provision</li> </ul>
g	Improve attendance rates for children and young people in secondary schools	<ul style="list-style-type: none"> <li>Persistent absence letters and guidance have been sent to schools</li> <li>School absenteeism and how GPs can help has been discussed with Primary Care</li> <li>The DCO provides health information to year 9 in schools</li> </ul>	<ul style="list-style-type: none"> <li>Agree commissioning arrangement for alternative provision and special providers</li> </ul>
h	Develop an effective process for identifying CYP who have SEND and who are LAC	<ul style="list-style-type: none"> <li>We have strengthened how we identify SEND for LAC</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the timeliness of LAC health assessments is reported on the dashboard</li> <li>Multi-agency audit of LAC with SEND</li> </ul>
i	Improve the completion of annual health checks and creation of health action plans for 14 – 25-year olds who have LD	<ul style="list-style-type: none"> <li>The number of LD health checks has increased</li> </ul>	

## Appendix 1: Written statement of action implementation plan: June 2019

Key area 3: Using intelligence to inform joint planning and joint commissioning to better meet children and young peoples identified and assessed needs			
	Key priorities	What have we done?	What else do we need to do?
a	Use intelligence to inform planning and delivery of education, health and social care services	<ul style="list-style-type: none"> <li>• Placement planning officer post</li> <li>• Joint re-commissioning of the SALT contract to commence in the autumn</li> <li>• We have produced a draft joint market position statement which sets out our commissioning priorities and intentions</li> </ul>	<ul style="list-style-type: none"> <li>• We are developing a three-year plan to project future provision in the city based on current need, including how to distribute the capital fund</li> <li>• We are developing a local area agreement outlining the therapy provision that will be specified in an EHCPs</li> <li>• We need to agree service specifications for all HNB resourced provision</li> <li>• We need to implement a contract monitoring system to ensure all our third-party provision meets the SEND reforms</li> </ul>
b	Re-balance specialist educational provision for autism/SEMH	<ul style="list-style-type: none"> <li>• We have carried out extensive consultation on developing inclusive education services in the city (including Schools conference, meetings with Heads and Promise Board)</li> </ul>	<ul style="list-style-type: none"> <li>• Agree plan to rebalance provision based on evidence of need</li> </ul>
c	Invest (capital) in mainstream schools/ settings to enhance sector led inclusive practice		<ul style="list-style-type: none"> <li>• Agree capital investment plan following agreement of future needs</li> </ul>
d	Ensure EHCPs are specific re: all aspects of provision, and this feeds into joint commission arrangements	<ul style="list-style-type: none"> <li>• We have started training to improve how we record outcomes and specify provision in EHCPs and have further events planned for the Autumn</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the work to put EHCPs on capita which will enable us to report on outcomes and provision</li> <li>• Embed work of SEND team in CCG to support he EHCP process</li> <li>• Continue to develop our quality assurance systems to ensure that health assessments capture thneeds in relation to SEND</li> </ul>
e	Strengthen joint working with SC and health (CYP / adults) to effectively plan for the long-term life outcomes of the most complex young people	<ul style="list-style-type: none"> <li>• Our adult social care assessments take place in a timely manner and are coordinated with the EHCP review process</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-agency LAC with SEND audit to ensure health assessments contain information about SEND</li> <li>• We need to ensure that our process for commissioning education placement for those</li> </ul>

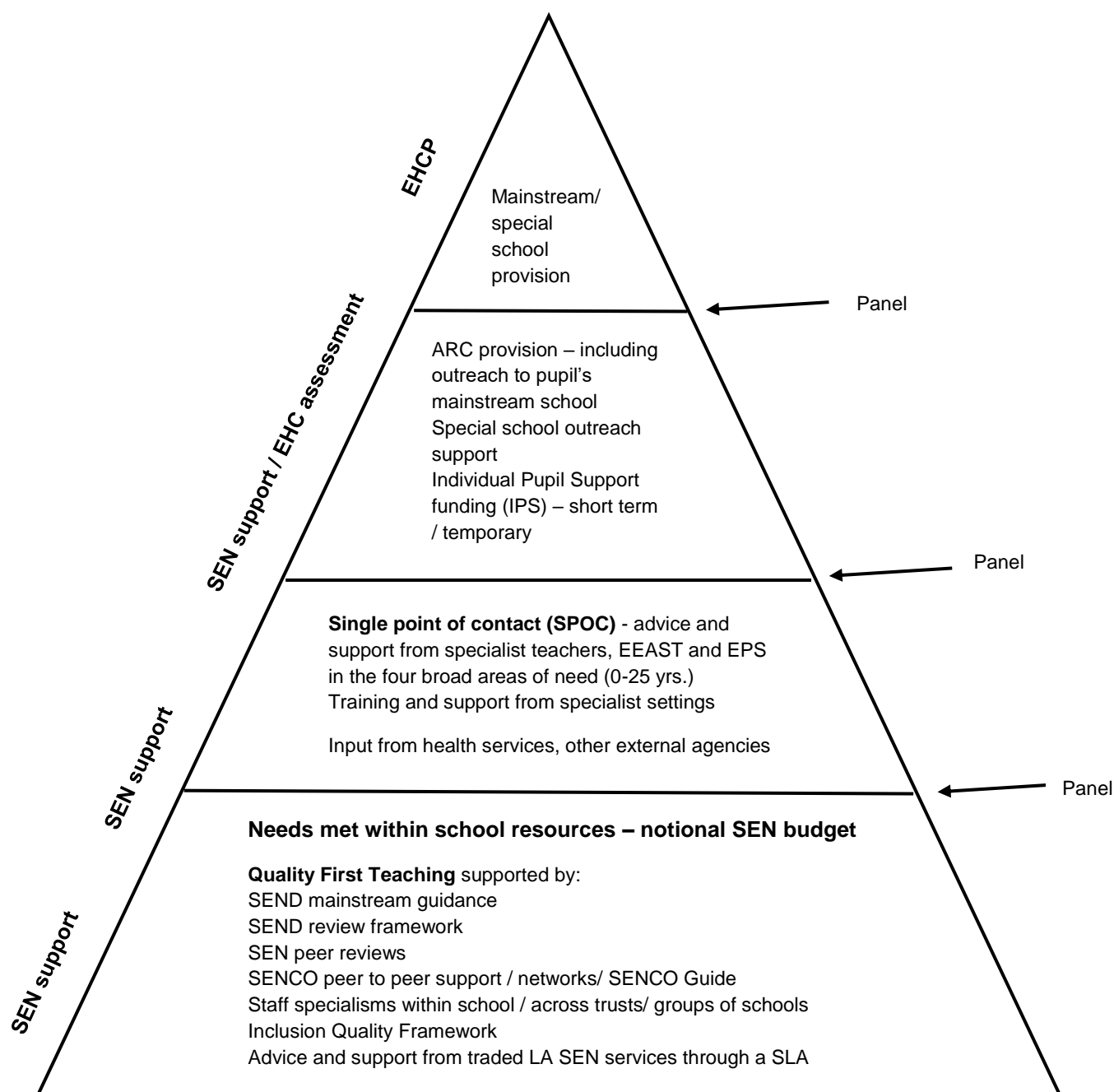
**Appendix 1: Written statement of action implementation plan: June 2019**

			with complex needs are robust, particularly at transitions to adulthood
f	Build speech and language capacity in mainstream schools/ settings	<ul style="list-style-type: none"> <li>We have jointly re-commissioned the SALT contract to commence in the autumn</li> </ul>	<ul style="list-style-type: none"> <li>Implement and monitor the new SALT arrangements</li> </ul>

## Appendix 1: Written statement of action implementation plan: June 2019

Key area 4: Making sure that meaningful co-production with parents influences the decisions that leaders make at all levels			
	Key priorities	What have we done?	What else do we need to do?
a	Ensure that meaningful co-production with parents/ carers influences the decisions that leaders make at all levels	<ul style="list-style-type: none"> <li>We have invited parent/carers representatives to be members of the SEND Executive Board</li> <li>The CCG and Council have jointly agreed to fund a Participation Post to engage with parents/carers and CYP. The PCF have been involved in developing the job description for the post</li> <li>Senior Council and CCG officers attend the parent carer forum when appropriate</li> <li>The CCG has mapped out all the parent/carers/CYP groups across the local area</li> <li>A group of parents/carers have volunteered to act as a reference group for the local area</li> </ul>	<ul style="list-style-type: none"> <li>Develop a parent/carers engagement plan across education health and care, which covers a wide range of parent/carers groups in the local area</li> </ul>
b	Improve the confidence of parents/carers that the needs of CYP who require support for SEND are identified well	<ul style="list-style-type: none"> <li>We have increased capacity in our SEND Information Advice and Support Service</li> </ul>	<ul style="list-style-type: none"> <li>Develop a parent/carers engagement plan across education health and care, which covers a wide range of parent/carers groups in the local area</li> <li>Review the Healthwatch and Roots and Wings report and implement any outstanding actions</li> <li>Review and update policies on complaints and disputes</li> </ul>
c	Increase the take up of personal health budgets	<ul style="list-style-type: none"> <li>We have promoted the personal health budgets offer to parents/carers. 15 families have chosen to take up a personal health budget this is 41% of those eligible</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote the take up of PHBs</li> </ul>
d	Develop more transparency, via the local offer, on a range of SEND related issues	<ul style="list-style-type: none"> <li>We have started work with CYP to get their feedback on the local offer</li> </ul>	<ul style="list-style-type: none"> <li>Identify options to ensure that the local offer meets best practice</li> <li>Improve information available on the local offer on common SEND issues</li> </ul>

## Appendix 2: The graduated response to meeting special educational needs in Newcastle



This is not intended to show a SEN pathway for an individual pupil. It outlines the support available at various levels of the graduated response. For example, a pupil may have an EHCP without accessing SPOC or an ARC placement or a pupil with an EHCP may need access to the SPOC.

**Draft version 3 – 27<sup>th</sup> June 2019** – for initial consultation with providers, parents/carers and partners

## Appendix 3: Making a difference – examples of impact made since January 2019

### Investment in Specialist teachers

- We know we have a growth in the number of children with autism
- Our children with autism have told us that they want more support in mainstream schools (CYP conference December 2018)
- As a result, we have invested in three full time specialist teachers for Communication and Interaction (Autism) who started in post April 2019
- All mainstream schools have been allocated a specialist teacher to provide advice, assessment and support to teaching staff, parents in relation to CYP who have been identified at SEN Support or who have an EHC Plan
- The teachers have visited schools and attended meetings and worked directly with CYP
- The teachers will be closely measuring the impact of their work
- It's still early days, but school staff have appreciated the practical advice on resources and strategies that can be put into operation with immediate effect
- Schools have said:
  - 'This is very useful, AND we have started most of it the same day you came in! '
  - 'We have set up the workstation in the corridor and I have been planning some 'work time' activities linked to the

curriculum/story book that the rest of class are doing too. P has been taken out for about 3/4 sessions each day broken up with the exercises. We can already tell she is getting used to the fact that her workstation is an expectation of completing tasks and she is handling it very well.'

### Co-production with Children and Young people

- **Vocational Profile:** A vocational profile has been co-produced with young people to help them find jobs and supported internships. We are testing it out with young people in three different post-16 education settings
- **UNICEF Child Friendly City:** The action plan was signed off by the council in April 2019 following targeted work with over 400 children and young people including CYP from Sir Charles Parsons, Hadrian and Newcastle Bridges School