



MANCHESTER
CITY COUNCIL



Manchester's Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Change Programme Partnership Family Event

September 2024



The Manchester Context

124 Private Nursery Settings
336 Childminders
2 maintained nursery schools

137 Primary Schools
30 Secondary Schools
2 All through schools
4 Post-16 Colleges

14 Special Schools
4 Independent Specialist
Colleges
2 Pupil Referral Units
2 new SEND Units opening this
academic year

32% White British
155 languages spoken
44.3% English as an Additional
Language

45.2% Disadvantaged
43% Eligible for Free School
Meals

187 Schools with a Young Carers
Offer and Champion
1351 Young Carers identified on
the school census 2024

8198+ Education Health and
Care Plans

Current Challenges in Manchester

- Increased population
- Lasting impact of the pandemic
- Increasing demand for education places and services
- Budget not increased to account for increasing demand
- Cost of living – impact on communities, health, schools and local authorities
- Increase in identified SEND need
- Access to services for families not always straightforward

Co-Production In Manchester

- In Manchester we have a unique model of Coproduction developed with our parent carers and children & young people.
- Our Parent Carer Forum, Parent Champions, Working Together group and Changemakers bring creative and innovative approaches to the design, delivery and improvement of services.
- In 2018 together with parents and carers we launched our Co-production Charter which provides the framework for how we work together.
- Through this approach we have co-produced and co-delivered many exciting projects not least our SEND Community Offer which through our partnership with families continues to grow and develop.

Some examples of Co-production in Manchester

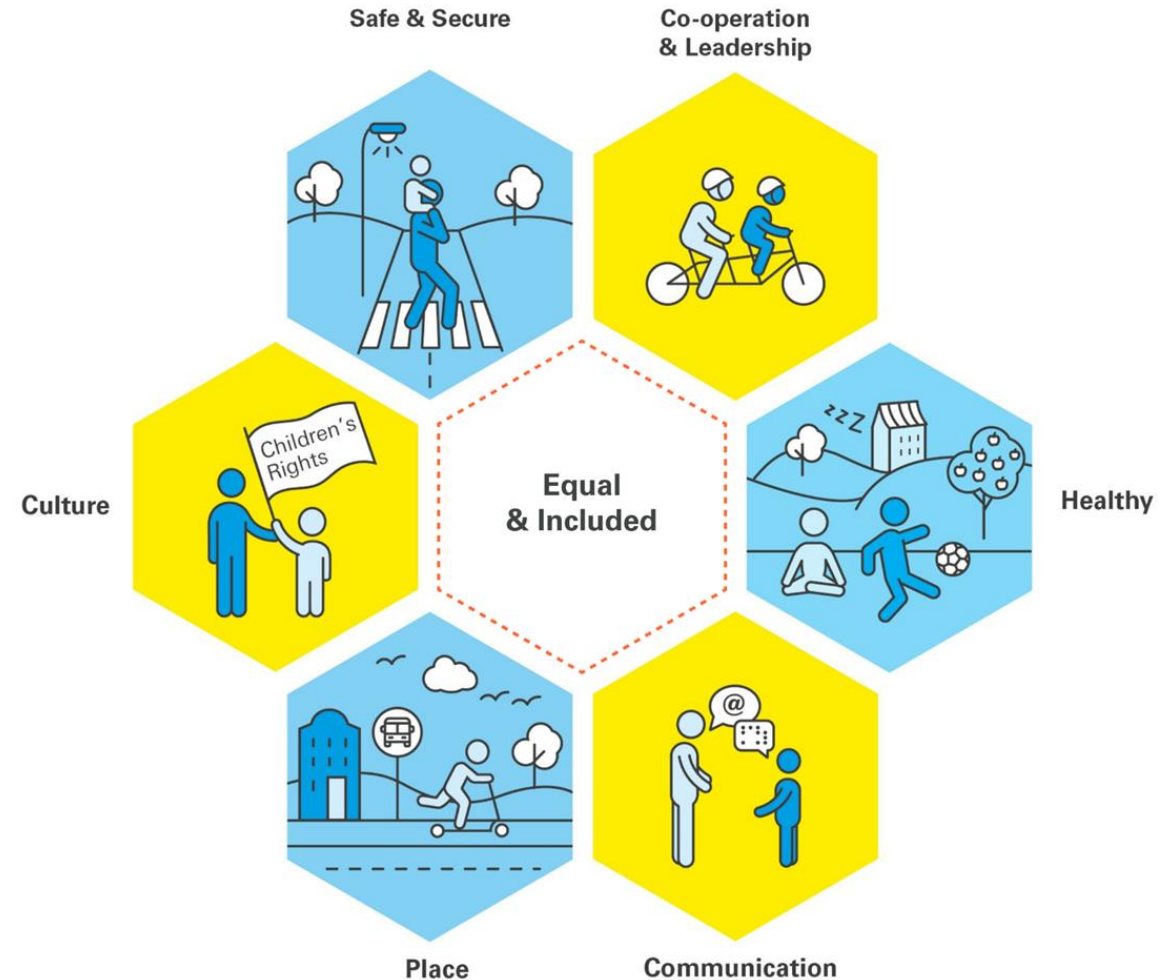
- The About Me
- Youth Led Grant Making Project
- The SEND Local Offer
- Social Communication pathway
- Neurodiversity in Education
- Early Years and Primary Ordinarily Available Provision
- Training programme for social workers
- Local Offer 'more than a website' campaign
- SEND Community Offer
- Travel Training programme, to promote independence
- Manchester Social Project, to support young people friendship making

Making Manchester Fairer

- Early years – speech, language and communication need (SLCN) and social, emotional mental health (SEMH) needs.
- 2023/24 – targeted at schools with low Early Years outcomes in 2022 and in areas of deprivation.
- Impact so far:
 - Intervention cohort performed better in reading, writing and maths
 - Increased access to services for families
- 2024/25 – targeted at schools and nurseries in areas identified as having the most need for SLCN and in areas of deprivation.
- Aims 24/25:
 - improve school readiness
 - provide additional support for schools to create communication friendly environments
 - provide additional support for schools to support children with SLCN and SEMH needs
 - increase access to the universal offer and other services for the families who need it most

Manchester UNICEF Child Friendly City

- Manchester is working towards becoming an internationally recognised Child Friendly City. A Child Friendly City is one that recognises and celebrates Children's Rights as set out in the United Nations Convention of the Rights of the Child.
- On our journey to recognition , CYP chose 3 badges , along with our 3 mandatory badges
- We have also committed to ensuring that the **Equal and Included** badge is a cross-cutting golden thread across all badges.



Manchester UNICEF Child Friendly City

Involvement of CYP with SEND – EQUAL & INCLUDED

Article 23 of the **United Nations Convention on the Rights of the Child** outlines the rights of children with disabilities:

- A child with a disability has the right to live a full and decent life with dignity and independence.
- Governments must provide support to disabled children and their families.
- Children with disabilities have the right to special care, education, and training to achieve self-reliance and lead a full active life in society.
- Children with disabilities have the right to express their views freely and receive age-appropriate assistance to realize that right

Family Hubs

Family Hubs bring together services for families with children of all ages (0-19) or up to 25 with special educational needs and disabilities (SEND). They operate as a one-stop-shop where families can access important services, making it easier to get the help they need, when they need it. Four Family Hubs have been opened across Manchester - located in Longsight, Cheetham, Gorton and Wythenshawe.

The aim of Family Hubs:

Transforming the way services are designed and delivered

- Co-production and engagement at the heart of what we do – the voices of parents and carers are central to the design and continuous improvement of the offer

Tailored support for communities

- Organisations that deliver SEND services located in and deliver from the Family Hubs. Strengthening the SEND offer has been identified as a strategic priority for the programme.

Inclusion in Manchester

Manchester Inclusion Strategy 2022-2025

Our Inclusion Statement:

We believe it is important that every child and young person in our early years settings, schools and post-16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.

1. Inclusive Universal Provision We will:

- Improve approaches to listening and responding to children and young people.
- Deliver the Inclusion Strategy Toolkit, providing a cycle of thematic training.
- Promote whole-setting nurturing principles and trauma-informed approaches.
- Develop model relationship-based behaviour policies.
- Promote equality and diversity, particularly in relation to race, gender, sexual orientation and disability.
- Implement virtual school duties for the education of children and young people with a social worker.
- Relaunch our approach to school attendance.
- Further promote good-quality assessment and planning for children with disabilities and physical and mental health needs.
- Continue to expand our SEND community offer.
- Clarify the ordinarily available provision in school for refugee children with additional needs.
- Develop a co-ordinated response and support for refugee children.
- Further promote approaches to address poverty and health inequalities.
- Implement statutory changes to elective home education.
- Consolidate the multi-agency THRIVE Framework to promote emotional health and mental wellbeing.
- Develop a head teacher wellbeing offer with the Manchester Schools Alliance.
- Further reduce the number of young people not in education, employment, or training.
- Ensure high-quality careers education, information, advice and guidance.
- Embed citywide approaches to support transitions at every stage.
- Relaunch Skills for Life.
- Become a UNICEF Child-Friendly City and promote schools and settings becoming Rights Respecting Schools.
- Enhance good practice guidance for the use of the internet and social media.

Our Manchester Behaviours
in everything we do we'll make sure that...

✓ We work together
and trust each other

✓ We're proud and passionate
about Manchester

✓ We take time to listen
and understand

✓ We own it and aren't
afraid to try new things

✓ We show that we value
differences and treat people

Building a safe, happy, healthy, successful and
independent future for children and young people

Our Priorities

- Work in partnership in strength-based ways to support inclusive practice
- Listen and respond to children, young people and their families
- Promote equality and diversity with a particular focus on race, LGBTQ+ and disability (SEND)
- Reduce health inequalities
- Develop the aspirations and skills of children and young people
- Improve social, emotional and mental health and wellbeing
- Positive transitions between settings, schools and post-16 provisions
- Identify needs early and protect vulnerable children and young people
- Maintain a highly skilled and well-supported workforce
- High-quality continuum of intervention, use of alternative provision and specialist support
- Promote good attendance
- Exclusion as a last resort

Guiding Principles for Inclusion. We believe:

- Relationships lie at the heart of inclusive practice. We put relationships first, working with an ethos across all education settings that promotes strong relationships with all parties.
- It is important to take a non-judgemental, curious and empathetic attitude towards behaviour and learning, regarding children and young people presenting with additional needs as vulnerable and not troublesome.
- We all have a duty to explore children and young people's needs and provide appropriate support.
- Finding solutions is often a complex process. It is important we are open to learning and willing to share knowledge and effective practice.
- Being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity).
- Exclusion should be the absolute last resort.

3. High-quality continuum of provision and specialist support We will:

- Implement the PRU restructure, repurposing and accommodation plan.
- Implement Phase 2 of special school places expansion.
- Define continuum of provision for children and young people with social, emotional and mental health needs.
- Improve commissioning of provision for children and young people with a high level of need.
- Implement with social care a specialist locality offer for children with SEND.
- Review and commission our specialist short breaks offer.
- Deliver a citywide positive behaviour support approach.
- Commission and grow the post-16 and post-19 specialist offer.

4. Exclusion as a last resort We will:

- Share school exclusion data and monitor use of suspension and exclusion.
- Monitor the number of children returning to school from Pupil Referral Units following exclusion.
- Review the use of Inclusion Panels.
- Review exclusion training for governors.
- Review with parent/carer champions to develop an exclusions advocacy offer for other parents/carers.
- Develop best practice in the prevention of post-16 exclusion and withdrawal.

Draft Manchester Education Strategy 2024-2034



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Working Together: Parents/Carers, Education, Health and Care

- Multi-agency approach to our SEND and AP Board
- Multi-agency moderation of plans
- Joint commissioning
- Designated Social Care Officer Role – Manchester has invested in this role appointing a senior Social Care lead to work across education, health and care to embed a more joined up approach to support families. This includes parent led training for social workers to help them understand the lived experience for families.

Quiz

CHANGE PROGRAMME PARTNERSHIP



Intro

Julie Hicklin and Kemi Omoboye

Change Programme Partnership Background

In 2019, the Government began a review of the SEND and Alternative Provision system and concluded their findings in a paper published in 2022.

This paper, called the SEND and Alternative Provision Green Paper, shared ideas on how to make services and support better for children, young people and their families.

The Government spoke to children, young people and their families about the Green Paper. They also spoke to school, college and nursery staff, and health and care workers.

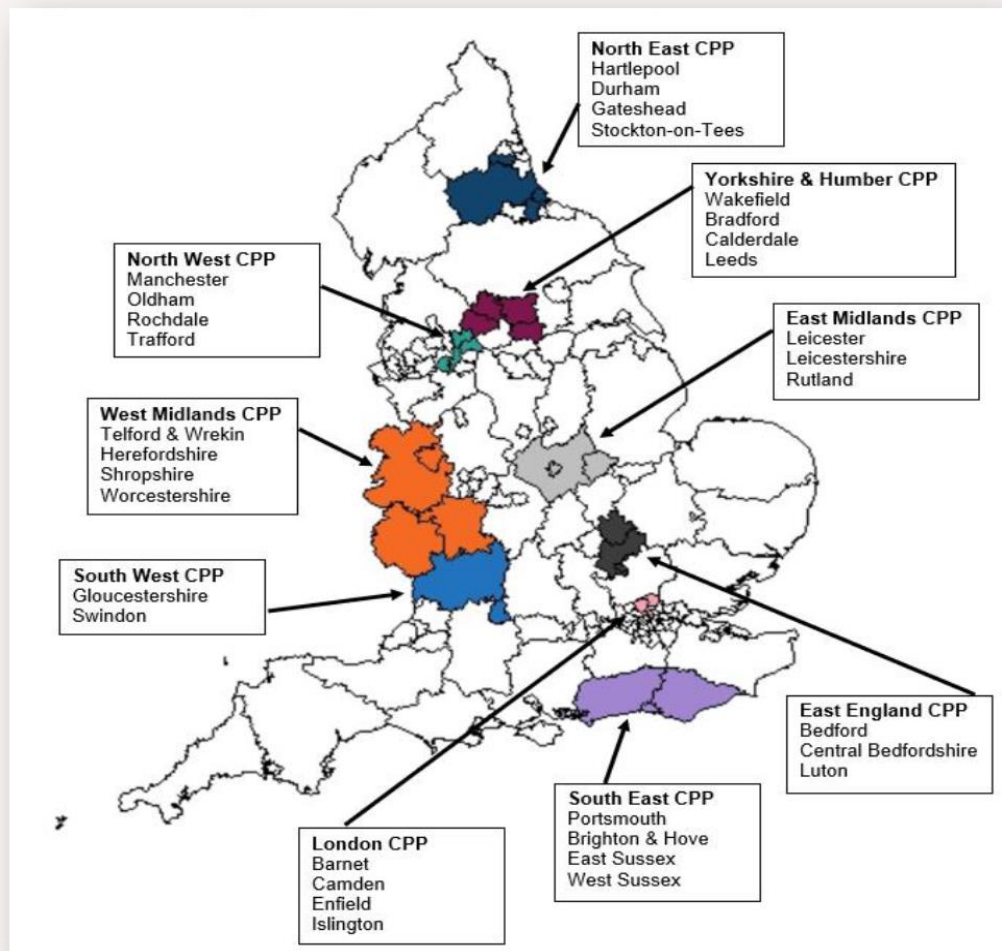
It was apparent that there were multiple issues with the system, such as: Families not getting information quickly enough, Families struggling to get support to meet their child's needs

After listening to parents, carers and families, the DfE produced a plan to improve the system. This is known as the SEND and AP Improvement Plan.

The DfE are using The Change Programme as a way to test their ideas and make sure they work well in the real world and improve the lives of children and young people and their families

**CHANGE
PROGRAMME PARTNERSHIP**

Change Programme Partnership



**CHANGE
PROGRAMME PARTNERSHIP**

What is the Change Programme?

The Change Programme gives us an opportunity to test changes to the way the whole SEND and AP system works.

It gives us a chance to make changes that will build confidence and deliver the right support at the right time, in the right place.

The Change Programme is paving the way for a nationally consistent system of support for disabled children and young people, and children and young people with SEN or who need help from alternative provision wherever they live in the country.

What the Change Programme aims to do?

By delivering the right support, at the right time, in the right place, the Government wants to achieve its vision for a more inclusive society with high aspirations for all children and young people

The DfE want to:

Fulfil children's potential, so children and young people can enjoy their childhood, achieve good outcomes and are well prepared for adulthood

Build parents' and carers' trust by having an accessible and easy to navigate system of help

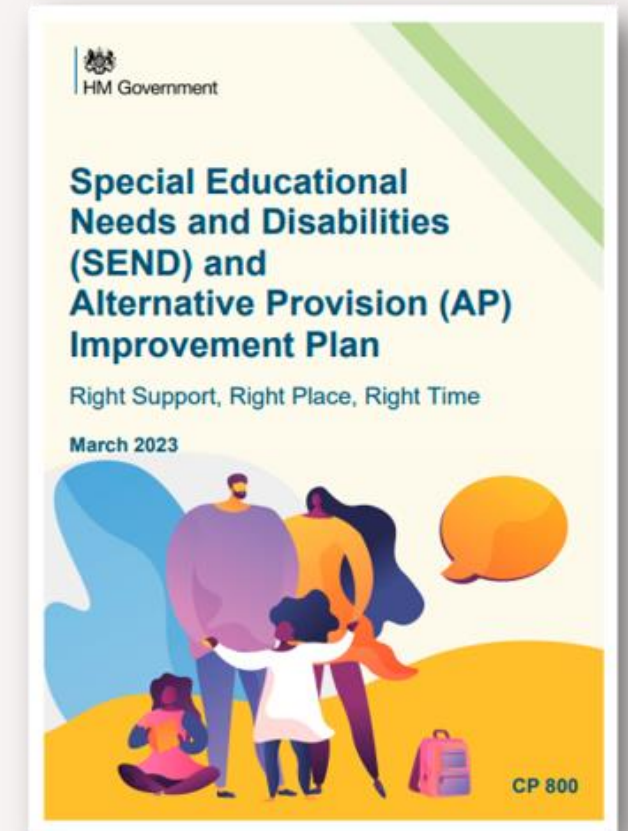
Provide financial sustainability by helping our local leaders make the best use of budgets to meet the needs of children and young people and improve outcomes

What are we testing through the Change Programme?

Enablers: These reforms are focused on establishing the foundations to enable the SEND and AP system to work. National and Local Inclusion Dashboards. Local SEND and AP Partnerships and Local Area Inclusion Plans. Improving Transitions in Early Years and Post-16 Institutions

Education and Health Care Plan (EHCP) Reform:

These reforms are focused on increasing the consistency between local authorities' processes to ensure that those who need higher level support can get it faster and in a more joined-up way. Standardised EHCP template. Standardised advice templates. Multi-agency panels. Advisory Tailored Lists. Strengthened mediation

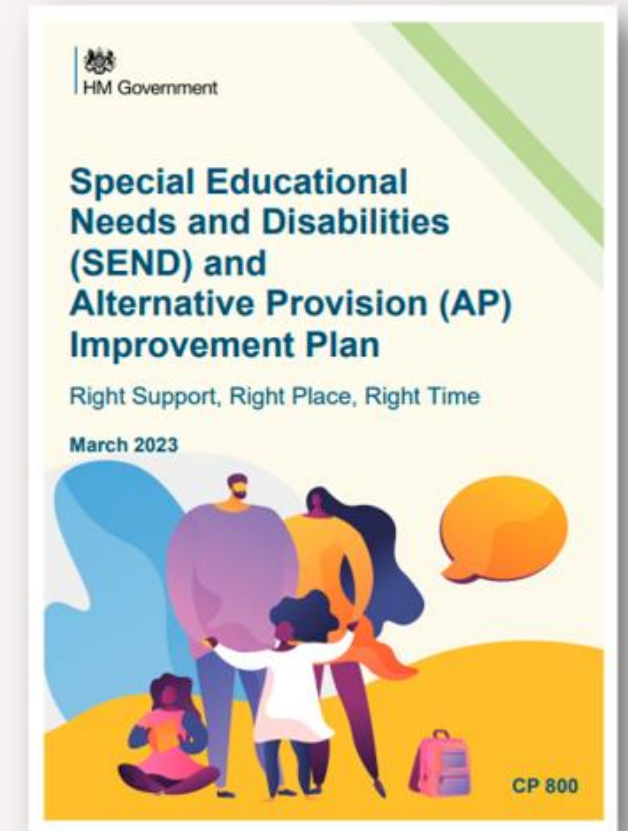


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Standards and Commissioning: These reforms focus on making structural changes to the system and setting out national standards. National Standards. Bands and Tariffs



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How are we involving families?

Co-production and engagement are at the heart of this process

Focus Groups

Communications group

National Network of Parent Carer Forums and Manchester Parent groups

Local Offer drop ins

Events for families

Surveys

Through testing the reforms

Parents and Young People's voice informing our Local Area Inclusion Plan and Action Plan

Working closely with parents, carers and families when collecting feedback and during the evaluation

We want to know how the reforms are affecting children and young people, and parents, carers and families - What works and what doesn't



What's happened so far?

Strategic plan developed with our CPP steering group
SEND and AP board – Signed off Terms of Reference
Local Area Inclusion Plan published
EHCP Template focus groups with key partners
Alternative Provision - Pilots
Updated Terms of Reference for Multi Agency Panels
Advisory Tailored Lists
CPP page Local Offer website
IPSEA training for parents and partner agencies
Extended Outreach to mainstream schools
DfE and Delivery Partner visits to settings
SEN Inclusion funding extended into Reception



What's happening next?

Surveys with families

More focus on Inclusion

National Standards

Update event in Summer

Strengthened Mediation

Early Years SEND Pathway review

ELKLAN Speech, Language and Communication training

Health Waiting Lists initiative

Continue testing the reforms



Key priorities for Manchester

Priority 1: Increased Local Area provision for early intervention across education, health and social care

Priority 2: High quality specialist assessment and provision in place for children and young people

Priority 3: High quality information and support provided to young people and parents/carers

Priority 4: Children and young people are well prepared for adulthood and make successful transitions at all stages

Priority 5: Local area oversight and stability of the 3-tier model of Alternative Provision to benefit the wider SEND and AP and mainstream systems

Thank you for listening

**Please leave any feedback or
questions on the postcards provided**

Contacts

For all Change Programme Partnership enquiries please email
cpp@manchester.gov.uk

and

Keep up to date with the Change Programme activity in Manchester on the [Local Offer CPP webpage](#)

Workshops 1-4

1. Change Programme Partnership - **Hall**
2. Early Years, Sure Start & Family Hubs – **F11**
3. Preparing for Adulthood – **F13**
4. Mainstream Support in Schools - **G4**

Workshops 5-8

5. Change Programme Partnership – **F13**
6. What's Important to Parent's and Families – **F11**
7. Working With Parents - Hall
8. About Me - **G4**

Change Programme Partnership Workshop

CPP Workshop

Introductions

Recap of Reforms

Recap of the priorities for Manchester - You said we did

We want to hear from you about...

What's working well with the system now?

What's not working well?

What are the barriers around whole send system – Education/Health and Care?

What information do you think will be valuable for families to know about the change programme?

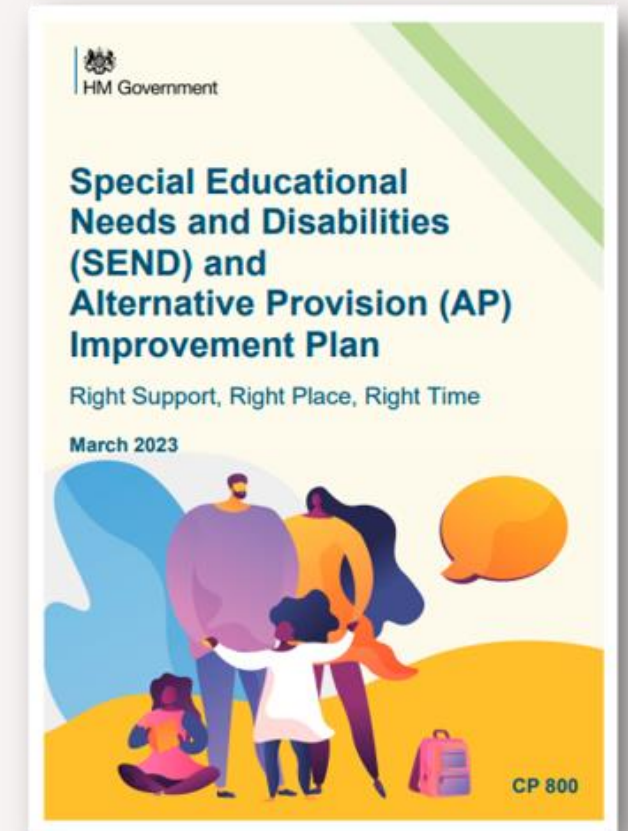
How do we make sure we keep families up to date with what's happening in the Change Programme?

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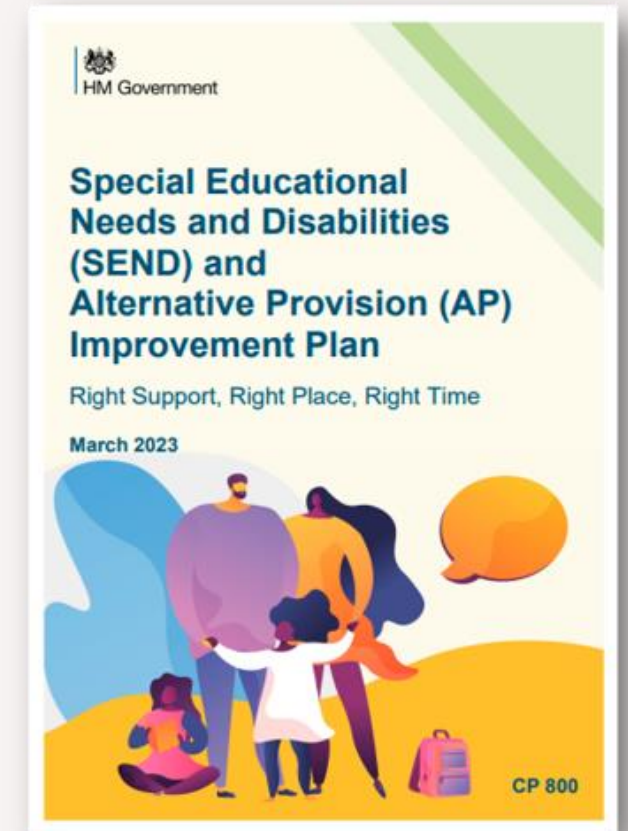


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Change Programme Partnership Workshop Questions

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