

Special Educational Needs and Disabilities Update

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDRENS SERVICES

1. Purpose of the report

- 1.1 To update members of the Children, Education and Skills Scrutiny Committee on the provision and outcomes for SEND across the City.

2. Background

- 2.1 The Children and Families Act of 2014 came into force in September 2014 and places responsibility on the local area, which includes the local authority and health commissioners and providers, to identify and meet the needs of children and young people aged 0-25 who have special educational needs or disability.

3. Identified need across the City

3.1 School age pupils

In January 2016, Sunderland had a school age population of 41 850, of which 6,332 or 15.1% were identified as having a special educational need (12.5% at SEN support and 2.7% Statements/EHC plans). Sunderland has a high percentage of children on SEN support compared to our nearest neighbours and the national average, although the rate of children subject to a statement or EHC plan is lower than all comparators and has been for the last three years.

Children with a statement or EHCP in 2015/2016 were in the following provision:

Provision	%
Academy Converter	13.8%
Academy Special Converter	44.2%
Academy Sponsor Led	7.4%
Community School	11.5%
Community Special School	18.0%
Free Schools	0.0%
LA Nursery School	0.0%
Other Independent School	2.3%
Other Independent Special School	0.0%
Pupil Referral Unit	0.0%
Voluntary Aided School	2.8%
Voluntary Controlled School	0.0%

- 3.2 In 2016, 440 pupils (39%) had a statement and 678 (61%) had an Education, Health and Care Plan (EHCP), with the majority of pupils enrolled in one of our 6 special schools.
- 3.3 Across primary schools in Sunderland in 2015/16, 33% of children with SEND (Statement, Education, Health & Care Plan or SEN Support) had a primary need involving a speech, language and communication need, which was higher than the north east and national average, while the proportion of children with a specific or diagnosed learning difficulty was lower at 5.5%, compared to 8% in the north east and 10% national. As a result we are working with the teaching schools and local providers to deliver proven training in 'I Can - Early Talk' and 'Talk Boost'.
- 3.4. Across secondary schools in Sunderland, 32% of children with SEND had a primary need involving a moderate learning difficulty compared to 29% across the north east and 25% nationally, while children with a specific or diagnosed learning difficulty was 14%, lower than the national average of 21%. Further work will be carried out with schools to review the identification of specific learning difficulties such as dyslexia.
- 3.5 Across special schools, 41% of children with SEND had a primary need on the autistic spectrum compared to 25% north east and 26% nationally, while children with a moderate learning difficulty was 3%, lower than the north east average of 14% and national average of 16%.
- 3.6 Based on the January 2016 census, the majority of children attending a Sunderland setting with a statement or EHCP had a primary need of autism (30.6%). The majority of children with SEND support had a primary need of moderate learning difficulty (31%). The rate of children with a statement/EHCP with autism has increased over a 3 year period. The rate of children with SEN support with a moderate learning difficulty remains high, although this has reduced year on year.
- 3.7 In January 2016, there were 1,033 children aged 5 to 18 included in maintained school census with a statement or EHCP; 76% were male, 24% were female, 5% were looked after, 1% had a parent in the armed forces, 4% used English as an additional language, 10% were from a minority ethnic background, 15% were children in need and 1% were on a care plan.
- 3.8 The number of pupils being taught in special schools in Sunderland has risen from 640 in 2013/2014 to an anticipated number of 724 in 2017/2018. Sunderland has a higher proportion of children being taught in special schools

as a percentage of whole school population than England, but a similar number of lower proportion compared with neighbouring LAs and the north east.

3.9 Post 16 Pupils

The table below highlights the number of young people aged 16 - 25 years that either have a statement of SEN or an Education, Health & Care Plan at December 2016 and the type of educational provision they were studying at:

Provision type	Number
General FE College	64
Maintained Special School	0
Special Academy	138
Academy	4
Supported Internship Other FE	0
Other FE	0
Independent School	5
NEET	Not available
Non-maintained Special School	3
Maintained Mainstream School	0
Special College	0
Other - arranged by the local authority	18
Apprenticeship	2
Free School	0
Specialist Post 16 College	14
Traineeship	3
Total	251

4. **Rise in numbers of pupils with Autism**

4.1 In September 2015, the local authority identified a pressure of places in ASD mainstream resource provisions and at Sunningdale Special School. A total of 20 extra places were required to meet the total identified additional need from September 2016.

4.2 School census data shows that over 30.6% of children with an Education, Health and Care Plan are identified as having autism. Data from the autism outreach team shows that they are being notified of 10 to 15 cases per week of children / young people receiving a diagnosis of autism. Of these young people we are identifying a number of bright autistic children who are struggling due to highly complex levels of anxiety. At this point there was no provision was available for these children in the City and it was recognised that considerable additional costs would be incurred to place out of the city which would adversely impact on funding arrangements.

- 4.3 A report was taken to Cabinet in July 2016 proposing the creation of further provision to meet the additional demand for pupils with ASD who require a specialist curriculum within a specialist setting. The preferred option was the development of a new all through provision (5 - 16). This would involve the refurbishment and development of a former educational site in the City. The former Bishop Harland CE School has been identified as a potentially suitable location with refurbishment and renovation costs estimated at £1.5m. Cabinet agreed for officers to begin an informal consultation process in the autumn term.
- 4.4 Subsequent to this, the local authority has been approached by the Department for Education to consider the development of a new specialist free school or academy. The local authority submitted an expression of interest to the Regional Schools Commissioner at the end of October 2016, and a formal expression of interest was forwarded to the Department for Education in November 2016. We are currently waiting for a response to our proposal from the Department for Education.

5. Commissioned Places 2017/2018

- 5.1 The local authority has continued to work with the Clinical Commissioning Group (CCG), the Dedicated Medical Officer for SEN and social care colleagues to identify the medium to longer term demand for specialist places for high need pupils from birth to age 25. This work is required to provide information for the Joint Strategic Needs Assessment (JSNA), which will in turn inform future commissioning arrangements for children and young people with high needs including the capital and revenue requirements to meet the identified demand.
- 5.2 Local authority officers have visited settings to review places for the academic year 2017/2018. From the analysis undertaken to date, additional places are required in both maintained primary special schools, resulting in a need for 14 places, a further 10 places are required for children with profound, multiple and severe learning difficulties and 6 places in mainstream specialist ASD resource provisions. Officers proposed a reduction of 6 commissioned places in sensory provision (Visually Impaired) at Sandhill View and Thorney Close. Proposed place numbers are detailed at Appendix 1.
- 5.3 In October 2016, school's forum agreed to fund an external piece of research, to be carried by Sunderland University, to provide a complete and full need analysis of the prevalence of SEN across the city. The outcome of this needs analysis will be used to inform future strategy in terms of meeting the needs of high needs pupils in Sunderland, and contribute to a case for securing national funding and support to meet that need.

6. Education, Health and Care plans

- 6.1 Since the implementation of the SEN reforms, the local authority has carried out 678 conversions of statements to Education, Health and Care plans. A further 277 plans will be converted to Education Health Care plans by the 31st July 2017 and the remaining 248 to be complete by 31st March 2018.
- 6.2 There have been 509 requests for Education, Health and Care plans since 2014 of which 250 have been agreed.
- 6.3 Meeting statutory timelines - It is in the interests of all those concerned that EHC needs assessments are carried out in a timely manner. Regulations set out that the overall time it takes from the local authority receiving a request for an assessment and the final EHC plan being issued (if one is required) should be no longer than 20 weeks. In Sunderland, 100% were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20 week time limit, compared to the all local authorities in the north east with an average of 61.0%. Including exceptions, 67.5% were issued within 20 weeks, compared to all local authorities in the north east average of 54.7%.
- 6.4 Referrals to the tribunal - The local authority has had a higher number of referrals to the first tier tribunal than our counterparts across the region although this is below national. The vast majority of these have been settled without recourse to a full tribunal meeting. In 2015/2016 the local authority was required to support one tribunal case.

7. Attainment of Children with a Special Educational Need and Disability

7.1 Early Years Foundation Stage

Children achieving a good level of development at EYFS has increased year on year for children without a special educational need or disability, while performance has dipped and also recovered in 2015/16 for children with SEN support. Of the 43 children with a statement or EHCP, 3 achieved a good level of development. Two children had a hearing impairment and 1 had a moderate learning difficulty. Outcomes are 4 percentage points above north east figures and 3 percentage points above national.

7.2 Phonics

The proportion of children with SEN support achieving the expected standard in phonics has increased year on year since 2012/13. 9 out of 47 children with a statement or EHCP achieved the expected standard in 2015/16. Of

those 9, 3 had autism, 3 had a speech/language or communication problem, 2 had a physical disability and 1 had a hearing impairment.

7.3 Key Stage 1 & 2

Assessment in KS1 and KS2 changed nationally in 2015/16. A higher proportion of children with a statement or EHCP achieved the expected standard in reading compared to writing and maths. Historically, this has been a common trend. Children who are SEN support achieve well in maths and science. A similar pattern can be identified at KS2, with a higher proportion of statemented/EHCP children achieving the standard in reading, and a higher proportion of children with SEN support achieving the required standard in maths and science. The outcomes for children with Statements/EHCP in reading, writing and mathematics combined are 2 percentage points below national and north east averages.

7.4 Key Stage 4

The proportion of children with a statement/EHCP achieving any qualification at KS4 has been a little sporadic over recent years, with 73% recorded in 2015/16, an improvement on the previous two years. The proportion of children with SEN support has fallen slightly from almost 100% to 98%. A similar pattern can be identified when analysing achievement of 5 GCSE A*-G.

Attainment 8 measures for pupils with a statement or an Education, Health and Care Plan are better than national and regional outcomes. Progress 8 measures for pupils with Education, Health and Care plans are in line with regional outcomes.

Issues remain in terms of pupils identified as SEN support where progress 8 and attainment 8 measures are below regional and national figures.

7.5 Destination Data - post KS4

87% of children with a statement and 74% of children with SEN support who left a Sunderland state funded secondary school at the end of the 2013/14, moved into a further education setting in the following academic year. A similar pattern can also be identified at both north east and national level. Overall, 94% of children with a statement moved into sustained employment, education or training (EET) compared to 92% for the north east and 91% nationally.

The percentage of 19 year olds with a statement qualified to level 2 and level 3 are higher than national and north east outcomes.

7.6 Destination Data - post KS5

The majority of students leaving KS5 provision in 2013/14 went onto sustained Higher Education. This is also higher than other students across the north east and nationally. Overall though, a lower proportion of students in Sunderland with a special educational need went onto sustained education, employment or training compared to students across the whole of the north east and England.

8. **Local Area Inspection of SEN**

8.1 The Children and Families Act of 2014 came into force in September 2014 and places responsibility on the local area, which includes the local authority and health commissioners and providers, to identify and meet the needs of children and young people aged 0-25 who have special educational needs or disability.

8.2 The Department for Education invited Ofsted and the Care Quality Commission (CQC) to inspect local areas on their effectiveness in fulfilling their new duties. The framework for this new inspection and inspection handbook has been developed and, Ofsted and CQC have consulted formally on these arrangements. All 152 local areas will be inspected, within an inspection period of up to five years.

8.3 Inspectors will evaluate how effectively the local area:

- identifies children and young people who have special educational needs and/or disabilities;
- assesses and meets the needs of children and young people who have special educational needs or disability;
- improves outcomes for children and young people who have special educational needs or disability.

8.4 Inspection arrangements

Inspection teams will include an HMI, a CQC inspector and an Additional Inspector (Local Authority Inspector). Local areas need to identify a nominated officer who will liaise with the inspection team to arrange meetings and ensure access to the evidence they need. The field work is likely to include discussions with elected members, key local area officers from health, education and social care, and meetings with leaders of early year settings, schools and colleges, and specialist visits will be made to a range of providers and services. Visits will not inspect the provision but focus on their understanding and participation in meeting the local area's responsibilities.

8.5 Inspectors will look at children and young people's files as evidence for evaluations. There will be a strong emphasis on gathering the views of young people, parents and carers, involving:

- Meetings during visits to early years settings, schools and colleges;
- Meetings with established young people, and parent and carer groups;
- Meetings with any reference groups established by the local area;
- A webinar for parents and carers during the inspection.

8.6 A project plan is in place to address the activity that needs to take place. Officers are working with parents/carers, and a range of groups to carry out an evaluation of current processes. Areas for development arising from this evaluation will be used to inform a strategic plan.

9. Recommendations

9.1 The Scrutiny Committee is recommended to:

- Consider and comment on the information provided regarding SEND.
- Note the progress in converting statements of Special Educational Needs to Education, Health and Care plans.
- Be aware of the adjustments to commissioning arrangements for specialist places in schools and settings for the academic year 2017/2018
- Comment on the information provided regarding performance of SEN pupils.
- Note the arrangements for the inspection of SEND local area inspections and the implications for officers, members and partners.

APPENDIX 1

PROPOSED COMMISSIONED PLACES 2017/2018

Institution / Provider	2016/17 Agreed Places	2017/18 Proposed Places	Variation
Academy 360 - Curriculum Access Provision (CAP)	30	30	0
Biddick Academy – Autistic Spectrum Disorder (ASD) Provision	30	30	Potential for a further 4 places - Dependent upon Academy Board approval
Farringdon Academy - ASD Provision	35	35	0
Hetton School - Language Unit Provision	12	12	0
Oxclose Primary Academy – Physical and Medical Difficulties	7	7	0
Oxclose Academy – Physical and Medical Difficulties	12	12	0
Sandhill View Academy – Sensory Provision (HI)	12	12	0
Sandhill View Academy – Sensory Provision (VI)	3	0	-3
Thorney Close – Sensory provision (HI)	6	6	0
Thorney Close – Sensory Provision (VI)	3	0	-3
Usworth Colliery ASD Provision	10	12	+2
Washington School - Curriculum Access Provision (CAP)	20	20	0
Total Special Units and Resource Provisions	180	176	-4
Barbara Priestman Academy	126	126	0
Columbia Grange School	100	100	+7 waiting list

North View Academy	70	70	0
Portland Academy	164	174	+10
The New Bridge Academy	130	130	0
Sunningdale School (Includes Nursery Places)	100	100	+7 waiting list – capacity issues in school
Total Special Provisions	690	700	+10 +14 on current waiting lists

Institution / Provider	2016/17 Agreed Places	2017/18 Proposed Places	Variation
Post 16 Places			
City of Sunderland	92	92	0
Grindon Hall Free School	1	0	-1
Springboard Sunderland Trust	24	24	0
St Aidan's Academy	0	1	+1
St Anthony's Girls Catholic Academy	1	0	-1
St Robert's of Newminster RC School	0	1	+1
Independent Specialist Providers	7	8	+1
Non-Maintained Special Schools	12	12	0
Total Post 16 Places	137	138	+1
Intervention Places			

Barbara Priestman Academy	6	6	0
Portland Academy	2	2	0
The New Bridge Academy	5	5	0
Total Intervention Places	13	13	0
Alternative Provision in Schools and Academies			
Highfield Primary – Language Unit Provision	10	10	0
Northern Saints Primary – Language Unit Provision	10	10	0
New Penshaw Academy – Language Unit Provision	10	10	0
Total Alternative Provision in Schools and Academies	30	30	0
KS1 Pupil Referral Service	18	18	0
KS2/3/4 Pupil Referral service	113	113	0
Returners & Young Mums Provision	32	32	0
Beacon of Light	0	0	0
Total Alternative Provision - Other	163	163	0
TOTAL	1213	1220	7

Note: The following are not included in the variation to place numbers - Biddick Academy potentially require 4 additional places, subject to Academy Board approval. There are 14 pupils currently on waiting lists at Columbia Grange and Sunningdale and at KS2/3/4 there is currently a waiting list of 3, 10 and 9 respectively.

Glossary

ASD – Autism Spectrum Disorder: Autism is a lifelong developmental disability that affects how people perceive the world and interact with others.

Autistic people see, hear and feel the world differently to other people. If you are autistic, you are autistic for life; autism is not an illness or disease and cannot be 'cured'. Often people feel being autistic is a fundamental aspect of their identity.

Autism is a spectrum condition. All autistic people share certain difficulties, but being autistic will affect them in different ways. Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. All people on the autism spectrum learn and develop. With the right sort of support, all can be helped to live a more fulfilling life of their own choosing.

AI - Additional Inspector

CQC - Care Quality Commission - make sure health and social care services provide people with safe, effective, compassionate, high-quality care and encourage care services to improve. They monitor, inspect and regulate services to make sure they meet fundamental standards of quality and safety.

DfE - Department for Education

EET - Education, Employment or Training

EHCP – Education Health and Care Plan – The purpose of an Education, Health and Care Plan is to make special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

EYFS – Early Years Foundation Stage – The foundation stage begins when children reach the age of three. Many children attend early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in year 1, when programmes of study for key Stage 1 are taught.

FE – Further education – A college or provider offering continuing education to young people over the compulsory age of 16. The FE sector in England includes further education colleges, sixth form colleges, specialist colleges and adult education institutes.

HI – Hearing impairment - Hearing loss, also known as hearing impairment, is a partial or total inability to hear. A deaf person has little to no hearing. Hearing loss may occur in one or both ears. Hearing loss can be categorised as mild, moderate, moderate-severe, severe, or profound.

HMI – Her Majesty's Inspector – Accountable for leading high impact inspection of education in a variety of settings, developing a critical understanding of each provider within a specified caseload, informed by incisive, accurate data analysis.

JSNA – Joint Strategic Needs Assessment – Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within the local authority areas. The JSNA's central role is to act as the overarching primary evidence base for health and well-being boards to decide on key local health priorities.

LO - Local Offer – Local authorities in England are required to set out their local offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education, Health and Care (EHC) Plans. Local authorities must consult locally on what provision the local Offer should contain.

Ofsted – Office for Standards in Education – a non-ministerial government department established under the Education(schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

NEET - Not in Education, Employment or Training

SEN – Special Education Needs – A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream or mainstream Post 16 institutions.

Special Educational Provision – Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

VI – Visual Impairment – Visual impairment, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses.