

### Introduction

The Health and Well-being Assessment profiles pull together statistics about groups of people with health and care needs in the County and form the evidence base in the Joint Strategic Needs Assessment for Northumberland. This profile provides statistics about children with special educational needs, who have learning difficulties or disabilities that make it harder for them to learn than most people of the same age. Pupils with special educational needs are currently classified into two distinct levels of provision for need: SEN Support and Statement / Education & Health Care Plan (EHCP):

The local authority statistics below are derived from the Council's own dashboard for 0-25 year olds with SEND (Special Educational Needs & Disabilities).

### Key points

#### Purpose and background

This data report is designed to update colleagues as to the size and nature of our population of young people who have SEND and may require support from partners within the Strategic Transitions Group.

The population and needs data the local authority has comes from the **2016 schools census**: learners in mainstream schools and academies and local authority specialist schools and Pupil Referral Units within the boundaries of Northumberland; age range 5-16 years plus those in school nurseries or school 6<sup>th</sup> forms.

There are also a number of similar learners who attend education outside the census: learners in independent sector schools (mainstream and special); learners in alternative forms of education such as: home education; hospital education; learners attending schools or academies in other local authorities or Scotland; learners in post-16 / adult education and training commissioned through an SEND process; those who are post-16 and in colleges, employment, training or unemployed; those with SEND but in custody / YOI / secure children's homes.

Of these non-census groups those who are still classed as learners are still the responsibility of Northumberland. They account for a further 50-60 learners with High Needs at any time, aged 15 to 18. After 18 years this reduces to around 25-40 learners aged 19-22 years.

The data is drawn from the January 2016 Schools Census. The data for 13-16 years gives an indication of how many high needs young people will eventually require 18 years transition planning.

There are also smaller numbers of Northumberland high needs learners who attend education in other Local Authorities and are in a separate Census.

# Health and Wellbeing Assessment

The Joint Strategic Needs Assessment (JSNA) for Northumberland

Children with Special Educational Needs Statistical profile

The numbers over the last 3 years taken from the January school census show that in Northumberland, there is a higher proportion of children and young people with an assessed primary need of autism and social emotional and mental health needs than the national average. Conversely, there is a significantly lower than national average percentage of children and young people with speech language and communication needs as a percentage of the overall SEND population. Our most significant areas of need are Moderate Learning Difficulty; Social Emotional and Mental Health and Speech, Language and Communication. The majority of children and young people with statements and EHCPs are found in secondary and specialist provisions.

**Primary Needs - Information from January Census (Jan 14 inc. SAP & SS, Jan 15/16 SEN Support and S/EHCP) \*\*Please note Jan 16 included Out of County**

Primary Need (SS, SAP and SA)		Jan-14		Jan-15		Jan-16		Comparisons		% of All NCC	% of All National
		Stat	National	Stat	National	Stat	National	Stat	National		
ASD	Autistic Spectrum Disorder	533	9.2%	471	8.1%	591	8.0%	4.7%	6.5%	1.3	1.1
HI	Hearing Impairment	131	2.3%	117	2.0%	168	2.3%	1.7%	1.6%	0.4	0.2
MLD	Moderate Learning Difficulty	1095	18.9%	1457	25.1%	1934	26.3%	25.9%	24.6%	4.2	2.9
MSI	Multi-Sensory Impairment	6	0.1%	5	0.1%	6	0.1%	0.2%	0.2%	0.0	0.0
NSA	No Specialist Assessment of Type of Need	0	0.0%	96	1.7%	122	1.7%	3.9%	3.6%	0.3	0.3
OTH	Other Difficulty / Disability	256	4.4%	201	3.5%	251	3.4%	5.0%	4.4%	0.5	0.6
PD	Physical Disability	211	3.6%	172	3.0%	205	2.8%	3.4%	3.0%	0.4	0.4
PMLD	Profound & Multiple Learning Difficulties	51	0.9%	57	1.0%	60	0.8%	0.2%	0.3%	0.1	0.1
SEMH	Social, Emotional & Mental Health	1536	26.5%	1292	22.3%	1513	20.6%	15.9%	15.6%	3.3	2.0
SLCN	Speech, Language & Communication Needs	1322	22.8%	1267	21.9%	1644	22.4%	30.2%	27.7%	3.6	2.3
SLD	Severe Learning Difficulty	239	4.1%	224	3.9%	250	3.4%	0.7%	0.9%	0.5	0.4
SPLD	SPL Learning Difficulty (Dyslexia)	344	5.9%	383	6.6%	525	7.1%	7.4%	10.5%	1.1	1.6
VI	Visual Impairment	70	1.2%	55	0.9%	75	1.0%	0.9%	1.0%	0.2	0.1

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The difference in prevalence between genders is striking, with males 3 times as likely to need statements or EHCPs than females.

Gender	Jan-14	Jan-15	Jan-16
Female	340	332	313
Male	1023	992	938
<b>TOTAL</b>	<b>1363</b>	<b>1324</b>	<b>1251</b>

The number of young people requiring SEN Support who have an LD Primary Need and an SEMH Secondary Need has increased by 2/3rds from 2014 to 2016, and the number with those needs who require a statement or an EHCP have also increased. However, the number of those requiring SEN Support with an SEMH Primary Need and an LD Secondary Need has remained stable, and the number with those needs who require a statement or an EHCP has fluctuated over the last 3 years.

No of Young People with a LD Primary Need and SEMH Secondary Need			
	2014	2015	2016
SEN Support	305	399	510
Statement/EHC Plan	80	209	141
No of Young People with SEMH Primary Need and LD Secondary Need			
	2014	2015	2016
SEN Support	358	370	382
Statement/EHC Plan	144	238	102

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The data from the January census differentiates between the circumstances that children and young people are in, e.g. children in care and young offenders. The data below shows that there has been a two-fold increase in pupils requiring SEN Support who are eligible for FSM.

	Jan-15	SEN Supp	State /EHCP	Jan-16	SEN Supp	State /EHCP
Children in Care	55	36	19	60	40	20
Care Leavers	7	4	3	13	6	7
Children in Need	471	243	228	482	251	231
Children Subject to a CPP	51	44	7	47	42	5
Pupils Eligible for FSM	1104	743	361	1913	1528	385
Young Offenders	79	66	13	91	69	22
Children of Service Personnel	2	2	0	2	2	0

The destinations of young people with LDD show that the number not in employment education or training has increased recently, partly due to a positive reduction in the percentage whose destination is unknown, but that does not account for the full increase.

	Previous Quarter	Current Quarter	Trend
% of YP With LDD That Are NEET	11.7	13.4	↑
% of YP With LDD Whose Destination is Unknown	3.5	2.9	↓
% of YP With LDD That Are EET	88.3	86.6	↓
% of EET - Apprenticeships	3.6	4.2	↑
% of EET - Employment	3.4	3.7	↑
% of EET - Internships	0.0	0.0	→

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The projected numbers of learners with SEN Statements / EHC Plans or with High Needs support is changing, meaning a likely increase in the numbers transitioning from children's to adult pathways over the next 5-6 years and therefore requiring services:

	Current Y9, 13-14 years old (18 in 2019-2020)	Current Y10, 14-15 years (2018-2019)	Current Y11, 14-15 years (2017-2018)	Current Y12, 14-15 years (2016-2017)	Current Y13, 14-15 years (2015-2016)	Current Y14, 14-15 years (2014-2015)
Number with Statements / EHC Plans	106	145	131	64	57	18
Of the above, number of learners currently in specialist provision	57	75	59	42	43	18
Number of High Needs funded in mainstream without EHC plan	9	6	6	0	0	0
Total with High Needs funding in mainstream or specialist schools	104	136	121	59	52	18
High Needs and primary need autism (ASD)	30	29	23	24	20	3
High Needs and primary need social / emotional/mental health (SEMH)	30	43	37	6	4	0
High Needs and primary need severe / profound learning difficulty (SLD, PMLD)	17	19	30	19	20	22
High Needs and primary need sensory (visual, hearing, multi sensory) (VI, HI, MSI)	7	4	2	3	4	0
High Needs and primary need speech & language (SLCN)	10	9	8	3	0	0
High Needs and primary need physical (PD)	3	2	4	3	0	0
High Needs and other primary need (specific learning difficulties, moderate learning difficulties) (SPLD, MLD, Other)	13	36	24	10	12	0
	School-age.			Post-16.		Adults still in school education.

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## Achievements

	12/13	13/14	14/15	Trend	National - SEN 2015	National - All Pupils 2015
% of Pupils Achieving GLD - SEN Support	17.0	19.0	23.0		24	66
% of Pupils Achieving GLD - EHCP	x	x	x		4	66
% of Pupils Achieving L2b+ in KS1 Reading - SEN Support	43.0	30.0	19.0		44	82
% of Pupils Achieving L2b+ in KS1 Reading - EHCP	17.0	4.0	16.0		19	82
% of Pupils Achieving L2b+ in KS1 Writing - SEN Support	28.0	42.0	32.0		27	72
% of Pupils Achieving L2b+ in KS1 Writing - EHCP	10.0	14.0	9.0		11	72
% of Pupils Achieving L2b+ in KS1 Maths - SEN Support	44.0	43.0	46.0		45	82
% of Pupils Achieving L2b+ in KS1 Maths - EHCP	16.0	16.0	14.0		19	82
% of Pupils WA Expected Standard in Phonics - SEN Support	37.0	45.0	49.0		42	77
% of Pupils WA Expected Standard in Phonics - EHCP	8.0	16.0	19.0		18	77
% of Pupils Achieving L4+ in KS2 Reading, Writing & Maths - SEN Support	32.0	43.0	45.0		43	80
% of Pupils Achieving L4+ in KS2 Reading, Writing & Maths - EHCP	15.0	29.0	27.0		16	80
% of Pupils Achieving 5+ A*-C inc. English & Maths at KS4 - SEN Support	14.0	11.0	18.0		23.5	56
% of Pupils Achieving 5+ A*-C inc. English & Maths at KS4 - EHCP	7.0	6.0	9.0		8.8	56
% of Pupils Achieving 5+ A*-G - SEN Support	84.0	76.0	82.3		86	93
% of Pupils Achieving 5+ A*-G - EHCP	48.7	38.0	34.4		42	93
% of Pupils Achieving Ebacc - SEN Support	3.0	2.0	3.9		6	24
% of Pupils Achieving Ebacc - EHCP	1.0	1.0	2.3		2	24
% of Pupils Who Are Persistent Absentees (below 85% attendance) - SEN Support	10.0	8.0	NYA		7.7	3.9
% of Pupils Who Are Persistent Absentees (below 85% attendance) - EHCP	12.2	10.2	NYA		9.7	3.9
% Overall Absence - SEN Support	7.6	6.6	NYA		6.1	4.4
% Overall Absence - EHCP	8.2	7.2	NYA		7.5	4.4
% of Pupils Subject to a Fixed Term Exclusion - SEN Support	5.1	5.8	NYA		5.2	1.9
% of Pupils Subject to a Fixed Term Exclusion - EHCP	5.8	7.2	NYA		6.4	1.9
% of Pupils Subject to a Permanent Exclusion - SEN Support	0.2	0.4	NYA		0.3	0.1
% of Pupils Subject to a Permanent Exclusion - EHCP	0.0	0.0	NYA		0.2	0.1
% of 19 Year Olds Qualified to Level 2, inc English and Maths - SEN Support	28.0	27.0	29.0		34	77
% of 19 Year Olds Qualified to Level 2, inc English and Maths - EHCP	11.0	10.0	15.0		13	77
% of 19 Year Olds Qualified to Level 3 - SEN Support	24.0	22.0	24.0		31	66
% of 19 Year Olds Qualified to Level 3 - EHCP	10.0	11.0	12.0		14	66
% of KS5 SEN Cohort in Education, Employment or Training One Year Later	89.0	80.0	NYA		n/a	n/a
% of KS4 SEN Cohort in Employment, Education or Training at 17	82.0	83.0	82.0		86	n/a

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Looking at the achievements of all pupils in the Early Years Stage in 2015, 23% of children requiring SEN support achieved a good level of development in Northumberland, a continually improving trend and broadly in line with the national average for similar pupils.

At key stage 1, achievement has been variable for those with SEN Support and EHCPs. Pupils accessing SEN support do better than their national peers in writing and maths. In other measures performance in key stage 1 is below the national averages for similar groups.

Performance at Phonics has been better than the national average for similar groups.

At key stage 2, pupils with SEND perform well compared with their peers nationally, and performance has improved significantly over the last 3 years. A much higher than average proportion of pupils with EHCPs achieve national expectations in reading, writing and maths.

At key stage 4, achievement levels have been poorer than the national average for similar groups on all but one measure (5+ A\*-C including English & Maths for those requiring an EHCP). However, between 2014 and 2015, performance at 5+ A\*-C including English and Maths has improved for EHCP and SEN support learners.

Current data on absence and exclusions will be available in June/July.

The outcomes for those aged 19 qualified to level 2 and level 3 are poorer than the national average except for level 2 for those with an EHCP. However, all measures have shown an improvement between 2014 and 2015.