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| Committee: | Dated: |
| Safeguarding Sub Committee | 03/10/2019 |
| Subject: Special educational needs and disability (SEND) – Update | Public |
| Report of: Andrew Carter, Director of Community and Children’s Services | For Information |
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Summary

During the last academic year, the Safeguarding Sub Committee received reports (September 2018, February 2019 and May 2019) on the progress of the special educational needs and disability (SEND) work in the City of London (COL) following the SEND local area inspection, which took place in March 2018.

This report provides statistical information about the number of children and young people with SEND who are known to the local authority (LA); those who receive additional support from the LA through an Education, Health and Care (EHC) plan due to their complex needs, and those who are receiving SEND support at schools in the City. SEND support is the process schools and other settings use to identify and meet the needs of children with SEND, and to provide extra or different help from that provided as part of the school’s usual arrangements. This is from the school’s own resources, sometimes with advice or support from outside specialists. These pupils do not have an EHC plan.

This information is set against the national statistical information as reported by the Department for Education (DfE) in their report, *Special educational needs in England: January 2019* (published July 2019) and *Special educational needs: an analysis and summary of data sources*, May 2019.

Recommendation

Members are asked to:

- Note the report

Main Report

The National Picture

1. In July 2019, the DfE published its report – *Special educational needs in England: January 2019* (See Appendix 1.) This report provides data from the January 2019 school census on pupils with SEND and information about special schools in England. The data is a national data set and presents a picture of SEND in England.
2. The number of pupils with SEND increased nationally for the third consecutive year, representing 14.9% of the total pupil population. This followed a period of year-on-year decreases from January 2010 to 2016, driven by a decrease in the proportion of pupils on SEND support.
3. The increase since 2016 is driven by increases in the number of pupils with an EHC plan and those on SEND support.
4. The percentage of pupils with SEND statements (statements were replaced by EHC plans, with all statements transferred by March 2018) or EHC plans remained stable at 2.8% from 2007 to 2017.
5. As at January 2019, 3.1% of the total pupil population have an EHC plan and 11.9% are on SEND support.
6. The most common type of primary needs for those on SEN support is speech, language and communication, at 23%. For those with an EHC plan, it is autism spectrum disorder, at 29%.
7. The number of pupils with SEND has increased in all school types, with the exception of pupil referral units where a small decrease in pupil numbers has been seen with SEND and overall.
8. In terms of age and gender, SEND remains more prevalent in boys, with 4.4% of boys and 1.7% of girls having an EHC plan, and 15% of boys and 8% of girls on SEN support.
9. Special needs are most prevalent in travellers of Irish (30%) and Gypsy/Roma (26%) pupils.
10. Traveller of Irish heritage (4.5%) and black Caribbean (4.4%) pupils had the highest percentage of pupils with EHC plans. Indian pupils had the lowest percentage (1.9%) of pupils with EHC plan, compared with 3.1% of all pupils.

The Local Picture

Pupils with an EHC Plan

11. At the end of July 2019, there were 14 children and young people with EHC plan maintained by the COL, 1% of the population of resident children in 2019. This is below the national average of 3.1%.

12. The COL has seen the number of children for whom it maintains EHC plan increase from eight in 2015 to 15 by end of April 2019. The current number is 14, as one young person has since moved out of the area. The highest number of statutory plans at any one time has been 15. The main reason for the rise is the increased number of new arrivals to the City. There are currently two Education, Health and Care (EHC) needs assessments in progress and two referrals where decisions have yet to be made. Decisions regarding whether an EHC needs assessment is necessary, and whether an EHC plan should be issued, are made by the LA's SEND panel.
13. The most common type of primary needs for pupils with an EHC plan in the COL local area is autistic spectrum disorder, at 53%. This is almost twice the national rate of 29%. Children with social, emotional and mental health (SEMH) needs make up the second highest, and their proportion is in line with the national benchmark.
14. Almost all children with EHC plan are boys – 93%, compared to the national average of 74%.
15. Five (35.7%) of the children and young people with EHC plans are of white heritage; three (21.4%) are Asian; three (21.4%) are black; two (14.2%) are of mixed (14.2%) heritage; and one (7.1%) is from another ethnic group. This distribution is dissimilar to ethnic distribution of the population where white children make up 58% of the children population.¹
16. Six children attending Sir John Cass's Foundation Primary School have EHC plans, as reported during the January 2019 school census. Two of the children reside within the COL.
17. Most children and young people with an EHC plan attend schools outside of the COL. Nine of the 14 children and young people attend mainstream settings. The Children and Families Act 2014 is clear that children and young people with SEND should be educated in mainstream provision unless their needs require more specialist provision. Three children and young people attend special schools, with one at a special residential setting. Except for one mainstream school, all schools attended are rated Good or Outstanding by Ofsted. The Principal Educational Psychologist and/or the SEND Officer visits the school annually to review pupil progress and the quality of provision through the annual review of EHC plans. Any issues regarding the quality of provision are addressed through the LA's SEND panel.
18. All 14 children and young people with EHC plans are of statutory school age or are attending further education provision. The COL does not have any children under the age of 5 years old with an EHC plan. Effective processes are in place to ensure early identification and support for children in the early years. This was an area of strength identified in the SEND local area inspection 2018. The early years settings are able to raise any concerns regarding a child's needs with the Early Years Lead Advisor, who offers strategies and advice and works closely with the

¹ 2011 national census

Principal Educational Psychologist and support services so that we have a holistic approach to children's needs.

19. Children with EHC plans are either registered with the City and Hackney Clinical Commissioning Group (CCG) or Tower Hamlets CCG.
20. Statutory timescales for issuing EHC plans are consistently met, with 100% of EHC plans being issued within 20 weeks. This has been the case since September 2014 and includes the transfer of statements to EHC plans. This is higher than the national average of 60% and the London average of 58.1%. Although this is to be expected given the small number of assessments, the COL is one of six LAs to complete 100% of assessments within 20 weeks.
21. In terms of attendance during the 2018/19 academic year, data from the annual review of children and young people with an EHC plan show that 92.8% of pupils achieved attendance above 90%. In terms of attendance at Sir John Cass's Foundation Primary School, 87% of pupils with SEND achieved attendance at or above 90% during the academic year 2018/19.
22. There were no fixed-term or permanent exclusions for pupils with an EHC plan during 2018/19. In terms of pupils at SEND support, there was one permanent exclusion, and we are aware of one pupil who has had more than one fixed-term exclusion. The Education and Early Years' Service has been involved in offering support and guidance in both cases. Schools are not obliged to notify the LA of fixed-term exclusions.
23. Parents and young people (children over 16 years) have a right of appeal to the SEND Tribunal if the LA has refused to carry out an EHC needs assessment, if the LA refuses to issue an EHC plan following an assessment, or if they are not happy with the content of an EHC plan. Two appeal notices against the LA's decision not to carry out an EHC needs assessment were received during 2017/18. One was upheld and the other was dismissed. The successful appeal did not lead to the issuing of an EHC plan, and the child continues to receive SEND support at school. No appeals were received during the academic year 2018/19.

Pupils on SEND support

24. The proportion of children attending schools within the City (Sir John Cass's Foundation Primary School and the four independent schools) who are receiving SEND support (10.7%) is below that of benchmark groups, national (11.9%) and inner London (12.5%) averages.

| | Number with EHC plan | Number on SEND support | Total SEND | Number of children attending COL schools | % with SEND |
|------|----------------------|------------------------|------------|--|-------------|
| 2010 | 4 | 219 | 223 | 2,260 | 9.9% |
| 2011 | 4 | 242 | 246 | 2,295 | 10.7% |
| 2012 | 4 | 241 | 245 | 2,307 | 10.6% |
| 2013 | 3 | 182 | 185 | 2,316 | 8.0% |
| 2014 | 6 | 214 | 220 | 2,333 | 9.4% |

| | | | | | |
|------|---|-----|-----|-------|-------|
| 2015 | 8 | 241 | 249 | 2,347 | 10.6% |
| 2016 | 8 | 285 | 293 | 2,355 | 12.4% |
| 2017 | 8 | 293 | 301 | 2,376 | 12.7% |
| 2018 | 9 | 216 | 225 | 2,382 | 9.4% |
| 2019 | 6 | 259 | 265 | 2,428 | 10.9% |

Sir John Cass's Foundation Primary School

25. Sir John Cass's Foundation Primary School has always had a higher-than-average proportion of children identified as having one or more additional needs, and the proportion of children with identified additional needs at the school is rising. This is because the school has a reputation of being adept at recognising and responding to children's needs. As a Church of England school, they are viewed as being very pastoral and, therefore, are the preferred choice for parents of vulnerable children. The school's view is that there seems to be a growing number of children with multiple needs in the area.

Proportion of children attending Sir John Cass's Foundation Primary School with SEND

| | COL 2015 | COL 2016 | COL 2017 | COL 2018 | COL 2019 | England 2018 | England 2019 | Inner London 2018 | Inner London 2019 |
|-------------------------------------|----------|----------|----------|----------|----------|--------------|--------------|-------------------|-------------------|
| Total pupils | 240 | 250 | 276 | 284 | 286 | ~ | ~ | ~ | ~ |
| Pupils with statements or EHC plans | 2.9% | 2.8% | 2.9% | 2.8% | 1.8% | 1.4% | 1.6% | 2.1% | 2.1% |
| Pupils with SEND support | 24.6% | 16.0% | 14.9% | 15.8% | 17.5% | 12.4% | 12.6% | 13.0% | 12.1% |
| Total pupils with SEND | 27.5% | 18.8% | 17.8% | 18.7% | 19.3% | 13.8% | 14.2% | 15.2% | 14.2% |

School benchmarked against other primary schools

26. The main presenting needs for the pupils with an EHC plan at Sir John Cass's Foundation Primary School is autism spectrum disorder (including Asperger syndrome) (50%). Numbers are equally shared for speech, language and communication needs, social, emotional and mental health, and hearing impairment.

27. For those who are at SEND support, speech, language and communication needs (29%) are the largest type of SEND. This indicates an increase of 6 percentage points on the 2018 average and is marginally below the 2019 national (30.6%) and inner London (39.7%) averages for maintained primary schools.

28. Children with SEMH needs account for the second-largest group, at 20% compared with national (16.3%) and inner London (15.3%) averages. This is followed by those with an autism spectrum disorder (9%). The proportion of children with autism dropped slightly from the 2018 reported figure of 13%. Note that three of the six children with EHC plan have autism as their primary need.

29. Sir John Cass's Foundation Primary School has a range of support in place to meet the needs of pupils with SEND, with additional/enhanced support to address speech, language and communication, and SEMH needs. As well as support from the LA's Principal Educational Psychologist and the Lead Early Years Advisor, the

school has bought two full days of speech and language therapy and a day of play therapy, which has been in place since 2017, and one day of counselling, which has been in place since 2006. Staff are undergoing additional training to support the development of verbal skills and the Wellbeing and Mental Health in Schools (WAMHS) project, which is part of the City and Hackney School alliance is also continuing. WAMHS is a pilot project that began in September 2018 and will run for an initial 15 months. Support has been further extended following the successful 'Trailblazer' bid by the City and Hackney CCG. The project aims to improve the mental health and wellbeing support for children and young people in educational settings in the City and Hackney.

Outcomes

Outcomes for pupils with SEND at Sir John Cass's Foundation Primary School

30. In May 2019, the DfE published its report – Special educational needs: an analysis and summary of data sources (See Appendix 2). This provides an analysis and links to key data sources on children and young people with SEND.
31. The performance and attainment for pupils at Sir John Cass's Foundation Primary School will be reported later in the autumn term.

Outcomes for pupils with an EHC plan

32. Outcomes for pupils with EHC needs are reported through the annual review of their EHC plan. Annual reviews are closely monitored, with the SEND Officer and/or the Principal Educational Psychologist attending all meetings. Progress and any concerns are addressed at the LA's SEND Panel as appropriate.
33. The age range for pupils with EHC plans is from 7 years (national curriculum year 2) to 17 (years year 12) for the 2018/19 academic year.
34. Pupils make good progress towards their aspirations and preparation for adulthood outcomes, and in line with their special educational needs. Details regarding attainment are provided in Appendix 3 (non-public).

How we are responding to the data

35. Given the profile of SEND in the COL, during this academic year, we arranged a number of Special Educational Needs Co-ordinator (SENCO) workshops and put strategies in place around speech, language and communication, and SEMH. Many of these have been reported to the Committee. These have included:
 - a workshop on oracy
 - a two-year communication and language project entitled City of London Talks and Listens Enthusiastically (COLTALE)
 - close work between the Principal Educational Psychologist, Lead Early Years Advisor and the Lead SEND Advisor means we have a holistic approach to children's needs and the issues around support at key transitions points

- regular meetings between the Principal Educational Psychologist and the Speech and Language Therapist to share case planning
- workshops on mental health, wellbeing, and resilience (facilitated by the Anna Freud Centre)
- Mental Health and Wellbeing: whole-school strategies – offered by the Educational Psychologist, Lead Early Years Advisor and SEND Consultant
- mental health first aid training for all COL schools, including independent schools (Mental Health First Aid England)
- a pre-exam webinar to support young people's mental health in the summer of 2018. This was a joint piece of work between Early Help and Child and Adolescent Mental Health Services (CAMHS)
- an Early Years Conference focusing on young children's physical and emotional health
- termly partnership visits to Sir John Cass's Foundation Primary School by the SEND Consultant to focus on children with SEND support and an EHC plan, and to provide support and advice for the collection of data regarding tracking progress, attainment and outcomes for pupils on SEND support
- COL officers are now meeting regularly with staff at the Neaman Practice surgery (Barbican, Greater London) to share best practice around SEND
- a mapping exercise with Commissioning and the City Parent Carer Forum to identify any gaps in provision and opportunities for further commissioning
- establishing a working group, which includes representatives from education and social care, to support this. Preparing for adulthood (employment and training, independent living, friends, relationships and community and good health) is a key priority for the COL as 50% of pupils with an EHC plan (academic year 2019/20) are national curriculum year 9 or above. Preparing for adulthood is considered with families through the annual review process from the earliest years, but particularly from national curriculum year 9
- Adult Social Care commissioned two SEND employment projects (Surrey Choices EmployAbility and The Tower Project) to support people with SEND in seeking meaningful volunteering, work experience or paid employment.
- COL is represented on the London SEND RIA (Regional Improvement Alliance) and is engaged in a work stream focusing on speech, language and communication and SEMH. The COL has agreed to lead a learning event to share the work taking place in the City around speech, language and communication.

Conclusion

36. We are interpreting and responding to what the data is telling us. A key aspect of this, and a challenge for the City, is how we respond to the data around pupils with SEND support.
37. One of the priorities for LAs identified by the DfE is to ensure that SEND covers the 14.9%, (that is, all pupils with SEND), and not just the 3.1% who have an EHC plan.
38. The priority will be to work with schools and early years setting to ensure that SEND support is embedded across their setting in terms of culture, leadership and

management, high-quality teaching, tracking progress, personalisation, working with families, children and young people.

39. We are addressing this through our work with Sir John Cass's Foundation Primary School, the COL Academies and the independent schools in the COL. The challenge for the COL is that most COL resident pupils receiving SEND support are attending schools outside of the City and there are restrictions on the LA in accessing data in relation to these children. We are continuing to explore how we can access this data to enable us to also track and report the progress of these children and young people.

Appendices

- Appendix 1: Department for Education – *Special educational needs in England: January 2019*, issued 4 July 2019
- Appendix 2: Department for Education – *Special educational needs: an analysis and summary of data sources*, May 2019.
- Appendix 3: (Non-public) – Attainment at key stages 2, 3, 4 and 5

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