

ChINA 2019: Children with Special Educational Needs and Disability (SEND) ‘deep dive’

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Herefordshire Council Strategic Intelligence Team

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KEY FINDINGS

- In 2017, there were 4,750 children and young people with a Special Educational Need and Disability (SEND) attending a school in Herefordshire, which is equivalent to 19 per cent of all school children.
- There were 777 children and young people have an Education and Health care Plan (EHCP) **attending a school in Herefordshire** 2017; 3% of all school children and 16% of all SEND children.
- In June 2018, 884 pupils were recorded as having a statement or EHCP, these pupils may **attending a school in Herefordshire, or out of county.**
- Children with an EHCP are more likely to come from a deprived background compared to their peers - a greater proportion of pupils with an EHCP (37%) live in one of the 25% most deprived areas of Herefordshire compared to the proportion of all children and young people that do (28%).
- Between 2015 and 2018, Herefordshire saw the greatest increase in EHCPs among its statistical neighbours, having one of the smallest proportions to start with (2.5% in 2015 to 3.1% in 2018). The authorities that had relatively high proportions of EHCPs in 2015 have declined over the same period.
- Learning difficulties are the most common primary need among SEN children, and among children with an EHCP, similar to England as a whole and to statistical neighbours.
- Among Herefordshire's EHCP cohort, the proportion of children with Autistic Spectrum Disorder (ASD) as their primary need code is nearly half of the prevalence rate for England as a whole (15% compared to 27%). Locally, nearly twice as many boys as girls have a primary need of ASD, which reflects the national picture.
- Compared to England as a whole (72%), a slightly higher proportion of SEN pupils with ASD needs attend a mainstream school in Herefordshire (74%). Evidence(REF) indicates that some mainstream schools may struggle to meet the needs of some children with ASD.
- More than two fifths of allocated spend on EHCPs is related to pupils with a primary need related to learning disability.

- More Key Stage 1 children in Herefordshire with a statement or an EHCP met expected standards in 2017 compared to their peers in England and comparator areas, while those at Key Stage 2 did not do as well as their peers in England and in comparator areas.

- At GCSE level:
 - Fewer pupils with a statement or an EHCP in Herefordshire achieved 9-4 levels in GCSE English and Maths compared to England as a whole.
 - Herefordshire's pupils with a statement or an EHCP were behind by more than a grade (1.4 grades less progress) compared to national average for all pupils (Figure #). Comparable groups of children in England overall are behind a grade (-1.0) and the ones in comparator areas are behind by just under one grade (-0.9).

- In line with the levels recorded in England and in neighbouring authorities, the majority of school leavers who have a statement or an EHCP in Herefordshire (91%) are recorded as going to, or remaining in Education, Employment or Training (EET). A relatively high proportion of the SEN cohort are still in EET by the following March (90%). The 16+ pupils in special schools that have sixth form provision will stay in school until the age of 19, almost automatically.

- Although the employment rate is significantly higher amongst non-disabled working age population in Herefordshire (as nationally), locally, the gap between disabled and non-disabled working age population appears to be reducing.

INTRODUCTION

A child or young person has a Special Educational Need and Disability (SEND) if they have a learning difficulty or a disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person (up to the age of 25) 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions¹

The majority of children and young people with SEND will have their educational needs met within local mainstream early years providers (e.g. nurseries), schools or colleges with SEN support. If an individual (up to the age of 25) needs more support than is available through SEN support, an Education Health and Care Plan (EHCP) will be prepared to provide the additional support to meet their needs. It is a multi-agency task to prepare an EHCP which includes professionals from education, social care, health and the young person and his/her parents/carers.

The current government policy is formed to deal with the problems that prevent children and young people with SEND from getting the support and services they need, to make sure they have the same opportunities as everyone else and that they receive the necessary support to move smoothly into adulthood and to introduce a more effective, transparent and accountable system of support for children and young people with SEND.

According to the report published by Joseph Rowntree Foundation², “there is also a strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND (for example conditions related to maternal behaviours in pregnancy, such as foetal alcohol syndrome), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND categories while at school. At the same time, children with

¹Special educational needs and disability code of practice:0 to 25 years
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

² Bart Shaw, Eleanor Bernardes, Anna Trethewey and Loic Menzies (2016) , Special educational needs and their links to poverty, Joseph Rowntree Foundation: <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>

SEND are more likely than their peers to be born into poverty, and also more likely to experience poverty as they grow up”.

Across the United Kingdom, children with SEND from low-income families face particular barriers that prevent them from growing up into more affluent adults. Many factors play a role, including:

- the outcomes they achieve and qualifications they gain as part of their education – they leave school with particularly low attainment
- their wellbeing as children
- access to support for their needs
- their diminished chances of finding well-paid work as an adult.

Pupils from low-income families are more likely to be identified as having SEND, but at the same time are less likely to receive support or effective interventions that might help to address their needs. This is partly because their parents are less likely to be successful in seeking help. They are also less likely to receive help from their schools, and more likely to end up excluded from school or dropping out of education.

Due to the increased survival of preterm babies and increased survival of children after a severe trauma or illness, the prevalence of severe disability and complex needs has risen over the years³. This is another factor affecting a high prevalence of number of children with SEND.

CONTEXT: HEALTH AND DISABILITY

Not all children and young people who have a disability will have a special educational need (and vice versa). However, it is useful to know the prevalence of disability in local population for the local authority to commission services.

There are several sources of information on disability amongst children living in Herefordshire; these are considered below.

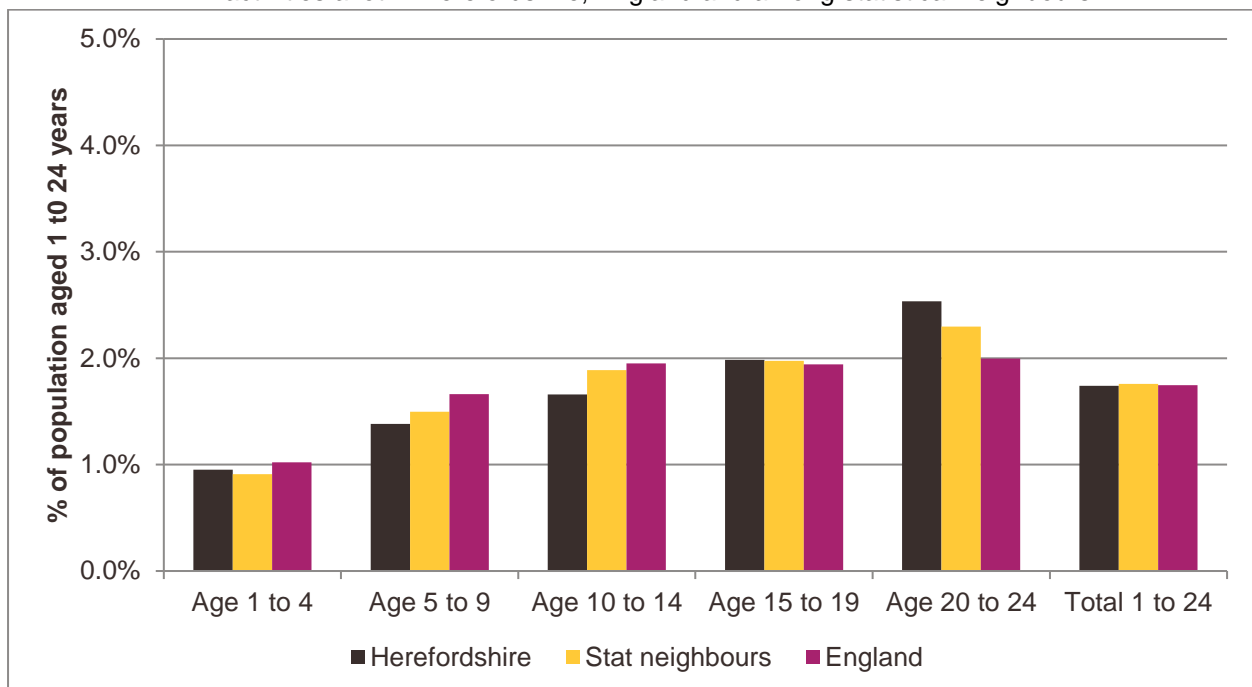
³ Understanding the needs of disabled children with complex needs or life- limiting conditions:
https://www.ncb.org.uk/sites/default/files/field/attachment/SEND%20Data%20Report_March2017.pdf

CENSUS OF POPULATION

According to the 2011 Census, the proportion of children and young people in Herefordshire *with a longstanding illness or disability that limits their day-to-day activities a lot* is broadly similar to the levels recorded regionally and nationally. Herefordshire's statistical neighbours⁴ (also called comparator areas or similar authorities in this report) also show a similar picture.

The 2011 Census recorded that, in Herefordshire, similar to England and among nearest statistical neighbours, there were more CYP in older age groups (aged 15-24 years) compared to CYP in younger age groups (1-14 years), who have a longstanding illness or disability, which limits their day-to-day activities a lot (Figure 1).

Figure 1: Population aged 1 to 24 living with longstanding illness or disability, which limits their day-to-day activities a lot in Herefordshire, England and among statistical neighbours



Source: Census 2011⁵

*Note: Percentages calculated as a proportion of population in each age and gender group.

More boys than girls are likely to have a longstanding illness or disability, which limits their day-to-day activities a lot across all age groups (Table 1).

⁴ Statistical neighbours are authorities deemed to be similar in makeup. They are therefore helpful for benchmarking. Herefordshire's statistical neighbours are: Shropshire, Norfolk, East Sussex, Cornwall, Devon, Dorset, Gloucestershire, Somerset, Wiltshire

⁵Census 2011 table: CT0615- Sex by age by long-term health problem or disability:
<https://www.nomisweb.co.uk/census/2011>

Table 1: Population aged 1 to 24 living with longstanding illness or disability, which limits their day-to-day activities a lot by gender

Age band	Herefordshire		
	Male	Female	Total
Age 1 to 4	1.1%	1.0%	1.0%
Age 5 to 9	2.2%	2.0%	1.4%
Age 10 to 14	3.7%	2.7%	1.7%
Age 15 to 19	3.9%	3.5%	2.0%
Age 20 to 24	3.3%	3.1%	2.5%
Total aged 1 to 24	1.0%	0.7%	1.7%

Source: Census 2011

*Note: Percentages calculated as a proportion of population in each age and gender group

DISABILITY LIVING ALLOWANCE CLAIMANTS

Disability Living Allowance (DLA) is a benefit paid to eligible claimants who have personal care and/or mobility needs because of a mental or physical disability. DLA for adults has gradually being replaced by Personal Independence Payment (PIP). DLA can still be claimed by children under sixteen and can still be received by existing claimants who were aged 65 or over on 8 April 2013.

Of approximately 5,440 DLA⁶ claimants in Herefordshire in November 2017, 1,070 were aged 0 to 24 years; the age breakdown for these children and young people is presented in Table 2. These figures may not give an exclusive figure for the prevalence of disability among children and young people as some people choose not to claim this benefit.

Table 2: Proportion of Herefordshire's DLA claimants in each age group, November 2017

Age band	Number claiming DLA	Percentage claiming DLA*
aged under 5	120	1.2%
aged 5 to under 11	390	3.1%
aged 11 to under 16	380	3.9%
aged 16 to 17	50	1.2%
aged 18 to 24	130	1.0%
Total	1,070	2.2%

Source: Office for National Statistics (ONS)

*Note: percentages calculated as a proportion of total population in each age group using 2016 mid year population estimates.

According to the Office for National Statistics, there are more CYP in younger age groups (5 to 16 years) claiming DLA in Herefordshire (Table 2), this is in contrast to Census data, which indicates

⁶ <https://www.gov.uk/disability-living-allowance-children/eligibility>

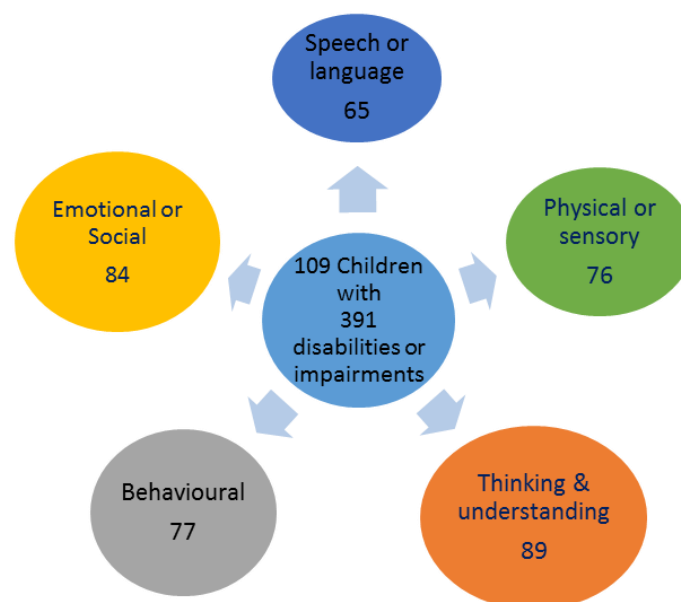
that there are more CYP in older age groups with a disability (15 to 24 years). This under representation of older CYP among DLA claimants could be due to older aged CYP not claiming DLA as they are in employment.

REGISTER OF CHILDREN WITH DISABILITIES

All local authorities are required by the Children Act 1989 to hold a register of disabled children and young people. Registration is voluntary and is not linked to, or a requirement of, receiving social care services, which are assessed separately. To be registered, the minimum requirement is that the child must be under 18 years of age and have a physical or learning disability, which is likely to have a substantial and long-term adverse effect on their ability to carry out usual day-to-day activities.

There were 110 children aged 4 to 18 years registered in Herefordshire's disability register in 2018, although there were almost 800 prior to the changes to data protection law which came into effect in May 2018. Thirty of the 110 children on the current disability register are aged 5 to 9 (27%), 45 are aged 10 to 15 (41%) and 35 are aged 16 to 18 years (32%). Less than 5 children are aged between one and four. This means that just over three quarters of children recorded on the disability register are of school age. Among all these children, they have 391 recorded disabilities or impairments (Figure 2).

Figure 2: Herefordshire's Disability Register, May 2018



Source: Herefordshire Council

When comparing the Herefordshire disability register records with Census 2011 data, a notably lower proportion of children on the register are under 5 than would be expected given the age distribution seen in the 2011 census (Table 3).

Table 3: Herefordshire disability register and Census 2011

Age band	Disability register		Long standing illness which limits day to day activities a lot (Census 2011)	
	~	%		%
1 to 4	~	0%	70	12%
5 to 9	30	27%	125	22%
10 to 14	45	41%	175	30%
15 to 19	35	32%	210	36%
Total	110	100%	580*	100%

~ These figures are less than or equal to 5 and to ensure anonymity of data subjects numbers are rounded to the nearest 5

* Total number of 1 to 19 year olds living with a longstanding illness or disability, which limits their day-to-day activities a lot.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND EDUCATION HEALTH AND CARE PLANS (EHCP) IN HEREFORDSHIRE

Herefordshire's SEND profile

Current status

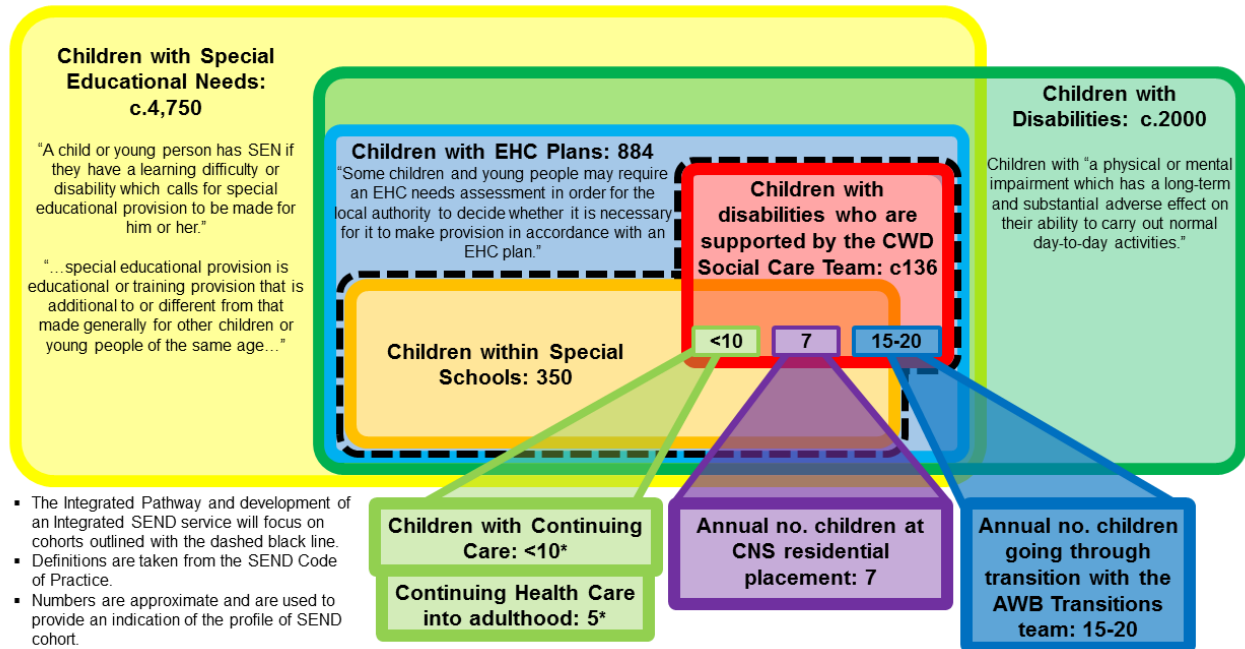
Figure 3 illustrates that the SEND cohort comprises a number of overlapping sub-groups. For example, children with disabilities (CWD) who are supported by the CWD Social Care Team form part of those with EHCPs, who are themselves a sub-group of those with SEND and/or those with disabilities. This creates some problems around the analysis and interpretation of data, where it is important to avoid double-counting.

According to the pupil census in January 2018, there were 4,750 children recorded as having a special educational need or a disability across all primary, secondary, and special schools in Herefordshire⁷.

⁷ Includes all academies including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges, studio schools, direct grant nursery schools, pupil referral units and general hospital schools.

Figure 3: Herefordshire SEND profile, 2018

Herefordshire SEND Profile



***last updated in 2017** Data sources: 2011 Census, 2018 Pupil Census, Herefordshire Council internal records, Wye Valley Trust internal records

Education, Health and Care Plans (EHCP) have replaced Statements of Special Educational Needs and Learning Difficulty Assessments. The plan is put together by professionals in education, health and social care to make sure children with SEND have a package of support to help them through to adulthood (until they are 25).

Special educational needs and provision can be considered as falling under four broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical.

The pupil census reported that there were 777 pupils with a statement or EHCP in schools in Herefordshire. According to Herefordshire Council's children's services, there are 884 pupils recorded as having a statement or EHCP. The reason for this discrepancy in numbers is explained by the fact that not all pupils for whom Herefordshire Council maintains an EHCP are schooled in Herefordshire, some attend schools out of county. There are also some children in Herefordshire

schools for whom the EHCP will be maintained by another LA (i.e. other local authorities may have their pupils placed in a Herefordshire school).

Herefordshire's SEND needs assessment completed in 2018 reported that the proportion of pupils with identified SEN was higher than both nationally and among nearest statistical neighbours (Table 4). Similarly, the proportion of pupils with a statement or EHCP is also higher in Herefordshire, in fact its third highest among statistical neighbours (Figure 4).

Trends

Compared to England and statistical neighbours, Herefordshire had a smaller proportion of children with EHCPs in 2015, second lowest among the neighbours (Table 4 and Figure 4). Over the years, the proportion of pupils with an EHCP has increased, and so has the overall SEND cohort in Herefordshire while elsewhere the proportions have not changed a lot. The few comparator areas who had over 3% of pupils with an EHCP in 2015 have shown a decline in their proportion of pupils with statements or EHC plans (Figure 4).

Those areas that had less than 3% of pupils with EHCPs in 2015 have, with the exception of Cornwall, have shown an increase by 2018. Herefordshire shows the most rapid increase among the comparator areas. Those areas that had over 3% of pupils with EHCPs in 2015 have shown a contrary trend with a proportion having reduced by 2018 (Figure 4).

Table 4: Proportions of pupils with special educational needs, Herefordshire, nearest statistical neighbours and England 2015-2018

	% of pupils	2015	2016	2017	2018
Herefordshire	With SEN* (all levels ⁸)	18.4%	17.9%	18.3%	18.9%
	With SEN support	15.9%	15.3%	15.4%	15.8%
	With statements or EHC plans	2.5%	2.6%	2.9%	3.1%
England	With SEN* (all levels)	15.4%	14.4%	14.4%	14.6%
	With SEN support	12.6%	11.6%	11.6%	11.7%
	With statements or EHC plans	2.8%	2.8%	2.8%	2.9%
Statistical neighbours ⁹	With SEN* (all levels)	16.2%	14.7%	14.7%	15.1%
	With SEN support	13.2%	11.9%	11.9%	12.3%
	With statements or EHC plans	3.0%	2.8%	2.8%	2.8%

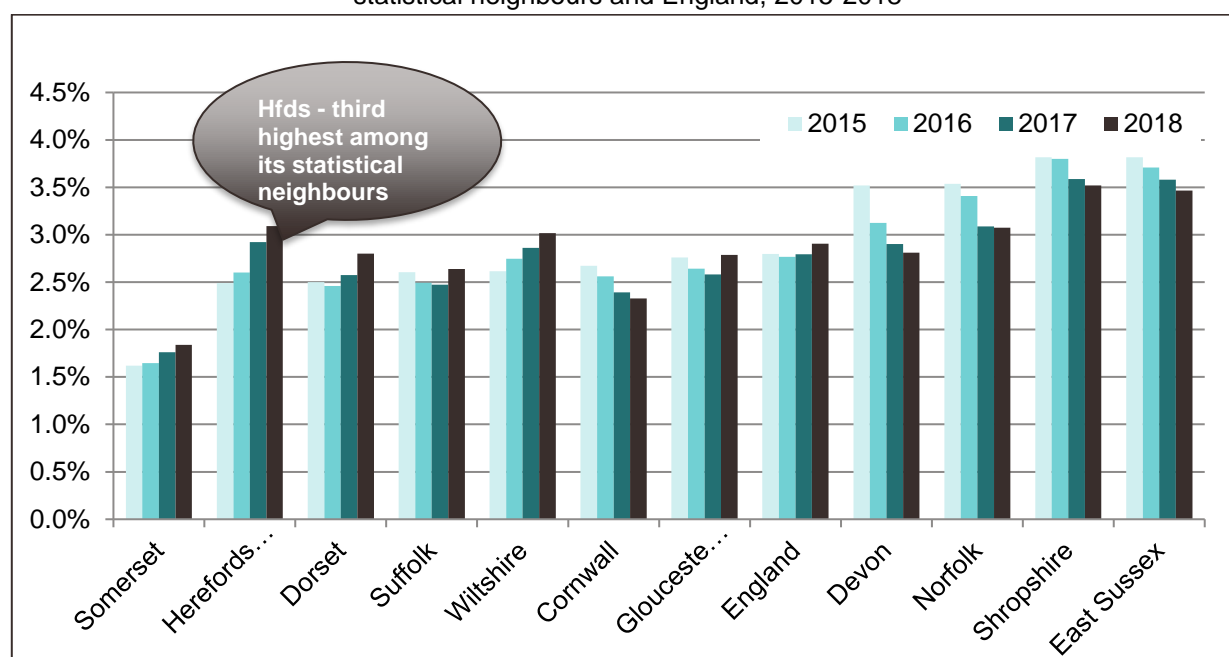
Source: School Census 2018

*Percentage includes both SEN Support and Statements/EHC plans

⁸ The number of pupils with that SEN provision expressed as a percentage of the number of pupils on roll. Includes all academies including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges, studio schools, direct grant nursery schools, pupil referral units and general hospital schools.

⁹ Statistical neighbours are authorities deemed to be similar in makeup. They are therefore helpful for benchmarking. Herefordshire's statistical neighbours are: Shropshire, Norfolk, East Sussex, Cornwall, Devon, Dorset, Gloucestershire, Somerset, Wiltshire

Figure 4: Proportion of children and young people with a statement or EHCP in Herefordshire, nearest statistical neighbours and England, 2015-2018



Source: School Census

While the proportion of children with SEN, and a statement or EHCP in Herefordshire is high when compared to nearest statistical neighbours and England as a whole, there is no evidence to indicate that more children in Herefordshire require educational support than elsewhere in England. Of note are the findings of a 2018 Ofsted report¹⁰, which found evidence that the identification of pupils requiring SEN support was out of step with the guidelines provided by the Department for Education in a Herefordshire primary school. Senior staff affiliations across a number of schools within the county make it likely that this practice was adopted more widely. This hypothesis is supported by the finding that the proportion of children with identified as requiring SEN support decreased dramatically in a number of local schools between 2018 and 2019, and following Ofsted's recommendation that the identification and classification of SEN support be revised to fall in line with national guidelines. While this issue may - in part - explain the higher proportion of pupils with SEN in the county, it is still not clear why there is a higher proportion of children with an EHCP locally compared to nationally. The planned analysis to explore this couldn't be undertaken as the data was not available within the required time scale. However, were the data available in a suitable form, it would be worth exploring such an analysis in the future.

¹⁰ <https://files.api.ofsted.gov.uk/v1/file/2775553>

RECOMMENDATION

- Undertake analysis of historical data to determine differences in the numbers of children identified as having special educational needs and disabilities (SEND) before and after the implementation of education, health and care plans (EHCPs) in 2015-in order to explore factors which may be driving recent increases in demand locally.

DISTRIBUTION OF POSTCODES AROUND THE COUNTY: CYP WITH AN EHCP

Of the pupils that Herefordshire Council supports with an EHCP, there were 876 postcodes available for mapping, due to confidentiality reasons postcodes for six CYP were not available.

As the map in Figure 5 shows, pupils with an EHCP are scattered all over the county, including in some of the most rural areas in the north- and south-west. However, there is an over-representation in the most deprived areas. Thirty seven percent of these children (320 children) live in a lower super output area (LSOA) which is among the 25% most deprived¹¹ in the county, in fact 16% of children (140 children) with an EHCP live in an area which is county's 10% most deprived areas. The proportion of pupils with an EHCP living in most deprived LSOAs is greater than the proportion of same age population in those LSOAs (Table 5).

This supports national reports and evidence¹² indicating that the chances of having SEND increases with socio-economic deprivation.

Table 5: EHCPs and 0-25 age population in Herefordshire

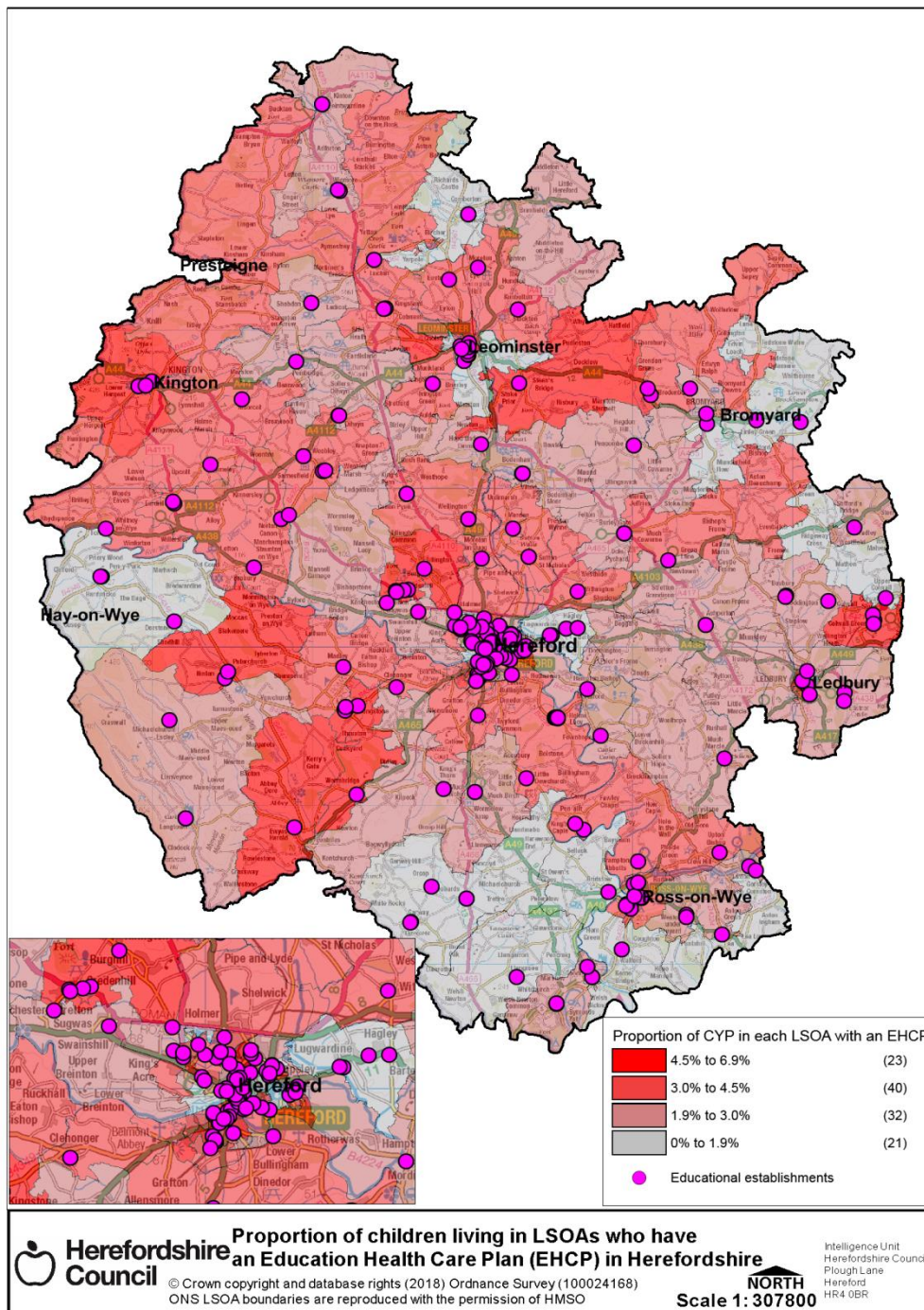
IMD rank order of LSOA	EHCP		0-25 years population*	
	Number	Percentage	Number	Percentage
top 25%	320	37%	7,433	28%
top 10%	140	16%	3,249	12%
Total	876		26,083	

*2016 Mid-year population estimates

¹¹ According to the Index of Multiple Deprivation 2015: <https://factsandfigures.herefordshire.gov.uk/about-a-topic/inequalities-and-deprivation/index-of-multiple-deprivation.aspx>

¹² Bart Shaw, Eleanor Bernardes, Anna Trethewey and Loic Menzies (2016) , Special educational needs and their links to poverty, Joseph Rowntree Foundation: <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>

Figure 5: Map of proportion of children living in a lower super output area (LSOA) who have an education health and care plan (EHCP)



PRIMARY NEEDS

The proportion of children with statements/ EHCPs varies greatly depending on their primary need. In England, there are currently 13 categories of special educational needs. In 2015, two significant changes were made to SEN categorisation. The category 'Behaviour, Emotional and Social Difficulties (BESD)' was removed and 'Social, Emotional and Mental Health (SEMH)' was added. The new code of SEMH is not intended to be a direct replacement of BESD. An additional code called 'SEN support but no specialist assessment of need' was also added, to account for children with SEN support but who are yet to be assessed for type of need. These changes mean pre- and post-2015 data are not directly comparable.

Schools are able to report a secondary need for children with SEN in the School Census, but they generally do not. Therefore, it is worth noting that the primary need is not necessarily the only need of a particular CYP. It is also worth noting that the categorisation of primary need can be influenced by local provision.

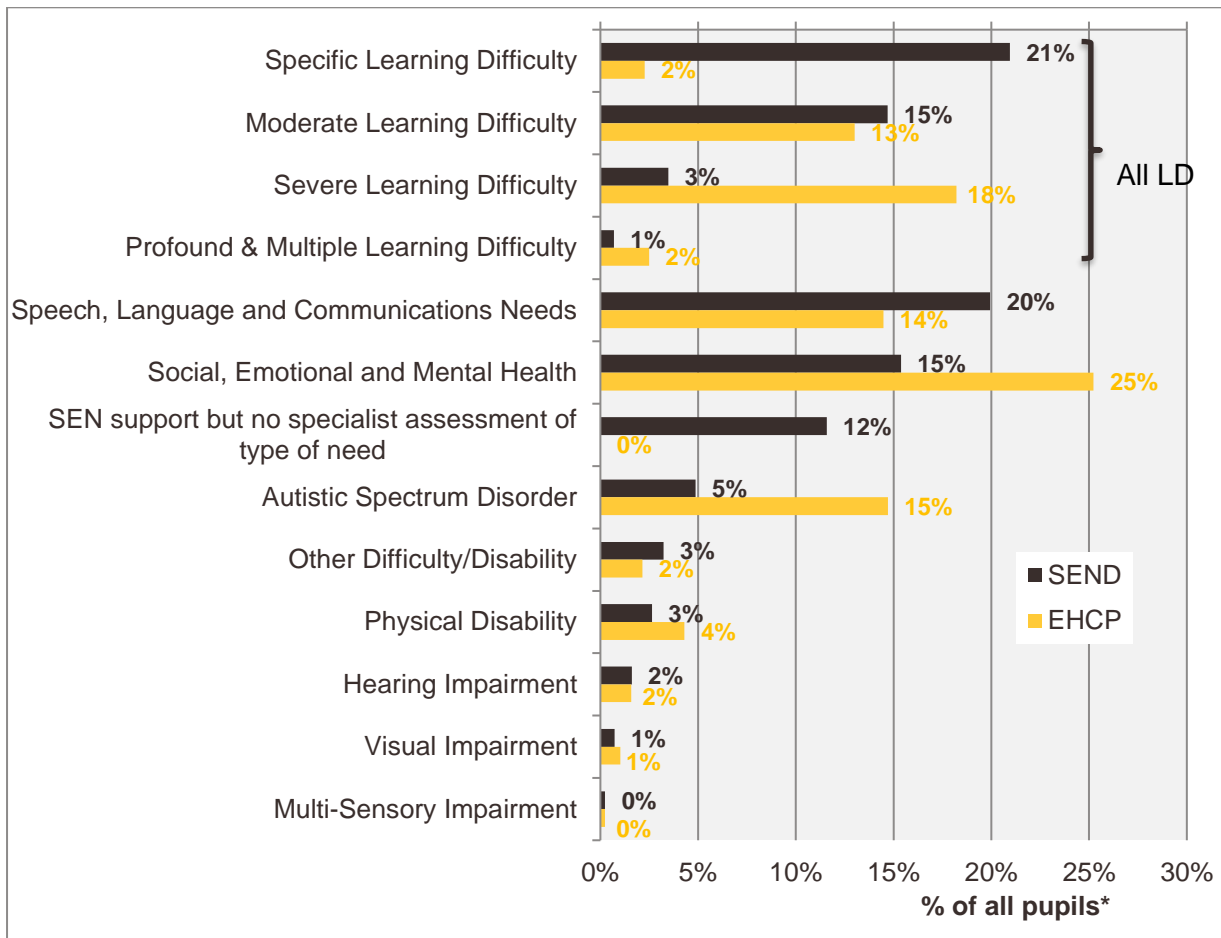
PRIMARY NEEDS OF SEN AND EHCP COHORTS

Learning difficulties are the most common primary need among SEN children in Herefordshire schools; 1,764 pupils across primary, secondary and special schools are recorded as having some form of learning difficulty (40% of all SEN) –Table 6. Of those children who have a learning difficulty; 53% have specific difficulty, 37% have a moderate learning, nine per cent have a severe learning difficulty, and a further two per cent have profound or multiple learning difficulties.

Learning difficulties are also the most common primary need amongst those pupils with an EHCP in Herefordshire (36%)¹³. The vast majority (87%) of these children have a severe learning difficulty or a 'moderate learning difficulty' and 13% have a 'specific or profound and multiple learning difficulty'. 'Social, emotional, and mental health' needs (25%) and 'autistic spectrum disorder' needs (15%) are also common among Herefordshire's children with an EHCP (15% and 5% of all SEN cohort respectively) –Figure 6.

¹³ Percentages are rounded to the nearest integer, therefore when adding each of the categories may not show the same number as in figure 6.

Figure 6: Percentage of pupils with each primary type of need who are identified as SEN (either on SEN support or with a statement or EHCP) in state funded primary, secondary and special schools, Herefordshire



Source: Special Educational Needs in England: 2018, Department for Education

* Includes pupils where primary type of need was invalid or not supplied.

The same data is used in Table 6 below, presented as proportions of all SEN pupils in Herefordshire, England and statistical neighbour authorities from 2015 to 2018.

Herefordshire has a relatively high incidence of specific learning difficulty compared with nationally and among statistical neighbours, this is a high area of need in Herefordshire, particularly among primary school aged children.

Herefordshire has a relatively low proportion of SEN with 'Autistic Spectrum Disorder' (4.9%) listed as their primary need, compared to England (10.3%) and its statistical neighbours (8.8%). This pattern has been consistently observed since 2015 (Figures 7a-7g).

A new code was added in 2015 for those who are yet to be assessed for type of need. This may include some who have transferred from School Action to SEN support. Some schools have also included those with statements and EHC plans.

Herefordshire's proportion of pupils with 'SEN support but no specialist assessment of type of need' has increased over the years, while the proportions elsewhere have remained unchanged.

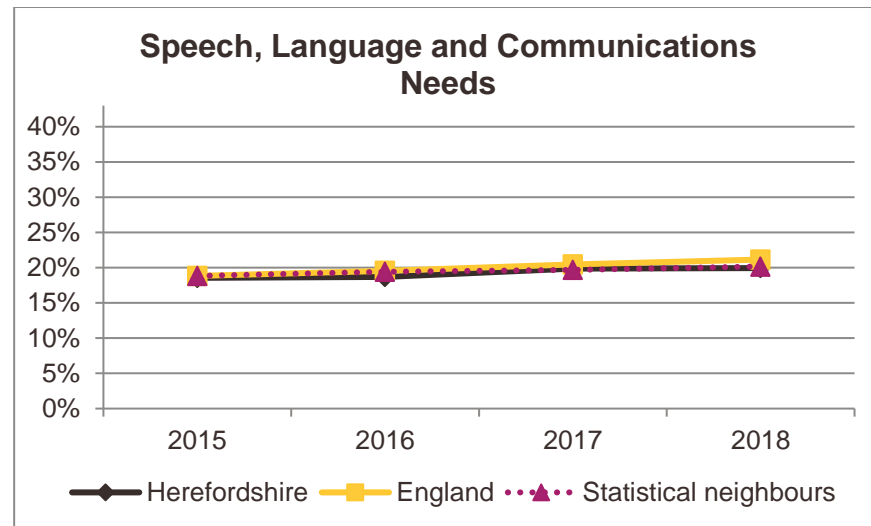
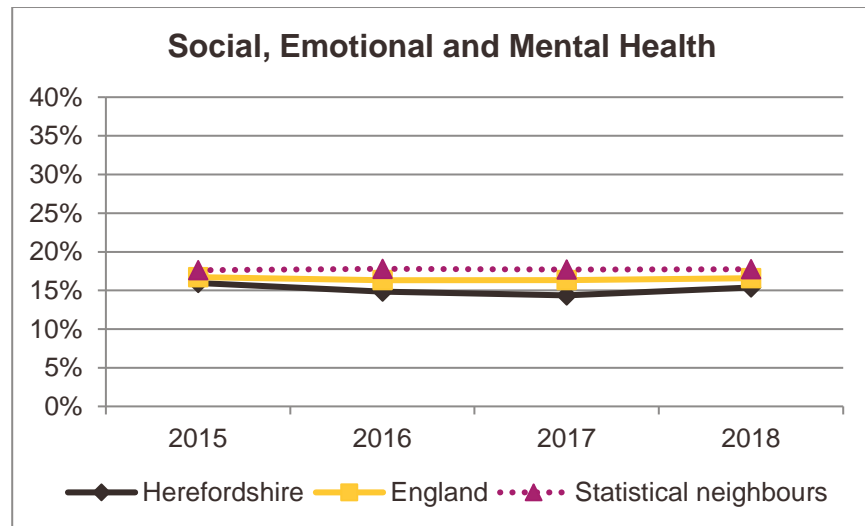
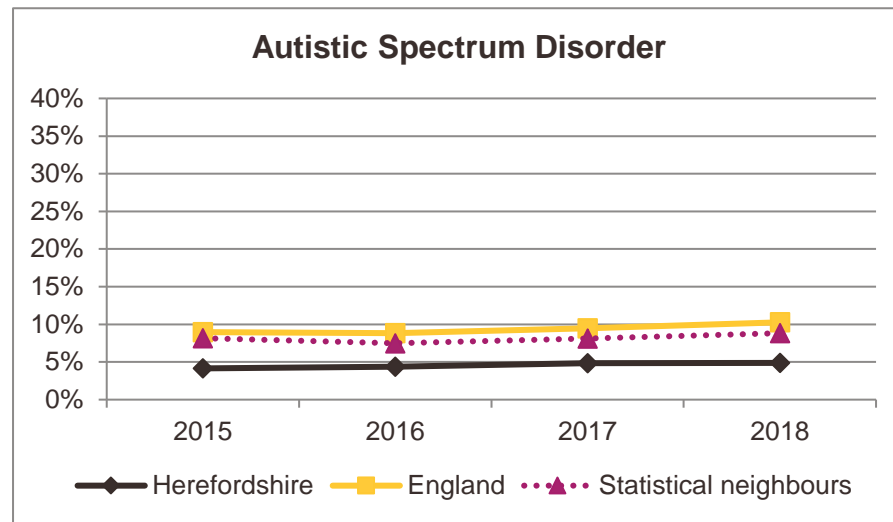
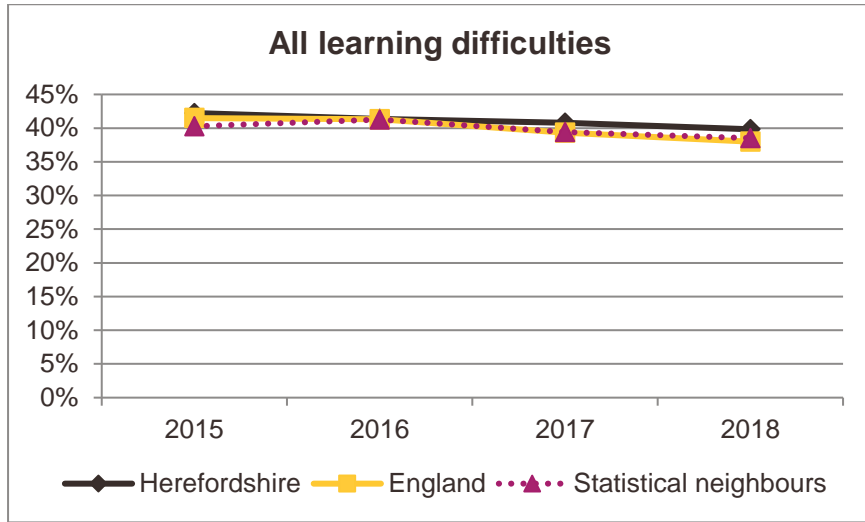
(Figures 7a-7g). It is worth noting that an Ofsted inspection found that a local primary school was over-identifying SEN, with SEN classification practices that were contrary to the guidance provided by Department for Education. This practice is expected to have taken place in a number of other local schools. The schools affected appear to have revised their practices. In light of this, the number of CYP with with 'SEN support but no specialist assessment of type of need' is expected to fall in 2019.

Table 6: Pupils with SEN by type of primary need for Herefordshire, nearest statistical neighbours and England 2015-2018

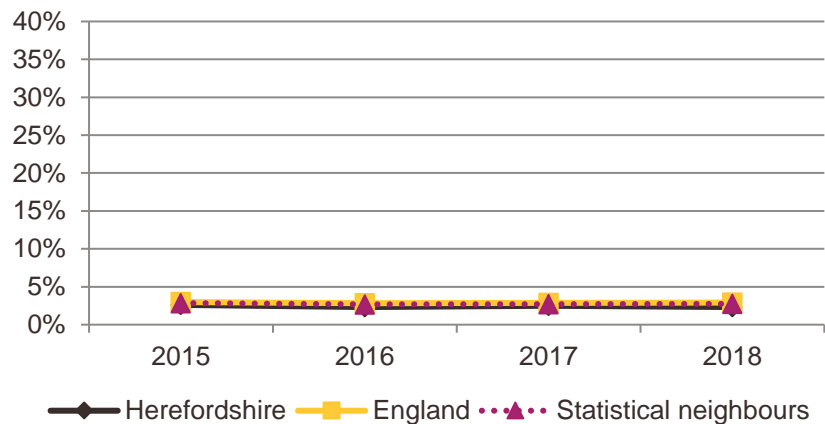
	2015			2016			2017			2018		
	Hfds	England	Stat Neighb	Hfds	England	Stat Neighb	Hfds	England	Stat Neighb	Hfds	England	Stat Neighb
Specific Learning Difficulty	21.9%	13.4%	17.0%	21.2%	13.3%	16.8%	21.0%	12.8%	16.1%	21.0%	12.6%	15.9%
Moderate Learning Difficulty	14.9%	23.8%	19.0%	15.0%	24.2%	20.7%	14.7%	22.7%	19.6%	14.7%	21.6%	19.0%
Severe Learning Difficulty	4.4%	3.2%	3.3%	4.2%	2.9%	3.0%	3.5%	2.8%	3.0%	3.5%	2.8%	2.8%
Profound & Multiple Learning Difficulty	1.0%	1.1%	0.9%	0.9%	1.0%	0.8%	0.7%	1.0%	0.8%	0.7%	0.9%	0.7%
All Learning Difficulties	42.2%	41.5%	40.3%	41.4%	41.3%	41.3%	39.8%	39.3%	39.4%	39.8%	38.0%	38.5%
Social, Emotional and Mental Health	16.0%	16.7%	17.6%	14.8%	16.3%	17.8%	15.4%	16.3%	17.7%	15.4%	16.6%	17.8%
Speech, Language and Communications Needs	18.6%	18.8%	18.8%	18.7%	19.5%	19.4%	19.9%	20.5%	19.7%	19.9%	21.1%	20.2%
Hearing Impairment	1.8%	1.9%	1.9%	1.6%	1.8%	1.7%	1.6%	1.8%	1.7%	1.6%	1.9%	1.7%
Visual Impairment	0.8%	1.1%	1.0%	0.7%	1.0%	1.0%	0.7%	1.0%	1.0%	0.7%	1.1%	1.0%
Multi-Sensory Impairment	0.2%	0.2%	0.3%	0.1%	0.2%	0.3%	0.2%	0.2%	0.3%	0.2%	0.3%	0.4%
Physical Disability	1.9%	3.0%	3.3%	2.0%	2.9%	3.1%	2.6%	2.9%	3.1%	2.6%	3.0%	3.1%
Autistic Spectrum Disorder	4.2%	9.0%	8.2%	4.4%	8.8%	7.5%	4.9%	9.5%	8.1%	4.9%	10.3%	8.8%
Other Difficulty/Disability	8.6%	5.0%	5.4%	8.7%	4.9%	4.9%	3.2%	4.7%	5.3%	3.2%	4.6%	5.4%
SEN support but no specialist assessment of type of need	5.7%	2.8%	3.2%	7.7%	3.2%	3.1%	11.6%	3.6%	3.6%	11.6%	3.3%	3.1%

Source: Special Educational Needs in England: 2018, Department for Education
 Number of pupils by their main need expressed as a percentage of all pupils with a type of need provided.

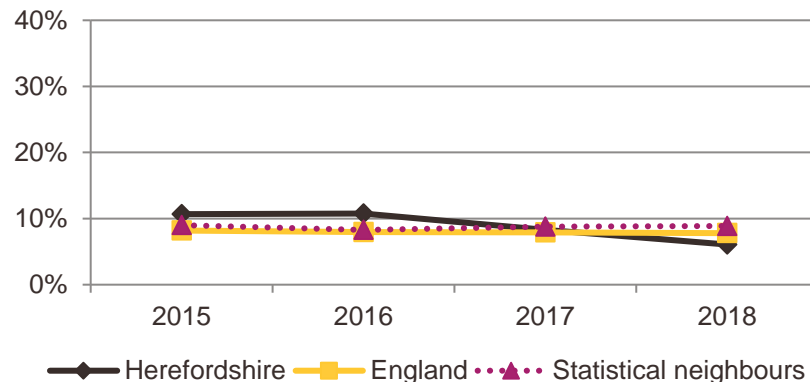
Figures 7a-7g: Trends in primary needs of SEN cohort



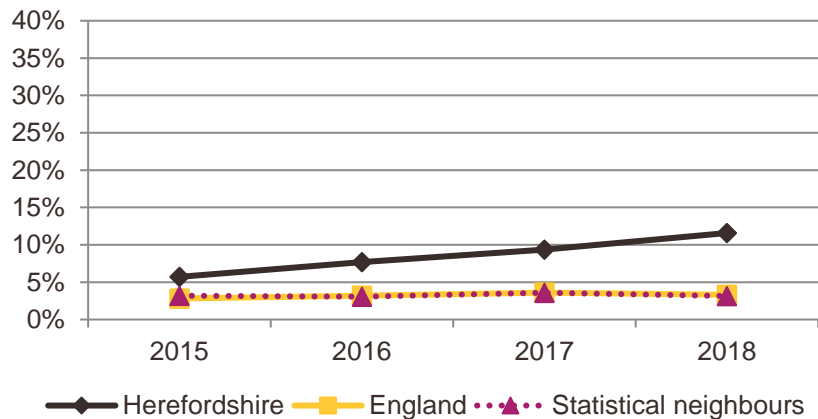
Hearing Impairment/Visual Impairment



All other types of primary needs; Multi sensory/physical and Other



SEN support but no specialist assessment of type of need



PRIMARY NEEDS OF CYP WITH AN EHCP

Herefordshire profile

Across all age groups from five to 19 years, the most frequently recorded primary needs of the subset of children and young people with an EHCP are 'social, emotional, and mental health', 'severe learning difficulty' and 'autistic spectrum disorder'. Severe and moderate learning difficulties are recorded in all age groups except under five years. Learning disabilities are often identified when a child begins to attend school, therefore it is not a surprise that there are fewer children aged under five with any form of learning difficulty (Table 7).

Speech, language, and communication needs are overwhelmingly the most frequently recorded for children aged under ten. Speech and language delay is clearly among the first indicators of emerging difficulties that may later affect a child's ability to learn, socialise, and achieve. It is therefore crucial that these needs continue to be picked up in the early years.

Learning difficulties are the most commonly recorded for children aged above five years; with 'severe learning difficulty' being the most frequent type of primary need recorded for young people aged 16+ years. Social, emotional and mental health' is the most prevalent primary need among all school aged children and school leavers who have an EHCP.

Table 7: Type of primary needs of pupils who have an EHCP in Herefordshire, June 2018

Primary need	Age band*					Total
	0 to 4	5 to 10	11 to 15	16 to 19	20 to 24	
Severe learning difficulty	0	40	55	15	50	160
	0%	12%	17%	22%	42%	18%
Moderate learning difficulty	0	55	40	5	15	115
	0%	15%	12%	8%	14%	13%
Specific learning difficulty	~	5	~	5	~	20
	~	1%	~	7%	~	2%
Profound & multiple learning difficulty	~	5	10	~	5	20
	~	1%	3%	~	4%	2%
All Learning Difficulties	~	105	105	30	75	320
	18%	30%	33%	41%	64%	36%
Social, emotional and mental health	0	85	100	30	15	225
	0%	23%	31%	37%	11%	25%
Speech, language and communication needs	5	75	35	5	5	130
	41%	21%	11%	7%	4%	14%
Hearing impairment	0	~	~	~	0	10
	0%	~	~	~	0%	1%
Visual impairment	0	5	~	0	~	15
	0%	1%	~	0%	~	1%
Physical disability	~	15	15	~	~	40
	~	4%	5%	~	~	4%
Autistic spectrum disorder	~	55	50	5	15	130
	~	16%	15%	9%	12%	15%
Other difficulty / disorder (complex)	0	10	10	~	~	20
	0%	3%	3%	~	~	2%
Unknown	~	~	~	0	0	5
	~	~	~	0%	0%	1%
Total	15	360	320	75	115	885
	100%	100%	100%	100%	100%	100%

Source: Childrens wellbeing, Herefordshire Council

~ These figures are less than 5 and to ensure anonymity of data subjects numbers are rounded to the nearest 5.

Percentages are calculated using unrounded figures.

*Age as of 31st August 2018.

Comparison of Herefordshire profile and national profile

Note: In terms of carrying out like for like comparison, figures were filtered only to include children who are placed in state funded educational establishments as the available national data excludes CYP in nursery schools, independent schools, general hospital schools and pupil referral units Therefore, the following analysis is for 793 children only, hence please be aware when comparing totals in Table 7 and Table 8.

Herefordshire's overall gender breakdown for CYP with an EHCP is similar to England as a whole; male-73% and female-27%, however each category shows a different gender makeup when considered in isolation.

Nationally, Autism is the most common type of need for pupils who have a statement of special educational needs or an education, health and care plan (EHC plan)¹⁴. However, the proportion of EHCPs with ASD as their primary need in Herefordshire is markedly smaller in Herefordshire (15%) compared to England (27%). Internal intelligence suggests that this finding may be due to local variation in the coding of primary need¹⁵, whereby a greater proportion of children and young people with autism have their primary need coded as “Social, Emotional and Mental Health” (SEMH) as opposed to ASD¹⁶. This hypothesis is supported by the data, which reveals that a greater proportion of children and young people with an EHCP have SEMH as their primary need locally (24%) compared to nationally (12%). There are distinct variations in the distribution of ASD needs among males and females observed both nationally and locally (Table 8).

Table 8: Primary needs of pupils with an EHCP - proportions compared with England – only in state funded schools¹⁷

	England			Herefordshire*		
	Male	Female	Total	Male	Female	Total
Severe Learning Difficulty	11%	17%	13%	15%	26%	18%
Moderate Learning Difficulty	11%	17%	13%	11%	21%	13%
Specific Learning Difficulty	4%	4%	4%	2%	2%	2%
Profound & Multiple Learning Difficulty	3%	7%	4%	1%	5%	2%
All Learning Difficulties	30%	44%	34%	29%	54%	35%
Social, Emotional and Mental Health	15%	6%	12%	30%	10%	24%
Speech, Language and Communications Needs	14%	14%	14%	16%	15%	16%
Hearing Impairment	2%	4%	3%	1%	1%	1%
Visual Impairment	1%	2%	1%	1%	3%	1%
Physical Disability	4%	9%	6%	3%	8%	4%
Autistic Spectrum Disorder	31%	16%	27%	17%	7%	15%
Other Difficulty/Disability	2%	3%	3%	2%	2%	2%
Total	100%	100%	100%	100%	100%	100%

*A new code was added in 2015 for those who are yet to be assessed for type of need

Note: Only 793 pupils included in this analysis, excludes CYP in nursery schools, independent schools, general hospital schools and pupil referral units therefore percentages may be different when compared to table 6.

¹⁴ Autism and education in England 2017, The national Autistic Society and All Party Parliamentary Group on Autism:

<https://network.autism.org.uk/sites/default/files/ckfinder/files/APPGA-autism-and-education-report.pdf>

¹⁵ The coding of primary need is subjective and therefore affected by a local authority’s policies and practices, leading to observed variation between different local authorities.

¹⁶ People living with autism often have social and emotional difficulties, locally, where EHCP assessors identify this as the primary need, they code “SEMH” as the primary need in the child or young person’s EHC plan, as opposed to “ASD”. Coding in this way ensures that the child or young person receives the most appropriate support, and does not supersede or detract from any formal diagnosis that they may have. Therefore, EHC plan coding is not a direct reflection of local ASD diagnosis rates.

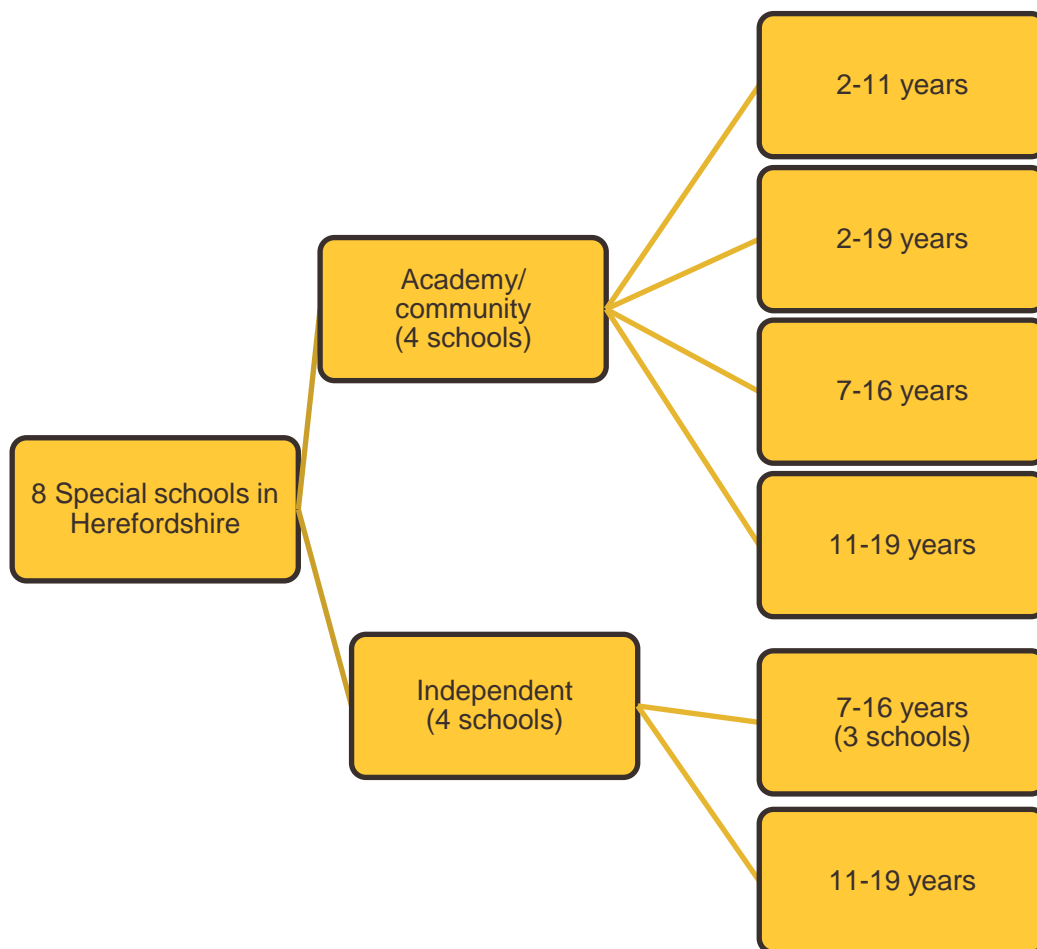
¹⁷ Includes all academies including free schools, maintained and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges and studio schools. Excludes nursery schools, independent schools, general hospital schools and pupil referral units.

TYPE OF SCHOOL SETTING

Of all schools in Herefordshire; 79 are primary schools, 11 are secondary, nine with secondary and sixth form provision, three are 16+ educational establishments and eight are special schools accommodating CYP aged 2 – 19 years old as shown in Figure 8.

However, it is worth mentioning again, that there are Herefordshire CYP with an EHCP who attend a special school outside of the county of Herefordshire.

Figure 8: Stage groups of CYP in special educational establishments in Herefordshire



Source: Department of Education

Education health and care plan placements

As of June 2018 there were 884 children and young people of school age with an EHCP on Herefordshire Council's records. The educational placements were known for 872 of these CYP. Of these, 44% attended a mainstream school or academy (including foundation, primary, secondary or pupil referral unit), another 44% attended a special school or a special post 16 institution, 8% attended a mainstream post-16 institution, and 2% attended independent settings, a nursery or are home educated.

The following analysis excludes pupils who were home schooled, attending an independent school or nursery and who's placement was not specified – a total of 45 pupils).

There is a considerable variation in the types of school attended by children and young people with different needs. Two-thirds (65%) of children with any form of learning difficulty attend a special school. However, children with moderate learning difficulties are largely educated in mainstream settings (Table 9).

Table 9: Primary needs of pupils with an EHCP, by school setting¹⁸

Need category	Primary & Foundation	Secondary & Pupil referral unit	16+	Mains-tream total	Special schools including special post 16 institutions	Total
Severe learning difficulty	5	5	10	20	140	160
	4%	4%	6%	14%	86%	100%
Moderate learning difficulty	40	20	10	70	45	115
	36%	18%	8%	62%	38%	100%
Specific learning difficulty	~	~	5	15	~	15
	~	~	38%	88%	~	100%
Profound & multiple learning difficulty	0	~	0	~	20	20
	0%	~	0%	~	90%	100%
All Learning Difficulties	50	35	25	110	200	310
	16%	11%	8%	35%	65%	100%
Social, emotional and mental health	60	45	30	135	75	205
	28%	23%	14%	64%	36%	100%
Speech, language and communication needs	65	25	5	95	25	120
	55%	21%	4%	79%	21%	100%
Hearing impairment	~	~	0	5	5	10
	~	~	0%	50%	50%	100%
Visual impairment	5	~	0	5	5	15
	38%	~	0%	54%	46%	100%
Physical disability	10	10	~	25	10	35
	26%	29%	~	66%	34%	100%
Autistic spectrum disorder	30	25	10	65	55	120
	26%	21%	8%	55%	45%	100%
Other difficulty / disorder (complex)	5	5	~	15	~	20
	37%	32%	~	79%	~	100%
Unknown	~	~	0	~	0	~
	~	~	0%	~	0%	~
Total	230	150	75	455	380	840
	28%	18%	9%	54%	46%	100%

~ These figures are less than 5 and to ensure anonymity of data subjects numbers are rounded to the nearest 5.

Percentages are calculated using unrounded figures.

Source: Childrens wellbeing, Herefordshire Council

¹⁸ Includes all academies including free schools, maintained and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges and studio schools. Excludes nursery schools, independent schools, general hospital schools and pupil referral units.

Placements for children and young people with ASD identified as their primary need (EHCP and SEN cohorts)

In Herefordshire, 54% of children with an EHCP whose primary need is coded as ASD attend a mainstream school, while (46%) attend a special school – Table 9.

The proportion of SEN children with ASD identified as the primary need attend a mainstream school in Herefordshire (74%) is very slightly higher than the proportion seen in England as a whole (72%) but lower than statistical neighbours (78%) –Table 10.

Table 10: Percentage of SEN children with ASD as a primary need by school settings, 2018

	Mainstream schools		Special schools		All pupils with ASD as a primary need
Herefordshire	159	74%	57	26%	216
England	86,308	72%	33,601	28%	119,909
Statistical Neighbours	7,761	78%	2,156	22%	9,917

Source: SEN statistics, Department of Education

Pupils with ASD benefit from predictable environments with structure and high levels of routine along with packages of social learning and interaction. Some pupils with ASD require bespoke multi-disciplinary packages, which include therapeutic support to help them to engage with learning. Research has shown that some mainstream schools struggle to meet the needs of, and provided the necessary support to some children with ASD, sometimes resulting in exclusions¹⁹.

In completing the analysis of local SEND and EHCP data, it emerged that the local authority does not have access to reliable information about children and young people with a medical diagnosis of ASD. Having access to this information would improve service planning, helping to ensure that appropriate levels of resource are in place to meet the needs of children and young people with ASD in Herefordshire. In addition, access to such data would enable more accurate analyses to explore the education and employment related outcomes of children and young people with ASD.

¹⁹ Janina Brede, Anna Remington, Lorcan Kenny, Katy Warren

Centre for Research in Autism and Education (CRAE), 4901UCL Institute of Education, University College London, UK: <http://journals.sagepub.com/doi/full/10.1177/2396941517737511>

RECOMMENDATIONS

- Improve local service planning, and understanding of outcomes for children with needs related to ASD by ensuring the local authority has access to data about children and young people with a medical diagnosis of ASD from local NHS services (Wye Valley NHS Trust and 2gether NHS Trust).
- Examine exclusion rates among children with SEN across educational settings in Herefordshire. Respond to recent research findings by exploring the local exclusion rates among children with ASD in mainstream schools, giving consideration to whether there have been changes in the rates over time. If appropriate, take reasonable action to ensure that mainstream schools are well equipped to meet the needs of children living with ASD.

TRENDS IN DEMAND FOR SPECIAL SCHOOL PLACEMENTS

As of June 2018, there were 380 children and young people with an EHCP attending a special school or a special post 16 institution supported by Herefordshire Council. Of these children, 53% (200 CYP) have learning difficulties recorded as their primary type of need; 37% have severe, 12% have moderate, 1% have specific learning difficulties, a further 5% have profound and multiple learning difficulties (Table 11).

Table 11: Primary types of needs of EHCP cohort in special schools in Herefordshire, June 2018

Primary need	Special schools	Special post 16	Total	
			No.	%
Severe learning difficulty	20	120	140	37%
Moderate learning difficulty	5	35	45	12%
Specific learning difficulty	0	~	~	1%
Profound & multiple learning difficulty	~	15	20	5%
All Learning Difficulties	25	175	200	53%
Social, emotional and mental health	0	75	75	20%
Speech, language and communication needs	0	25	25	7%
Hearing impairment	0	5	5	1%
Visual impairment	~	~	5	1%
Physical disability	~	10	10	3%
Autistic spectrum disorder	5	50	55	14%
Other difficulty / disorder	0	~	~	1.0%
Total	35	345	380	100%

~ These figures are less than 5 and to ensure anonymity of data subjects numbers are rounded to the nearest 5.

Percentages are calculated using unrounded figures.

Source: Childrens wellbeing, Herefordshire Council

The available data shows a higher number of special school placements since EHCPs came into place in 2015. However, from the data provided it was not possible to conclude whether there is a real increase in

number of special school placements over the years due to lack of data for each year. This analysis will be undertaken as part of the ongoing work to assess future need for special school places within the county.

FINANCIAL INFORMATION

As of June 2018, there were 884 CYP with an EHCP on local authority records; 811 children had been allocated with a new tariff level since April 2018, 12 were awaiting provision, 23 had 'other tariff' Clinical Nurse Specialist (CNS) funding, education only funding etc. where the funding level varies) and for 38 children data on tariff level was not available.

The following analysis includes the 811 cases that have a new tariff level by primary needs of the recipient.

Note: Allocation of tariff level depends on the severity of the need, and in each tariff, there are sub-levels (grouped by 'Assessment points'). Due to limited availability of data, the average of each tariff has been used for the following analysis (e.g. Tariff A consists of A1- £680 and A2-£1,360, the average value of A1 and A2 - £1,020 has been used in the following calculations).

Table 12: Tariff levels by primary needs of CYP with an EHCP

	Local Offer (£0)	Tariff A (£680-£1,360)	Tariff B (£2,355-£3,349)	Tariff C (£3,937-£5,700)	Tariff D (£6,568-£9,170)	Tariff E (£10,115-£12,950)	Tariff F (£14,028-£17,260)	Total	%*
Severe learning difficulty	0	~	~	30	60	45	10	150	27%
Moderate learning difficulty	~	5	20	60	20	5	0	110	11%
Specific learning difficulty	~	~	5	5	0	0	0	15	1%
Profound & multiple learning difficulty	0	0	0	~	~	10	10	20	5%
<i>All Learning Difficulties</i>	5	10	25	95	80	60	20	290	44%
Social, emotional and mental health	0	20	15	125	45	~	0	205	21%
Speech, language and communication needs	5	15	30	55	20	~	0	125	11%
Hearing impairment	0	0	0	5	~	0	0	5	1%
Visual impairment	~	~	~	~	0	0	0	5	0%
Physical disability	~	5	~	10	10	5	0	35	4%
Autistic spectrum disorder	~	5	5	50	25	25	~	120	16%
Other difficulty / disorder OTH (complex)	~	0	5	10	~	0	0	20	2%
Unknown	~	~	~	0	~	0	0	5	0%
Total	15	55	90	355	185	95	20	810	100%

~ These figures are less than 5 and to ensure anonymity of data subjects numbers are rounded to the nearest 5.

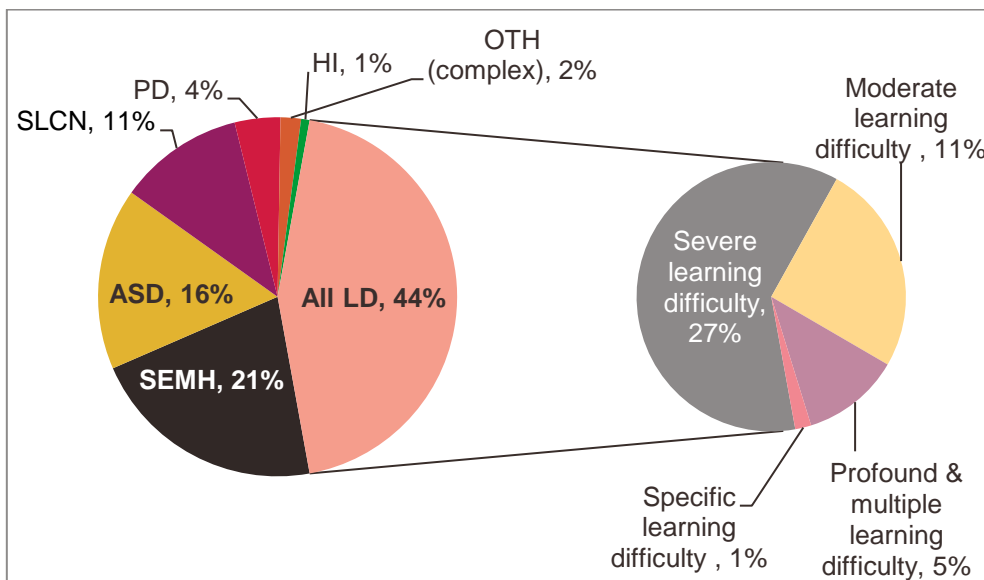
Percentages are calculated using unrounded figures.

Source: Children's wellbeing, Herefordshire Council

*Note: percentages have been calculated as a proportion of total expenditure, but not using the total number of pupils in each tariff.

Forty-four per cent (44%) of tariffs are allocated for pupils whose primary need is a learning difficulty, a fifth (21%) are allocated to those who has social, emotional and mental health needs, a sixth allocated for pupils with Autistic Spectrum Disorder (16%), and a tenth of funding is for speech, language and communication needs (11%) (Table 12 and Figure 9).

Figure 9: Funding allocation by primary need



Source: Childrens wellbeing, Herefordshire Council

Due to lack of availability of financial information, it was not possible to explore evidence of changes in tariff bands with the changes in needs of CYP over the years.

RECOMMENDATION

- Carry out a case audit to explore how levels of funding (measured by tariff) have changed as individual children and young people’s identified needs have changed from the beginning to the end of their service provision.

EDUCATIONAL ATTAINMENT AND PROGRESS OF SEN/EHCP PUPILS

Year 1 and Key Stage 1

The data shows that a greater proportion of Herefordshire’s pupils with SEN who have a statement or EHCP met expected standards in KS1 teacher assessments for Maths and Science compared to nationally,

and to statistical neighbours (Table 13). However, there is no data available for this cohort for Year 1 phonics screening²⁰, KS1 English reading and writing.

Herefordshire’s children with SEN support have also done better than their peers in England and in comparator areas. However, a 2018 Ofsted report²¹ found evidence that the identification of SEN was out of step with the guidelines provided by the Department for Education (DfE) in a particular primary school- resulting in children who do not meet the DfE eligibility criteria for SEN support being indentified as such. Senior staff affiliations across a number of local primary schools make it likely that this practice was mirrored in other primary schools in the county. It is likely that this could, in part explain why Herefordshire has a higher proportion of children with SEN compared to nationally and it’s statistical neighbours, as there is no evidence to suggest that Herefordshire should have a greater proportion of children with SEN. Of note, is the dramatic decrease in the the proportion of children with identified SEN in a number of local primary schools between 2018 and 2019, following Ofsted’s recommendation that the identification and classification of children eligible for SEN support be revised to fall in line with national guidelines. It is likely that a a sub-set of the children previously recorded as having SEN may have inflated attainment scores in the local SEN population. It is therefore anticipated that there may be a subsequent deterioration in attainment among the SEN cohort in local primary schools. This should be taken into account when interpreting the 2019 attainment data, as it is likely that any changes in attainment could be a reflection of changes in the underlying SEN support population itself.

Tables 13: Percentage of pupils reaching the expected standard¹ in Key Stage 1 teacher assessments

Year 1: Phonics screening	SEN with a statement or EHCP	SEN support	Pupils with no identified SEN	All pupils
Herefordshire	x ²²	63	88	84
Statistical neighbours	15	43	86	80
England	18	47	87	81

Source: Local Authority Interactive Tool (LAIT)

²⁰ The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have met the expected standard in phonic decoding. Department for Education Local Authority Interactive Tool (LAIT). Phonics is the ability to identify that there is a relationship between the individual sounds (phonemes) of the spoken language and the letters (graphemes) of the written language. Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences.

<http://www.ascd.org/publications/books/103316/chapters/Phonics-and-Decoding.aspx>

²¹ <https://files.api.ofsted.gov.uk/v1/file/2775553>

²² x Indicates figures not shown in order to protect confidentiality.

Key Stage 2

The latest data reveals that Herefordshire's Key Stage 2 SEN pupils with a statement or EHCP do not perform as well against comparators or nationally but those who receive SEN support perform well against their peers in neighbouring authorities and nationally (Table 14).

Table 14: Percentage of pupils reaching the expected standard in reading, writing and maths

	SEN with a statement or EHC plan			SEN support			Pupils with no identified SEN		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Herefordshire	13	x ²³	6	43	21	31	91	62	72
Statistical neighbours	16	8	9	41	14	18	90	60	69
England	16	7	8	43	16	21	90	62	71

Source: Local Authority Interactive Tool (LAIT)

Key Stage 4

The proportion of Herefordshire's children with a SEN statement or EHCP who achieve 9-4 in GCSE English and Mathematics is smaller than in England and in comparator areas.

There is little difference in performance between Herefordshire's pupils with SEN support and their peers elsewhere across the country and among statistical neighbours.

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including:

- English (double weighted; higher score of English Language or English Literature if taken both qualifications, maths (double weighted),
- three further qualifications that count in the English Baccalaureate (EBacc),
- three further qualifications that can be GCSE qualifications (including EBacc subjects) or
- any other non-GCSE qualifications on the Department of Education approved list.

Average progress 8 score was introduced in 2016 to capture the progress a pupil makes from the end of primary school to the end of secondary school. This enables the pupil's results to be compared to the actual achievements of other pupils with similar prior attainment.

In 2017, the average attainment 8 score²⁴ for statemented or EHCP pupils across Herefordshire was 10.8, lower (worse) than the county's statistical neighbours (15.3), and nationally (13.9). For pupils with SEN

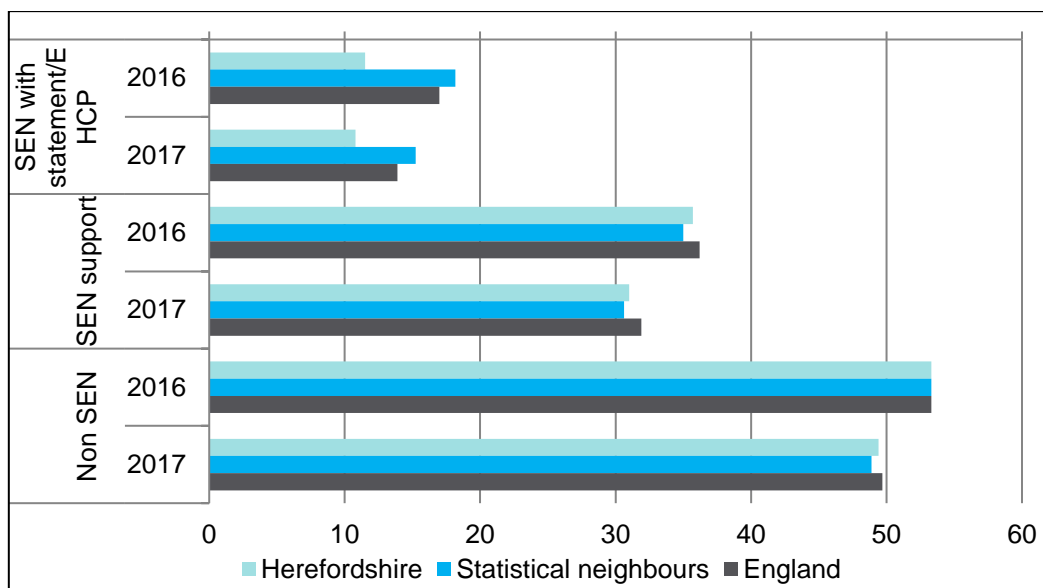
²³ x Indicates figures not shown in order to protect confidentiality.

²⁴ Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

support, the average attainment score was 31, similar to comparators (30.6) and across England (31.9.) -

Figure 10.

Figure 10: Average Attainment 8 score per pupil



Source: Local Authority Interactive Tool (LAIT)

A Progress 8 score of 1.0 means pupils in the group make on average approximately a grade more progress than the national average; a score of -0.5 means they make on average approximately half a grade less progress than average.

Herefordshire’s pupils with a statement or an EHCP were behind by more than a grade (1.4 grades less progress) than the national average for all pupils. Comparable groups of children in England overall are behind a grade (-1.0) and the ones in comparator areas are behind by just under one grade (-0.9) - Figure 11 and

Table 15.

Figure 11: Average progress score for pupils with a statement/EHCP, 2017

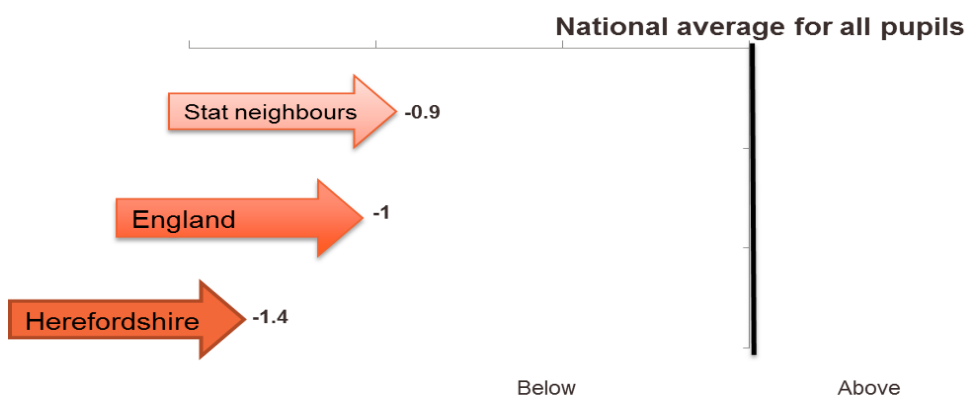
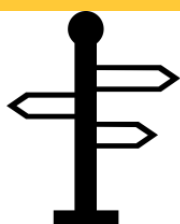


Table 15: Average Progress 8²⁵ score per pupil at end of Key Stage 4

		2016	2017	Latest national rank
SEN with statement/EHCP	Herefordshire	-1.6	-1.4	139
	Statistical Neighbours	-0.9	-0.9	-
	England	-1.0	-1.0	-
SEN Support	Herefordshire	-0.4	-0.5	86
	Statistical Neighbours	-0.4	-0.5	-
	England	-0.4	-0.4	-
Non SEN	Herefordshire	0.1	0.1	53
	Statistical Neighbours	0.1	0.0	-
	England	0.1	0.1	-

Source: Local Authority Interactive Tool (LAIT)

DESTINATION OF SCHOOL LEAVERS



It is no surprise that the better a young person's academic qualifications at school, the greater the likelihood of securing a well-paid job. What, perhaps, is more surprising is the big difference that can be yielded by even a modest improvement in young people's qualifications²⁶.

School leavers going to, or remaining in Education, Employment or Training (EET)

The majority of school leavers (91%) who have a statement or an EHCP in Herefordshire are going to, or remain in education, employment or training (Table 16). During the last four years, Herefordshire had

²⁵ A Progress 8 score of 1.0 means that pupils in the group make on average approximately a grade more progress than the national average; a score of -0.5 means they make on average approximately half a grade less progress than the national average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant.

²⁶ The attainment gap, Education Endowment Foundation: https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

similar proportions compared to nationally and comparators. The 16+ pupils in special schools that have a sixth form provision stay in school until the age of 19, almost automatically.

The data shows a similar picture for SEN pupils without a statement or an EHCP.

Table 16: Percentage of KS4 pupils going to, or remaining in Education, Employment or Training (EET) overall

		2013	2014	2015	2016
SEN Pupils With Statement/EHCP	Herefordshire	92	93	96	91
	Statistical Neighbours	87	89	91	91
	England	88	90	91	91
SEN Pupils Without Statement/EHCP	Herefordshire	90	87	93	90
	Statistical Neighbours	83	85	89	88
	England	83	85	88	88
Non SEN Pupils	Herefordshire	93	94	96	96
	Statistical Neighbours	92	94	96	95
	England	92	94	95	95

Source: Local Authority Interactive Tool (LAIT)

Percentage of school leavers (KS4) with SEN in education & training at the end of the calendar year in which they left school

Local authorities have a responsibility to track young people's participation in education or training. They do this through exchange of information with schools and colleges, other youth services and through direct contact with young people. Information about a young person's activity is recorded on a client database, an extract from which was used to prepare this data.

Herefordshire's picture is similar to England and statistical neighbours, and has changed a little over the years, 85% of school leavers with SEN are in education and training at the end of the calendar year in which they left school (Table 17).

Note: Data was available only for the overall SEN cohort for the following two indicators (EET at 16 to 17 years and EET in 17 years), there is no break down by SEN statemented/EHCP or SEN support.

Table 17: Percentage of 16-17 year olds with SEN in education & training, as at the end of calendar year in which they left school

	2014	2015	2016
Herefordshire	88	85	85
Statistical Neighbours	87	87	85
England	86	86	85

Source: Local Authority Interactive Tool (LAIT)

Percentage of KS4 SEN cohort still in Education, Employment or Training at 17²⁷

This measure reports on all SEN young people in Key Stage 4 (KS4) in a particular academic year and identifies their education and employment/training destinations. To be counted in a destination, young people have to be recorded as having sustained participation throughout the 6 months from October to March.

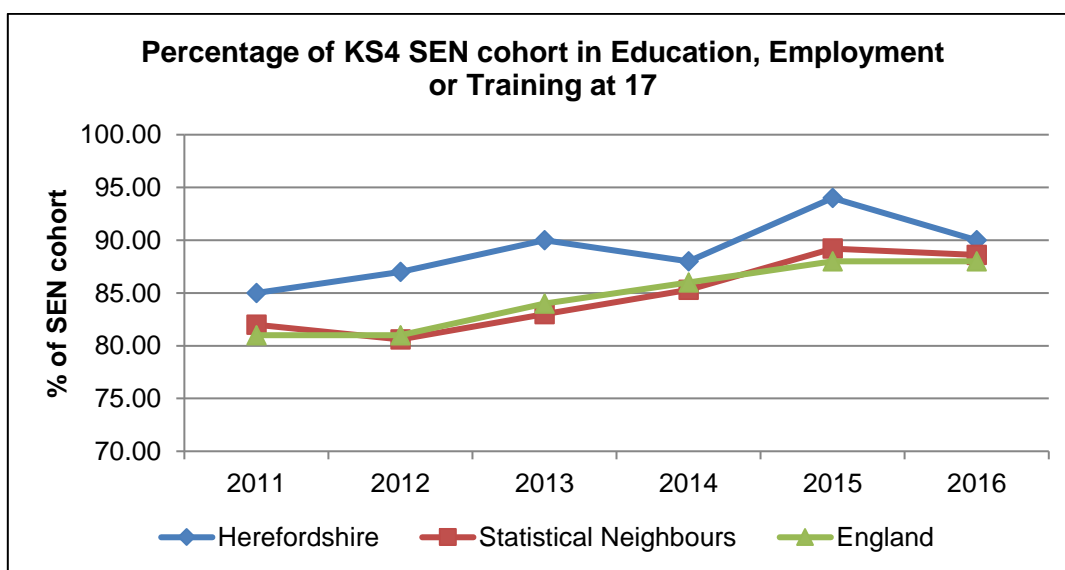
In 2016, 90% of local SEN cohort was in Education, Employment or Training at 17- a slight drop from the 2015 figure (94%). The proportion of Herefordshire's SEN cohort who were in EET at the age of 17 is similar to the levels nationally and among comparators (Table 18 and Figure 12).

Table 18: Percentage of KS4 SEN cohort in EET at age 17

	2011	2012	2013	2014	2015	2016
Herefordshire	85	87	90	88	94	90
Statistical Neighbours	82	81	83	85	89	89
England	81	81	84	86	88	88

Source: Local Authority Interactive Tool (LAIT)

Figure 12: Percentage of KS4 SEN cohort in EET at age 17



Source: Local Authority Interactive Tool (LAIT)

²⁷ To be counted in a destination, young people have to be recorded as having sustained participation throughout the 6 months from October to March. This means attending for all of the first two terms of the academic year at one or more education provider; spending 5 of the 6 months in employment or a combination of the two. Specific destinations such as school sixth forms, higher education institutions or apprenticeships are reported for these students.

Percentage of 19 year olds qualified to Level 3²⁸

The proportion of Herefordshire's 19 year olds with a statement/EHCP qualified to level 3 is similar to the same group in England and in comparator areas. There was a marked drop in 2016, the reason for the decline needs to be investigated with locally available data—Table 19 and Figure 13.

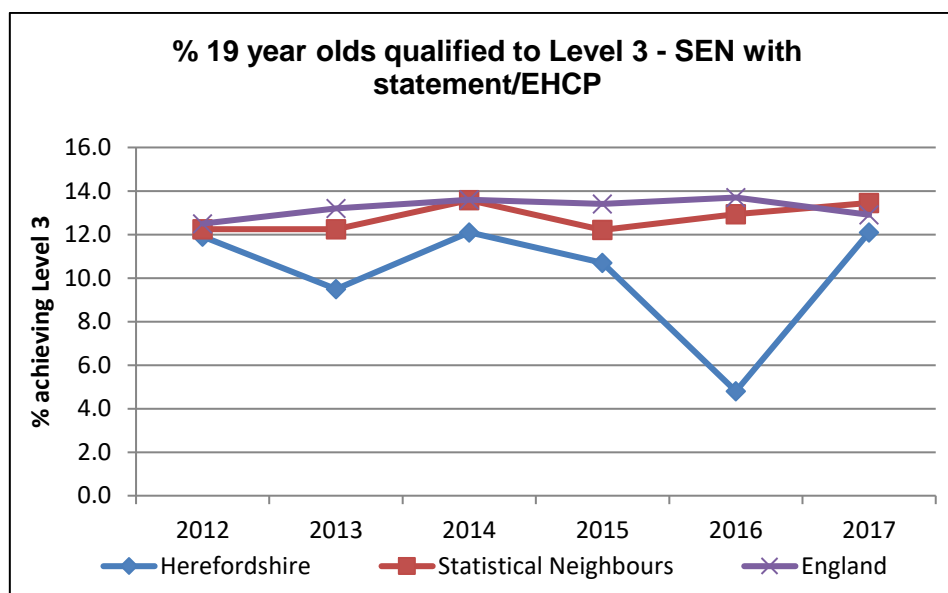
Herefordshire's 19 year-old SEN pupils without a statement/EHCP perform slightly better than their peers in comparator areas.

Table 19: Percentage of 19 year olds qualified to Level 3

		2012	2013	2014	2015	2016	2017
SEN-with statement/EHCP	Herefordshire	12	10	12	11	5	12
	Statistical Neighbours	12	12	14	12	13	13
	England	13	13	14	13	14	13
SEN-without statement/EHCP	Herefordshire	31	25	30	28	30	31
	Statistical Neighbours	26	29	28	27	27	27
	England	29	31	31	32	31	32
Non SEN	Herefordshire	67	67	64	66	66	66
	Statistical Neighbours	63	64	64	64	63	63
	England	64	66	66	66	65	65

Source: Local Authority Interactive Tool (LAIT)

Figure 13: Percentage of 19 year olds qualified to Level 3



²⁸ Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or a Level 2 vocational qualification of equivalent size. Attainment at Level 3 equates to achievement of 2 or more A-levels or equivalent size vocational qualifications.

LOCAL DESTINATION DATA

Local destination data is not available at the time of writing this report. So it is a recommendation that to investigate local destination data to find where Herefordshire's young SEN generation destined once they complete or not complete school/college/vocational training.

RECOMMENDATION

- Undertake analysis of the destination of Herefordshire's school leavers with an education, health and care plan.

EMPLOYMENT RATES FOR PEOPLE AGED 16-64 WITH A DISABILITY IN HEREFORDSHIRE

The overwhelming majority of young people with special educational needs and disabilities are capable of sustainable paid employment, with the right preparation and support²⁹.

Attempts were made to secure data on employment rates among young adults with SEN and EHCP in Herefordshire from Herefordshire Council data systems. However, this data was not available within the required timescales. The availability of employment information for those aged 16 to 24 year olds who were indentified as having SEN at a national level is limited. Therefore, employment data for people with disabilities within the broader age group of 16 to 64 of was used to provide an indication of the employment statuses of young people aged 16 to 24 with SEN.

RECOMMENDATION

- Consider whether it is possible to analyse local trends in the education, employment and NEET status of those with SEN and EHCPs in order to improve understanding of the outcomes for these children and young people.

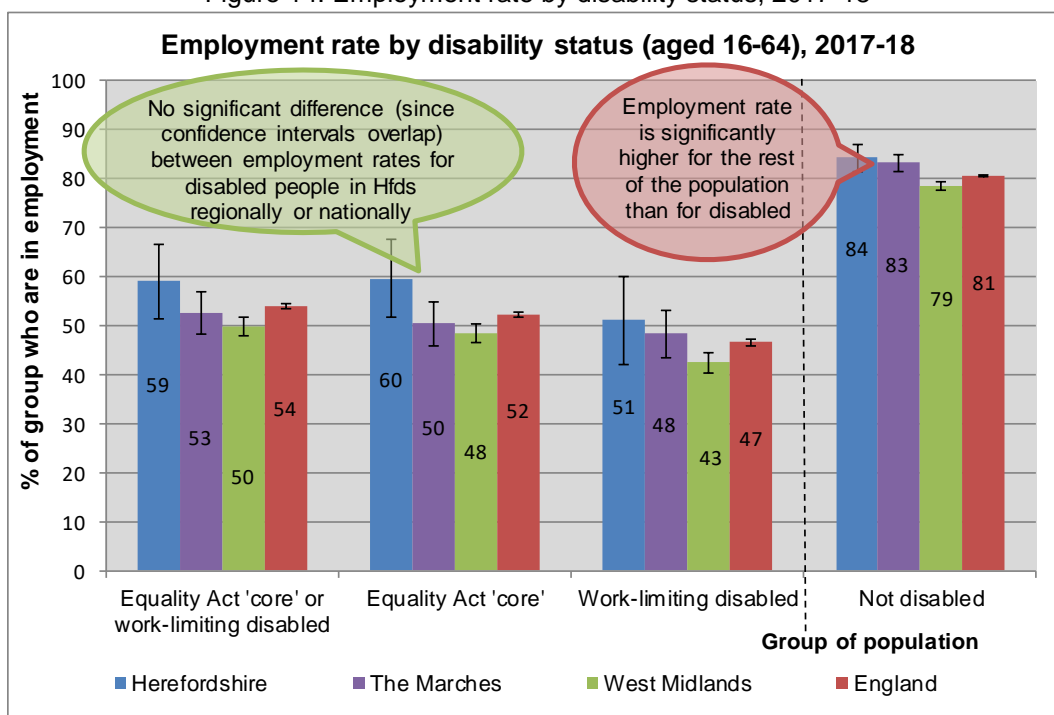
²⁹ British Association for supported employment:

https://www.ndti.org.uk/uploads/files/How_to_Support_Young_People_With_Special_Educational_Needs_into_Work_FINAL.pdf

The Annual Population Survey³⁰ (APS) provides employment rates for working age population by disability characteristics; Equality Act 'core', Work-limiting disabled and Not disabled.

According to the latest APS, the employment rate for people who are disabled (including Equality Act core and work-limiting disabled categories) is 59% in Herefordshire. These rates are similar to national and regional rates. However, when compare with the non disabled working age population, the employment rate for those with disability is significantly lower, a trend which is mirrored nationally and among comparators (Figure 14). Herefordshire's gap in employment rate between disabled and non-disabled working age population is approximately 25%, and has been gradually reducing since 2014-15 (5).

Figure 14: Employment rate by disability status, 2017-18

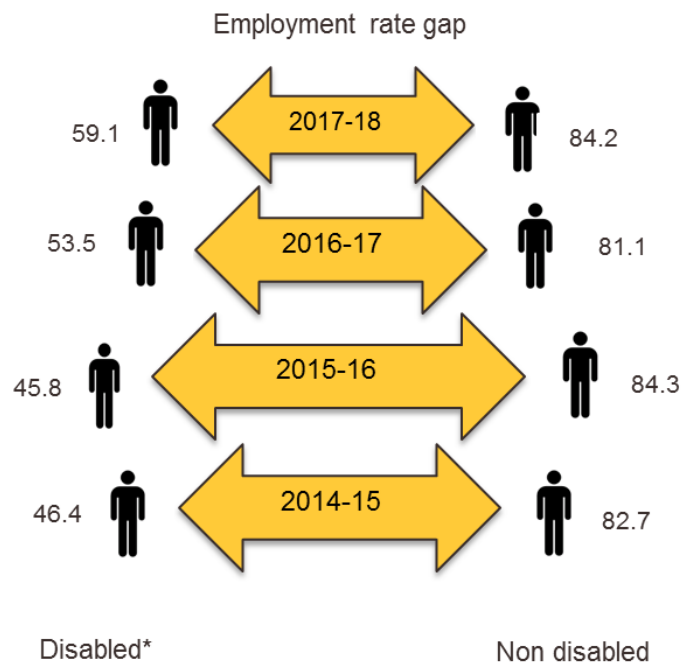


Source: Annual Population Survey³¹, Office for National Statistics

³⁰ Annual Population Survey (APS) is a sample survey; it provides estimates of population characteristics rather than exact measures. In principle, many random samples could be drawn and each would give different results, due to the fact that each sample would be made up of different people, who would give different answers to the questions asked.

³¹ Annual Population Survey: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/methodologies/annualpopulationsurveyapsqmi#overview>

Figure 15: Employment rate gap between Disabled and Non disabled in Herefordshire over the years



Source: Annual
2018

Population Survey

*Disabled = Equality Act 'core' + Work-limiting disabled

According to APS data, the employment rate for disabled people has been increasing steadily since 2014, possible explanation could be that 14 employers in Hereford have signed up the 'Disability Confident' scheme and more employers are becoming aware of the scheme even though they have not officially signed up to it yet. 'Disability Confident' is a scheme that designed to help employers recruit and retain disabled people and people with health conditions, allowing employers to tap into their skills and talents³².

The Adult Social Care Outcomes Framework (ASCOF)³³ measures how well care and support services achieve the outcomes that matter most to people. The measures are grouped into four domains which are typically reviewed in terms of movement over time.

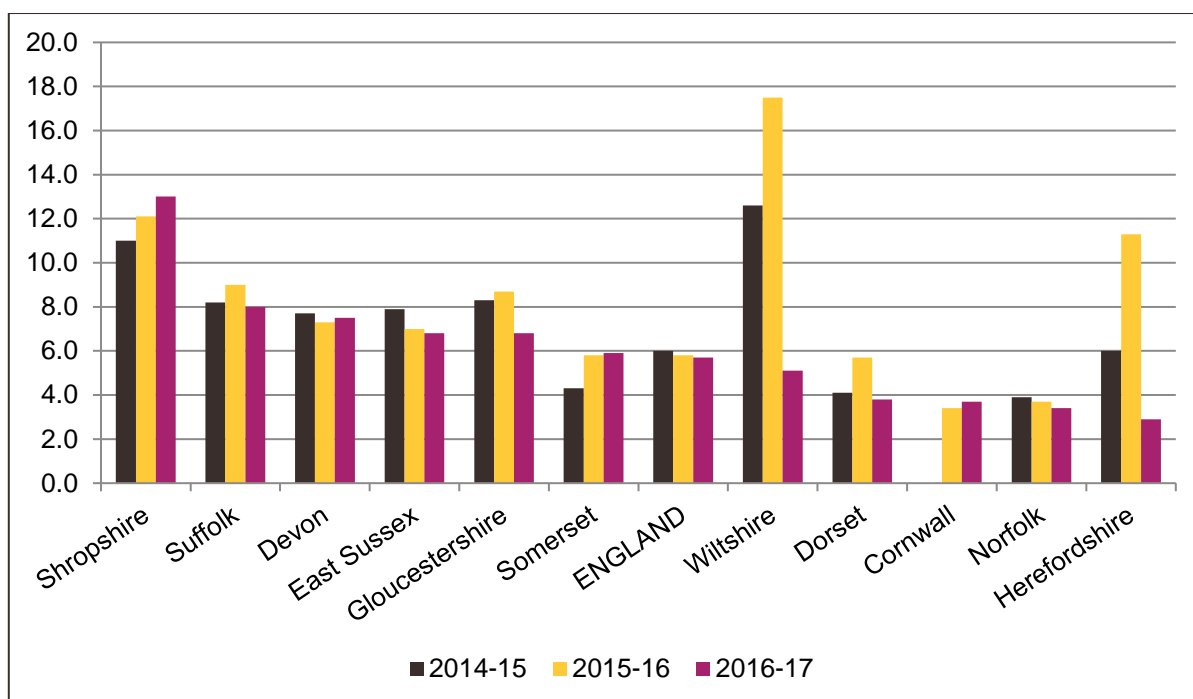
³² <https://www.gov.uk/government/collections/disability-confident-campaign>

³³ <https://digital.nhs.uk/data-and-information/publications/ci-hub/social-care>

ASCOF Indicator 1E measures 'Proportion of adults with a primary support reason of learning disability support in paid employment'. The measure shows the proportion of adults with a primary support reason of learning disability support that are known to the council³⁴, who are recorded as being in paid employment.

In 2016/17, Herefordshire had the lowest proportion (2.9%) of working age adults who received long-term support during the year with a primary support reason of learning disability support, in paid employment among its statistical neighbours. It is important to note that small numbers are likely to lead to variability in this rate from year to year, for example, Herefordshire ranked favourably among its statistical comparators in 2015/16 (Figure 16). The ASCOF indicator seems to contradict the employment rates produced by the APS. However, these differences are likely due to the underlying populations that they relate to. For example, the APS provides an indication of employment rates across a broader population of working age adults with disabilities, while the ASCOF rates are likely to reflect employment rates for a sub-group of adults with more severe disabilities.

Figure 16: Proportion of working age (18-64) service users who received long-term support during the year with a primary support reason of learning disability support, who are in paid employment (%)



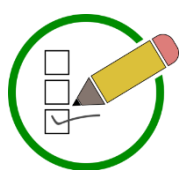
Source: Adult social care outcomes framework indicators, 2016-17

³⁴ The definition of individuals 'known to the council' is restricted to those adults of working age with a primary support reason of learning disability support who received long term support during the year in the settings of residential, nursing and community but excluding prison.

FINDINGS OF THE 'EXPERIENCES OF EDUCATION, HEALTH AND CARE PLANS' SURVEY

The Department for Education commissioned a survey of parents and young people with an EHCP in order to assess whether delivery of the EHC needs assessments, planning process and the resultant EHCPs reflect the intentions set out in the Children and Families Act 2014 and the accompanying SEND Code of Practice³⁵. The findings helped to inform the SEND accountability framework.

'Your experience of getting an Education, health and care plan' survey went out to parents or carers of children and young people aged 0-15 years who had an EHCP put in place in 2015.



There were 44 parents/carers/young people who responded to the survey from Herefordshire (out of 189 recipients), giving a response rate of 23% which is similar to average national response rate of 24%.

The following is a brief summary of findings for Herefordshire, and comparison with its statistical neighbours:

- Around three quarters of Herefordshire's parents and young people expressed satisfaction with the overall process of getting an EHCP (72% said they were satisfied), the highest among statistical neighbours, however the difference is not statistically significant.
- Over a half of Herefordshire's parents and young people who participated in the survey (54%) agreed that the help/support described in the EHCP would help the child/young person to achieve what they wanted in life, while 14% disagreed that this was the case. These findings were inline with those from comparator authorities.
- Just over a third of parents and young people (36%) felt that taking part in the process of getting an EHCP was a positive experience for the child/young person, while 11% disagreed that this was the case.
- Overall, three-fifths of parents and young people (63%) agreed that the help/support described in the EHCP would achieve the outcomes that they had agreed, while 14% disagreed that this was the case. Again, these findings were inline with those from comparator authorities.
- Herefordshire's overall quality scores³⁶ were comparatively high amongst its statistical neighbours; in fact Herefordshire's 'ease of process' score was the highest among statistical neighbours.

³⁵ <https://www.gov.uk/government/publications/education-health-and-care-plans-parents-and-young-people-survey>

³⁶ These summary scores have been created by combining respondents' answers to several selected questions. The highest possible score is 6, and the lowest possible score is -6. At each question a value of 2 has been attributed to answers of 'strongly agree' or 'very satisfied', decreasing to -2 for answers of 'strongly disagree' or 'very dissatisfied'.

OVERVIEW OF RECOMMENDATIONS FOR FURTHER WORK



Table 20: Overview of recommendations

Recommendation	Reference to relevant content
Undertake analysis of historical data to determine differences in the numbers of children identified as having special educational needs and disabilities (SEND) before and after the implementation of education, health and care plans (EHCPs) in 2015 - in order to explore factors which may be driving recent increases in demand locally.	p.16
Improve local service planning, and understanding of outcomes for children with needs related to ASD by ensuring the local authority has access to data about children and young people with a medical diagnosis of ASD from local NHS services (Wye Valley NHS Trust and 2gether NHS Trust).	p.30
Examine exclusion rates among children with SEN across educational settings in Herefordshire. Respond to recent research findings by exploring the local exclusion rates among children with ASD in mainstream schools, giving consideration to whether there have been changes in the rates over time. If appropriate, take reasonable action to ensure that mainstream schools are well equipped to meet the needs of children living with ASD.	p.30
Carry out a case audit to explore how levels of funding (measured by tariff) have changed as individual children and young people's identified needs have changed from the beginning to the end of their service provision.	p.32
Consider whether it is possible to analyse trends in the 'education, employment and NEET status of those with SEND and EHCPs in order to improve understanding of the outcomes for these children and young people.	p.40

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