

Strategic Review of Special Educational Needs Provision 2017/18 Review Report



1.0 INTRODUCTION

- 1.1 Devon's Multi-Agency Strategy for Children and Young People with Special Education Needs and Disability (SEND) 2017-2020 sets six strategic priorities to improve outcomes for children and young people with SEN & disabilities and their families. A copy of the Strategy is available on the Local Offer website at:
<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>
- 1.2 Priority 2 of this Strategy confirms the overarching aspiration that learners with SEN will have access to good or better provision in their local community and commits to reviewing SEN provision annually to ensure it is in the right location of sufficient quality and that there is a good match between demand and supply. The SEND Implementation Plan, also available on the Local Offer website, highlights the role of the SEN Strategic Review and Plan in the delivery of this priority. Alongside this Strategy, the Department for Education (DfE) has also required local authorities to undertake a strategic review. It is intended this will be kept under constant review to ensure it continues to deliver the outcomes set out in the Multi-Agency Strategy.

2.0 BACKGROUND

- 2.1 Devon County Council has responsibility for over 4,000 learners aged 0 to 25 with special educational needs identified through a statutory plan. At the time of undertaking this review, Devon County Council is in the final stages of converting learners with statutory plans onto Education, Health and Care Plans within the prescribed timescales as set out by the Department for Education.
- 2.2 An Education, Health and Care (EHC) Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
- 2.3 Although it is expected that a review of SEN provision will be undertaken each year, 2017 is the first time, at least in recent years, that such a review has been undertaken and provides a baseline for future reviews. The review has concentrated on the educational outcomes, quality of provision commissioned and the long-term need and strategy for meeting that need. The review makes clear recommendations for future areas of work to support the strategy for learners with statutory plans.
- 2.4 During the Autumn of 2017 the review has:
- i) Undertaken a desktop analysis of available data, updated where possible, including home to school transport;
 - ii) Commissioned a detailed Asset Management Review of Devon's Special Schools;

- iii) Supported the review of Support Centres in mainstream schools;
- iv) Commissioned an external demographic review of Devon's SEND future needs;
- v) Reviewed Out of County Placements and learners in Alternative Provision;
- vi) Undertaken surveys of children/young people with complex SEN, their parents and providers of education (mainstream, special and independent schools).

The findings from the review will inform capital investment priorities.

3.0 NATIONAL AND LOCAL POLICY CONTEXT

3.1 Children and Families Act 2014 SEND and the Code of Practice are the main statutory requirements of provision for children and young people aged 0-25 years with Special Educational Needs. The Act, together with a range of related legislation, placed significant new duties on local authorities and other partner agencies including schools, post-16 providers and independent providers. The main challenges arising from the impact of the Code are:

- i) Increased responsibility for post 19 learners without an appropriate increase of additional High Needs Block to meet this new priority;
- ii) Pressures on school funding in Devon, and in particular the High Needs Block against an increasing demographic;
- iii) The lack of capital funding to meet need;
- iv) Increased demand and expectations on the local authority.

3.2 Locally, challenges highlighted above are all pertinent to but there are challenges at a local level that impact on our ability to support SEND. Firstly of course, Devon is a large rural authority and as a result home to school transport is a significant issue and cost, in particular for those with SEND. Access to services can be difficult in rural areas and the geographic spread of specialist provision is predominately in and around our larger urban areas.

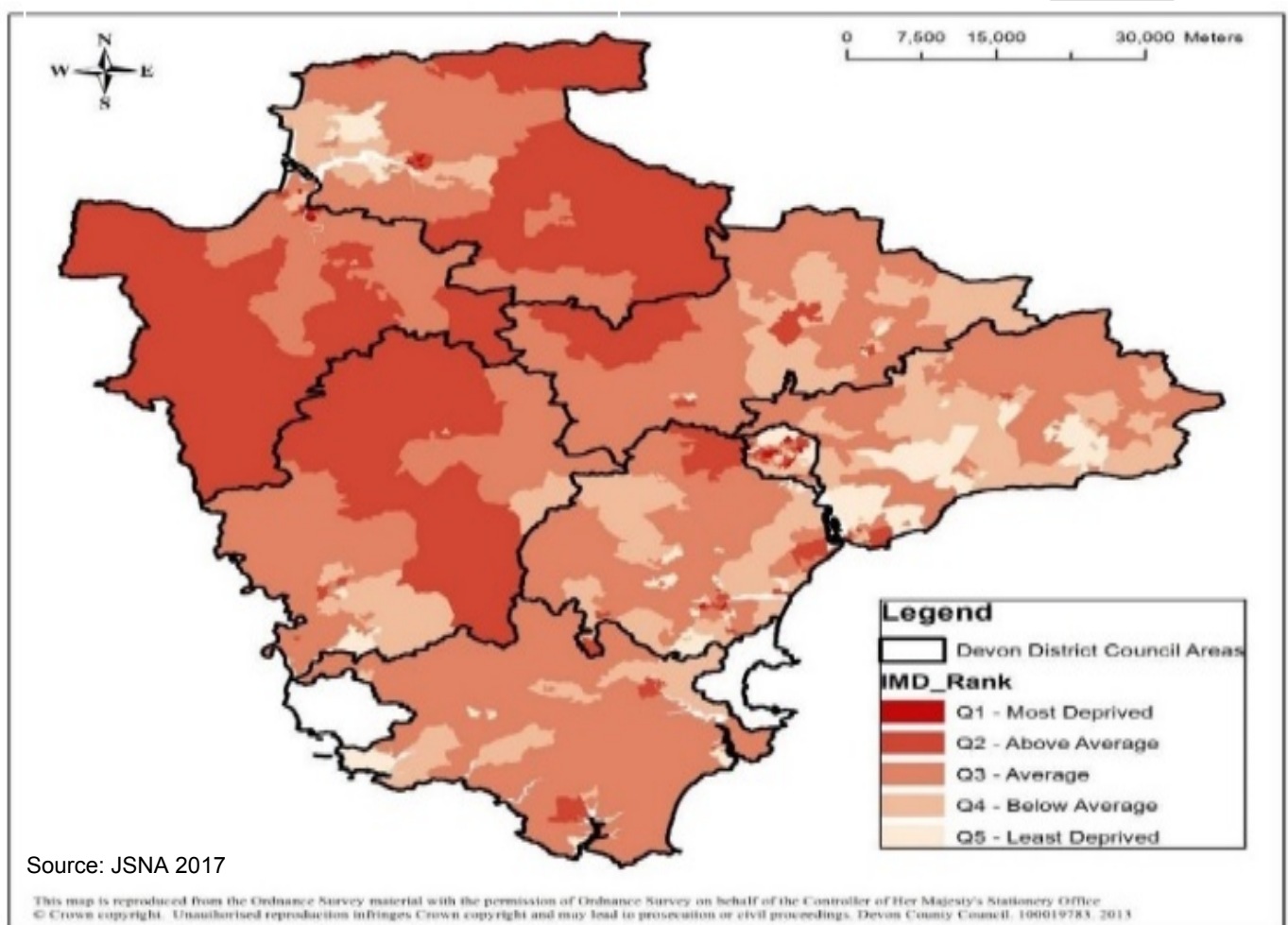
3.3 As per the national picture, funding from the High Needs Block remains under increasing pressure which is unlikely to relent in the future years.

3.4 Devon is still reliant on both provision in other local authorities as well as the independent sector to deliver its statutory responsibilities. The independent sector has been subject to market failure in recent years and remains an area of risk. Costs of the Independent sector continue to rise due to lack of capacity and increased regulation.

- 3.5 Devon County Council's Joint Strategic Needs Assessment (JSNA) suggests a correlation between pupils living in the most deprived areas and the likelihood of the need for a statutory plan. The prevalence of SEN in all age groups changes over time but the gap between the most and least deprived remains consistent. North Devon and Torridge have higher proportions of children with SEN. South Hams, East Devon, Mid Devon & West Devon have lower proportions.

Table 1: Distribution of SEN and Areas of Deprivation

District	% SEN (2016)
East Devon	16
Exeter	16.7
Mid Devon	16
North Devon	18.9
South Hams	14.6
Teignbridge	17.1
Torridge	23.1
West Devon	15.7



4.0 DEVON'S OVERARCHING STRATEGIC AIMS

4.1 Devon's SEND Strategy 2017-2020 confirms a graduated response to ensure each student, where possible, is educated in their community in provision that meets their educational needs and aligns directly with Devon's Education Infrastructure Plan 2016, principally Local Schools for Local Children: The Strategy therefore:

- Has a presumption that learners with SEND will be able to access mainstream education;
- Ensures there are sufficient special school places to meet demand from learners whose educational needs cannot be met in a mainstream setting;
- Uses specialist independent providers only when the special educational needs or broader non-educational issues require a level of specific provision which can only be provided in the independent sector and cannot be met in mainstream or special schools.

4.2 Specifically, the SEND Strategy envisages an inclusive education culture, removing barriers to learning for every child by:

- Ensuring all education settings serve the children & young people in their local community and create a change of culture that presumes mainstream education at every phase;
- Minimising the number of children who do not have a school place & not being electively educated at home
- Monitor the provision made by all settings that provide statutory SEN provision, intervene when necessary and support the sharing of good practice
- Support the acquisition of specialist skills & expertise within and across local mainstream settings & communities;
- Review SEN provision annually to ensure it is in the right location of sufficient quality and there is a good match between demand and supply.

At the heart of the Plan is ensuring the voice of children and young people with SEND & their parents and carers are heard more clearly in education settings & actions taken accordingly.

5.0 EDUCATIONAL OUTCOMES / INDICATORS

5.1 Devon County Council produces a SEN Annual Report on education outcomes for learners with statutory plans and the report for 2015-16 is detailed in Appendix A and has underpinned the Strategic Review.

5.2 The report highlights education outcomes for the 3,035 learners who attended a state funded provision (Mainstream and Special, the overarching majority being Devon students with EHC plans). The Annual Report shows a positive position on educational outcomes when comparing Devon's performance to the national picture and with our statistical neighbours. The headlines for learners with statutory plans include:

- In Year 1, phonics learners who met the expected standard in Year 1 (23%) continues to be significantly higher than both the national picture (18%) and statistical neighbours (17%);
- By the end of Year 2, 42% of Devon children with Statements/EHCPs met the expected standard in phonics compared to 29% nationally;
- Against a more challenging curriculum at Key Stage 1, there has been a drop in educational outcomes when compared to previous years, which reflects the national picture, however, the percentage of pupils with Statements/EHCPs in Devon meeting the expected standard is better than national comparisons. Devon is performing significantly better in Science (23% compared to 17% nationally) and in Maths (19% compared to 14% nationally);
- At Key Stage 2 the percentage of pupils with Statements/EHCPs in Devon meeting the expected standard is higher than the national average in each subject area. However, progress made by pupils with SEN in Devon was not as good as nationally within each of the subject areas;
- At Key Stage 4, learners in Devon achieve 5 A*-C including English and Maths which is higher than the national average: 11.1% of pupils compared to all English county local authorities average of 9.2%. For comparison, of pupils with no SEN, 66.2% in Devon and 65.9% in all English county local authorities achieve 5 A*-C including English and Maths at Key Stage 4. However, the percentage of learners achieving Level 2 at age 19 is lower compared to English Counties: 11.5% compared to 13.8%.

The 2016/17 annual SEN report will be published in March.

- 5.3 When reviewing the percentage of Devon SEN pupils in education, employment or training, fewer pupils with SEN remain compared to their peers who have no SEN. 90% of Devon pupils with Statements remained in education or employment in 2014/15 compared to 91% nationally. The percentage of Devon SEN pupils with employment destinations has increased and is greater than national averages. 6% of pupils with Statements moved on to employment compared to 3% nationally. Devon pupils with SEN were more likely to have a destination which was not sustained when compared to their peers with no SEN, 10% compared to 3%.
- 5.4 Exclusions and absence are barriers to educational outcomes for all children and young people, in particular for those with SEND. It is well documented that regular school attendance contributes to attainment.
- 5.5 The percentage of all enrolments in state-funded primary, secondary and special schools in 2014/15 that were classified as persistent absentees was 3.7% nationally and 3.7% for the South West. Nationally, the percentage of enrolments with EHCP/statements classed as persistent absentees was 14.8% - four times higher than for all children. In Devon, this figure was lower for the same time period, at 2.9% for all enrolments. Persistent absence amongst

pupils in Devon with EHCP/statements was 8.7%; three times higher than for all Devon children but significantly lower than the National average.

- 5.6 Nationally, the percentage of pupils with statutory plans receiving a fixed term exclusion is significantly higher than learners with no additional SEN needs, approximately 7 times higher. Despite the year on year reduction in the percentage of pupils with statutory plans receiving a fixed term exclusion, in Devon the comparative figure is nearly 11 times.
- 5.7 Devon's rate of permanent exclusions for pupils with SEN is significantly higher than for pupils with no SEN. For those pupils with a statement/EHCP the rate is also greater than the national average and is increasing.
- 5.8 To meet Devon's statutory responsibilities, students are often admitted to Alternative Provision (AP), predominantly at provision in North, Central (Exeter) and South Devon (Dartington). Where a child with SEN is excluded the significant majority of learners primary SEN need is Social, Emotional and Mental Health, followed by Autism Spectrum Condition. AP provision is not intended to be the long-term education placement for the majority of learners and therefore is considered short stay provision (two terms) before reintegration into an appropriate setting. Most exclusions are from mainstream schools.
- 5.9 There are, at the time of drafting, 13 learners with statutory plans in Devon AP provision who have been permanently excluded. Of the learners in Devon provision, as at 24 January 2018, the average number of calendar days students have been on roll total 247 with learner being on roll since November 2016, 442 calendar days. There were a further 22 learners with draft statutory plans, 17 with an assessment in progress and 3 where an application for assessment has been received, all but 1 of these learners is within Devon provision. It is clear that the numbers of learners in AP provision and, for some, the time they are on roll in this provision is too high although there is no comparative data to benchmark Devon's position.
- 5.10 As a consequence of the above and recent changes at Devon's commissioned AP provision, there is an ongoing review of learners on roll to ensure there is a strong move towards reintegration including a specific protocol. The annual recommissioning of Alternative Provision will also need to identify a strong focus on these learners. Alongside these specific actions, due to increasing numbers of exclusions across the sector, the Council, in partnership with schools, has commenced the Devon Inclusion Project (DIP) which will include identifying opportunities for recommissioning, intervention and reintegration. While the Project is concerned with the whole cohort of pupils in Devon, the higher prevalence of permanent exclusion for learners with a statutory plan is a key consideration in the DIP. The project will identify the barriers to inclusion currently being experienced, their underlying causes and solutions. The DIP findings will be implemented in time for the start of the 2018/19 academic year. Progress in undertaking the Project and the resulting outcomes will be overseen by the Early Help Improvement Board.

6.0 DEMOGRAPHICS/NEED

- 6.1 Devon's Education Infrastructure Plan 2016 – 2033 includes a projection of student numbers up to 2033, factoring in the expected growth through house building and migration in to the County. Based on this demographic modelling, there is forecast to be a 22% increase in the 0 – 19 population between 2013 and 2033, an increase of approximately 36,000 students. Based on this modelling, it is prudent to plan on the basis that statistically there will be an increase in the numbers of learners requiring a statutory plan. The need is likely to be in areas where there is significant and concentrated house building.

Table 2: Devon's Education Infrastructure Plan (EIP) 2016 identified the current projections:

Age	2013	2018	2023	2028	2033
0-2	22,990	24,300	24,510	24,440	24,470
3-4	15,530	15,680	17,110	17,120	17,030
5-11	53,310	59,880	62,080	64,240	64,180
12-16	40,900	39,910	45,440	47,090	48,970
17-19	27,110	25,750	26,480	29,660	30,370
Total	159,830	163,515	175,630	182,540	185,020

- 6.2 Within Devon, housing led populations indicate the largest increases in the 0-19 population will be in East Devon, Exeter and the South Hams, due principally to new towns in Cranbrook and Sherford and sustained housing development in or on the borders of Exeter. However, across North Devon and Torridge, significant expansion is proposed and outside of the current local plan and a new garden village in Mid Devon. The EIP sets out the broad infrastructure requirements for SEND provision to meet the needs of Devon but will need to be reviewed following this review.

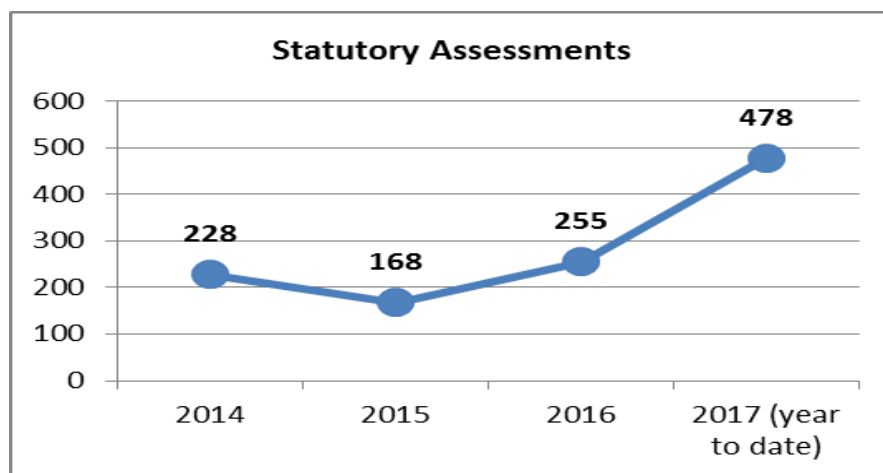
- 6.3 The introduction of the new Code of Practice initially saw a drop in the number of Devon young people with statutory plans but this trend has reversed in recent years:

Table 3: Numbers of Statutory Plans

Year	2014	2015	2016	2017
Number of statutory plans	3765	3570	3510	3718
Percentage change		-5.2	-1.7	6.0

Source: SEN Annual Report 2015/16 plus data for 2017

In the last year Devon has seen a very significant increase in the number of requests for new assessments being made. This has subsequently led to a 99% increase in the number of assessments which meet the statutory threshold and need a full joint assessment.

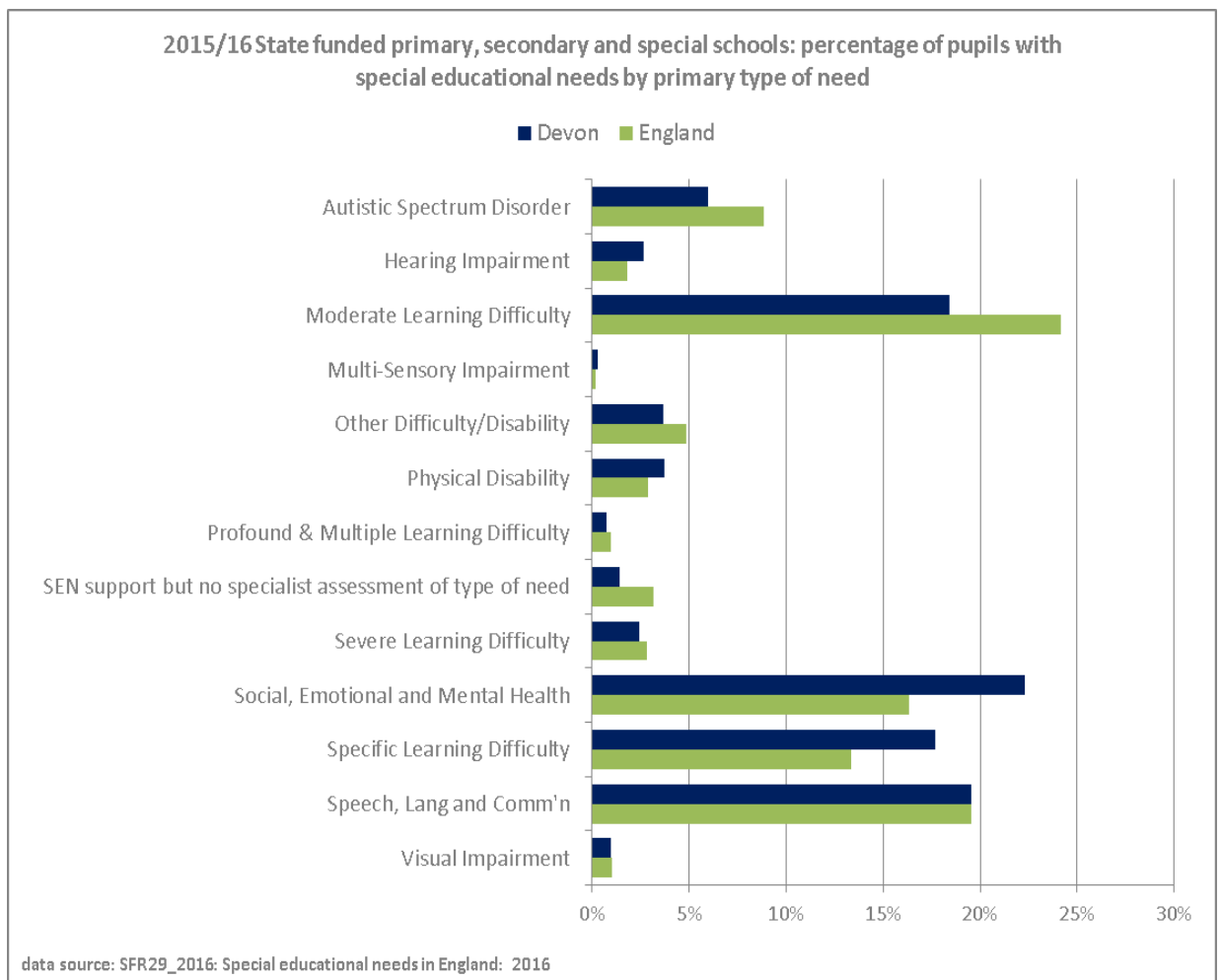


Source: High Needs Block Briefing October 2017

The assessments that were made between September 2017 and January 2018 increase this number further, in particular due to the decision to phase out non-statutory funding.

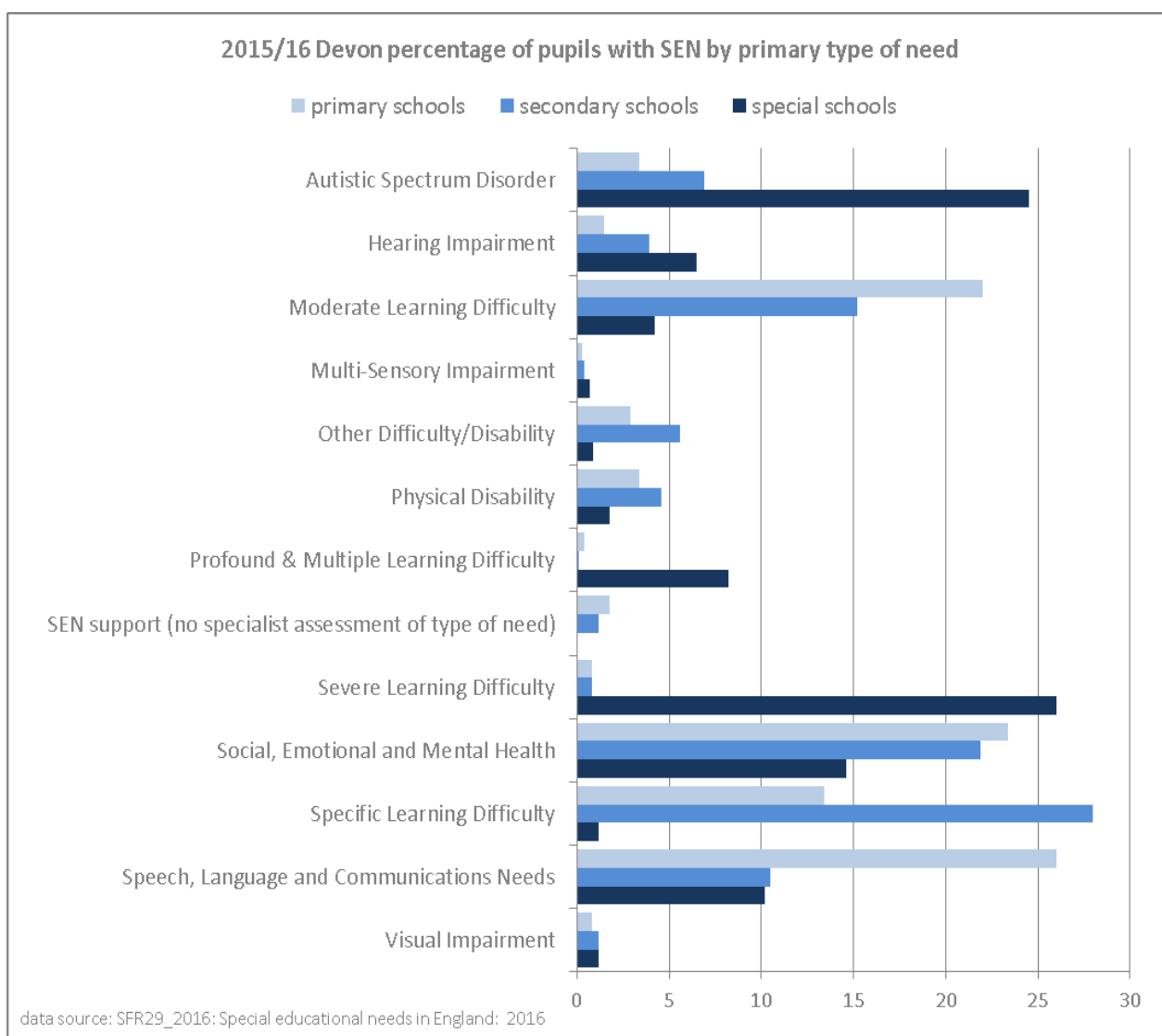
The number of pupils in Devon with statutory plans supported by the Council has increased and is forecast to exceed the 4,000 mark by the end of March 2018.

- 6.4 In Devon, the most common type of primary need is Social, Emotional and Mental Health, with just over one fifth of the SEN cohort, closely followed by Speech, Language and Communication need with just under 20% of pupils having this as their primary need. The table below illustrates the more prevalent need types and compares Devon against the national picture.



Source: SEN Annual Report 2015/16

- 6.5 SEN needs also vary with age. When reviewed by school type, the most common need in primary schools is Speech, Language and Communication, followed closely by Social Emotional & Mental Health. In secondary schools, the most common need is Specific Learning Difficulty followed by Social, Emotional & Mental Health. Social, Emotional & Mental Health Needs are prevalent across all school types however. In special schools, the most common categories of need are Severe Learning Difficulty and Autistic Spectrum Condition which reflects the specialisms of these schools.



Source: SEN Annual Report 2015/16

6.6 There are no national forecasts of what might be expected regarding future prevalence of SEN. Whilst the number of children with SEN in schools in England has fallen by one fifth in the last decade, the Council for Disabled Children's 2017 report highlighted the large increase in school children with 'complex needs' (defined as having SEN primary need of Profound and Multiple Learning Difficulties, Multi-Sensory Impairment, Autism Spectrum Disorder) – a rise of almost 50% since 2004.

6.7 It can be seen that the population of Devon is forecast to grow, especially in areas with targeted and sustained housing development. The numbers of learners with statutory plans will increase and inevitably a proportion of these learners will require a specialist place.

7.0 EDUCATIONAL PROVISION / SETTINGS

7.1 Education for those with SEN in Devon is largely provided directly through state schools. Other provision includes specialist residential schools and colleges and independent schools. SEN Support and assessment provision is commissioned by Devon County Council from Babcock Learning and Development Partnership (Physical Disabilities Team; Communication & Interaction Team, Education Psychologists, Sensory Teams) and Virgin

Care (Portage, Occupational Therapy, ROVIC, Multi-Sensory Impairment enabling).

7.2 Table 4 provides a summary of pupils with statutory plans as a proportion of the 2–18 population. Devon has a slightly higher proportion of learners with Statutory Plans compared to other regional/comparable authorities and the English average (2.9% compared to 2.8%), and this is likely to increase marginally due to the position outlined above but there has nationally been an upward trend on previous figures.

7.3 It can be seen that a significant proportion of this cohort are educated in mainstream provision. Throughout the review process, there have been assertions that Devon commissions a high number of places in the independent sector, however, the use of the independent sector is comparatively low and on a par with England as a whole. The use of Independent and Non-Maintained provision is considered later in this Review and the reduction in the need to use this provision remains a priority where appropriate.

Table 4: Numbers per 1000 of age 2-18 population with SEN Statement or EHC plan & placement (2017-18).

	Devon	Somerset	Dorset	Cornwall	Wiltshire	Shropshire	England
No. EHCP /Statement	27	13.8	23.6	23.4	27.5	30.5	25.9
% Mainstream schools or academies	44	25	37	50	32	53	36
% Resourced provision or SEN units	2	7	4	7	20	0	6
% Special schools or academies	30	42	35	16	25	31	36
% Non-Maintained Special Schools or independent schools	6	11	8	4	5	7	6
% Hospital schools or alternative provision	1	1	0	1	0	0	1
% Post 16	13	13	12	16	16	8	11
% Other	4	2	3	6	3	1	3

Source: Department for Education High Needs Benchmarking Tool
May not total 100% due to rounding

- 7.4 Resourced provision support children and young people who have difficulties related to specific areas of SEND. Provision is funded from the High Needs Block and directly attached to mainstream schools enabling these bases to develop high levels of expertise in supporting children with different categories of SEND. Specialist bases should also provide outreach support for other schools so that expertise can be shared.
- 7.5 There are currently 17 specialist centres across the County, including 7 Communication and Interaction Resource Bases, 3 Hearing Impaired Units, 3 Physical Disability Units, 2 Speech and Language Units, 1 Sensory Impairment Hub and 1 unit supporting Specific Learning Difficulties.
- 7.6 A review of these centres has been undertaken to ensure they remain fit for purpose based on changing demand. The review considered:
1. Equity of Provision - the current location and its ability to support learners within a reasonable distance and whether an outreach model providing an offer locally is preferable.
 2. Parental Preference – where parental choice has resulted in a change in numbers.
 3. Mainstream Offer – where a learner with a particular need can fully access a mainstream curriculum with appropriate support and adjustments.
 4. Value for Money – an assessment of cost to the High Needs Block of maintaining places where planned places are not needed due to change in demand or in some cases no demand.
- 7.7 The review has been led by commissioning managers from the 0-25 SEN team within Devon County Council, supported by colleagues from Babcock Learning and Development Partnership. The proposals have been developed in consultation with headteachers and individual schools as well as through the Schools Forum. Alongside this process, a review has also taken place of the information available to parents and professionals through the Local Offer website in particular where there are proposals to decommission provision.
- The outcome is summarised in Appendix B and approval will be sought from Devon County Council to formally consult on the proposed changes where required.
- 7.8 **DEVON MAINTAINED SPECIAL SCHOOLS:** to attend a special school a child needs to have a statutory plan. There is a high demand for special school places in Devon and some children must travel a significant distance to attend a special school, in part due to the rural nature of Devon's geography but also with a concentration of provision around Exeter, Barnstaple and neighbouring local authorities.
- 7.9 Devon has recently increased the capacity of its special schools to meet the demand from population change as well as managing the implications of

market failure in the independent sector. The majority of our special schools are at capacity or forecast to be at capacity within the foreseeable future. In addition, Devon is a net 'exporter' of learners to Torbay and Plymouth Special School provision with 57 and 37 learners in their maintained provision versus 13 and 3 in Devon provision respectfully, a net export of 78 learners. The provision commissioned from other Local Authorities in the main supports learners with SEMH and ASC needs.

Table 6: Details of Devon's Special Schools

DfE No	School	SEN Type	Day/ Residential	Boys/ Girls	Age range	Places available; Public Notice (unless indicated otherwise)	NOR – Autumn 2017
7008	Barley Lane	SEMH	Day	Boys and Girls	7-16	72 wef Autumn 2016	66
7044	Bidwell Brook	SLD & Profound & multiple learning difficulties	Day	Boys and Girls	3-19	110 wef Sept.17	109
7002	Ellen Tinkham	SLD/PMLD/ Complex Needs	Day	Boys and Girls	3-19	180 wef Sept. 2017	174
7020	The Lampard Community School	Complex needs and ASD	Day	Boys and girls	5-16	120 wef Sept. 2016	121
7088	Marland	SEMH	Res (weekly boarding)	Boys only	10-16	40	73
	Marland (Spring Field Court) Roundswell Industrial Estate	SEMH	Day	Boys and girls	8-16	36 places wef April 2016	
7006	Mill Water Bicton	SLD, PMLD and Complex Needs	Day	Boys and Girls	3-19	100 wef January 2015	112

7043	Oaklands Park*	SLD, Complex Communication and Interaction Difficulties and ASC.	60 places – of which 17 residential	Boys and Girls	3-19	60 July 2016	56
7087	Ratcliffe*	Communication and Interaction Difficulties (ASC) and Social Development Needs	96 places – of which 40 residential.	Boys and Girls	5-16	96 October 2016	104
7005	Southbrook (day)	MLD/Complex Needs and ASC	Day	Boys and Girls	11-16	120 wef Sept.17	121
7021	Pathfield	SLD	Day	Boys and Girls	3-19	137 Sept. 2016	132

*Schools will amalgamate 1/9/18

7.10 Devon County Council is still placing over the number of planned places allocated through the Education and Skills Funding Agency (ESFA), planned places being funded at £10,000 per place with a top up from the High Needs Block for each learner attending. The number of planned places are limited by the ESFA and as such any additional places will need to be funded in full, i.e. £10,000 plus the top-up. The number of planned places are included in the table above. It is therefore considered there is insufficient 'day' capacity in Devon's Special schools to meet current and projected numbers.

7.11 In the Autumn of 2017 the Council undertook detailed Asset Management reviews of all Devon special schools to identify whether there were opportunities to increase capacity and/or improve the suitability of each provision. The plans have been completed and released to the schools to support their short, medium and long-term planning.

Table 9: Summary of Asset Management Plans

School	Registered Capacity	Capacity to Expand	Other
Marland Day & Residential School	76 40 Residential 36 Day	Yes	Develop feasibility to increase Marland Day provision and to ensure access to the vocational kitchen on the Springfield premises.
Pathfield	137	Yes	No immediate need to expand. Minor maintenance works for School to address. School fundraising for a new sports hall.
Lampard	120	Yes	No immediate need to expand. Within the medium-longer term school may need to provide an additional 20 places to meet the needs of housing growth. A number of improvement projects identified.
Ellen Tinkham School, including Bodley House	180	Yes	Potential 19-25 offer at Bodley House which forms a part of the capital investment proposals.
Southbrook School	120	Yes	Southbrook to remain at 120 for now, school undertaking own scheme to improve facilities/replace accommodation.
Barley Lane	72	Yes	There is a need to increase offer in Exeter for younger pupils with SEMH needs. Potential to consider at Barley Lane or off site local provision.
Mill Water	100	No	Potential to review post 16 offer on-site aligned to expanded provision in Exeter.
Bidwell Brook	110	Yes	No immediate need to increase this provision.
Oaklands & Ratcliffe	60 Oaklands 105 Ratcliffe	Yes	Feasibility to expand to 190 places to address increasing need as well as alternative curriculum Post-16 offer.

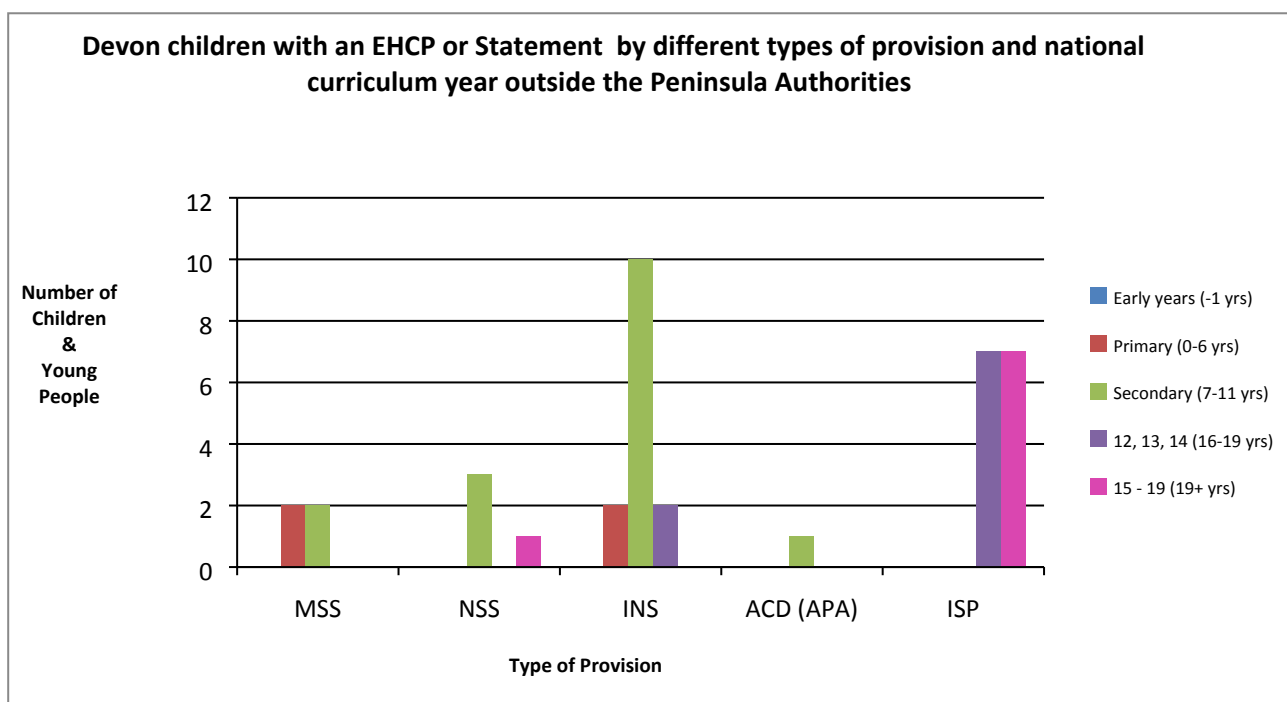
- 7.12 Special schools become registered to take a specific number of children, based on physical space within the school, and/or local authority requirements for places. This is agreed through consultation. It is reasonably expected that schools can admit up to 10% over this registered number in agreement with the local authority. As can be seen from the above, many of our special schools are already at capacity and up to 10% over their registered number of places.
- 7.13 In some cases, a school may be able to accommodate an additional child within a class group over this number, having considered the age and needs of the child and the impact admitting an additional child to the class will have on the class and school as a whole. In such situations, it is not practical to begin a formal consultation due to timescales involved, though the frequency of needing to place a child through this process will be considered through future place planning within our special schools.

7.14 Where there is such a short term need to place a child at a school which is already at the registered number plus 10% then due consideration must be given to ensure the child can be placed safely. Discussions with other Local Authorities have highlighted in this scenario, where it is in the best interests of the learner, schools have undertaken a risk assessment to ensure the admission is fully risk assessed. It is therefore recommended that Devon schools use a defined risk assessment template identified in Appendix C, to evidence consideration of their ability to take a child over number when requested to do so by the local authority. The template will enable a school to evidence the rationale for the admission. This, however, should not be used as normal practice and any such admissions should trigger a review of provision.

7.15 In respect of residential provision, there has been an ongoing review of the needs to the County Council for education provision solely due to the education needs of the learners. Inevitably in a large rural authority, there are occasions where provision is not located near enough for learners to access day provision, however, the need for residential places due to education needs has reduced and as such the number of residential places available in Devon's Special schools has reduced. There has also been a national shift away from termly boarding to weekly provision which has been reflected in recommissioning of maintained residential provision, e.g. Marland Special School and more recently in Dawlish. Devon has, however, invested in improving the residential accommodation with a live project ongoing at Marland Special School and past investment at provision in Dawlish.

7.16 **COMMISSIONING PROVISION OUTSIDE OF DEVON / HOME**

EDUCATION: Devon commissions in the region of 6% (220) of special places outside of the County's administrative border, less than 1% is outside the peninsula (Torbay, Plymouth, Somerset & Cornwall). In respect of places commissioned outside of the peninsula, the majority of places are for and 19 in independent settings, the latter being discussed later in the Plan.



Analysis @ 1/9/18

7.17 The majority of places commissioned within the peninsula are from either Plymouth and Torbay, as highlighted previously, which is consistent with the pattern of provision prior to Local Government Reorganisation in 1998 which saw Plymouth and Torbay move to Unitary status.

7.18 Within the Peninsula, it can be seen, that Devon is principally commissioning provision at Secondary and post 16 which both reflects the location of provision in relation to Devon population and market towns and the Further Education offer in both Torbay, Plymouth and Somerset.

Table 7: Commissioning across the Peninsula

National Curriculum Year	Local Authority				
	Devon	Plymouth	Torbay	Cornwall	Somerset
Early years (-1)	10	1	0	0	0
Primary (0-6)	408	15	9	1	3
Secondary (7-11)	752	21	43	1	15
12, 13, 14	284	8	39	4	10

Analysis @1/9/18

Table 8: Overview of the primary needs to places commissioned across the Peninsula

Primary need	Plymouth	Torbay	Cornwall	Somerset	Total
Autistic Spectrum Condition	8	19	0	12	39
Hearing Impairment	0	0	0	0	0
Moderate Learning Difficulty	3	17	3	2	25
Multi-Sensory Impairment	0	0	1	0	1
Not Known	0	1	0	1	2
Physical Disability	4	11	1	1	17
Profound & Multiple Learning Difficulty	1	1	0	1	3
Social, Emotional & Mental Health	18	15	2	14	49
Speech, Language & Communication Difficulty or Need	5	24	1	0	30
Severe Learning Difficulty	8	6	0	5	19
Specific Learning Disability	1	1	1	0	3
Under assessment	0	0	0	2	2
Visual Impairment	1	1	1	0	3

Analysis @1/9/18

- 7.19 It can be clearly seen that the need for place from within the Peninsula are directly aligned to the need identified within the strategic plan, specifically SEMH, ASD and Speech, Language and Communication Difficulty.
- 7.20 Devon works closely with Local Authorities within the Peninsula and have throughout the review liaised on proposals and outcomes. It has been confirmed that neighbouring Local Authorities, particularly Torbay and Plymouth are in the short to medium term, planning on the basis that Devon will continue to commission the number of places it has recently required. Similarly, Devon is planning on the basis that neighbouring authorities will continue to require places at DCC Special Schools.
- 7.21 It has also been recognised that new provision proposed on or near the borders of Somerset and Torbay will reduce our reliance on their provision and offer additional provision for them to commission to meet their needs.
- 7.22 In the short term, the neighbouring Local Authorities have factored in Devon's needs when considering their broader growth plans. However, it should be noted that both Torbay and Plymouth are Authorities with aspirations for significant housing growth in and around their borders and as such, in the longer term, it would be prudent to assume their capacity to continue to support Devon's learners may be diminished. Devon will in the future need to ensure that response to Local Plans in neighbouring Local Authorities include an oversight of special school provision and Devon's needs.

- 7.23 HOME EDUCATION:** The number of Elective Home Educated (EHE) children with a Statement/EHCP is rising. However, as the overall number of Elective Home Educated children has increased the percentage with a Statement / EHCP has gradually reduced in recent years.

Academic Year	Number of EHE students with statement	Number of registered EHE students	% of students with Statements / EHCPs
2016/17	44	1275	3.5%
2015/16	37	1018	3.6%
2014/15	37	766	4.8%
2013/14	44	750	5.9%
2012/13	33	521	6.3%
2011/12	36	560	6.4%

Source: SEN Annual Report 2015/16 updated for 2016/17 data (provisional).

- 7.24 There are several reasons why children become home educated. Data for 2016/17 are expected to show that 1.6% of students cited “Problems with SEN Provision” as the reason for home education, a small increase on the previous year (1.3%); 7.1% were home educated due to medical reasons, which is slightly higher than the previous year (6.9%). 3.9% of students cited “Emotional and Behavioural Difficulties” as their reason for home education which is a significant increase on the previous year (1.6% in 2015/16). (Source: provisional SEN Annual Report 2016/17).

8.0 ANALYSIS OF OUT OF COUNTY/INDEPENDENT SPECIAL SCHOOL PLACEMENTS

- 8.1 Under the Devon SEND Strategy, the SEN policy for commissioning SEND provision is to first consider mainstream schools, then Devon special schools, before we seek provision in the independent sector. It should be noted the majority of placements in this sector are costly due to their specialist nature but also due to market forces.

Table 10: Number of SEN Placements in Independent Settings

Independent Placements					
	DAY		RESIDENTIAL		TOTAL
	Pre 16	Post 16	Pre	Post 16	
2017/18*	165	107	28	42	342
2016/17	167	78	34	47	326
2015/16	133	71	27	47	278
2014/15	161	62	33	46	302

* Schools Finance Group High Needs Report. Data recorded at 01.09.2017

8.2 Table 10 provides an overview of places commissioned, pre- and post-16 as well as day and residential placements in the past 4 years.

8.3 Whilst numbers have remained broadly consistent across most areas, there has been a significant growth in the need for post-16 day placements. This can be explained in part to the increased number of post-19 placements that have needed to be commissioned.

8.4 At the start of the 2017-18 academic year, there were 265 places commissioned from Independent Sector Providers. An analysis of 101 independent sector placements made since the 1st April 2017 confirms the areas of unmet primary need are as follows:

Table 11: Areas of unmet need from placement made.

Primary Need	Primary	Secondary	16-19	Post-19	Grand Total
Communication and Interaction	5	21	4	3	33
Cognition and Learning	2	1	1	12	16
not recorded	1	1		1	3
Physical Disability		2	1	1	4
SEMH	12	25	2	1	40
Visually Impaired	1	1		1	3
Hearing Impaired	1	1			2
Grand Total	22	52	8	19	101

Source: Data recorded October 2017

8.5 The reasons for the use of the Independent Sector for these 101 learners is:

Table 12 Reasons for using Independent provision

Reason Code	Learners
Special School unable to meet need	44
Post 19	19
Other/Not recorded	11
Parental Preference	6
Medical – Pre 16	6
Social Care/Joint Agency	6
Safeguarding Concern	3
Capacity not Available in Mainstream	3
Tribunal Direction	2
Medical – Post 16	1
Grand Total	101

Source: Data recorded October 2017

8.6 The reasons for placements aligns to the increased need across the sector for additional provision to support SEMH and Communication/Interaction. Initial analysis indicates that a number of these learners have a very high level of need or require a curriculum offer not currently offered in maintained special school provision. It is clear there is insufficient capacity to support primary learners, particularly those with SEMH as their primary need. North Devon and Torridge is a particular hot spot.

8.7 Further analysis of the 44 students where Special Schools could not meet need has been commissioned to understand better how packages for these learners could be commissioned in maintained provision and how the curriculum offer from new provision needs to fill this gap to reduce the reliance on the independent sector.

8.8 Managing the extension of age range to encompass 19-25 is clearly a significant issue for Devon. Whilst numbers initially fell in 2014-15, there has been a significant rise since then with a 44% growth since 2014-15. Devon has experienced an increase in demand for residential options post-19, despite there being a local offer in Further Education Colleges and seeing an increased demand for Supported Internship courses. The challenges around can be summarised into the following:

- Consultation suggests there is a difference in young peoples and parent's aspirations in terms of future employment opportunities;
- Parent's aspirations at 19 -25 are for full time education and consider this to be the optimum choice however this means that transition into adulthood at 25 can result in a cohort of adults without the necessary life skills to be independent;
- Requests for residential placements suggest a perception of a lack of confidence in a local care offer and support post 19; further work is required to support young adults locally across education and care;

- There is a lack of bespoke provision within Devon, especially full-time education resulting in the need to commission from the Independent Sector, especially from direction at tribunal.

- 8.9 There is currently no clear strategy for meeting the needs of these learners although there is an intention that development of a local offer through our special schools and FE colleges together with better transition planning, including parents, to ensure decisions post-16 and post-19 are targeted at independence and transition to adulthood. Officers from Social Care, Education and Employment and Skills, through Devon's Purposeful Systems work, have researched current practice and are looking at a test for change to improve the transition from child to adulthood with a strong focus on independence and employment. The intention is that through better support and relationships prior to transition, combined with strong collaborative work at transition, this will help individuals be 'steady and ready' for their next steps in becoming as independent as they can be including employment.
- 8.10 The costs of the independent sector are significantly higher than provision commissioned through mainstream and maintained special provision. Due to the specialist nature of the provision and the needs of some learners, this is to be expected. Inevitably, there will always be a need to use the independent sector due to either the specific educational needs of the learner or wider social care issues but the delivery of additional provision will reduce the likelihood over time.
- 8.11 An analysis of costs per learner has been undertaken which has identified that ASC and SEMH are the areas where we have had to commission out of county placements. There are currently in excess of 200 students where their placements costs exceed £50,000 a year. The majority of the high cost provision is directly attributable to provision to support learners whose primary need is SEMH and ASC. A detailed review of the high cost placements has commenced.

9. QUALITY OF PROVISION

- 9.1 As highlighted earlier, learners with statutory plans are educationally performing well. The following section considers the quality of provision commissioned for learners with statutory plans. The following table identifies the learners in Devon mainstream schools and aligns to the current OfSTED rating of that provision. It can be seen that the numbers of learners in good or outstanding schools broadly aligns with the pattern of Devon's provision.

Table 13: OfSTED rating in mainstream schools

Ofsted Phase	Ofsted rating and number of pupils				Totals	% of pupils in good or outstanding	% of Devon Mainstream Schools with good or outstanding Ofsted Rating
	1	2	3	4			
Primary	112	457	55	11	635	89.61%	89.20%
Secondary	106	476	137	7	726	80.17%	82.35%
TOTALS	218	933	192	18	1361	84.57%	88.47%

Source Data CSET 01 dated 24/01/2018 which holds information on all Devon Children with Statements/EHCPs in both Devon schools and Other Local Authority Schools. Monthly Ofsted information dated 31/01/2018 which is based on establishments that have been inspected.

9.2 Further analysis of non-mainstream provision identifies the following:

Table 14: No. of Learners with statutory plans across provider types

	Number of Devon learners with an EHCP or Statement placed across provider types						
Provider type	Outstanding	Good	Satisfactory	Requires improvement	Inadequate	ISI	Total
						Inspected	
Maintained Special Schools (MSS)	166	819	0	54	0	0	1039
Resource Base	14	34	0	43	2	0	93
Mainstream Total	180	853	0	97	2	0	1132
Mainstream %	16%	75%	0%	9%	0%	0%	100%
Non-Maintained Special Schools (NSS)	0	13	0	0	12	0	25
Further education/ apprenticeship	59	148	0	0	0	0	207
Mainstream Independent (IND)	4	9	14	0	0	13	40
Independent Special Post 16/College (ISP)	0	20	0	0	0	0	97
Independent Special Schools (INS)	10	30	0	77	0	0	40
Non-Mainstream	73	220	14	77	12	13	409
Non-Mainstream %	18%	54%	3%	19%	3%	3%	100%
	253	1073	14	174	14	13	1541
All	16%	70%	1%	11%	8%	1%	

Analysis @ 1/9/17

- 9.3 It can be seen that in the main, learners with statutory plans attend provision that is considered good or outstanding although it can clearly be seen that places commissioned from state funded provision is of higher quality than within the independent sector. This further strengthens the underlying commissioning strategy highlighted at the beginning of this plan.

10. HIGH NEEDS BLOCK (HNB) FUNDING

- 10.1 The high needs funding system supports provision for pupils and students with SEN and disabilities (SEND), from their early years to age 25. The Education Funding Agency (EFA) makes an allocation to local authorities for high needs funding as part of the Dedicated Schools Grant (DSG). High needs funding is intended to provide the most appropriate support package for an individual with special educational needs in a range of settings.
- 10.2 The HNB for 2017-18 at month 10 monitoring stood at £64m with a project outturn of £66.5m, a total projected overspend of £2.5m. Approximately £1.8m of this overspend is attributable to the Independent Sector costs, a 12% overspend on a budget of £15m. Of the projected spend, £4m relates to post-19 provision.
- 10.3 As highlighted previously, numbers of placements with independent residential providers have remained relatively stable in recent years but there has been a significant increase in demand and costs of day placements. Overall, costs per place in the independent sector have increased by 33% in the last three years. These increases are market led and the Education Funding Agency allows only limited commissioning powers for local authorities with national Independent providers; planned places are determined centrally for these rather each local authority.

11.0 CAPITAL FUNDING

- 11.1 The Education Infrastructure Plan 2016 highlighted that the funding sources which supported investment in infrastructure to support Special Education needs are no longer available with the funding from the Government either linked to mainstream demographic growth and building condition.
- 11.2 Despite the reduction in capital funding sources, Devon has been able to continue to invest in provision to support SEND through allocation of basic need and maintenance funding as well as securing Devon County assets, such as former care homes, to support additional places. More recently, requests for contributions from housing development have been sought and will in the medium term be able to be committed to schemes, potentially retrospectively applied to current schemes.
- 11.3 However, the continued pressure on capital funding means the potential for further investment without major capital announcements from Central Government. Devon has worked with providers through the Free School programme and in partnership with a local provider secured the potential for new provision in Newton Abbot having offered a former school site to

support the proposal. However, the future of the Free School programme, at the time of writing, is uncertain.

- 11.4 However, linked to this strategic review, the Government has identified a three-year capital fund for all Local Authorities to support proposals. Devon will receive circa £2.2m over three years. Proposals to allocate these funds, linked to the review's recommendations are attached in Appendix D.

12.0 HOME TO SCHOOL TRANSPORT

- 12.1 Devon County Council currently transports approximately 14,500 pupils per annum of which around 1,500 have additional needs. The SEN transport budget for the 2017/18 financial year stands at £9,643,000 per annum, an increase of £2.3m since 2015-16. Despite the increase in budget, the outturn for 2017-18 shows a potential shortfall of over £0.8m and remains under pressures due to a number of factors including:

- Growth in the number of passengers attending special schools, this has grown by 20% in the last 5 years;
- Due to the needs of individuals being transported, specialist vehicles are often required with some vehicles being provided on a one-to-one basis. For the most complex needs this could be an ambulance, an accessible vehicle or a one-to-one requirement due to behavioural issues;
- Location of the appropriate provision in relation to home address.

- 12.2 Devon County Council's Transport Coordination Service work with colleagues in Education to mitigate the impacts described above. These include:

- Regular review of transport networks to take into account changing needs and circumstances and plan the most efficient transport networks possible;
- Deploying Devon County Council's own fleet where the market may not provide or represent Best Value;
- Provide Independent Transport Training where public transport is available to offer an alternative way of accessing school or college and provide life skills;
- Working with colleagues to ensure transport is considered earlier within the planning process, whether for an individual child or when planning longer term strategies for SEN provision.

- 12.3 The Council aims for pupils to attend school settings as close to their home as possible. 61% of children with statutory SEN plans attending mainstream schools travel less than 3 miles and 35% between 3 and 10 miles. 59% of those attending Special Schools travel less than 10 miles. 18% of pupils at mainstream/special schools travel between 10-20 miles to attend their school and a small proportion travel in excess of 20 miles. These findings

are also supported by the feedback obtained from children and young people and parents/carers.

- 12.4 A detailed analysis of SEN transport has reviewed the number of learners deemed to receive SEND transport, the home base, their travel requirements and the wider growth plans of the areas where they are currently resident. The areas where there are high numbers of learners accessing Special provision, not within their immediate town, include Newton Abbot, Tiverton, Bideford, Exmouth and Ilfracombe. The provision that supports these learners are in areas where there is expected to be significant housing development including Exeter, Barnstaple and Torbay.

13.0 CONSULTATIONS AND FEEDBACK

- 13.1 Devon's Multi Agency Strategy highlights the role of the parent and pupil voice in their education and the need to seek their views to shape the way services are delivered. In undertaking this Review plan, the work of the SEND Improvement Board, engagement workstream & networks were considered, together with other insight such as the draft engagement report from the Community Health & Wellbeing Services for Children & Young People in Devon 'Shaping Future Services' (draft engagement report October 2017).
- 13.2 Alongside this, schools and governors have been engaged through the School Organisation Capital and Admissions Board (SOCA).
- 13.3 In November 2017, Devon county Council undertook surveys with young people, parents and providers as part of review of SEN provision. The aim was to obtain up to date, feedback specifically on experiences of those involved special educational needs, to inform options for service development and improvement. A total of 298 responses were received by the deadline of 8 December:
- 123 from children/young people, approximately 3% of the relevant cohort
 - 102 from parents/carers
 - 73 from providers
- 13.4 Consultation with parents and young people continues to be an area of challenge but is fundamentally key to improve our offer. A key opportunity identified is to harness the insight through the EHCP annual review process on the quality of service and parent/learner thoughts on their current offer.
- 13.5 Key messages from the engagement survey have been identified, summarised in Appendix D and published on the SEND Local Offer website. The main feedback identified was:

Buildings & Resources

Responses highlighted the impact that buildings & resources can have on the experience of pupils and their sense of inclusion as well as the potential for stigma.

It is recommended that an allocation of Capital funding be set aside to support schools in optimising the buildings to improve the educationally offer for those pupils with high SEN.

Communication & confidentiality

Responses provided positive feedback about how pupils and parents feel able to raise issues and be kept informed, though there were detailed comments of the challenges in doing so. There was also interesting insight of how parents/carers and children/young people can have different perspectives, which reinforces the importance of ensuring all voices have the opportunity to be involved in planning and feedback.

The detailed insight from feedback will be shared with the SEND Engagement network for further consideration.

Location of settings

Feedback supported data which indicated that a small number of pupils have to travel considerable distances to attend school. It also highlighted the extent to which pupils attend the school of their choice.

The development of provision especially in Tiverton and Newton Abbot responds to future housing projections and will provide additional capacity for more localised services. Further developments in other areas e.g. North & South Devon will also be developed.

School Offer & Teaching

The majority of respondents reported that they enjoy going to school and provided detailed insight in to what works well. Feedback indicated there was room for improvement particularly in respect of providing learning opportunities in the community, providing challenge, raising aspiration and ambition and ensuring pupils have an understanding of their progress in learning.

It is recommended that further work be done to better understand the needs and offer particularly in respect of those children & young people with social, emotional and mental health needs and those young people post 19. Further reviews will also be undertaken in respect of those learners in Alternative Provision and independent settings.

Wider Practice

Responses provided feedback on wider practices and support including the experience of services provided to schools, collaboration between agencies and opportunities for schools themselves to better support each other.

The insights from this engagement, together with lessons learned in undertaking the survey, will be considered further via the SEND Improvement Board (Engagement Workstream).

Though providing insight, the engagement and responses demonstrated the challenges and limitations of surveys. There is an opportunity to harness the feedback in the annual reviews of EHCPs, to offer the potential of a different perspective on user experiences, which is less disruptive and more planned. The use of surveys could then be more focussed, if required.

It is recommended therefore that experiences of provision are captured and reported as part of the routine EHCP process.

14.0 DATA

- 14.1 There is considerable data relating to SEN, drawn from a range of sources, reflecting different time periods and used for a variety of purposes. This creates challenges and current data that is readily available on the broader population group in Devon is limited in many areas in terms of scope, detail, completeness and accuracy.
- 14.2 The multiple IT systems and data flows involved across commissioners and various providers of healthcare, education and social care in Devon, mean it is not possible currently to collect and match all available information about children with disabilities together for analysis and interpretation. The interface between child and adult services adds another layer of difficulty in mapping needs across the transition period.
- 14.3 This is by no means only a local problem; the report of the Children and Young People's Health Outcomes Forum in 2015 noted that nationally, data on children and young people's health and outcomes, including for those with disabilities was still insufficient and data was still not being collected on outcomes important to children and young people. More recently, the Council for Disabled Children also highlighted the constraints, gaps and limitations in national data. This is especially marked in terms of information on the needs and diagnoses of children with disabilities known to health services; and on wider health outcomes for children and young people with SEN and disabilities. Information on young people, aged 16-25, is lacking; routine data often includes this group within the wider adult population (JSNA 2017).
- 14.4 A number of developments are taking place nationally. Local authorities have been recommended to build understanding and data about local and regional trends in SEN. The Council is therefore using part of the funding provided for undertaking this Review to procure an SEND Provision Planning System, to provide a stronger basis for data management, reporting and scenario analysis at school and other geographical and planning areas. The benefits of this development will be available to inform future annual reviews of provision. The Council is also working with the NHS to create a multi-agency SEND dashboard, as a foundation of stronger partnership working.

15.0 CONCLUSIONS

15.1 The Strategic Review on provision for learners with statutory plans has concluded that:

- Devon learners with statutory plans are educationally performing either at or above national performance. Exclusions are however high compared to the national average and some learners can be in Alternative Provision for long periods;
- The numbers of learners with statutory plans, as a proportion of the school population, is slightly above national average but in the median of our statistical neighbours. In terms of these placements, we are performing above national averages in terms of the presumption for a mainstream offer. Numbers of requests are on the increase;
- Demographics are showing an increase in the school population over the next 10 – 20 years and there will be an increase in the numbers of learners with a statutory plan. This needs to be seen against a Special Schools estate which is at capacity;
- ASC and SEMH are the areas of growth which require additional capacity, in particular at primary age level, the needs of these learners cut across all of the challenging areas identified in this review;
- The future of a number of Support Centres will need to be reviewed principally due to lack of demand/numbers and/or a different approach to delivery of support to the individual learner;
- The quality of provision commissioned from mainstream/maintained sector is higher than the independent sector;
- The reasons for commissioning independent provision are directly linked to Post-19 learners, where special schools have identified they cannot meet need. Learners primary needs are SEMH and ASD and primary age numbers have increased.

15.2 Funding from the High Needs Blocks continues to be under pressure, in particular the costs relating to the use of the independent sector. The analysis of high cost placements, again, sees SEMH and ASC as the main areas of need and therefore cost.

15.3 The consultation undertaken as part of the Review, whilst receiving nearly 300 responses, did not provide any clear messages but has supported the Review, its recommendations and is a 'line in the sand' for the future.

16.0 RECOMMENDATIONS

- 16.1 There are number of recommendations resulting from this review to ensure Devon continues to deliver its overarching strategic aims which have underpinned this review. A number of these recommendations need to form a part of the development plan work for 2018-19. These include:

Recommendation 1. A detailed review of the challenges around learners with SEMH is required to provide a system wide approach in particular supporting mainstream schools. However, in the short term, there is a need to increase SEMH Special School provision including provision in North Devon, Marland Day and Barley Lane in Exeter.

Reason: The review has clearly demonstrated that supporting learners whose primary needs is SEMH cuts across all areas whether it be in terms of base numbers, growth, exclusions or use of the Independent Sector. It is clear additional special school places are required particularly in North Devon. Proposals should not only focus on providing places but developing outreach support for other schools.

Recommendation 2. New/additional special school provision needs to be operational in Tiverton (Charlton Lodge) for September 2019 to support high functioning 11-16 learners with ASC as well as a small provision to support student with mental health/medical challenges preventing them from accessing mainstream education. This will potentially require a Free School Presumption statutory process which will require Cabinet endorsement to proceed and a commitment to commission places.

Reason: Provision will support the high functioning learners who may otherwise require Independent provision to meet their educational needs. Provision is also located in an area where a large number of students travel to access their provision. The provision of medical places will reduce learners within Alternative Provision and offer outreach support.

Recommendation 3. Devon needs to continue to strategically support new special school provision in Newton Abbot, Glendinning Special School, which will create additional capacity for learners with Autistic Spectrum Condition 11 – 19.

Reason: Provision will reduce the need to commission places from other Local Authorities and provide education in an area where currently large numbers of students have to travel to access provision. It will also provide access to provision for high functioning learners and as such reduce the potential use of the Independent Sector, and secure an alternative post 16 offer. The Free School programme is centrally funded and therefore reduces the impact on Devon's limited capital funding.

Recommendation 4. Develop proposals at the new amalgamated Ratcliffe / Oakland School to increase capacity and develop proposals to support post-16 learners where FE is not a suitable educational offer.

Reason: Additional places will meet increasing demand for Special Schools places as well as provide an alternative post 16 offer/pathway.

Recommendation 5. A capital fund is made for schools to match fund against, targeted at strategically supporting learners in school, in particular in areas of high deprivation/need.

Reason: With constraints on funding at school level, it is important schools have an opportunity to put forward proposals that will support them in meeting learners needs. It is anticipated these resources will improve outcomes for learners and ensure they can benefit from the curriculum opportunities in a mainstream/maintained special school.

Recommendation 6. Commence consultation where necessary, on the future of a number of Support Centres as highlighted in Appendix B in this report.

Reason: The pressures on the high needs block combined with different ways in supporting learners in their community means it is necessary to review and consult on changes to this provision allowing limited revenue resources to meet pressures elsewhere within the High Needs Block.

Recommendation 7. Undertake an early review of all learners with statutory plans in Alternative Provision with a view to reintegration to permanent settings as soon as practically possible.

Reason: To ensure that students with Statutory plans are in appropriate education provision and do not stay in Alternative Provision for long periods of time.

Recommendation 8. Ensure the voice of parents/carers and learners informs future strategic reviews, in particular through learning from annual EHCP reviews and the engagement workstream of the SEND Strategy.

Reason: To maximise the opportunity for direct feedback from those with statutory plans, to identify common issues and themes for improvement.

Recommendation 9. Develop a more detailed Post-19 strategy and localised offer in partnership with Special Schools and FE providers, including piloting an offer through the new provision at Bodley House in Exeter which forms a part of Ellen Tinkham School;

Reason: To ensure there is an appropriate, local offer for post 19 students that supports them into adulthood and independence including pathways into employment. To reduce, where appropriate, the use of the Independent Sector and high cost placements funded from the High Needs Block.

Recommendation 10. A detailed review of learners where Special Schools cannot meet needs is undertaken alongside the high cost learners in the independent sector to develop alternative commissioning solutions as well as ensuring new provision can meet the gaps in current provision.

Reason: To ensure, where possible, there is a local offer for learners and that new provision is aligned to meet these learners needs. Analysis will inform future commissioning of places including negotiating bespoke packages with maintained special school providers. Analysis should reduce the number of places commissioned from the Independent Sector.

17.0 NEXT STEPS AND ACTION PLANNING

- 17.1 Detailed action plans will be drawn up to address the recommendations contained in this Strategic Review.
- 17.2 Monitoring of the Action Plan will be undertaken by the Council's Education Leadership Team and reported to the SEND Improvement Board.
- 17.3 Further Strategic Reviews of Provision will be undertaken annually, as required by the SEND Strategy and Implementation Plan.

APPENDICES

Appendix A	SEN Annual Report 2015/16
Appendix B	Resource Centre Proposals
Appendix C	Risk Assessment Proforma
Appendix D	Schedule of Capital Funding
Appendix E	Summary of Engagement
Appendix F	Key Sources of Data
Appendix G	Glossary

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ANNUAL REPORT 2015-16

Introduction

This report provides information on pupils with Special Educational Needs in Devon. The report is based on two sets of pupil cohorts, one where pupils are in receipt of a Statement of SEN or an Education, Health and Care Plan (EHCP) and the other where pupils are recognised as having Special Educational Needs and receive support (known as SEN Support) but do not have a Statement or EHCP.

Pupil Cohorts

The number of pupils with Special Educational Needs in Devon has steadily been declining over the last four years, falling from 21,289 in 2013/14 to 17,665 in 2015/16. The number of pupils classified as SEN Support has seen the greatest decline, with a drop of 18% from 2013/14. This decline is also reflected nationally.

Table 1. Number of pupils with a Statement/EHC Plan or SEN support attending schools in Devon

	2014	2015	2016
Pupils with statements/EHC Plans (attending schools in Devon)	3,699	3,597	3,227
Pupils with SEN Support (attending schools in Devon)	17,590	14,926	14,438
Total pupils with Special Educational Needs	21,289	18,523	17,665
Pupils with Statement/EHCP maintained by Devon Local Authority	3,765	3,570	3,510

Note: Includes maintained and direct grant nursery schools, maintained primary and secondary schools, city technology colleges, primary and secondary academies including free schools, special schools, special academies including free schools, pupil referral units, general hospital schools, alternative provision academies including free schools and independent schools.

Data source: DfE SFR29-2016 Special Educational Needs in England: January 2016, DfE SFR17/2016 Statements of SEN and EHC plans: England 2016

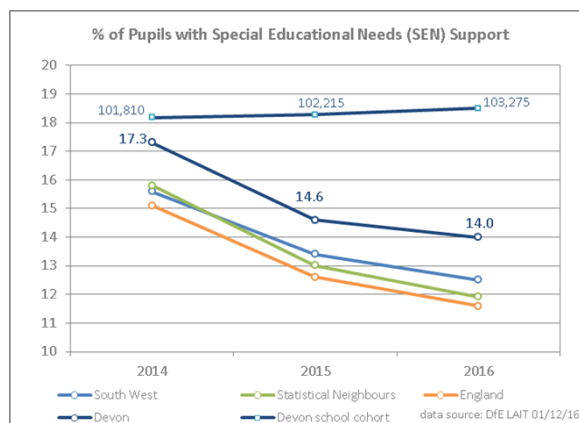
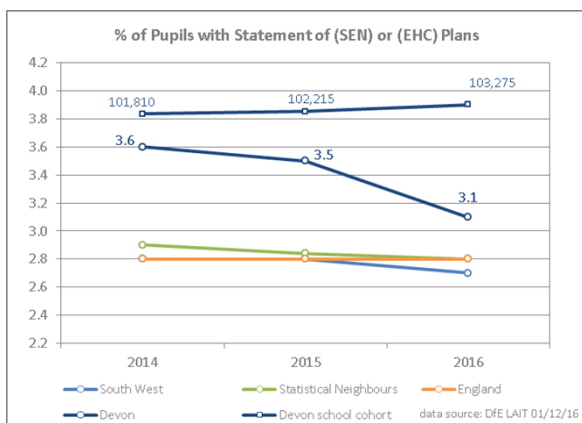
Table 2. Number of pupils with a Statement/EHCP or SEN Support by school type attended in Devon

	Pupils with Statements/ EHCPs			Pupils with SEN Support		
	2014	2015	2016	2014	2015	2016
primary schools	1,308	1,144	929	9,494	9,060	8,700
secondary schools	1,138	1,125	1,036	6,990	4,966	4,674
special schools	1,030	1,027	1,054	-	-	1
all schools	3,699	3,597	3,227	17,590	14,926	14,438

Note: 2014 and 2015 data assumes all special school pupils are statemented or EHCP

Data source: Local authority tables from DfE SFR30/2013 - SFR26/2014 - SFR25/2015 - SFR29/2016

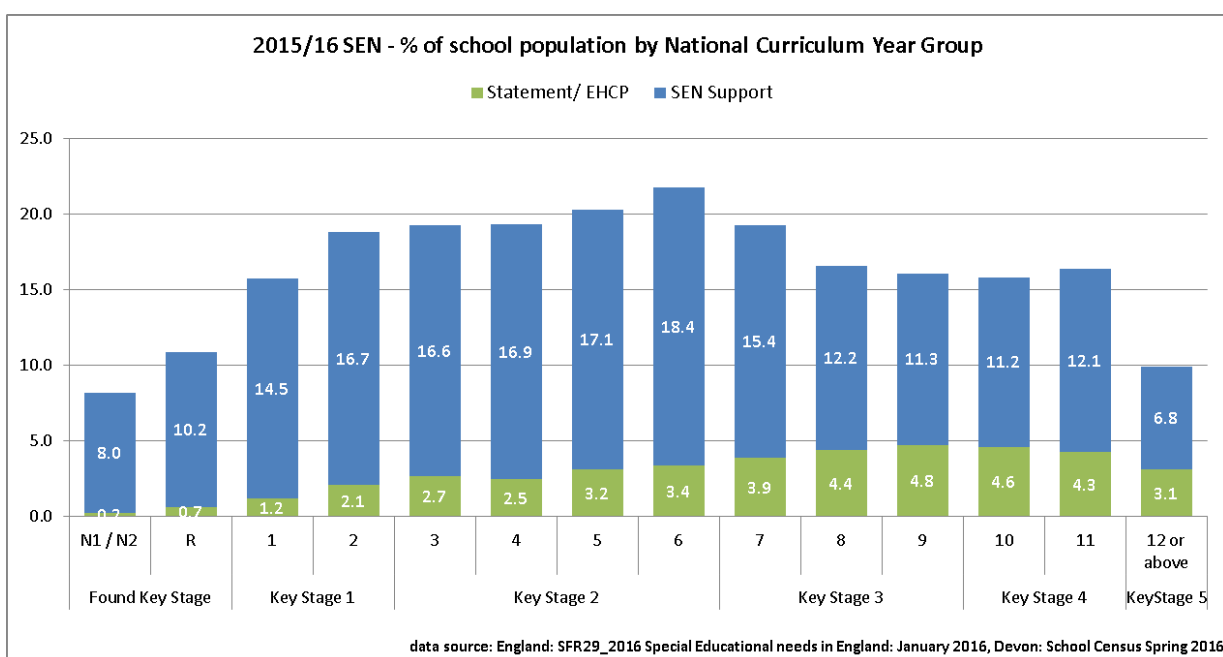
Whilst Devon has seen a decline in the percentage of pupils with a Statement or EHCP and pupils with SEN Support, it continues to have a greater cohort than its statistical neighbours and the regional average. The following graphs illustrate the percentage of pupils with SEN in Devon across the previous three years.



Data source: DfE LAIT, based on DfE SFR29-2016 Special Educational Needs in England: January 2016

Special Educational Needs Pupils by Key Stage and NCY Group

The following chart illustrates the percentage of pupils within each year group who either have a Statement/ EHCP or are classed as SEN Support (not Statemented or EHCP).



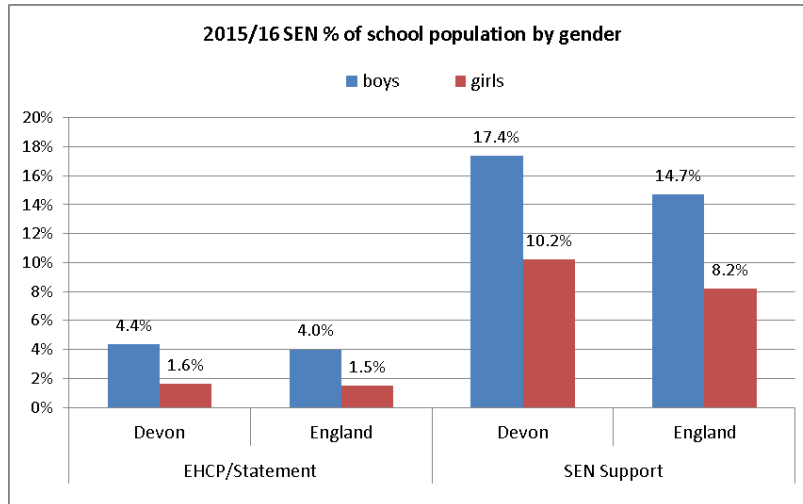
Note: pupils in NCY 'X' defined by DfE as 'National curriculum not followed – available only for special schools where pupils are not following a particular NC year' are not included in the above chart.

As can be seen from the chart, Key Stage 2 year groups have the greatest percentage of pupils with SEN Support (5,185 pupils) with 18.4% of pupils in NCY 6 classified as SEN Support (1,377 pupils). This reflects the national picture where 17.6% of NCY 6 pupils are SEN Support.

Key Stage3 and Key Stage 4 year groups have the greatest percentage of pupils with a Statement or EHCP (total of 1,498 pupils). 4.8% of pupils in NCY 9 (314 pupils) and 4.6% of pupils in NCY 10 (317 pupils) have a Statement or EHCP. This reflects the national picture but the percentages are lower nationally with 3.7% in NCY 9 and 3.8% in NCY10 having a Statement/EHCP.

Special Educational Needs Pupils by Gender

A greater percentage of boys in Devon have Special Educational Needs than girls. 4.4% of boys in Devon have a Statement or EHCP which is slightly higher than the national average (4.0%). 17.4% of boys and 10.2% of girls in Devon have SEN Support, which is considerably higher than the national picture.

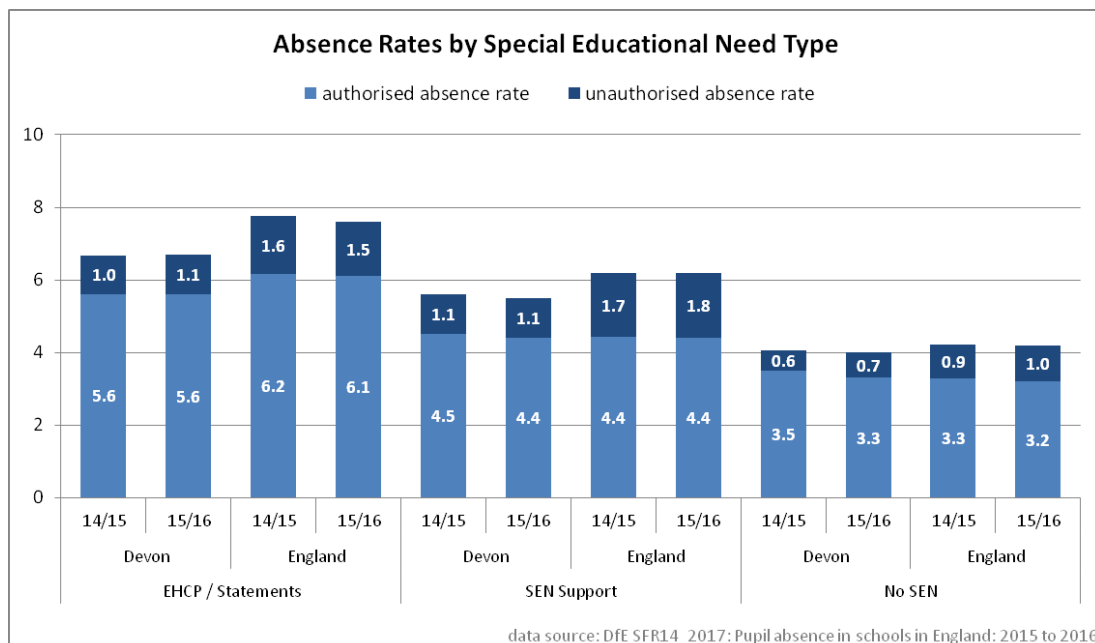


Data source: England: SFR29_2016 Special Educational needs in England: January 2016, National Tables, Devon: January School Census 2016

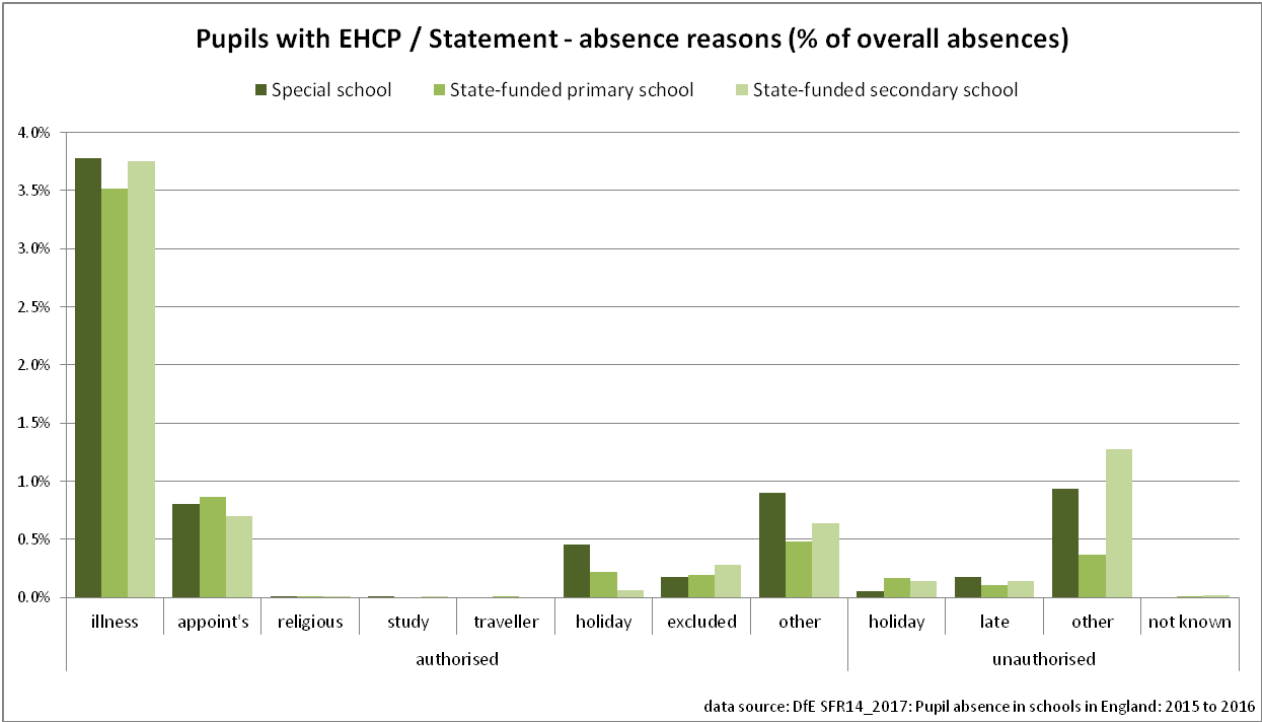
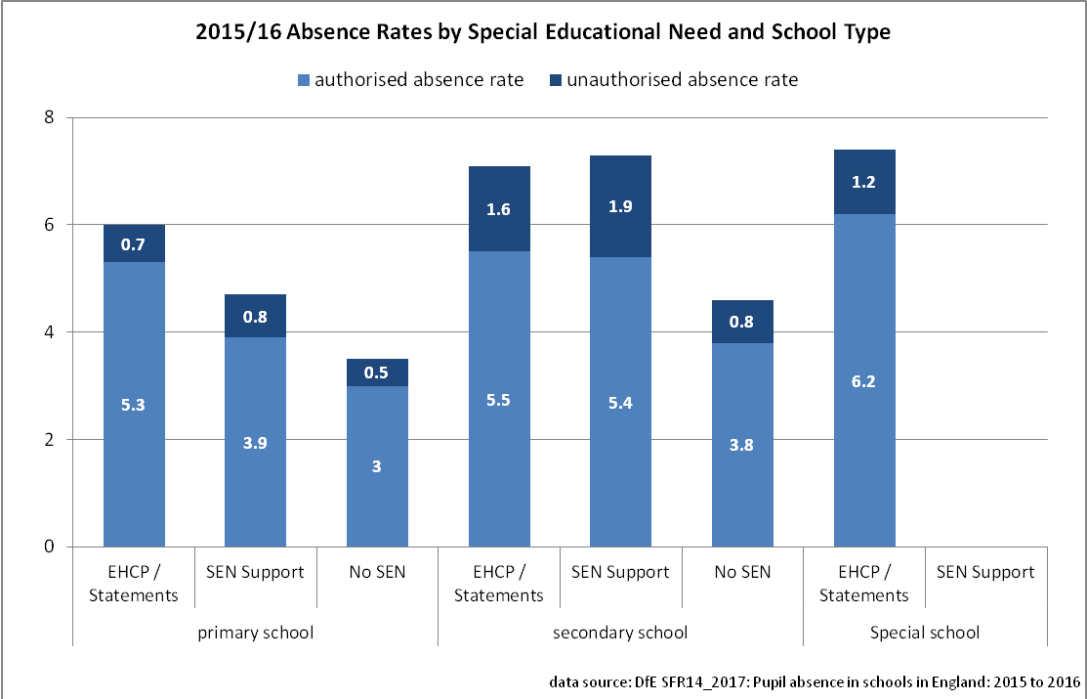
Attendance Rates in Compulsory School

2015/16 attendance rates for Special Educational Needs pupils remain relatively unchanged from the previous year. Pupils with Special Educational Needs have higher absence rates than their peers who have no SEN. Devon pupils with a Statement/EHCP had an overall absence rate of 6.7% compared to 4% for Devon pupils with no identified SEN. This is also reflected nationally.

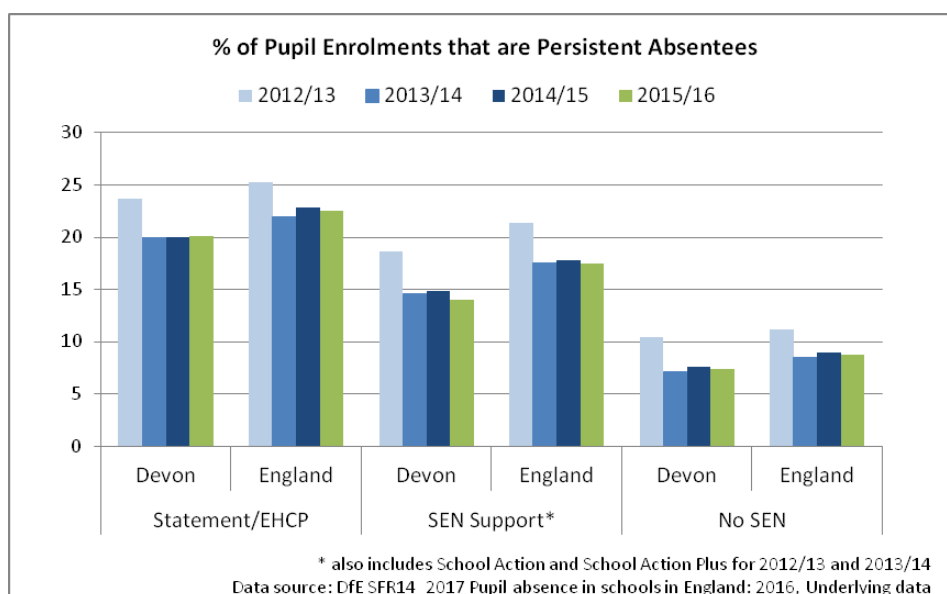
Overall absence rates for Special Educational Needs cohorts in Devon are lower than national averages. Devon pupils with a Statement or EHCP have an overall absence rate of 6.7% compared to 7.6% nationally, whilst Devon pupils with SEN Support have an overall absence rate of 5.5% compared to 6.2% nationally.



Absence rates are lowest in primary schools and generally highest in secondary schools. However the overall absence rates for pupils with statements/EHCPs is highest in special schools (7.4% absence rate), followed by secondary schools (7.1%). This is due to higher authorised absence rates with absence reasons of other and holiday (see absence reasons table below). These are being investigated for further clarification. The chart below illustrates the absence rates across special, primary and secondary schools.



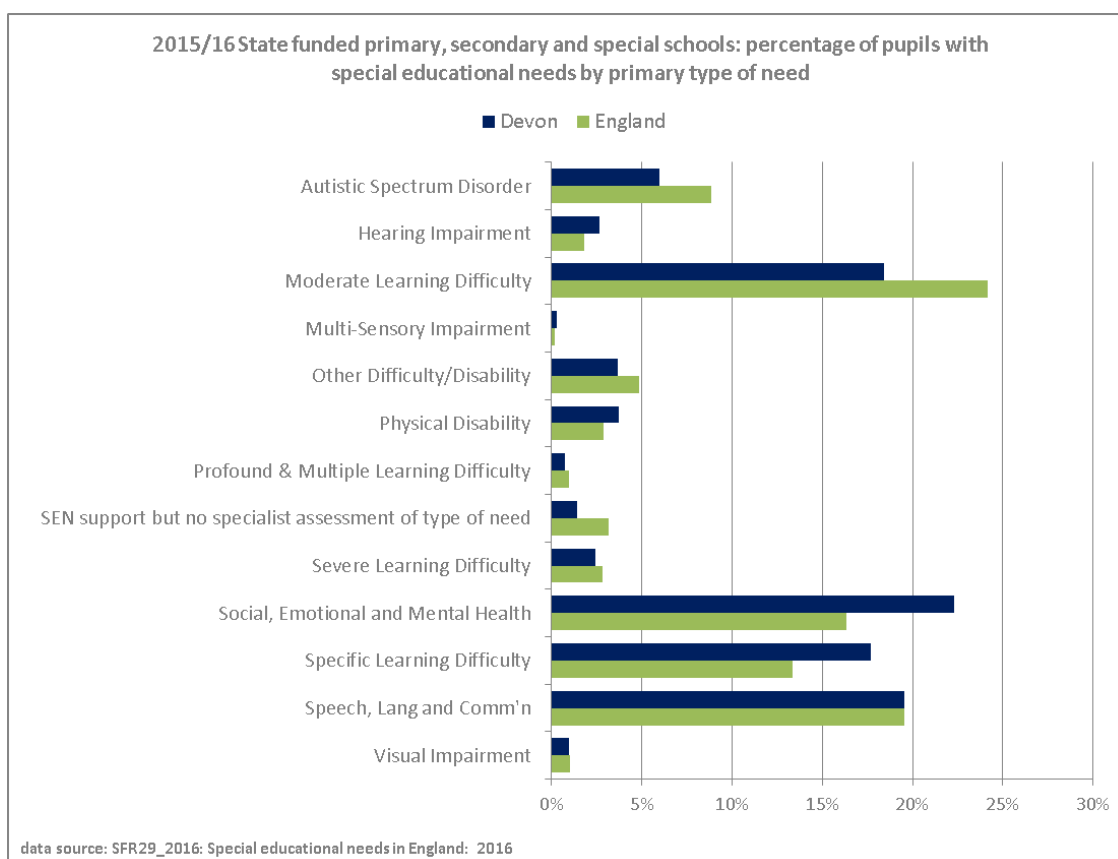
The percentage of pupils with a Statement/EHCP in Devon that are persistent absentees is 20.09% which is lower than the national rate of 22.57%. The persistent absentee rates for pupils with Statements/EHCPs and SEN Support are higher than those for pupils with no identified SEN.



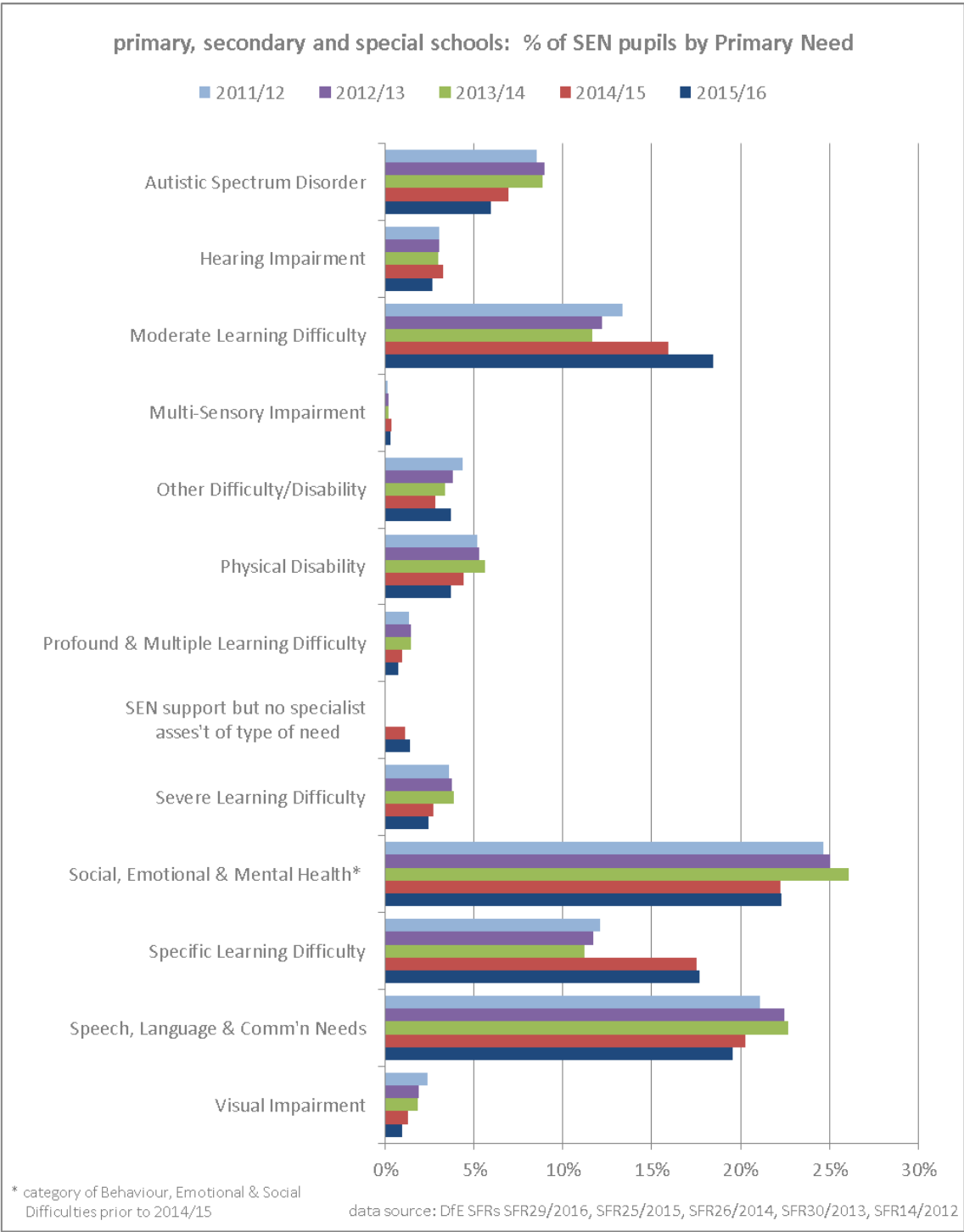
Note: pupils are classed as persistent absentees if their attendance falls below 90%.

Primary Need of SEN Pupils

Nationally the most common type of Special Educational Needs in 2015/16 was Moderate Learning Difficulty. However in Devon the most common type of need is Social, Emotional and Mental Health, with just over one fifth of pupils with Special Educational Needs having this as their primary need. The second most common need type, both nationally and in Devon, is Speech, Language and Communication with just under 20% of pupils having this as their primary need. The table below illustrates the more prevalent need types and compares Devon against the national picture.

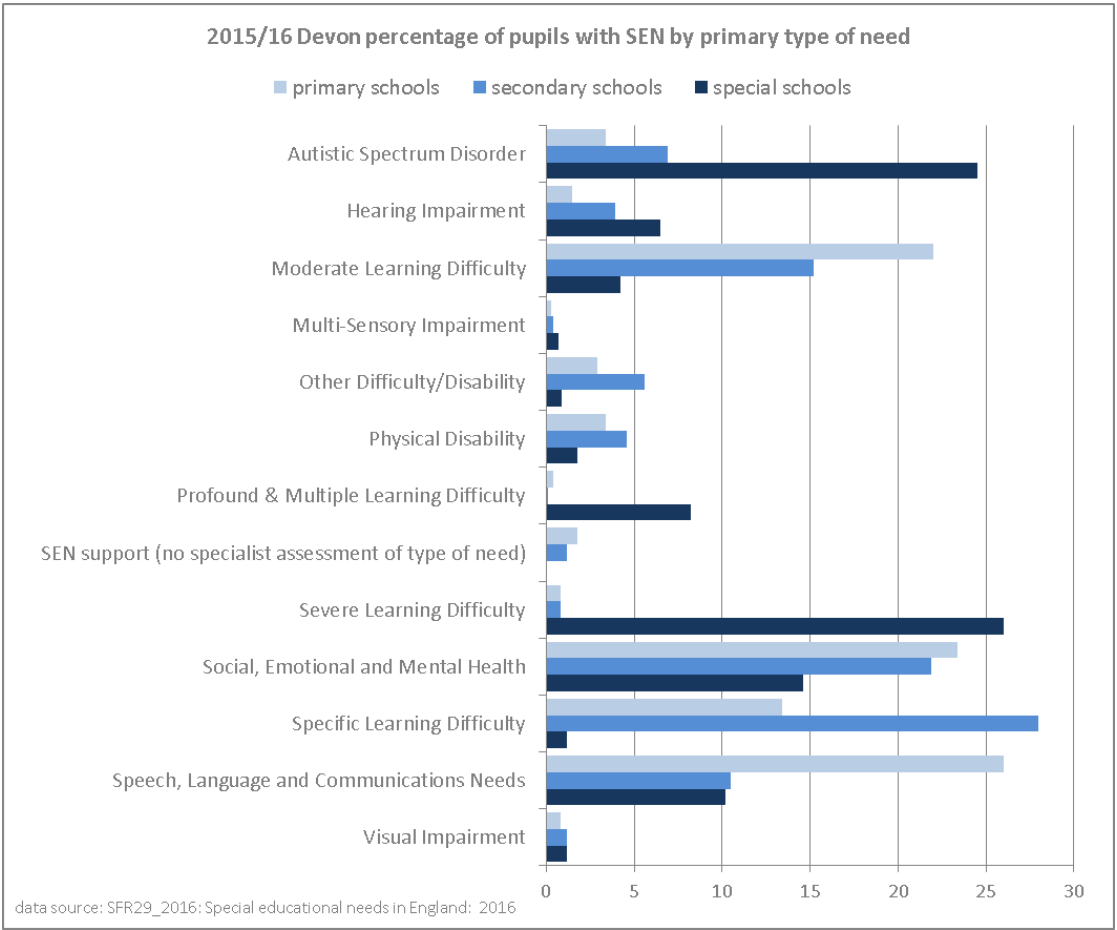


Over the last five years there has been some change in the primary need of pupils with SEN. Moderate Learning Difficulty and Specific Learning Difficulty need types have seen increases in the last few years whilst the majority of the other types of need have seen a slight decline.



When reviewed at school type, the most common category of need in primary schools is Speech, Language and Communication (26%) closely followed by Social, Emotional and Mental Health (23.4%). The picture varies at secondary schools, where the most common need is Specific Learning Difficulty (28%) followed by Social, Emotional and Mental Health (21.9%). As can be seen from the chart overleaf, Social, Emotional and Mental Health is prevalent across all three school types.

In special schools the most common categories of need are Severe Learning Difficulty (26%) and Autistic Spectrum Disorder (24.5%) which reflects the specialisms of the schools.



Attainment Gap across all Key Stages

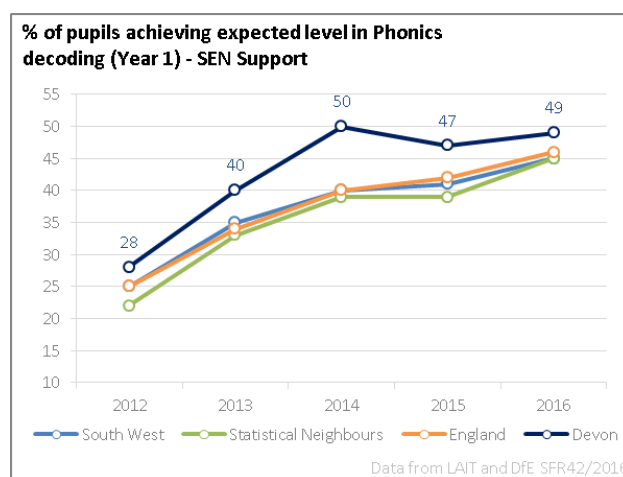
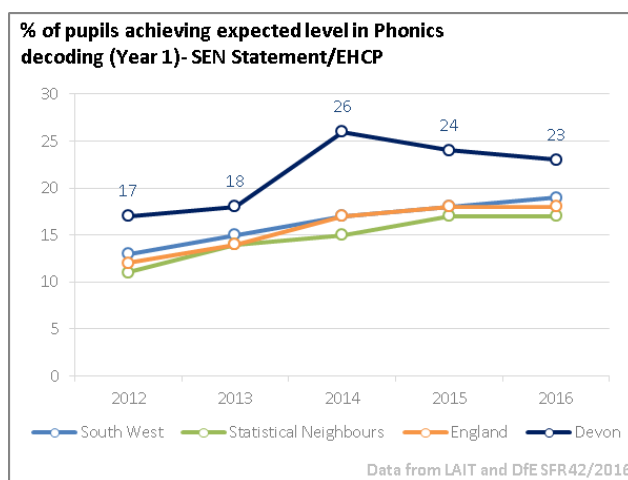
Pupils with SEN generally do not perform as well as their peers with no SEN. This can be seen in Devon and nationally. Children with complex and significant special educational needs face greater difficulties than their peers with no SEN. A more relevant measure of attainment might be progress made by children with SEN and this information has been included where data is available. Comparisons against national averages have also been provided as another measure of performance.

Year 1 and Year 2 Phonics

Recently published information indicates that the percentage of pupils in Devon with an SEN Statement/EHCP who met the expected standard in Year 1 (23%) continues to be significantly higher than both the national picture (18%) and statistical neighbours (17%).

Nearly half of pupils in Devon with SEN Support (49%) met the expected standard in Year 1. This is an increase on the previous year of 2 percentage points. Devon continues to perform better than both the national picture (46%) and its statistical neighbours (45%).

By the end of Year 2, 42% of Devon children with Statements/EHCPs met the expected standard in phonics compared to 29% nationally. Devon children with SEN Support also performed better than nationally, with 73% meeting the expected standard compared to 69% nationally (data source: RAISEOnline Nov 2016).



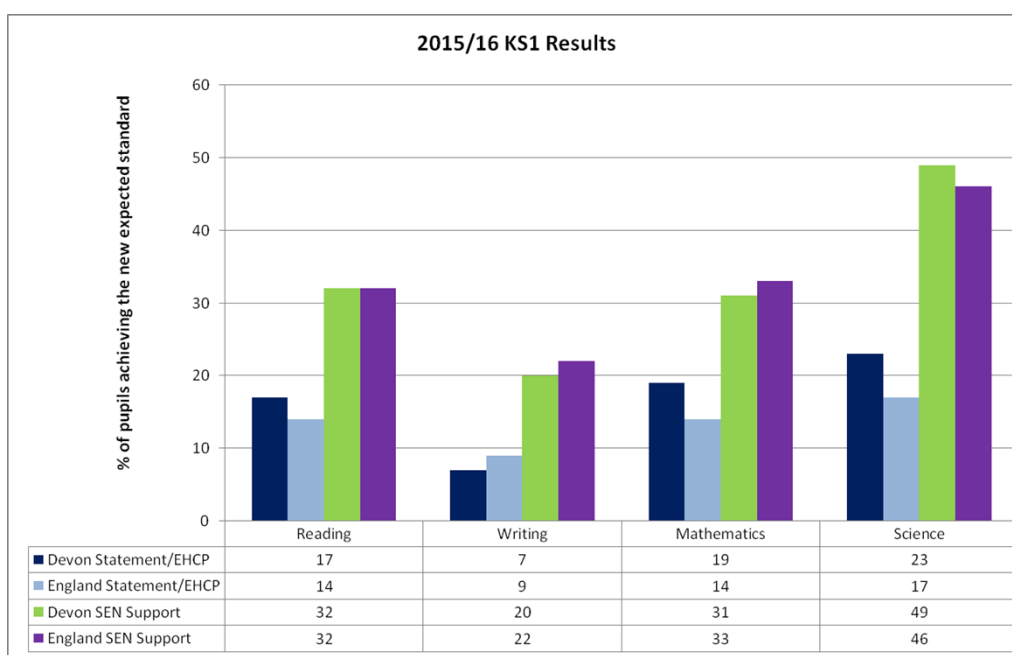
Key Stage 1

In 2016 pupils were assessed against the new more challenging national curriculum for the first time. Results are no longer reported as levels: interim frameworks for teacher assessment have been used to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 1 have been raised.

It should be noted that all results at Key Stage 1 are teacher assessed and as this is the first year of the secure fit type of assessment consistency across the country cannot be guaranteed. We are however convinced that all Devon assessments have kept rigorously to the prescribed secure fit model.

The percentage of pupils with Statements/EHCPs in Devon meeting the expected standard is better than both regional and national figures. Devon is performing significantly better in Science (23% compared to 17% nationally) and in Maths (19% compared to 14% nationally).

The percentage of pupils with SEN Support in Devon meeting the expected standard is highest in Science (49%) which is better than the national picture (46%). Devon's performance in Reading is in line with the national average (32%) whilst the other subjects (Maths and Writing) are slightly below.

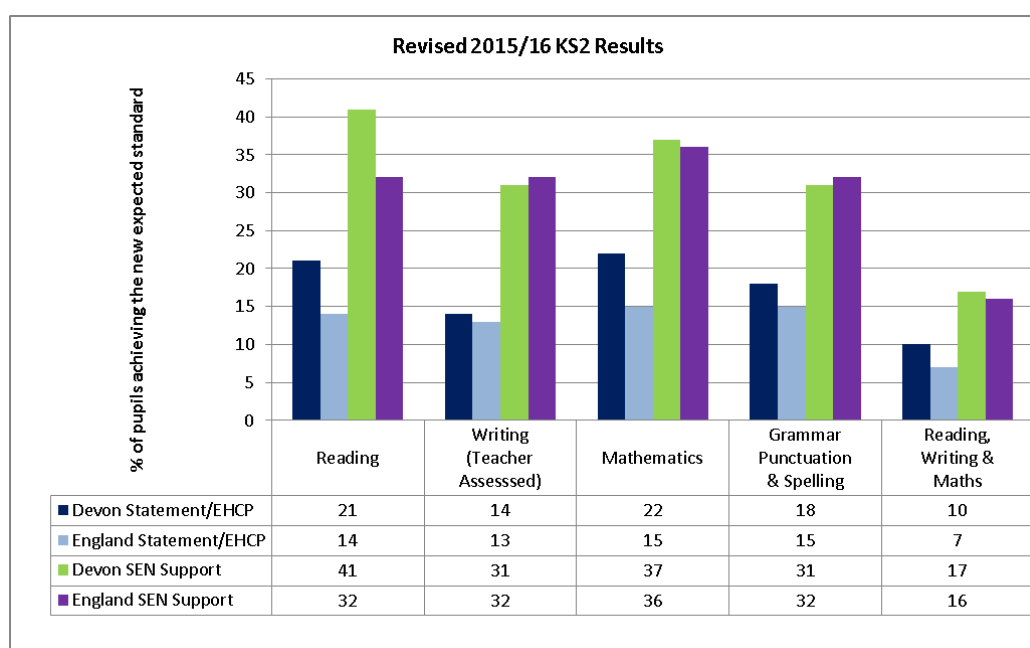


Data Source: SFR42/2016: National curriculum assessments at key stage 1, 2016, 29 Sept 2016

Key Stage 2

The percentage of pupils with Statements/EHCPs in Devon meeting the expected standard is higher than the national average in each subject area. Devon pupils with SEN Support meeting the expected standard is higher than the national average in Reading, Mathematics and the combined Reading, Writing and Mathematics measure (DfE LAIT Feb 2017). However, progress made by pupils with SEN in Devon is not as good as nationally within each of the subject areas. The progress score for Devon pupils with Statements/EHCPs was -4.62 in Reading compared to -3.11 nationally, -5.79 in Writing compared to -4.03 nationally and -6.0 in Maths compared to -3.44 nationally. (Data Source RAISE Online Nov 2016).

The table below provides a breakdown of performance by SEN cohort with comparisons against the national averages.



Data source: DfE LAIT 15/02/17

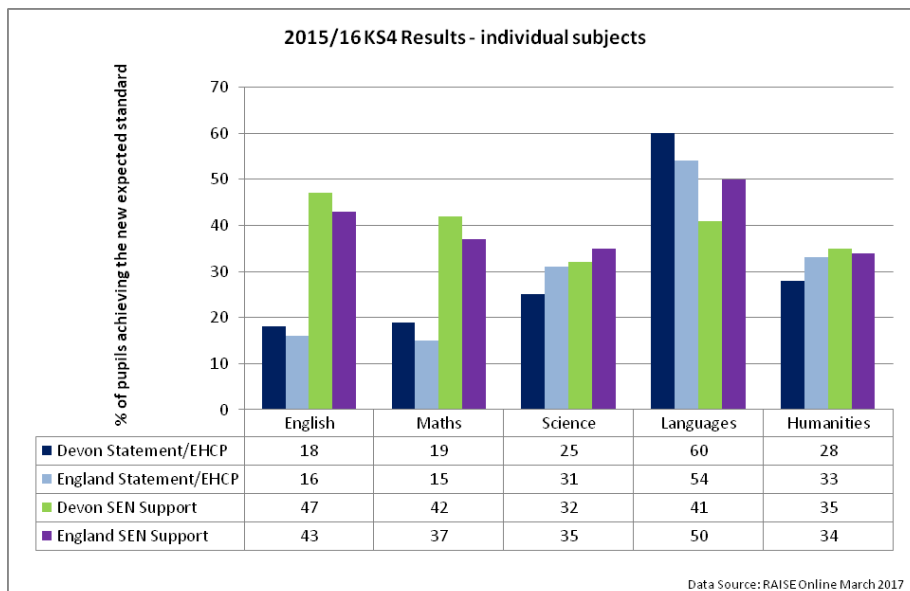
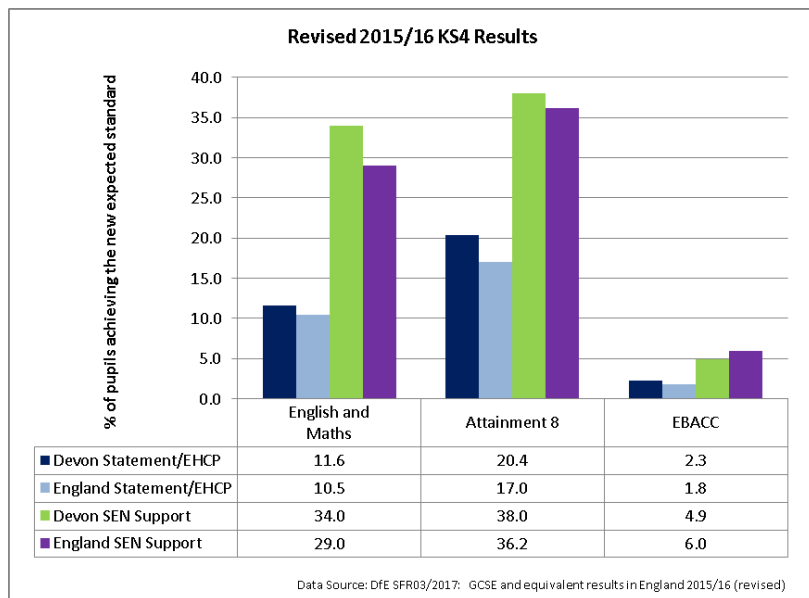
Key Stage 4

The percentage of Devon children with Special Educational Needs achieving the English and Maths threshold at Key Stage 4 is above the national averages. Devon pupils with SEN Support have performed significantly better than the national averages, with 34% achieving compared to 29% nationally. Individual results for English and Maths are also higher than the national averages.

Attainment 8 figures indicate that Devon children with SEN performed significantly better than the national averages with both SEN cohorts scoring higher than nationally. Progress at Key Stage 4 is in line with the national average for Devon pupils with a Statement/EHCP who scored -1.00 compared to -1.03 nationally. Progress for Devon children with SEN support was also in line with the national average (Devon children achieving -0.35 compared to -0.38 nationally).

The percentage of pupils in Devon with Statements/EHCPs achieving the EBACC is higher than the national average, whilst the percentage of pupils with SEN Support is lower than the national average.

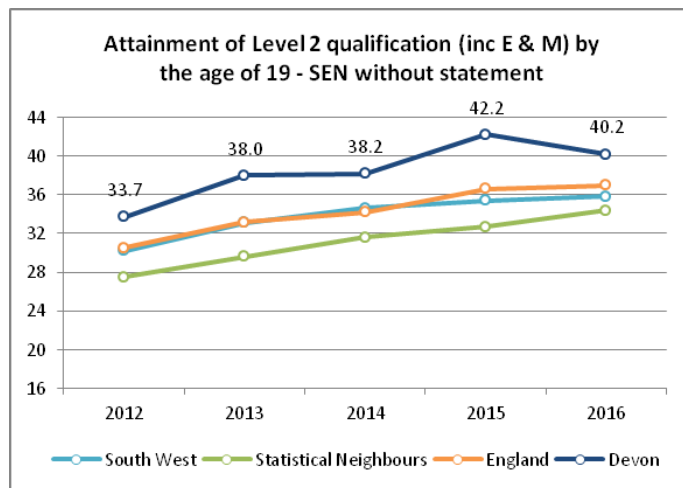
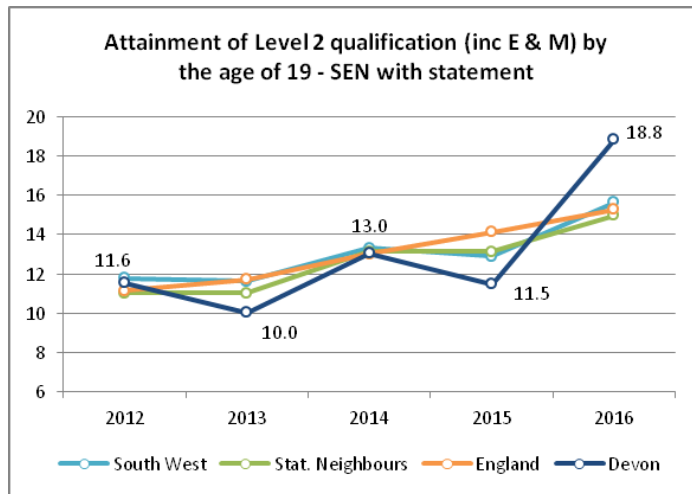
The tables below provide a breakdown of performance by SEN cohort for each key indicator.



Attainment of Level 2 qualifications by those aged 19

The percentage of 19 year olds with SEN statements qualified to Level 2 (inc. English & Maths) has significantly improved, with 18.8% in 2016 compared to 11.5% in 2015. Devon young people are now performing better than nationally and regionally (15.3% and 15.7% respectively).

The percentage of 19 year olds with SEN but without a statement qualified to Level 2 has dropped slightly but Devon continues to perform significantly better than the national picture (40.2% compared to 37% nationally).



data source: Level 2 and 3 attainment in England: Attainment by age 19 in 2016, March 2017

It has been identified that English and Maths (grade C+) is the main concern in moving forward. This has been recognised nationally and from September 2015 FE colleges are obliged for all young people to study English and Maths (or equivalent) at Post 16 if they do not already hold the qualification. Work is underway with FE colleges to improve this picture.

Permanent Exclusions

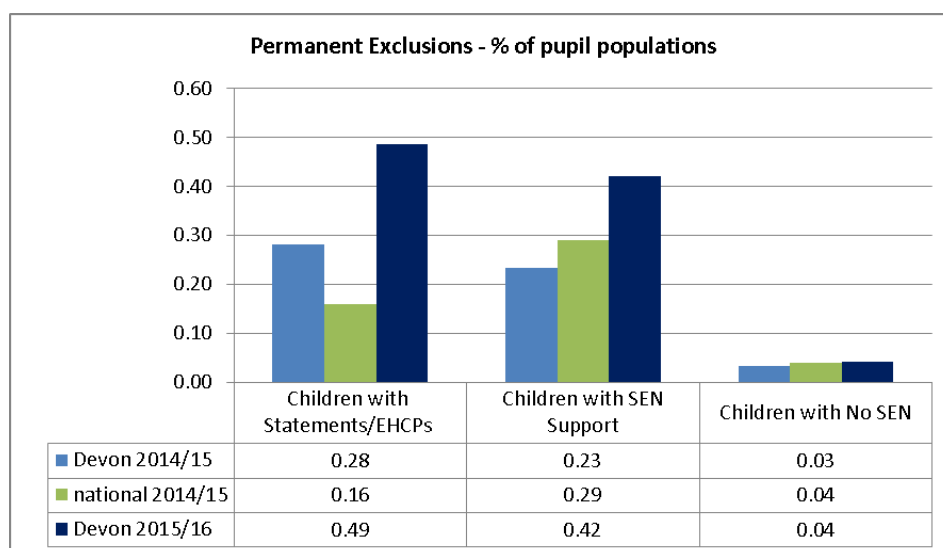
The number of pupils with Special Educational Needs who have been permanently excluded has risen in the last year. This reflects the general increase in exclusions for all pupils. Although there are no official figures available at this time, this increase reflects unofficial national trends.

Table 3. Permanent Exclusions against;	2014/15			2015/16			DfE 2014/15 % of perm excns
	No's	% of PEX cohort	% of school pop'n	No's	% of PEX cohort	% of school pop'n	
Pupils with Statements/EHCPs	9	13.4	0.28	14	13.6	0.49	0.16
Pupils with SEN Support	33	49.3	0.23	56	54.4	0.42	0.29
Pupils with No SEN	25	37.3	0.03	33	32.0	0.04	0.04

Data Source: DCC Exclusions Scrutiny Report 2015/16

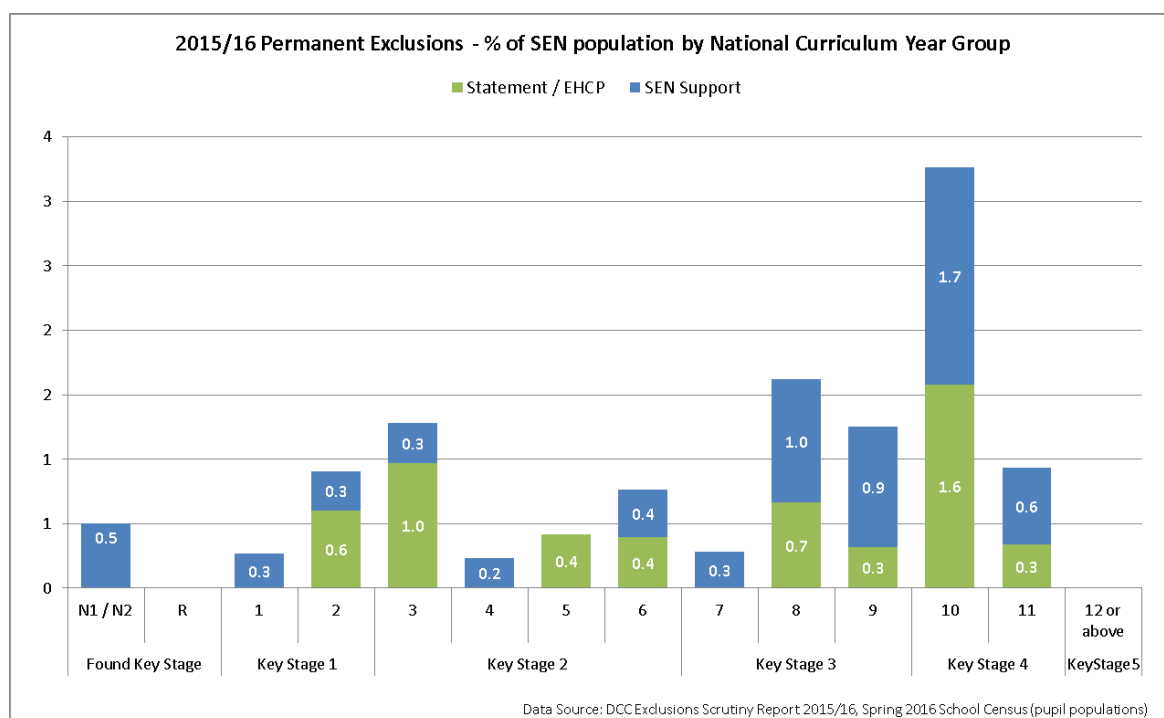
The percentage of pupils with Statements/EHCPs who have been permanently excluded has risen (0.49% compared to 0.28% previously). Devon pupils with Statements/EHCPs are nearly 12 times as likely to be permanently excluded as their peers who have no SEN.

The percentage of pupils with SEN Support who have been permanently excluded as also risen (0.42% compared to 0.23% historically). These pupils are 10 times as likely to be permanently excluded as their peers with no SEN.

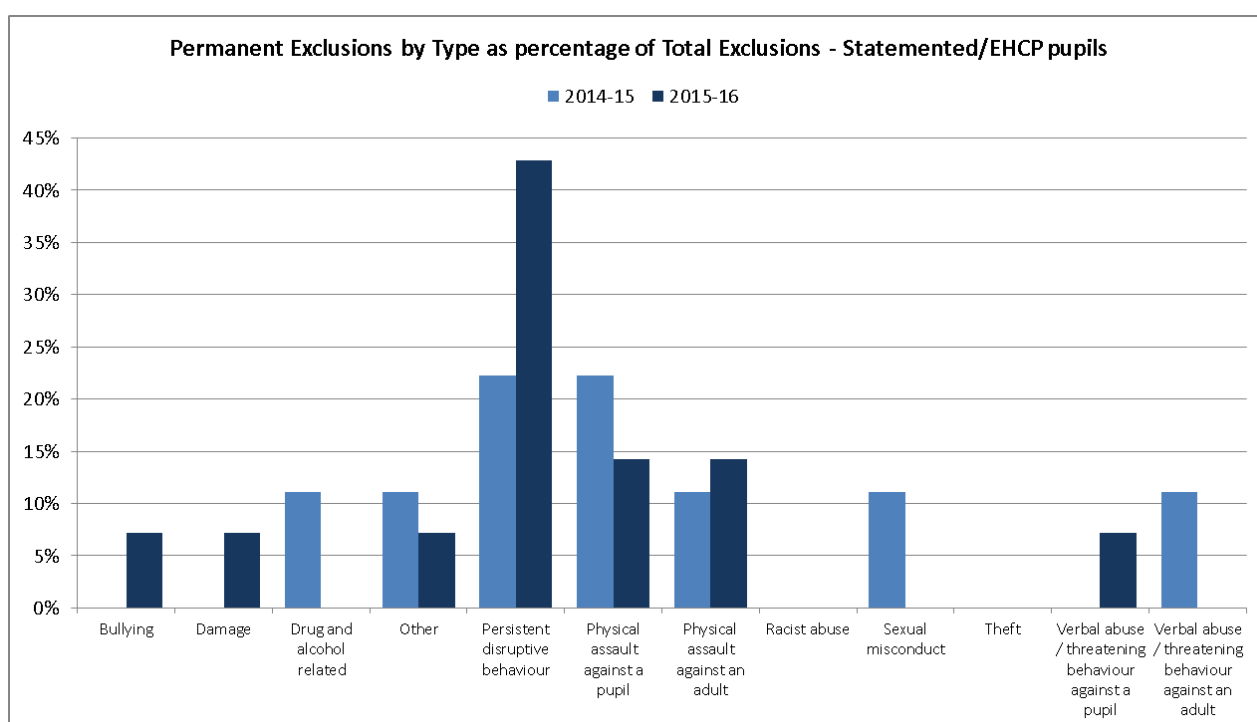


Data Source: DCC Exclusions Scrutiny Report 2015/16

When reviewed at SEN cohort and NCY group level, permanent exclusions were highest in NCY10 for pupils with Statements / EHCPs and those with SEN Support. Permanent Exclusions were also high in NCY3 for pupils with Statements / EHCPs and NCY8 and 9 for pupils with SEN Support.

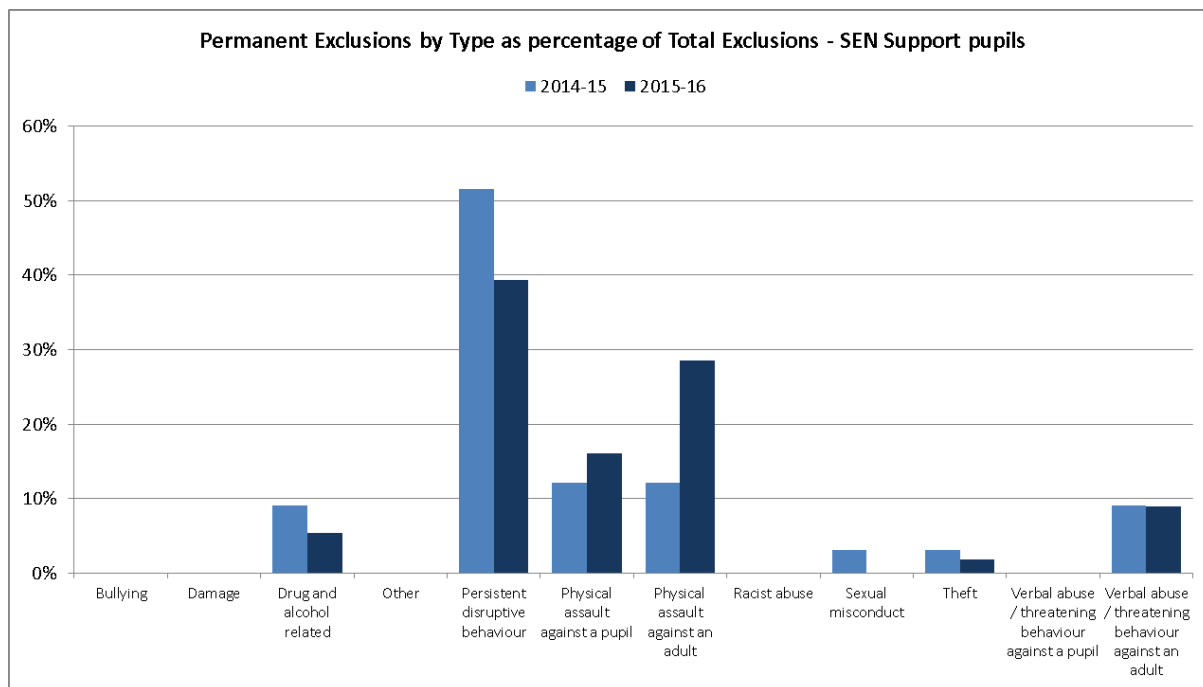


The most common reason for the permanent exclusion of pupils with Statements/EHCPs in 2015/16 is persistent disruptive behaviour. Whilst there is a significant increase in the percentage of exclusions the number of pupils involved is small (6 in 2015/16). Physical assault against adults and physical assault against pupils are the second and third most common reasons.



Data Source: DCC Exclusions Scrutiny Report 2015/16

The most common reason for the permanent exclusion of pupils with SEN Support is persistent disruptive behaviour. The second most common reason is physical assault against an adult which has seen an increase this year.



Data Source: DCC Exclusions Scrutiny Report 2015/16

Fixed Term Exclusions

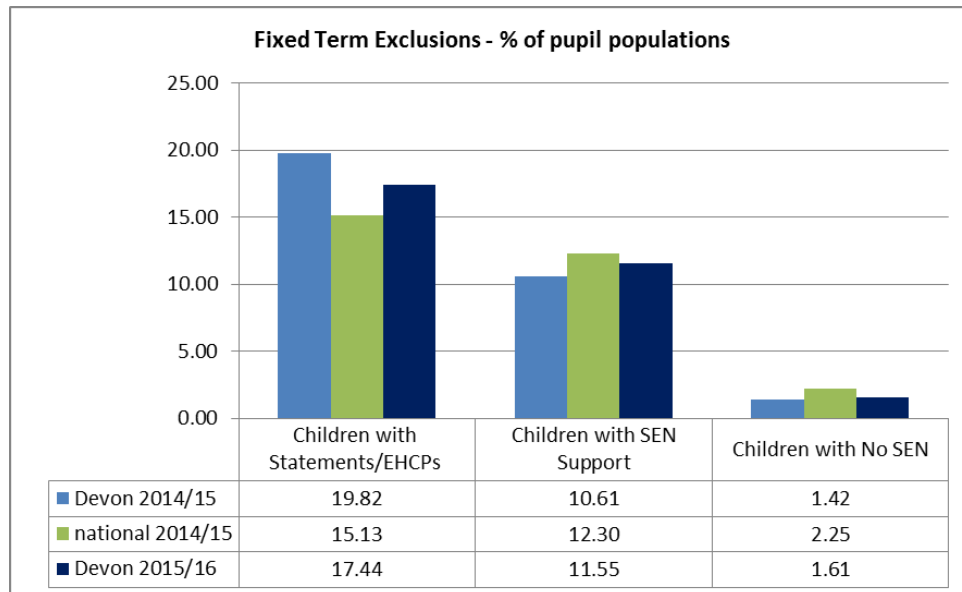
The number of fixed term exclusions against pupils with Statements/EHCPs has fallen slightly in the last year, whilst the number of exclusions against pupils with SEN Support has remained relatively stable.

Table 4 Fixed Term Exclusions against;	2014/15			2015/16			DfE 2014/15 % of fixed term excns
	No's	% of FTE cohort	% of school pop'n	No's	% of FTE cohort	% of school pop'n	
Pupils with Statements/EHCPs	635	19.6	19.82	503	15.2	17.44	15.13
Pupils with SEN Support	1501	46.3	10.61	1533	46.2	11.55	12.30
Pupils with No SEN	1109	34.2	1.42	1280	38.6	1.61	2.25

Data Source: DCC Exclusions Scrutiny Report 2015/16

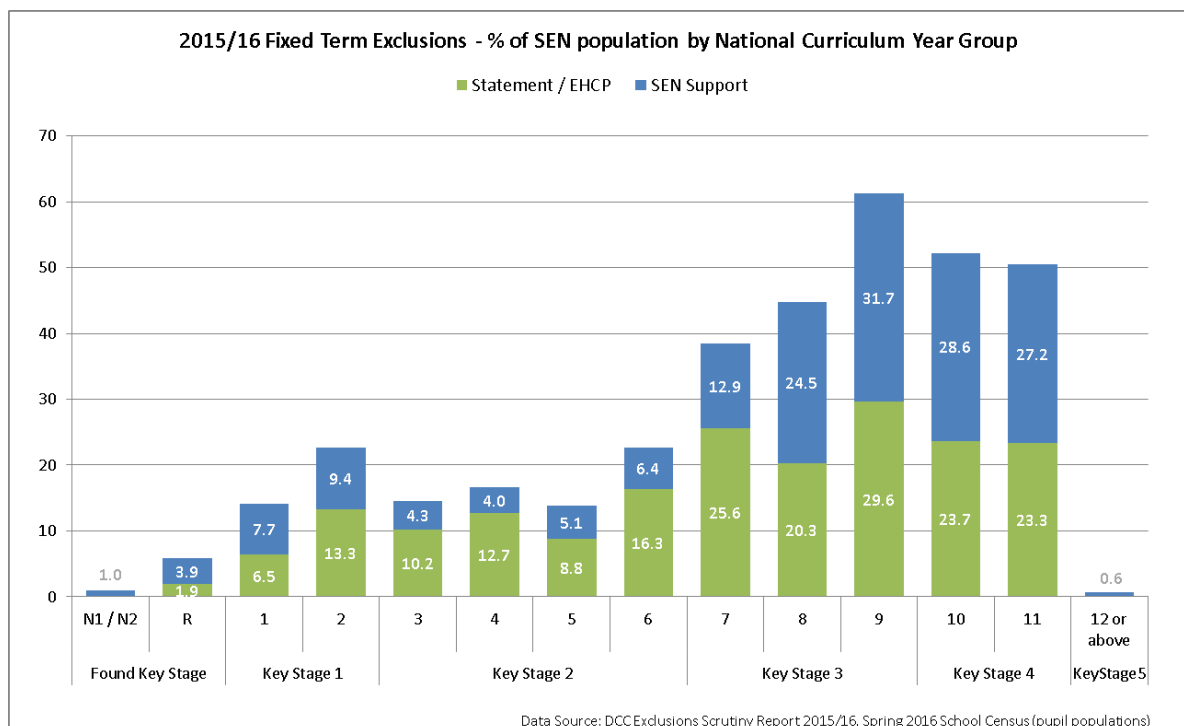
The percentage of pupils with Statements/EHCPs subject to a fixed term exclusion in 2015/16 has fallen slightly (17.44% compared to 19.82% previously). Devon pupils with Statements/EHCPs are nearly 11 times as likely to have a fixed term exclusion as their peers who have no SEN.

The percentage of pupils with SEN Support subject to a fixed term exclusion has risen slightly (11.55% compared to 10.61% historically). These pupils are 7 times as likely to have a fixed term exclusion as their peers with no SEN.

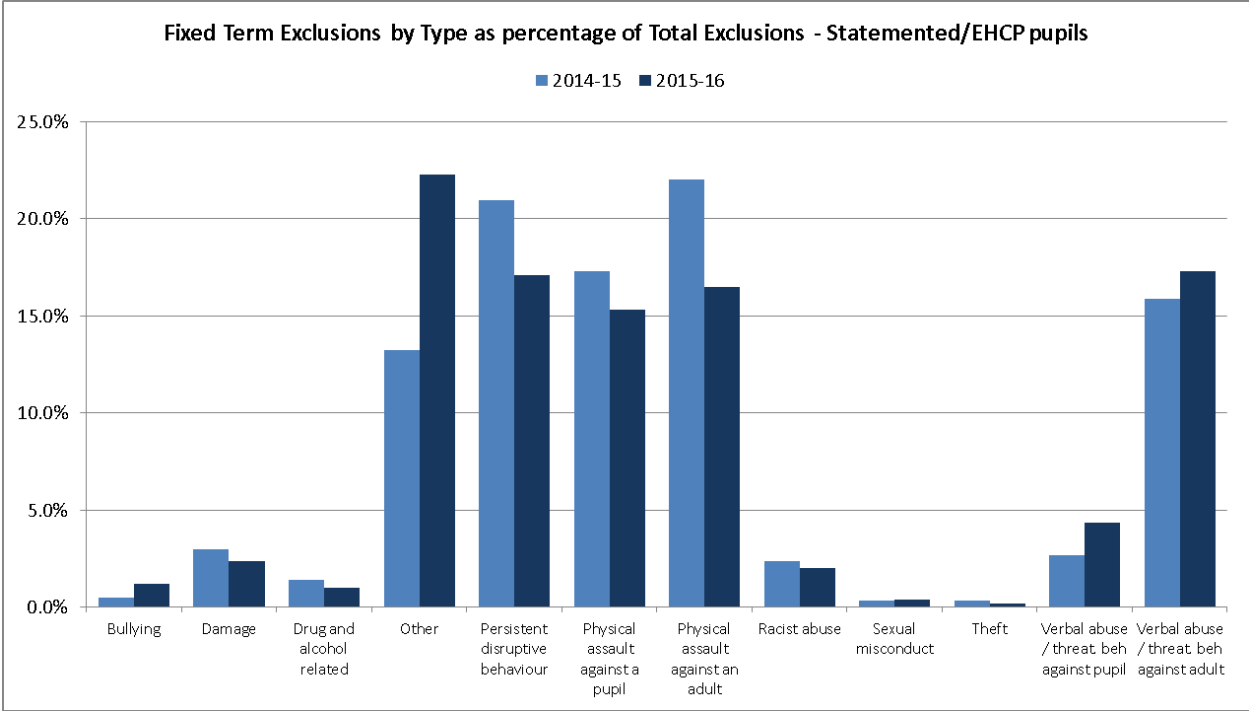


Data Source: DCC Exclusions Scrutiny Report 2015/16

When reviewed at SEN cohort and NCY group level, fixed term exclusions were highest in Key Stage 3 and Key Stage 4 year groups for pupils with Statements / EHCPs and those with SEN Support. Fixed Term Exclusion rates were higher for pupils with Statements / EHCPs across Key Stage 1 (NCY2) and Key Stage 2 (all NCYs) but were higher for pupils with SEN Support across Key Stage 3 (NCYs 8 and 9) and Key Stage 4 (all NCYs).

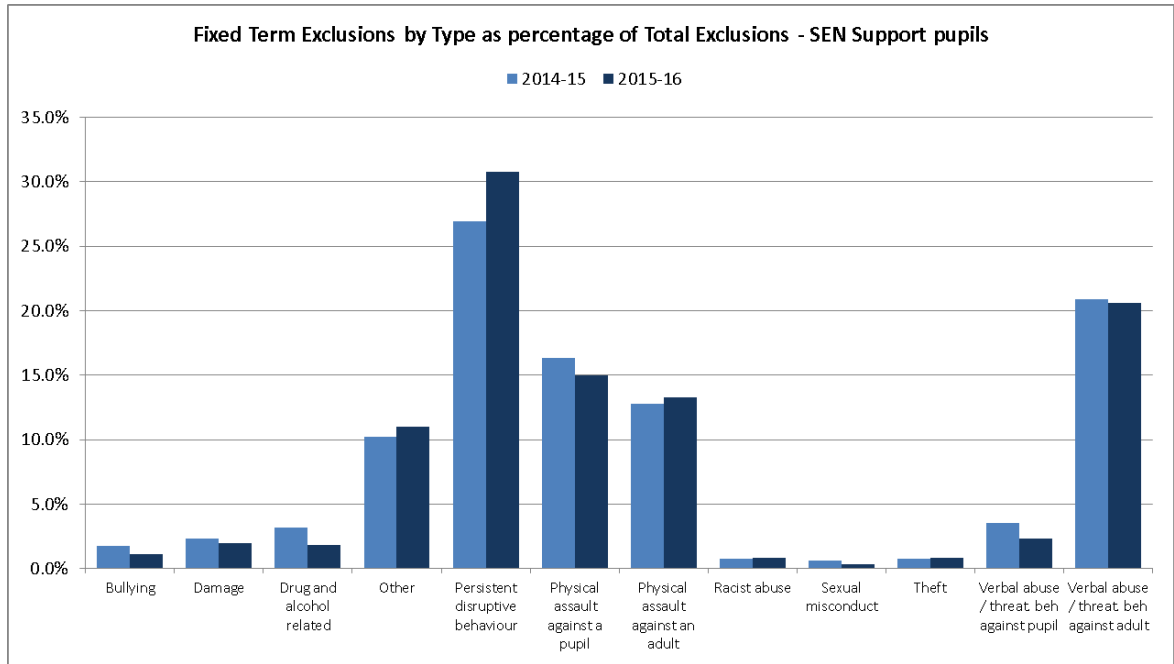


The most common reason for fixed term exclusions against pupils with Statements/EHCPs is Other (where reason does not fall within the available categories). Other common reasons for fixed term exclusions are persistent disruptive behaviour, physical assault against a pupil/adult and verbal abuse/threatening behaviour against an adult. The table below provides further details.



Data Source: DCC Exclusions Scrutiny Report 2015/16

The most common reason for fixed term exclusions against pupils with SEN Support is persistent disruptive behaviour which has seen an increase on the previous year. The second most common reason is verbal abuse/threatening behaviour against an adult. The table below provides further details on the reasons for the exclusions.



Data Source: DCC Exclusions Scrutiny Report 2015/16

Elective Home Education

As can be seen from the table below the number of Elective Home Educated children with a Statement / EHCP has remained stable over the last two years. However as the overall number of Elective Home Educated children has increased the percentage with a Statement / EHCP has dropped slightly from 4.8% to 3.6%.

Academic Year	Number of EHE students with statement	Number of registered EHE students	% of students with Statements / EHCPs
2015/16	37	1018	3.6%
2014/15	37	766	4.8%
2013/14	44	750	5.9%
2012/13	33	521	6.3%
2011/12	36	560	6.4%

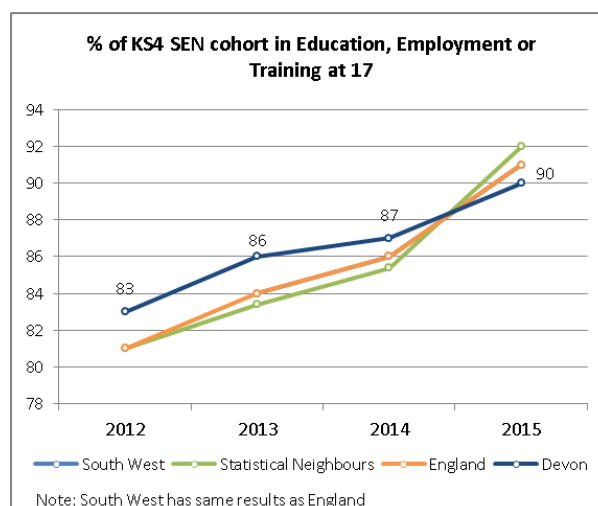
Data Source: Elective Home Education Annual Report 2015/16, Babcock International LDP

There are several reasons why children become home educated. 1.3% of students in 2015/16 cited "Problems with SEN Provision" as the reason for home education, an increase on the previous year (1%). In 2015/16, 6.9% were home educated due to medical reasons which is higher than the previous year (5.5%). 1.6% of students cited "Emotional and Behavioural Difficulties" as their reason for home education which is also an increase on the previous year (1.2% in 2014/15).

Key Stage 4 (Year 11) Destination Information

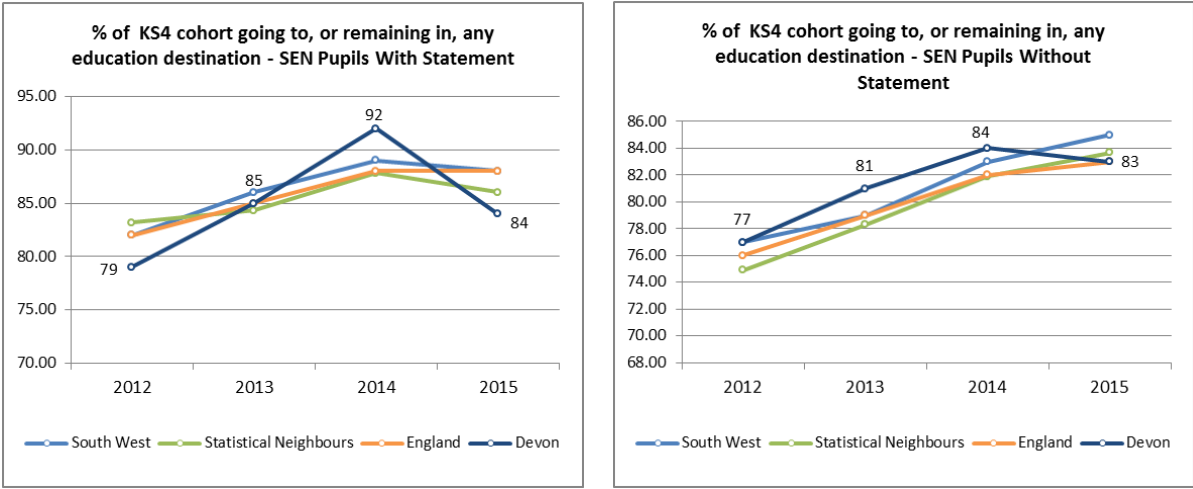
This information is based on Key Stage 4 SEN cohorts and identifies education and employment /training destinations in the subsequent year. The latest available information is 2014/15 destinations for 2013/14 Year 11s. 2015/16 destination information is not yet available.

The percentage of SEN pupils remaining in Education, Employment or Training at the age of 17 is on the rise in Devon. Devon is performing similarly to the national picture (90% compared to 91% nationally) but is slightly below its statistical neighbours (92%).



Data Source: DfE LAIT 15/02/17

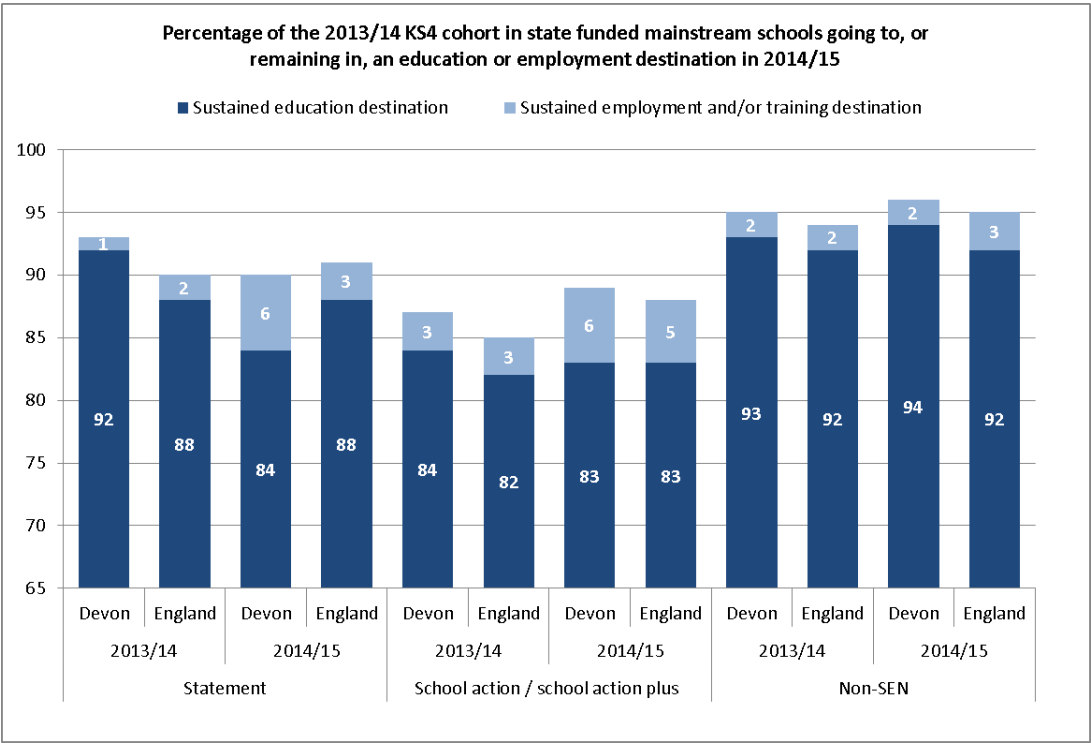
When reviewing the percentage of pupils remaining within education, there is little variation between the two cohorts of SEN pupils. 84% of pupils with a Statement remained in education compared to 83% of pupils with SEN (but not statemented). The graphs overleaf provide comparisons against national and regional averages.



Data Source: DfE LAIT 15/02/17, based on SFR 01/2017: Destinations of Key Stage 4 and Key Stage 5 students in England 2014/15 (revised), SFR 05/2016: Key stage 4 destination measures 2013/14

When reviewing percentage of Devon SEN pupils in education, employment or training, fewer pupils with SEN remain compared to their peers who have no SEN. 90% of Devon pupils with Statements remained in education or employment in 2014/15 compared to 91% nationally. 89% of pupils with School Action/School Action Plus remained in education or employment compared to 88% nationally. The chart below provides a breakdown of pupils in sustained education and those in sustained employment and/or training.

Note: Sustained is defined as participation for the first two terms (October to March) 2014/15.



Data Source: SFR 01/2017: Destinations of Key Stage 4 and Key Stage 5 students in England 2014/15 (revised)

As can be seen from the chart, the percentage of Devon SEN pupils with employment destinations has increased and is greater than national averages. 6% of pupils with Statements moved on to employment compared to 3% nationally and 6% of School Action/School Action Plus compared to 5% nationally. However fewer pupils are remaining in education, 84% of statemented pupils in Devon compared to 88% nationally.

The most common destination for Devon pupils with a Statement and on School Action/ School Action Plus was Further Education (62% and 61% respectively) which reflects the national picture. Apprenticeships and School Sixth Form destinations have seen an increase for both Statemented and School Action/School Action Plus young people.

Devon pupils with SEN were more likely to have a destination which was not sustained when compared to their peers with no SEN. 10% of pupils with Statements and 10% of pupils with School Action/School Action Plus did not have a sustained destination compared to 3% of pupils with no special educational needs. The table below provides a more detailed breakdown of destinations.

Table 5. Percentage of the KS4 cohorts going to, or remaining in, an education or employment destination

	Statement				School action / School action plus				Non-SEN			
	Devon		England		Devon		England		Devon		England	
	13/14	14/15	13/14	14/15	13/14	14/15	13/14	14/15	13/14	14/15	13/14	14/15
Apprenticeships	3	6	3	3	8	10	6	7	6	7	5	6
Further education college or other FE provider, e.g. higher education institution with FE provision	71	62	60	61	63	61	53	54	54	55	34	34
School sixth form - state funded	18	20	20	20	20	21	22	22	36	37	43	43
Sixth form college	0	0	5	5	x	-	7	7	2	2	14	14
Other education destinations, e.g. independent schools, alternative provision, special schools	x	2	3	3	x	-	-	1	1	1	-	1
Not Sustained, some participation between Aug and July but not sustained from Oct to Mar	5	10	9	8	12	10	13	11	5	3	5	4

Data Source: SFR 01/2017: Destinations of Key Stage 4 and Key Stage 5 students in England 2014/15 (revised), SFR 05/2016: Key stage 4 destination measures 2013/14

Note: Individual lines may not add up to totals as a small number of pupils were identified in more than one education destination

Key: x indicate DfE suppression due to low numbers.

- indicates percentage is less than 0.5% but greater than 0%.

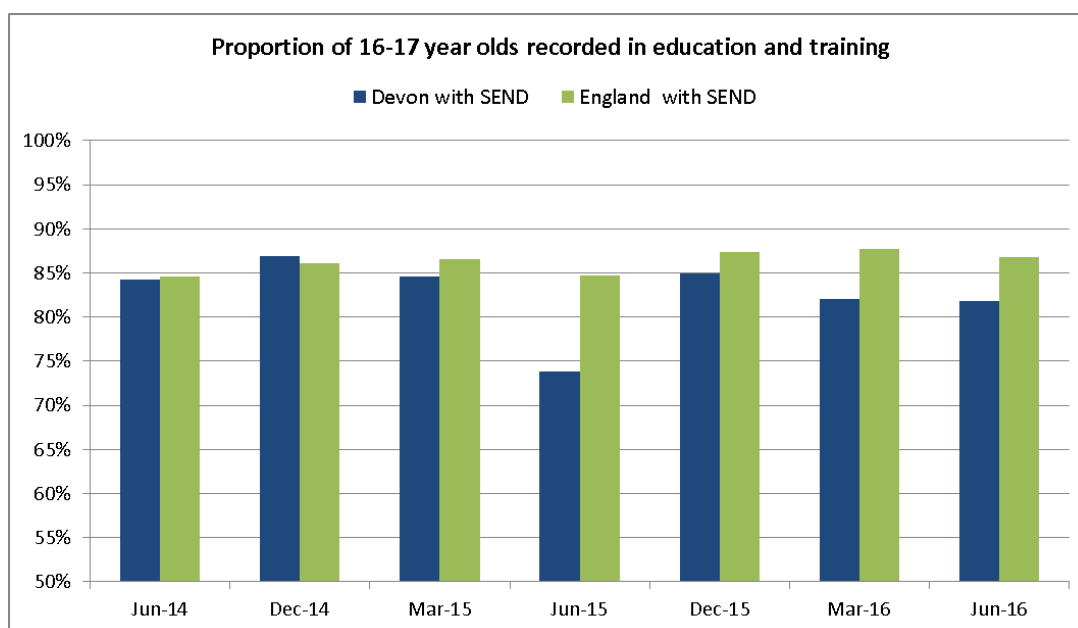
16-17 year olds participating in education and training

This information is based on Local Authority tracking of 16 and 17 year olds and their participation in education or training. Information is published on a quarterly basis and the latest available information included in this section is based on young people's known activity on the last working day in June 2016.

For the purposes of this data item, the DfE advise that a young person is deemed to have a SEND if he/she:

- had a Statement of special educational need (SEN) at the time of completing compulsory education; or
- is still attending school and has been given a SEN since completing compulsory education; or
- has received a learning difficulty assessment (LDA); or
- has an education, health and care (EHC) plan.

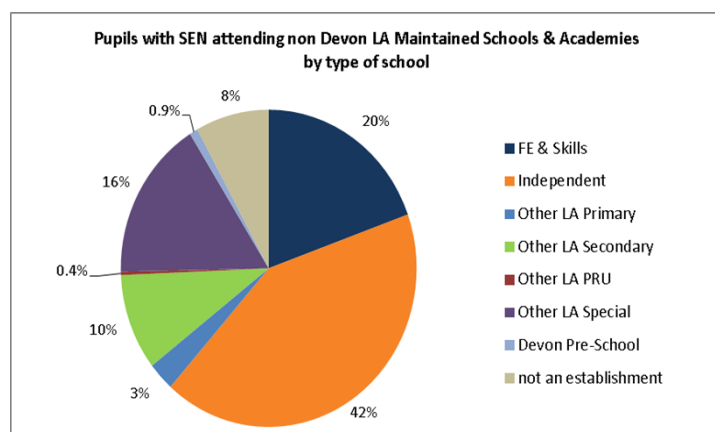
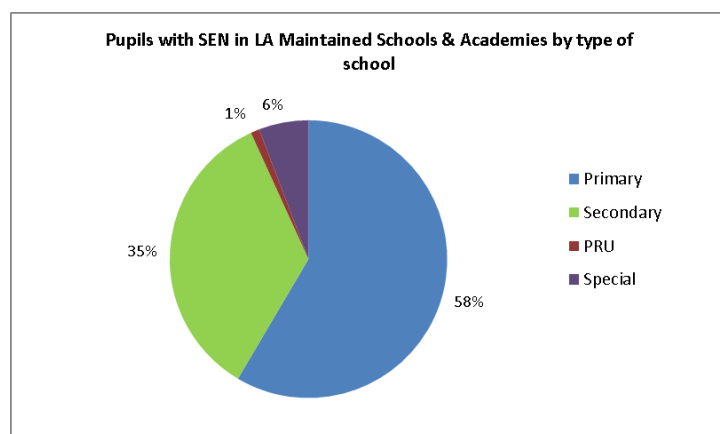
When tracking young people's participation in education or training, Devon's participation rates are slightly lower than the national average. The highest participation rates occur at December and lowest participation rates in June, reflecting early completion of education provision. Therefore comparisons should be made against the same quarter in the previous year. The table below provides an illustration of the quarterly participation rates for the last two years.

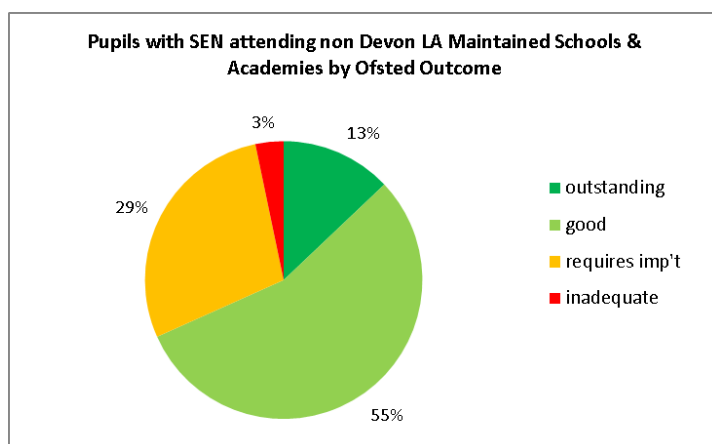
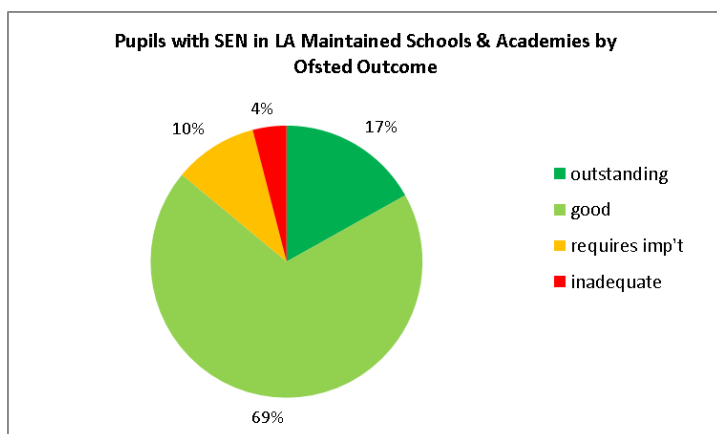


Data source: DfE Participation in education and training: local authority figures

Quality of Provision

The graphs below show the percentage of children placed in each category of provision. The graphs on the left represent children attending Devon LA Maintained Schools and Academies (as this is sourced from Devon LA School Census). The graphs to the right represent children attending FE & Skills Colleges (Devon and other LAs), Independent establishments (Devon and other LAs) and non Devon LA Primary, Secondary and Special Schools (data sourced from DCC 0 to 15 SEN Team). Whilst there are overall more children in non Devon LA schools and other establishments Requiring Improvement, the importance of stability is recognised and so a young person is not automatically moved from a provider which became RI.





data source: Spring School Census 2016, Ofsted Outcomes at 31st Aug 2016
- FE Colleges, Independents, Maintained Schools & Academies

data source: SEN CSET report Jan 2016, Ofsted Outcome Reports

Part B

This section of the report provides information for the SEN 0-25 service.

Total Statutory Plans managed by the Local Authority

As of January 2017, the local authority managed a total of 3718 statutory plans (including both EHCPs and Statements) across the 0-25 age range. The majority of these are of compulsory school age; however following the extended responsibilities in the Code of Practice the numbers post 16 are increasing as plans are now maintained in the FE sector. (See Chart B3 for further breakdown)

Table B1 Number of statutory plans by primary need and age in Devon

Age as at 31/8/16	ASD	HI	MLD	MSI	PD	PMLD	SEMH	SLCN	SLD	SpLD	VI	Total
Pre School	24	6	5	3	2	6	0	17	7	2	0	72
Primary	207	34	107	5	104	18	205	338	80	5	22	1125
Secondary	317	38	173	3	133	21	494	410	77	67	15	1748
16-19	158	16	80	0	81	10	178	105	60	23	14	725
19+	13	3	11	1	2	0	3	1	11	0	3	48
Total	719	97	376	12	322	55	880	871	235	97	54	3718

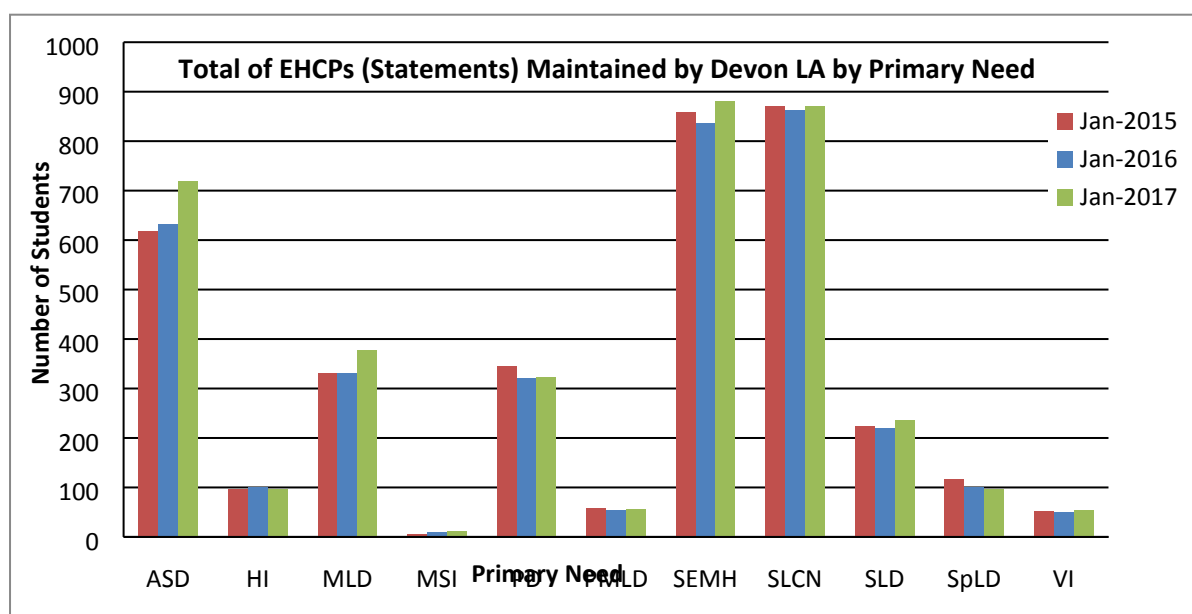
Data source: SEN2 Data Return Jan 2017

The top three categories of need are as follows, making up two thirds of the cohort.

- SEMH: Social, Emotional and Mental Health difficulties
- SLCN: Speech, Language and Communication needs
- ASD: Autistic Spectrum Disorder.

These categories have remained the most prolific over the last three years, however ASD has seen the larger increase.

Chart B2: Three year breakdown of Primary Need of Statutory Plans



Data source: SEN2 Data Return Jan 2015, 2016 and 2017

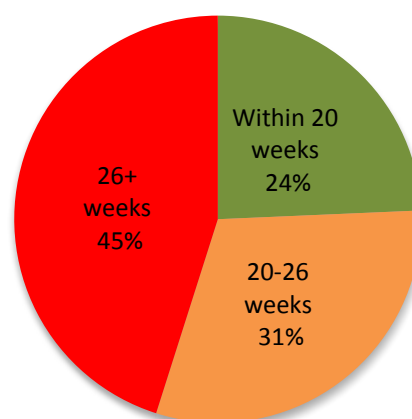
Statutory Plans issued in timescales within Calendar Year 2016

The statutory duty of the local authority is to complete first assessments within the 20 week timescale as directed by the Code of Practice.

As of January 2017 only 24% met this timeframe, a further 31% are met in the previous 26 week deadline. A significant number (45%) take longer than 26 weeks.

Data source: SEN2 Data Return Jan 2017

New EHCPs issued in Calendar Year 2016



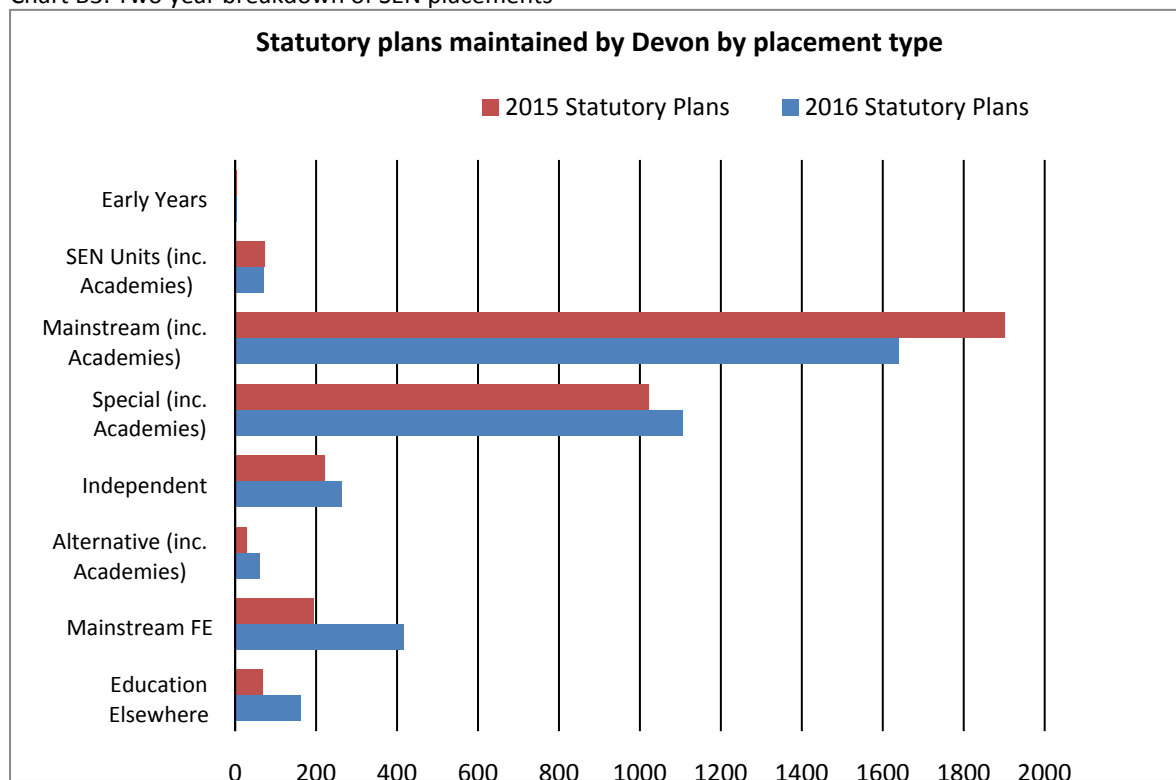
SEN Placements

Learners with statutory plans are mostly placed within mainstream schools and LA maintained special schools. This is in line with both the Code of Practice and the Devon SEND strategy which outlines the SEN funding priorities which are

- Ensure statutory provision is in place in mainstream schools
- Ensure there are sufficient special school places in Devon to meet demand
- Use of specialist independent providers only when the SEN of a child or young person requires that level of specific provision and it cannot be met in mainstream or special schools.

As of January 2017 the number maintained in mainstream has decreased, which causes pressure in both special school places and the High Needs Block due to increased use of the more costly independent sector.

Chart B3: Two year breakdown of SEN placements

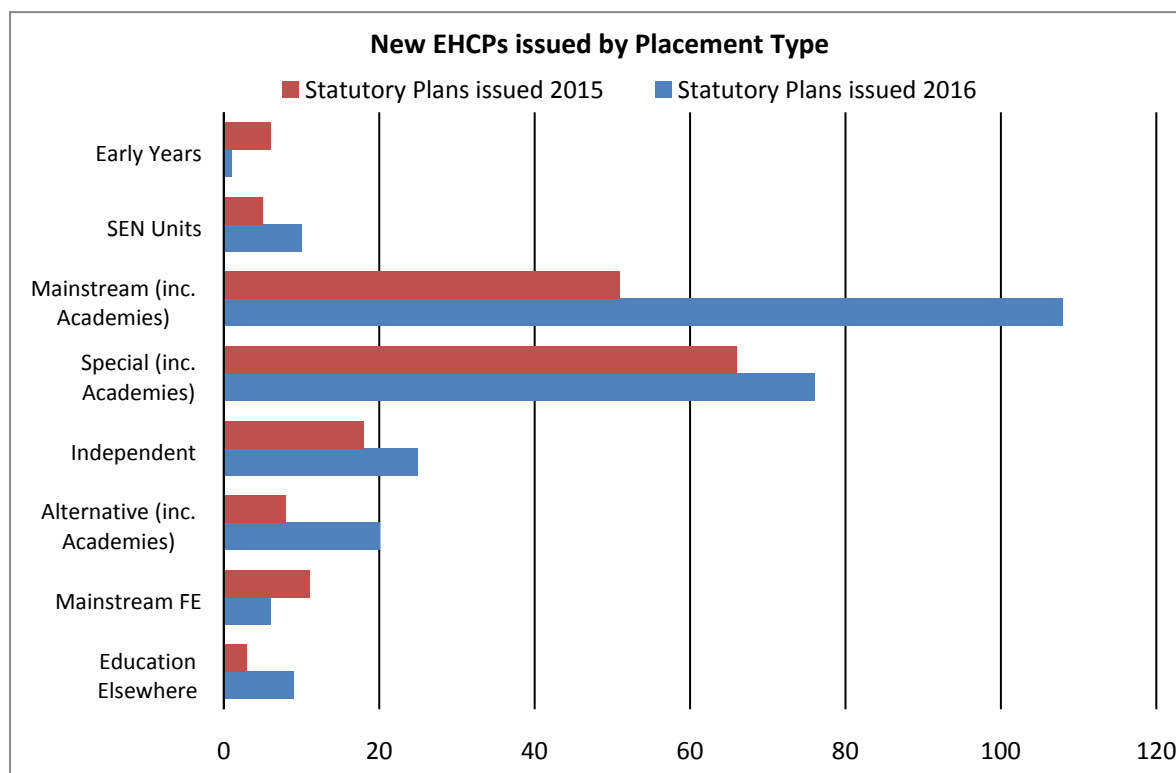


Data source: SEN2 Data Return Jan 2016 and 2017

New placements following First Assessment

In 2016 calendar year the majority of new plans issued were done so specifying mainstream provision. This was almost double the amount of 2015. In addition there were lower new assessments in the Early Years sector in 2016.

Chart B4: Two year breakdown of new SEN placements



Data source: SEN2 Data Return Jan 2016 and 2017

Age breakdown of Statutory Plans.

The Code of Practice clearly placed a statutory responsibility on local authorities across the 0-25 age range. The picture of total statutory plans shows that overall the early years are a small number however this sector was almost a quarter of the amount of first assessments in 2016. In 2016 there was not the expected increase of first assessments in the post 16 sector.

Charts B5 Total Statutory Plans maintained by age in 2016

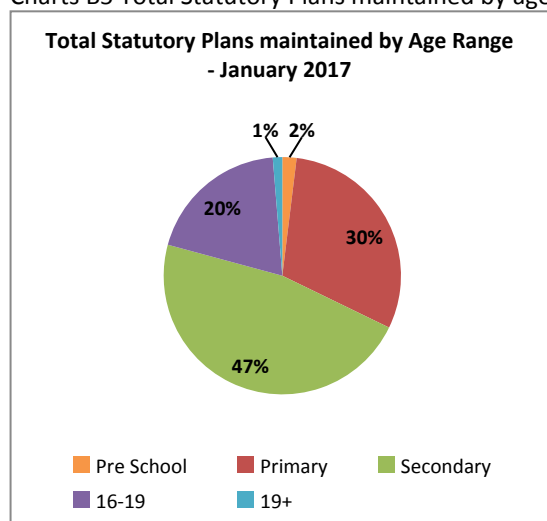
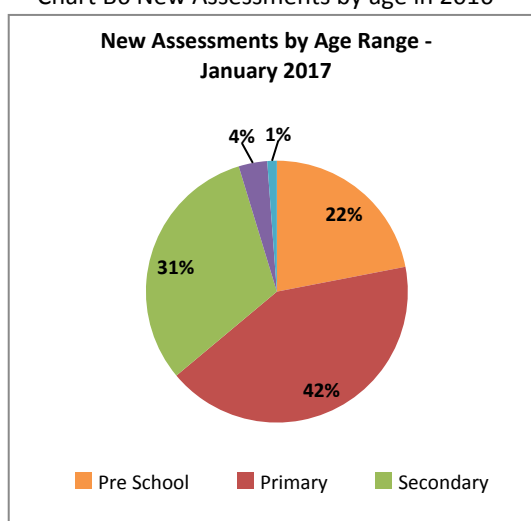


Chart B6 New Assessments by age in 2016

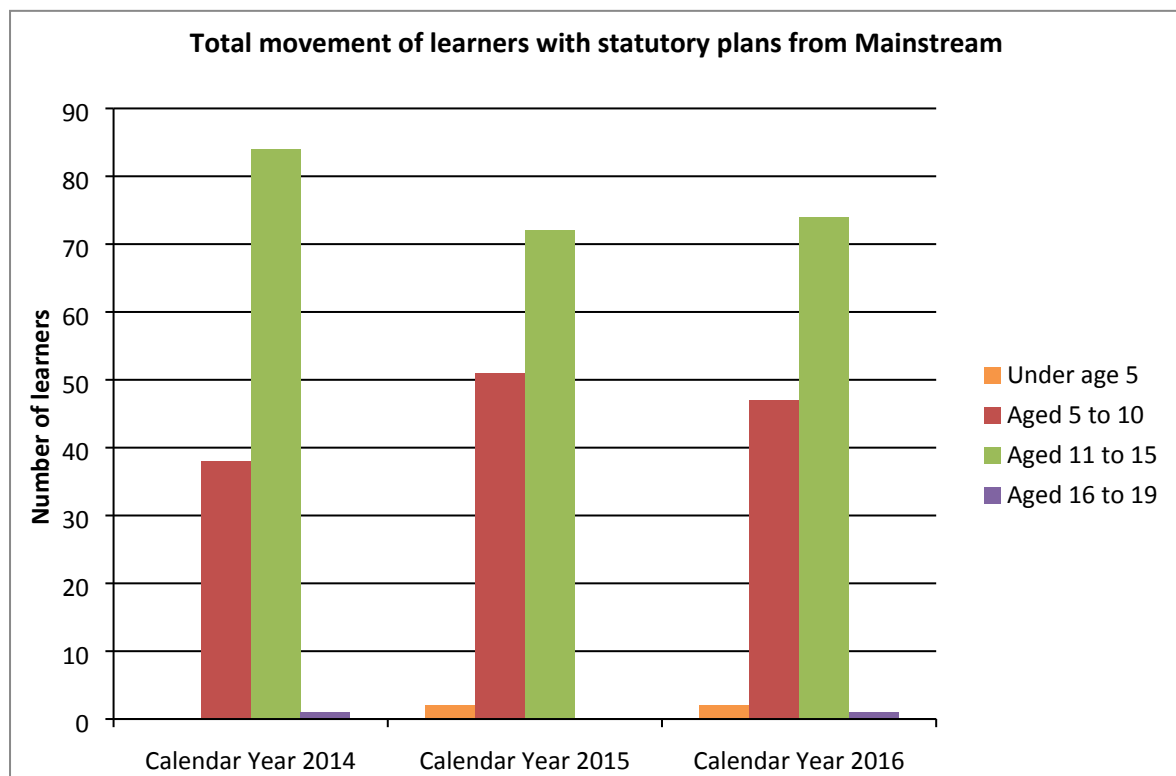


Data source: SEN2 Data Return Jan 2017

Movement of children and young people with statutory plans from Mainstreams Sector by age

There is a consistent movement over the last three years out of the mainstream sector. There has been a drop in the secondary sector since 2014 however this is increasing again. There is an increase in the primary sector and we are also now seeing movement from mainstream in Early Years and post 16. This is causing increased pressure on special school places and creating a demand for independent placements.


Chart B7: Three year breakdown of movement from mainstream sector



Data source: SEN2 Data Return Jan 2015, 2016 and 2017

REVIEW OF RESOURCE BASE PROVISION				APPENDIX B
Provision	Area	School	Proposal	Comment
CAIRB	Tiverton	Castle Primary (Tiverton)	No Change - recommission	
CAIRB	Barnstaple	Newport Primary (Barnstaple)	No Change	
CAIRB	Tavistock	Tavistock Community Primary	Closure proposed for 2020, explore new provision	School served notice on the local authority. Discussions ongoing about whether there is another host school in the area. If alternative host identified, children would be relocated.
CAIRB	Ivybridge	Manor Primary (Ivybridge)	No Change - recommission	
CAIRB	Ashburton	South Dartmoor School (Ashburton)	No Change - recommission	
CAIRB	Tiverton	Tiverton High School	No Change - recommission	
CAIRB	Barnstaple	Pilton Community College (Barnstaple)	No Change - recommission	
Physical Disability	Barnstaple	Pilton Community College	No Change - recommission	
Speech and Language	Barnstaple	Orchard Vale Primary	Consult on Closure 2019	No children currently on roll and lack of parental choice/preference due to location. Equity of provision and need to support learners in local school rather than bespoke centre.
Speech & Language	Exeter	Newtown Primary	Consult on Closure	Due to lack of demand and equity of provision, parents' concerns of travel distance for KS1 students. Services to support children in their local school being developed
Specific Learning Difficulties	Crediton	Queen Elizabeth Community College	Consult on Closure 2019	Equity of service, only students in locality have benefitted from provision. Staff now providing outreach through Babcock.
Hearing Impairment	Bideford	East the Water Primary	Consult on Closure 2019	Due to lack of demand. Advisory teacher element of service incorporated into Babcock service. No children currently attending
Hearing Impairment	Bideford College		Consult on Closure 2019	Due to lack of demand. No children attending centre.

Hearing Impairment	Clyst Vale Community College	Notice of reduced numbers issued November 2016. Centre will continue with 4 planned places reduced from 12.	Consult on reduced numbers but increased offer to support Multi-Sensory	Lack of demand for HI together with need to provide more multi-sensory. Outreach for HI managed through Babcock, equity of service
Sensory Impairment Hub	Countess Wear Primary	Will continue 6 planned places	No Change	
Physical Disability	St Luke's (Brunel Centre)	8 places	No Change	

	Establishment/Department	Establishment Risk Assessment	RA01
	Name and Address of Establishment		
Person(s)/Group at Risk		Initial Assessment Review	*
		Following Incident	<input type="checkbox"/>
Activity/Task/Process/Equipment		Date of Assessment: Assessor(s):	

Issue	Associated Risks	Are any additional measures or actions required? (if yes put on the Action Plan)	
		Yes	No

Assessor's Recommendations - Additional Control Measures or Actions

List Actions / Additional Control Measures	Date action to be carried out	Person Responsible	Date action completed

Signed:

Headteacher_____

Chair of Governors_____

Date

The outcome of this assessment should be shared with the relevant staff

A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator

Schedule of Capital Funding

Special provision plan

Input form for Local Authority to complete

Local authority	Devon	Date of last update	27/02/2018
Local authority's special provision fund allocation	£2,247,854	Total planned expenditure on projects: special provision fund	£749,285
Other investment the local authority plans to make in SEND capital up until 2021	£5,775,000	Total planned expenditure on projects: other funding up until 2021	£5,775,000
The local authority is required to consult parents and carers to receive their allocation. Local authorities should use the box to the right to confirm that they have consulted with parents and carers about their plan and projects and complete the 'Consultation form' below.		Confirm either that the LA has or will be consulting parents and carers	

Project information form

Provision					Investment in additional places (£)		Number of additional places			Investment in facilities (£)		Total (£)	Additional information about each project	
Provision URN	Provision name and address	Provision category	Ofsted Judgement	Age range for project	Special provision fund investment in additional places	Other investment in additional places	Special provision fund additional planned places	Other investment additional planned places	Total additional planned places	Special provision fund investment in facilities	Other investment in facilities	Total investment in project	Type of SEN or disability that project is designed to meet.	LAs should use this section of the table to set out more details about the aims of the project. Beyond this further information can be listed in their strategic plan or directly on their local offer page.
113633	Ellen Tinkham School (Bodley House site)	Special provision	Outstanding	Primary, secondary and post-16		£1,855,000		25	25			£1,855,000	SLD, PMLD, complex needs	Bodley House is a former care home which has been transferred to Education & Learning to support the development of additional SEND provision, specifically post 16 which releases capacity at the ellen Tinkham site.
113636	Barley Lane School	Special provision	Good	Primary and secondary		£20,000			0			£20,000	SEMH	Feasibility study for additional intervention building on site
131552	Marland School	Special provision	Good	Primary and secondary	£150,000		20		20			£150,000	SEMH	Proposals subject to consultation
113656	Ratcliffe School	Special provision	Good	Primary and secondary	£100,000				0			£100,000		Feasibility study to increase capacity
not yet known	Charlton Lodge	Special provision	Not yet inspected	Secondary and post-16	£149,285	£3,900,000		40	40			£4,049,285		Creation of new special school in Tiverton to address demands arising from local housing growth in the Mid/East Devon area & reduce travel distances & time of pupils
not yet known	To be decided	Other	Not inspected by Ofsted						0	£350,000		£350,000		Fund for increase/improvement bids from schools to address Strategic Review priorities (see Devon's SEND Local Offer website). Initially £350k in 2018/19
not yet known	Glendinning	Special provision	Not yet inspected	Primary, secondary and post-16				120	120			£0	ASC & S.L & C	Creation of new free school (centrally funded) in Newton Abbot to address demands arising from local housing need in the South Devon area & reduce travel distances & time for pupils. Site provided by Devon County Council.

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Strategic Review of Special Educational Needs Provision 2017/18 Engagement Report



Background

In November 2017 Devon County Council invited young people, parents and providers to complete surveys as part of our strategic review of SEN provision. We aimed to get up to date, comprehensive feedback, to inform options for service development and improvement.

The scope of the Review relates to SEN provision for those children/young people with a Statement or Education, Health & Care Plan (EHCP).

Method

We designed surveys for the key groups: children/young people; parents/carers and providers (including mainstream & special schools, FE colleges & independent sector providers).

The survey questions, format and promotion were designed with the assistance of the SEND Improvement Board and its Engagement Workstream members as well as Heads of Special Schools and commissioning managers.

We designed the surveys to build on but not duplicate previous surveys (SEND Strategy) or surveys running at the same time (e.g. CCG-led 'Shaping Future Services'). We combined the surveys for the SEN review with those planned to quality assure independent providers (survey to parents) and develop the Accessibility Strategy (survey to providers). The idea was to ask once and use survey responses for as many purposes as possible.

We timed the surveys to avoid school holidays whilst enabling the outcomes to be received and analysed within the overall timescales for the review.

The surveys were open for four weeks ending 8 December 2017. They were available electronically via the SEND Local Offer website, which also provided for content in alternative formats.

The surveys were published via a variety of routes in early November 2017, namely:

- SEND local Offer website
- SEND Improvement Board Engagement Workstream members (general awareness & promotion)
- SEND Local Offer Reference Group including Devon Parent Carer Voice
- Babcock LDP (disseminating to service users via SENCOs)
- DCC Virtual School & Participation Team (in respect of Looked After Children)
- Careers South West (for those older young people they work with)
- Devon Association of Primary School Heads and Devon Association of Secondary School Heads (for promotion to primary and secondary schools) *
- Devon Association of School Governors (promotion to governing bodies)
- Further Education Colleges*
- Maintained Special Schools*
- Independent Providers (including alternative provision), direct email request*

*We asked providers to complete their survey questionnaire and to promote the survey opportunity to children/young people and parents/carers.

We sent reminder messages approximately two weeks (i.e. halfway) in to the four-week survey period.

Findings

We received a total of 298 responses by the deadline of 8 December:



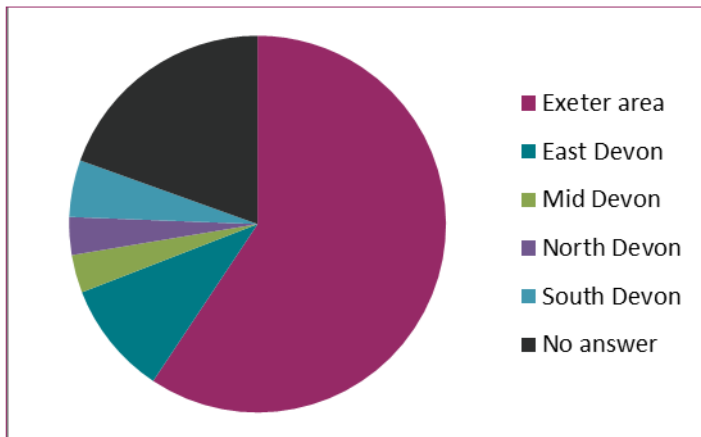
123 from children/young people; (approximately 3% of the relevant cohort)

102 from parents/carers;

73 from providers.

Feedback from children & young people

Most of the 123 responses were from those pupils aged 11-16 and mostly boys (representative of the gender balance for those with SEN). 90% of those responding said they had a statutory plan.



70% considered they had a disability (and 25% were not sure). Over 90% completed the questionnaire with help from someone else. 90% of responses were from those attending special schools. This is disappointing given the advance notice of the survey, however, it also suggests that the methods used by special schools were successful in promoting and helping their pupils, which might be used

to improve future surveys.

Key messages

Although the above the responses cannot be said to be fully representative of the county, key messages are as follows.

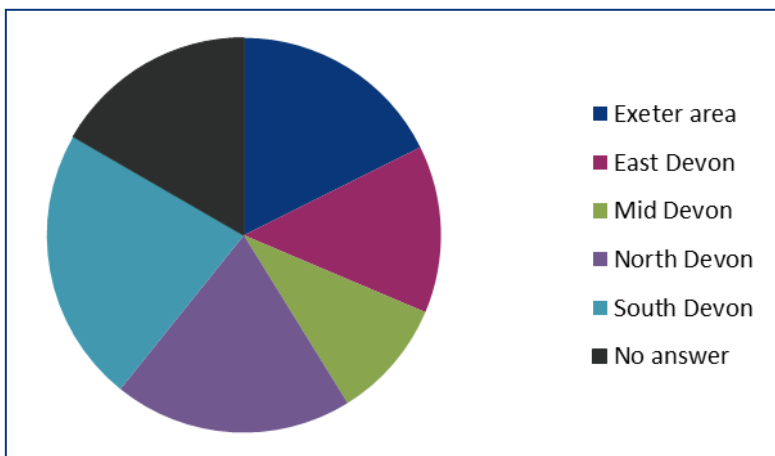
- High awareness of possessing a statutory plan (though may be influenced by the method of response).
- 66% of those responding said they were attending the school of their choice.
- By far the most prevalent means of attending school was by taxi (mostly with an escort, this is not unexpected given 90% of the returns were from special schools).
- A small number (11% of respondents) had to travel more than 1 hour (one-way) to attend school.
- Only 20% considered they had had a choice about which school they could attend; 48% of respondents (59) wanted to go to a different school/college. There were no consistent reasons given for this though given most of the responses related to special schools they may reflect the limited availability of an appropriate special school offer, as close to home as possible.

- Regarding ambitions on leaving school, 48% of respondents wanted to get a job or take up an apprenticeship. This contrasts significantly with the responses from parents, who were asked the same question in respect of their child – none of those parents responding reported this as their ambition. The majority wanted their child to go on to further education/6th form. Note though that those children and parents responding are not necessarily from the same family.
- Most of those responding enjoy going to school (63%); 18% said they didn't or weren't sure
- 7% said they didn't feel safe at school
- 11% said they weren't involved in their plans
- 11% did not know about their progress in learning
- 59% feel challenged when they are learning
- 20% thought that their school did not help them to be healthy
- 12% felt they could not participate in all activities and make friends
- 57% considered that their school helps them to be independent.
- 12% felt their school did not meet their needs
- 52% considered their school manages behaviour well and the majority felt it tried to stop bullying and discrimination.
- Only 16% felt they can learn in the community though 64% did not answer the question (significantly higher than with any other question) which perhaps suggests that the question is unclear.
- Overall 54% of those who responded considered that they go to a good school (11% disagreed).



Feedback from Parents/carers

There was a largely similar number of responses from parents/carers across the county, making them more geographically representative. Again, the majority related to boys, which is



representative. There was also a more equitable representation of the ages of children than had been achieved with the children's survey.

Parents would appear to have a clearer concept of disability than that indicated by the responses of children/young people

with 84% considering their child had a disability.

The children of those parents/carers who responded received education from 39 different settings, 51% of which were special schools and 36% mainstream (including FE). This is more representative than had been achieved with the children's survey but responses were still dominated by special schools.

In travelling to these settings parents reported more diversity in the transport used than children with 21% transporting their child themselves and 32% by taxi. 9% of responses involved a journey to school exceeding 1 hour in length, similar to the level reported by children.

30% of respondents stated their education setting was not located in their nearest town. Parents were asked about where the ideal location would be:

- 10 indicated towns in South Devon
- 7 indicated towns in East Devon
- 5 indicated towns in North Devon

The remainder were spread across the Exeter, Mid and West Devon areas.

“No Special Needs Provision to cater for his specific needs in further education in the area”

62% of parents responding did not want their child to go to a different setting.

57% considered that there were no local settings that could meet their child’s needs. Of the remainder 22% considered that alternatives could not meet their child’s needs, for reasons including lack of space, local authority funding or that class sizes were too big.



Regarding ambitions for their child, 63% reported their child intended to go on to further education/6th form. None indicated their child would go in to employment.

In respect of questions relating to the quality of provision:

- 71% of those responding considered their child enjoys going to school, similar to that reported by children
- 79% considered the setting kept their child safe, higher than that reported by children
- 77% considered they were kept informed of their child's progress, significantly more than that reported by children
- 58% considered their child was making good progress with their learning
- 78% of those responding knew who to contact if their child's education needs were not being met
- 53% considered their child enjoys learning and feels challenged, slightly less than that reported by children
- 69% considered the setting helped their child maintain a healthy lifestyle, slightly more positive than that reported by children
- 24% of those parents responding considered that the setting encouraged aspirations and ambitions
- 63% considered the setting encouraged their child to develop skills towards being independent
- 25% of those responding considered that the setting did not meet their child's needs well.
- 58% considered the setting deals well with poor behaviour, similar to that reported by children, though 16% would disagree
- 64% of respondents considered that their setting celebrates individuality and reduces bullying and discrimination.
- 68% considered that the setting listens to their suggestions and worries (20% would disagree).
- 24% did not think the setting had a range of safe and inclusive learning opportunities in the community for post 16.

Feedback from Providers

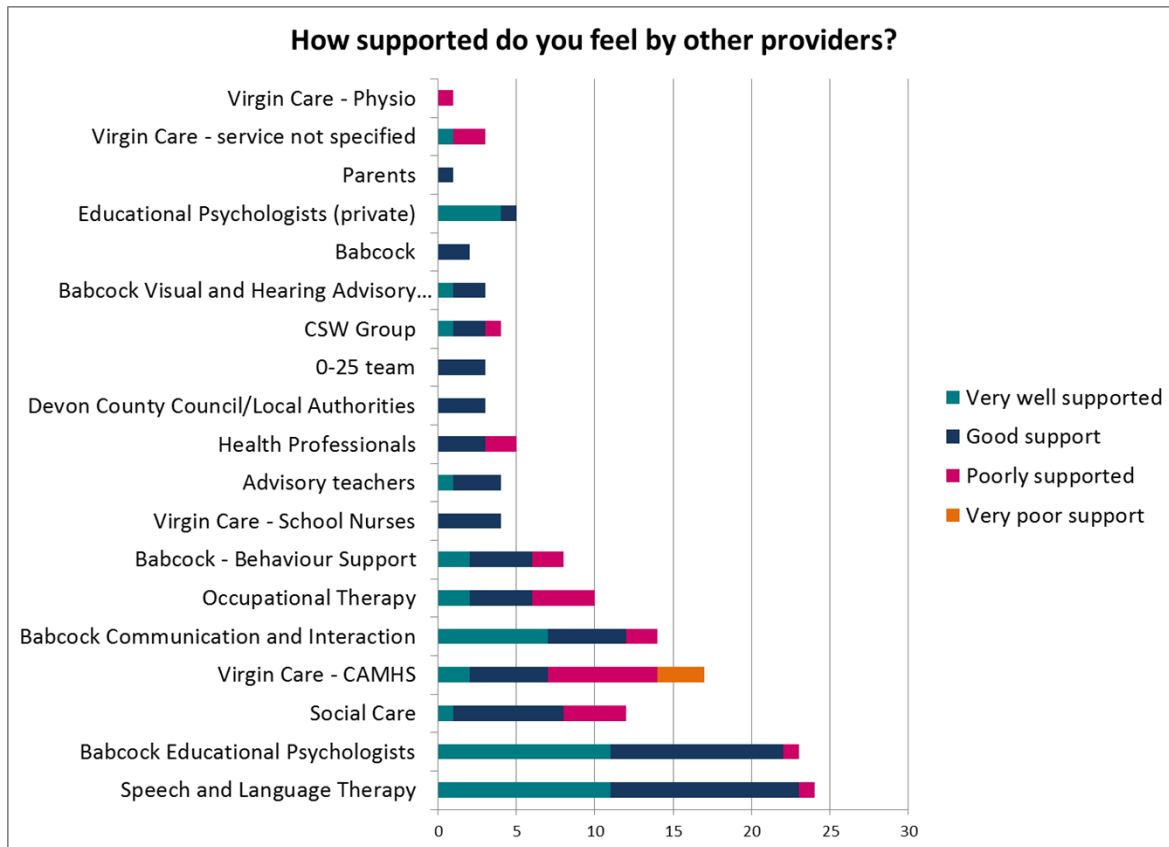
The 73 responses received related to 60 different and diverse settings. 51% were mainstream primary, secondary or FE settings. 18% (13) were from special schools and 14% from independent providers. Responses were also received from early years settings, Alternative Provision and Secure Accommodation settings. The settings provided for a wide range of diverse needs.



In respect of challenges, 30% reported Funding. Other key challenges cited were suitably trained staff, premises issues and impact on whole school outcomes. A considerable number of comments were provided which reinforced these as being key in acting as barriers to mainstream provision.

Regarding the support provided by others to the setting, Speech & Language Therapy, Educational Psychologists and Babcock communication and interaction

were largely seen favourably. The feedback in respect of Virgin Care CAMHS and other services was less positive.



26% of those responding said they did not work in partnership with other education settings.

Of those who did offer support to other providers there was a wide range of topics as well as a wide range of other support that could be offered.

“Good working relationship built on trust.”

In response to the consultation undertaken by the local authority when considering an admission, 45% of those responding thought it was appropriate (37% did not). A range of explanations were given with key issues appearing to relate to the limited availability of information or time available to consider/respond (though this is set within the SEN Code of Practice).

Where respondents had to decline an admission, 52% cited the reason as the impact on other pupils.

Conclusions

The number of responses received might be seen as disappointing, however it is significantly higher than that achieved in previous surveys. The distribution of responses is generally representative other than those relating to children & young people, though those received are still interesting and valuable.

With no benchmarks, it is hard to determine if responses are 'good' or 'bad' & often stimulate the need for further questioning. However, they might be used:

- To identify areas for further exploration
- To inform the design of future surveys
- To act as baselines for comparison in future surveys to identify trends.

Most of the questions appear to have been understood and responded to appropriately, with only a small number needing further development.

There were interesting differences in the responses by children and parents/carers to the same questions e.g. ambitions on leaving school. Of course, the respondents are not necessarily from the same families. However, this appears to reinforce the importance of promoting awareness of opportunities for involvement and future planning by both children and parents.

The time travelling to school appears considerable for a small number of pupils. Whilst these travelling times are within legal limits and small in number, this must have a considerable impact on their education and quality of life for the young person. Travelling distances/time reported by children/young people however, will be particularly influenced given the majority of respondents were from special schools.

Other areas for exploration might be:

- Feeling safe
- Involvement in planning opportunities
- Involvement in the community

With regard to providers, the questions had a greater proportion requiring a narrative response than those posed for children and parents. This hindered analysis, however responses will be used to better design clearer questions in future years. Key areas which might benefit from further exploration include:

- Funding, building on the extensive work already being undertaken
- Services provided by Babcock (largely positive) and VCL (less positive)
- How to minimise the challenge of impact on other children when considering an admission
- How to enable schools to further support each other on a diverse range of topics
- Staff training
- Premises related issues
- The examples of misalignment between desired school outcomes and the needs of children



Lessons

A number of opportunities have been identified which may improve similar engagement in the future.

- i) While some stakeholders received instructions about the surveys directly, there was a reliance on 3rd parties disseminating the surveys. Four weeks may not be long enough for such parties to reach some stakeholders to raise awareness (though no feedback about the duration of the survey period was received).
- ii) Questions requiring a narrative response resulted in interesting feedback but hindered analysis. The responses might be used to design more objective questions in future surveys.
- iii) Although parents and young people and others assisted in the design of questions there were a small number where responses indicated that the question was not sufficiently clear.
- iv) Designing surveys to meet a variety of business needs was helpful in minimising the impact on recipients but complicated the design process and time required. This together with the challenges of designing well drafted questions means there is a need to plan such work well in advance. An annual plan of engagement needs and activities would help to achieve this, ensure opportunities to engage with stakeholders are optimised and generally help to improve quality and equity of representation.
- v) Completing the questionnaires as part of a formal lesson appears to be a good opportunity to obtain feedback from children, particularly in a special school setting.
- vi) A question relating to how the respondent was made aware of the opportunity to complete the survey, would help to better understand how to promote awareness & disseminate similar opportunities in the future.

Next Steps

The outcomes from the surveys will be used as follows:

- To inform the strategic review of SEN provision, including the action plan, to be considered by DCC Cabinet on the 14 March 2018. This will be published on the DCC website and SEND Local Offer website at that time and will be monitored by the SEND improvement board;
- To inform the quality assurance work relating to independent providers;
- To inform the development of the Accessibility Strategy.

Devon County Council would like to express its thanks to all those who participated in the surveys, whether contributing to their design and promotion or taking the time to complete them.

SEN Review – Key Sources of Data

- School census data (2010-2017). DCC.
- Education Infrastructure Plan (revised) 2016 – 2033. DCC.
- District Council housing projections. DCC.
- Joint Strategic Needs Assessment (JSNA) (SEN extract) January 2017. DCC.
- Engagement undertaken Autumn 2017. DCC.
- High Needs Benchmarking tool 2017. DfE
- Children with SEN Annual report 2015/16 (24 April 2017). DCC
- Local Area SEND Report September 2017. DfE.
- Good intentions, good enough? Lenehan and Geraghty, November 2017.
- Feedback children/young people and parents/carers obtained via:
 - SEN Engagement Network (2017)
 - Community Health & Wellbeing Services for Children & Young People in Devon ‘- Shaping Future Services’. (Draft engagement report October 2017).

SEND Glossary

Appendix G

Topic	Heading	Explanation
AMP	Asset Management Plan	A detailed plan relating to a building (special schools)
AP	Alternative Provision	Provision for pupils who cannot attend their mainstream setting
ASC	Autistic Spectrum Condition	A classification of special educational need
CAIRB	Communication & Interaction Resource Base	Unit within a school or college providing specialist education for children with significant social communication difficulties e.g. autism.
EHC or EHCP	Education, Health & Care Plan	This replaces Statements of Special Educational Need. A legal document describing a young person's needs, the provision to meet those needs & the most suitable education placement. If a child/young person has health or social care needs only, they do not have an EHCP unless their needs impact on their education.
EHE	Elective Home Educated	The term used to describe parents' decisions to provide education for their children at home instead of sending them to school.
ESFA	Education & Skills Funding Agency	The government agency accountable for funding education & skills
FE	Further Education	Education below degree level for people above school age.
DSG	Dedicated Schools Grant	Money provided to local authorities by government to fund the schools that they manage.
HI	Hearing Impairment	A classification of special educational need
HNB	High Needs Block	Funding which supports pupils with SEND aged 0-25.
IND	Independent Mainstream School	A school providing mainstream education but not maintained by a local authority
INS	Independent Special School	A profit-making school which is not dependent on public funding
ISP	Independent Special post 16/college provision	Independent provision for pupils who are post 16
JSNA	Joint Strategic Needs Assessment	JSNAs analyse the health needs of populations to inform and guide commissioners of health, wellbeing and care services within local authority areas. It is the primary evidence base for Health & Wellbeing Boards to decide key local health priorities.
KS 1-4	Key Stage 1-4	Fixed stages in to which the national curriculum is divided
Local Offer		Local authorities are required to publish a 'local offer', providing information about provision it expects to be available to children with SEND in their area inside and outside of school. Local authorities are required to consult locally on what the Local Offer should contain.
MLD	Moderate Learning Difficulty	A classification of special educational need
MSI	Multi-Sensory Impairment	A classification of special educational need
MSS	Maintained Special School	A school maintained by a local authority
NMSS/NSS	Non-Maintained Special School	A non-profit making school that is not maintained by a local authority for children and young people with SEN
Ofsted	Office for Standards in Education	Inspectorate that visits and inspects schools and local authorities
PD	Physical Disability	A classification of special educational need
PMLD	Profound & Multiple Learning Difficulty	A classification of special educational need
Portage		Planned, home-based educational support for pre-school children with special educational needs, usually provided by local authorities. Named after the town of Portage, Wisconsin, USA where the first home teaching scheme began.
SALT	Speech & Language Therapy	The care, support & treatment for children & adults who have communication difficulties with eating drinking & swallowing.
SEMH	Social, Emotional & Mental Health	A classification of special educational need
SEN (or SEND)	Special Educational Needs (& Disabilities)	<p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. A child of compulsory school age or young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> - Have a significantly greater difficulty in learning than the majority of others of the same age, or - Has a disability which prevents or hinders them from making use of facilities of any kind generally provided for others of the same age in mainstream settings (SEND Strategy 2017-2020)

SLCD & SLCN	Speech, Language & Communication Difficulty or Need	A classification of special educational need
SLD	Severe Learning Difficulty	A classification of special educational need
SPLD	Specific Learning Disability	A classification of special educational need
Special School		A school which is resourced and organised to provide education of pupils with an Education, Health & Care Plan, who need a high degree of support in learning & sometimes specialist facilities, equipment and teaching.
VI	Visual Impairment	A classification of special educational need