

Special Educational Needs and Disabilities

Joint Strategic Needs Assessment

Executive Summary



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A copy of the full version of this report will be available on the Thurrock Council website at: thurrock.gov.uk/public-health-reports

Abbreviations

Abbreviation	Full form
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BF	Brighter Futures
CCG	Clinical Commissioning Group
CIPFA	Chartered Institute of Public Finance and Accountancy
CBT	Cognitive Behavioural Therapy
CYP	Children and Young People
EYFS	Early Years Foundation Stage
EHCP	Education Health and Care Plan
DfE	Department for Education
DLA	Disability Living Allowance
EWMHS	Emotional Wellbeing and Mental Health Service
GLD	Good level of development
JSNA	Joint Strategic Needs Assessment
MLD	Multiple Learning Disorder
NEET	Not in Employment Education or Training
NELFT	North East London Foundation Trust
ONS	Office for National Statistics
PHE	Public Health England
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
YOS	Youth Offending Service

Summary of key findings and recommendations

Key Areas	Key Findings	Recommendation
<p>What are the characteristics of CYP with SEND?</p>	<ul style="list-style-type: none"> The prevalence of SEND in Thurrock is rising in line with national rates. Thurrock expects a rise in the number of children with SEND from 3882 (2017) to 4619 and 5256 in 2024 and 2037 respectively. SEND is more prevalent in males than females; more boys are likely to be on SEN support than girls. It is unclear why boys are more likely to have SEND than girls but some explanation include misdiagnosis in girls as a result of play styles e.g. autism potentially under-represented. However, some primary needs are more prevalent in girls; for example profound learning difficulties. Thurrock has a higher proportion of pupils with Moderate Learning Difficulty, in its primary, secondary and special schools than the national and Statistical Neighbours proportions. ASD is the most common primary need within special schools. Moderate Learning Difficulty is the most common primary need in secondary schools, while This increase will likely impact on demand for special school provision. <p style="text-align: center;">BK1</p>	<ul style="list-style-type: none"> Make a strategic decision for greater collaboration between the local authority, the CCG and schools. Develop, implement and effectively monitor a SEND strategy with a clear vision, alongside themes and priorities informed by this JSNA and in consultation with children, young people and their families. Continue to improve local data - To enhance this projection and accurately begin to estimate the number of children and young people with SEND. Predicted increases in the number of children and young people with SEND included within this JSNA is an extremely simple estimate which is compounded by irregular CSC data and different data systems It will be useful to incorporate more robust projections to aid better understanding of need, ensure accurate spend as well as inform forward planning of children and health services for this cohort of children.

Slide 3

BK1

What are you trying to say here? It seems like two sentences are being merged here?

Balthasar, Karen, 27/07/18

Summary of Key findings and recommendations

Key Area	Key Findings	Key Recommendation
<p>How well are pupils in Thurrock performing?</p>	<ul style="list-style-type: none"> SEND pupils on a statement/EHC plan achieved better educational outcomes than their peers nationally and in comparator local authorities. This was noticed in early years (2017), Key Stage 2 (2016) and Key Stage 4 (2016). Good educational attainment was not observed in pupils without a statement. The level of attainment at age 19 in Thurrock was below other areas for pupils who had a statement/EHC plan (2017). More than half of exclusions between 2013 and 2016 were of children with SEND. Children with SEN are less likely to remain in Education, Employment or Training than those with no identified SEN in which only 5% were NEET. However 9% of Statement/EHC pupils were NEET and 8% of SEN Support pupils in BK2 Thurrock were NEET, highlighting the poor outcomes for these pupils 	<p>Further develop and improve SEND operational areas of work:-</p> <p>Continue to develop and improve Thurrock's Local Offer. This should be done in collaboration with children, young people, parents and carers. This includes ensuring personalisation of the service offer for families to improve choice and ensuring EHC plans are co-produced within recommended timelines.</p> <ul style="list-style-type: none"> A deep dive on SEND case files by the SEND team to explore whether transitional arrangements are being met according to guidance i.e. conversion of statement EHC plans as well as transition between services for example, children to adult services.. Raise educational achievement of children and young people with SEND through early identification of need, appropriate intervention and effective monitoring of progress towards a challenging target.

Slide 4

BK2

perhaps needs re-wording as it is slightly confusing/misleading?

Balthasar, Karen, 27/07/18

Summary of Key findings and recommendations

Key Area	Key Findings	Key Recommendation
<p>What are we doing for children young people with SEND and their families in Thurrock?</p>	<p>There are a ranges of offers for children and young people with SEND and their families in Thurrock spanning different age-groups – ranging from pre-school and school age to transition from childhood into adulthood.</p> <p>Thurrock has two outstanding special schools which is quite sort after .</p> <p>Commissioning of offer in Thurrock is not as co-ordinated as it can be. The Integrated Commissioning Strategy for Children has been</p> <p>Short Break – Evidence suggest that short breaks consistently demonstrate positive impacts on carers, their children and the family as a whole. Most beneficial short breaks are those that offer something/benefit all family members. We calculated potential savings that could be made following evidence to account for all (66), half (33) and a third (22) of LAC children with SEN being prevented from entering into the care system.</p>	<ul style="list-style-type: none"> • A cross-cutting service review on transition from child to adult services to identify issues, challenges and areas of focus. • Invest in more sufficiently tailored short-break provision as part of a preventative service offer. Evidence suggests that personalised short-break provision has been effective in supporting children, young people and their families. • Develop a joint commissioning approach for SEND with a primary focus on therapies to address the increased demand. More specifically, an exercise to benchmark the Speech and Language Therapy provision against national guidance should be undertaken, alongside exploration of the current provision and a health equity audit.

Background

In 2014, the Government introduced wide-reaching changes to the SEND system, with the intention of offering simpler, improved and consistent help for children and young people with SEND.

Local areas were tasked with implementing most of these changes by the end of March 2018. This JSNA will hopefully look at what impact these changes are having different by Local Authority. In Thurrock,

Children and young people aged 0 - 25 make up **34.1% (56,959)** of the population of Thurrock. The child population aged 0 – 25 in Thurrock has been on the rise in the last decade (10.6% from 2007) which is double the rate of increase in England (5.9%). This trend is expected to continue over the next decade.

There are **3,882 (13.97%)** children and young on the school roll with SEND. Of those children with SEND **2899 (10.4%)** qualify for SEN support and **983 (3.5%)** are on an Education, Health and Care Plan (EHC – Plan).

Purpose and Scope

This needs assessment is part of a response to the key changes to the SEND practice as well as in support of the joint SEND inspections. It considers the characteristics of children with SEND and presents comprehensive data and evidence on what we currently know about SEND in Thurrock.

Furthermore, this JSNA fulfils the following objectives

- Understand the health and wellbeing needs of children with SEND and/or disability;
- Understanding the current demand for services and project future need where possible;
- Provide an evidence base to inform service planning, commissioning processes and be a source of information for SEND;
- Make recommendations to improve provision and delivery

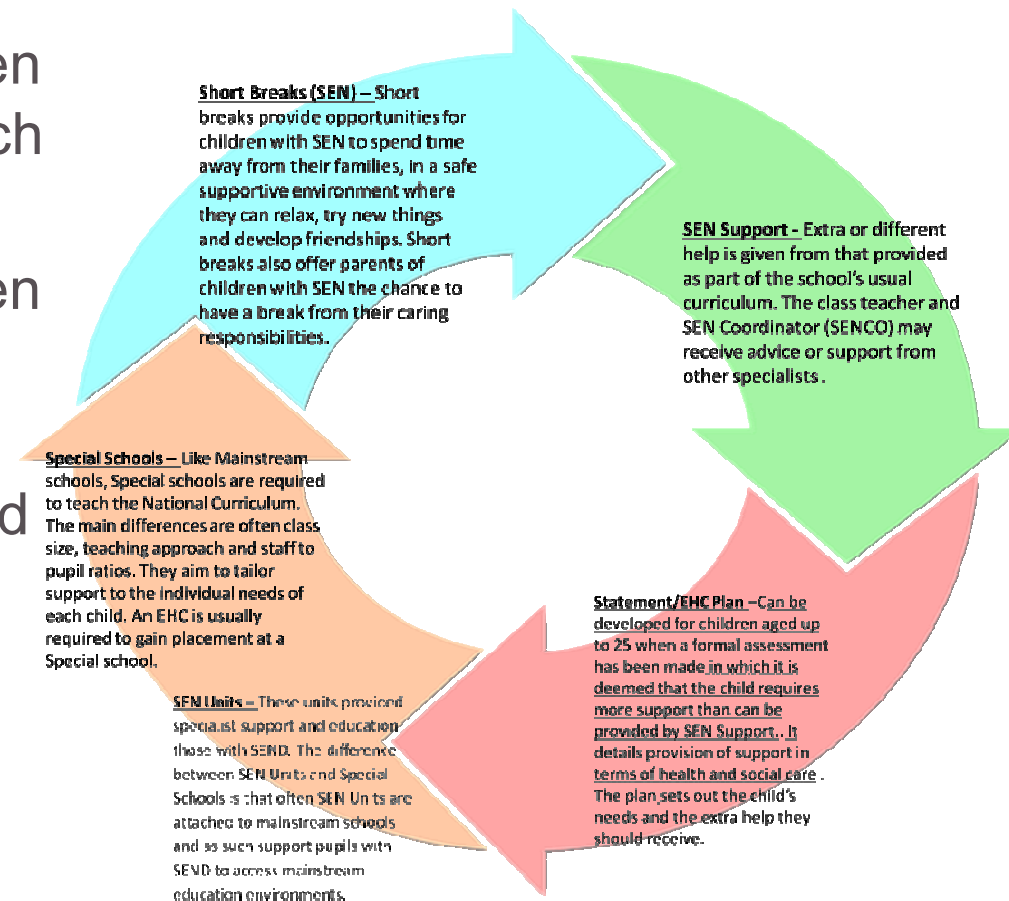
This needs assessment is intended to contribute to creating 'Opportunities for All' in Thurrock by assessing the strength of local arrangements for SEND need and provision through three broad strands.

- Systems to identify need – what we know about children and young people with SEND?
- Assessing and meeting needs – what we are doing to supporting children and young people with SEND?
- Outcomes achieved – have our children and young people with SEND achieved their greatest potential?



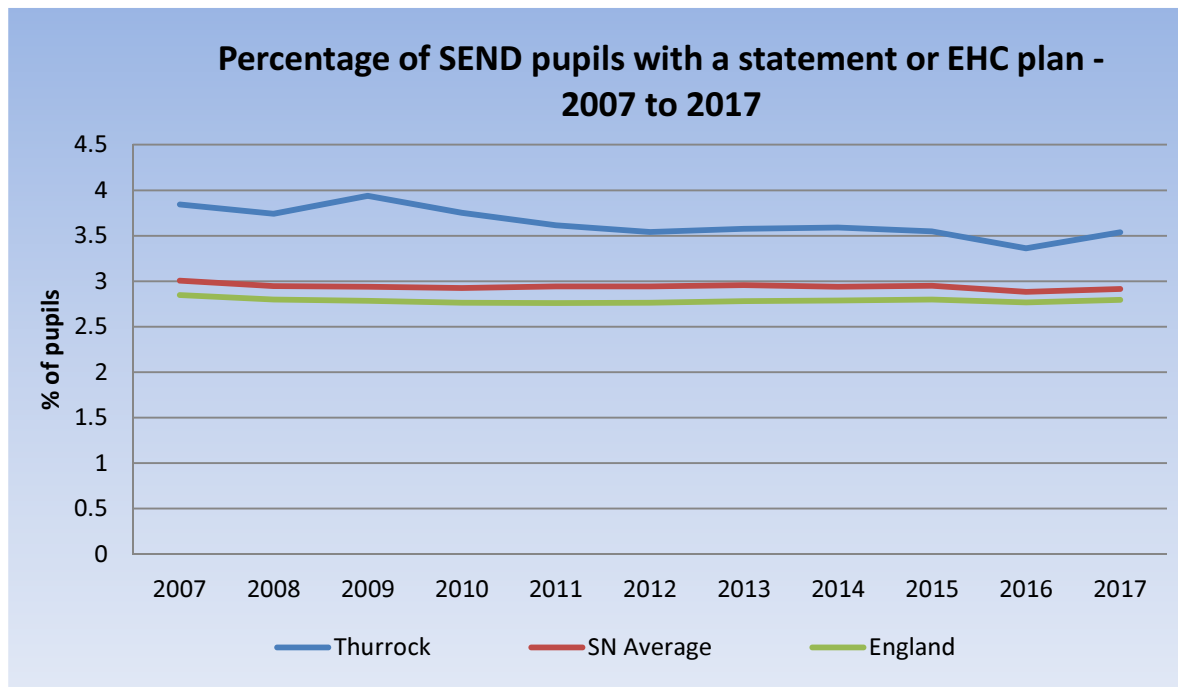
National and Regional Policy Context

- In 2017 there were 1.24 million children living in England who had SEND, which accounts for nearly a ¼ of all children.
- Evidence suggests that 73,000 children of school age have complex needs made up of the following:-
 - 10,9000 children with profound and multiple learning difficulties.
 - 32,300 children with severe learning difficulties.
 - 27,5000 children with ASD
 - 2,300 children with multi-sensory impairments.



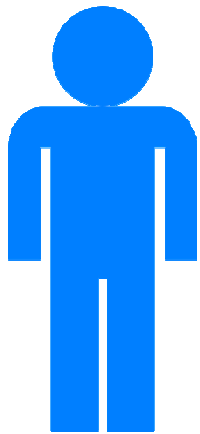
Local Strategic Context – How many children and Young People are living with SEND?

Figure 1. Percentage of SEND pupils with a statement or EHC plan

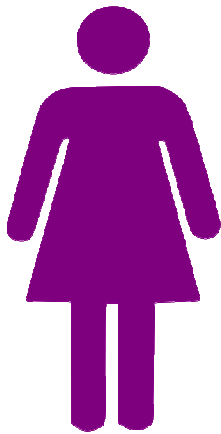


- The prevalence of SEND in Thurrock is rising in line with national rates. Thurrock expects a rise in the number of children with SEND from **3882** (2017) to **4619** and **5256** in 2024 and 2037 respectively.
- Thurrock has had a higher proportion of pupils supported through a statement or EHC plan over the last decade than the SN and England averages.
- The largest decrease when viewed as a proportion of pupils can be seen between 2015 and 2016 (17.5% decrease). This coincided with the SEND reforms which might in part explain this finding.
- The number of children with SEND but without a Statement has decreased over time, from a peak of 5,054 in 2010 to **2,899** in 2017
- The proportion of pupils with Statements/EHC plans or SEN Support is comparable with other areas.

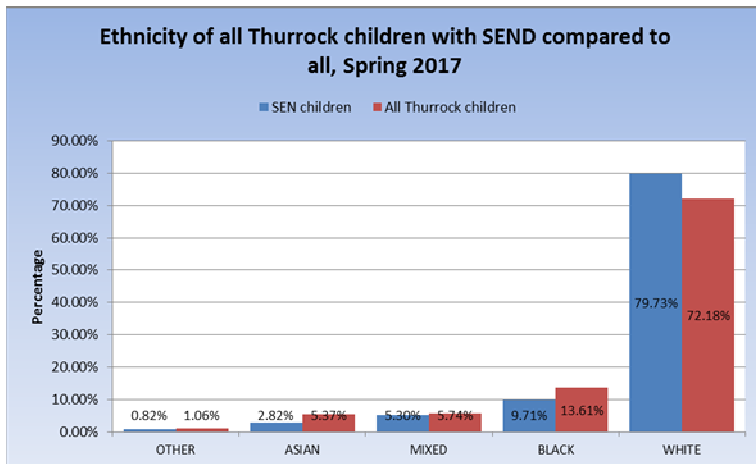
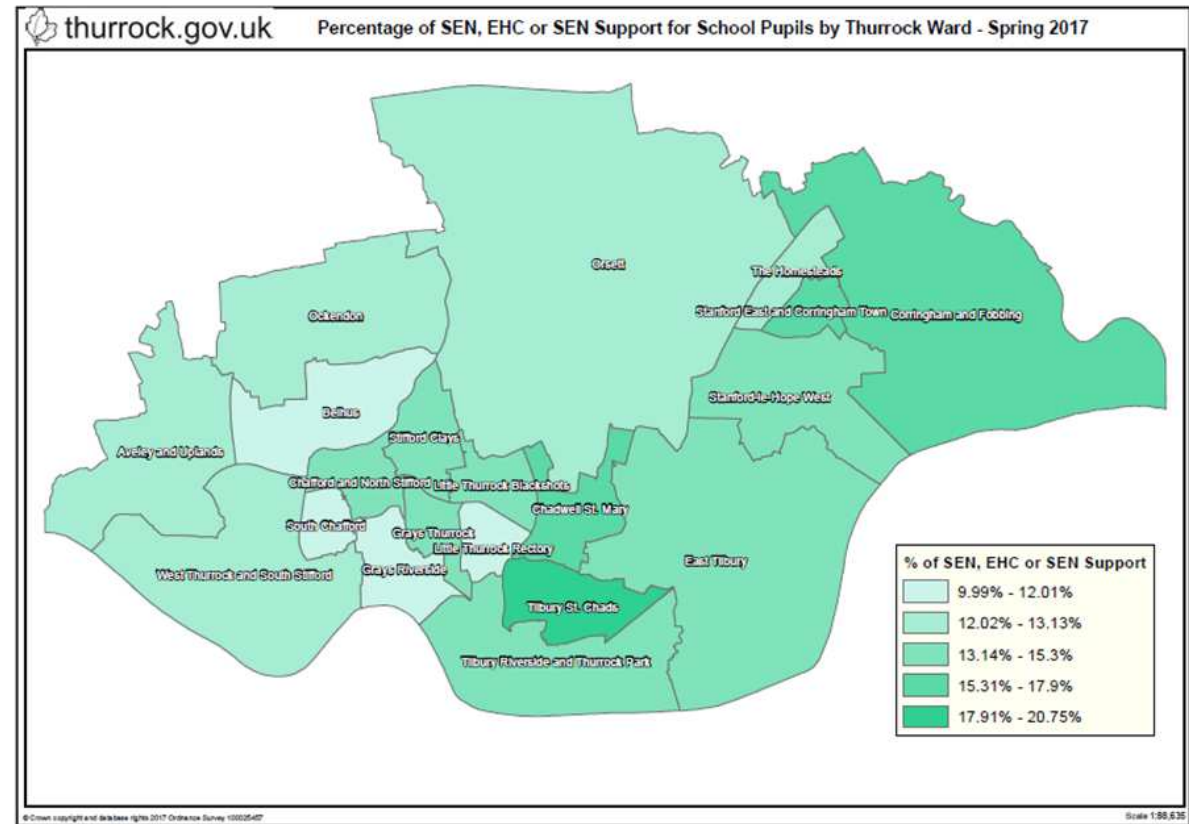
Characteristics of Children and Young People with SEND.



75.5%

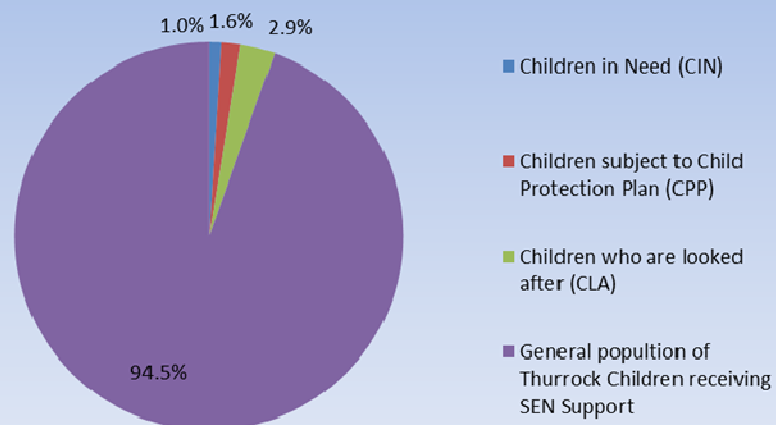


24.5%

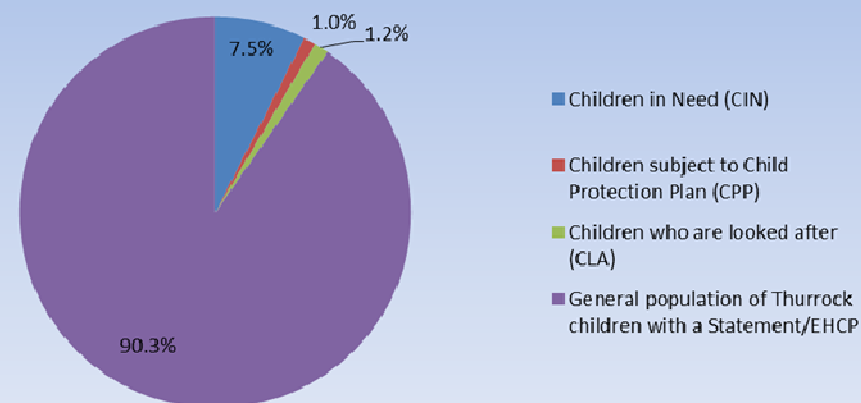


Characteristics of Children and Young People with SEND continued....

Percentage of children (general pop, CIN, CP or CLA) receiving SEN Support in Thurrock, July 2018



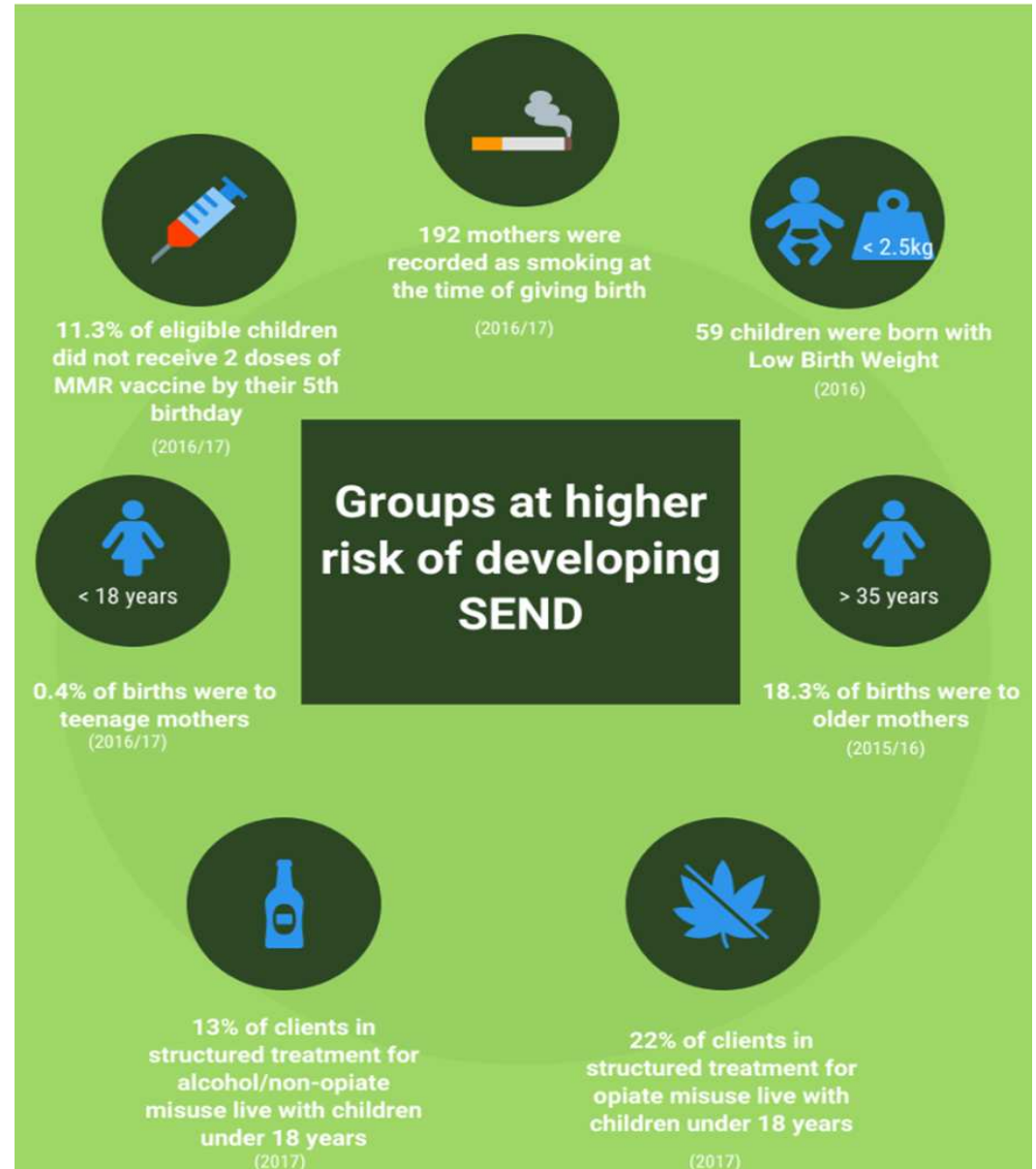
Percentage of children (general pop, CIN, CP or CLA) with a Statement or ECHP in Thurrock, July 2018



Risk factors

A range of factors are known to predispose children to developing special educational needs and disability. We have discussed some key risk factors which include;

- Infection or diseases such as complications in pregnancy as a result of measles, mumps and rubella, bacterial meningitis.
- Smoking in Pregnancy
- Drug and alcohol during pregnancy
- Maternal diet and age
- Low birth weight and pre-term birth



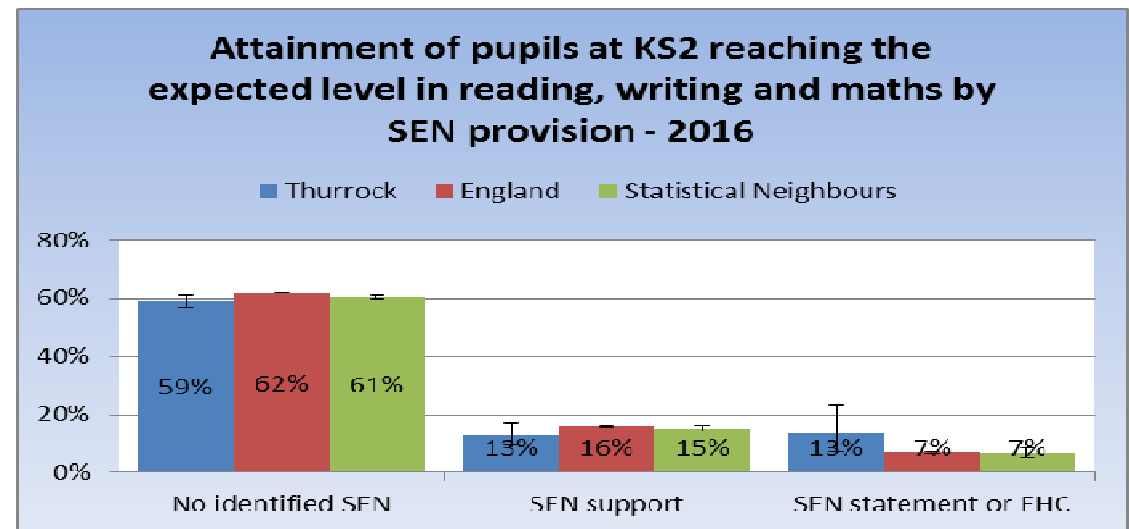
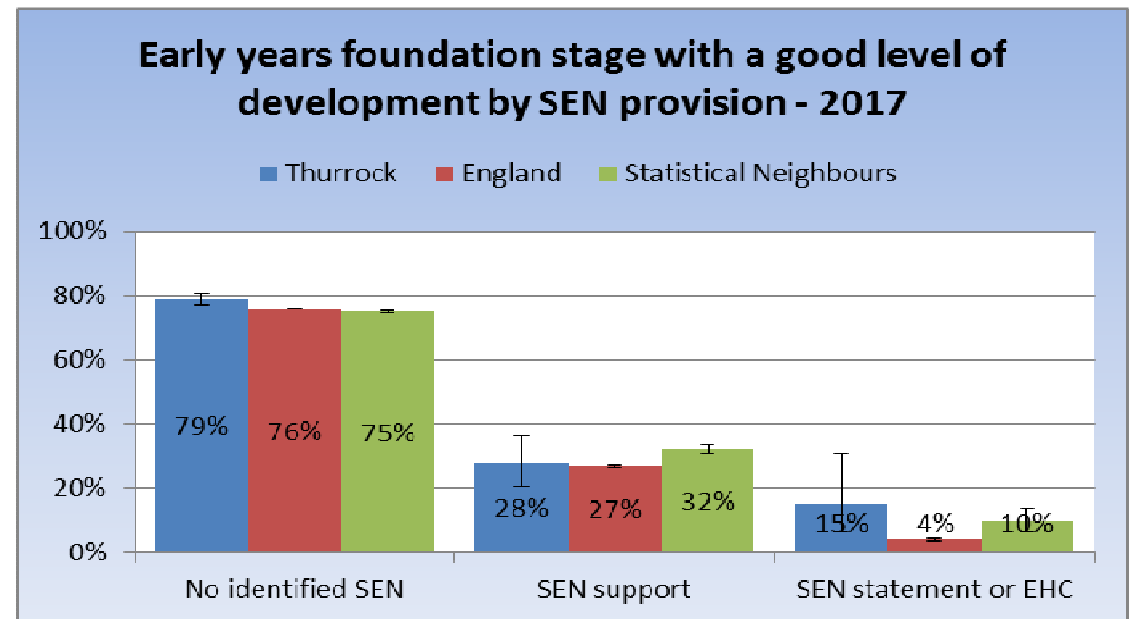
How well are children with SEND achieving their potential?

We know that children and young people with SEND are at risk of poorer outcomes in education and life in general which might impact on their later life. We also know that children with SEN and complex disabilities are now surviving for longer with some needing very specialised treatment.

Early Years - Although Thurrock has had a historically higher proportion of children achieving Good Level of Development (GLD) at Early Years Foundation Stage than the national average, this is not the case for children with SEND.

Key Stage 2 – Evidence has shown that children with SEN experience some educational inequalities when compared to their peers. These include inequalities in attainment, lower rates of sustained education and/or higher rate of absence or exclusions. In Thurrock;

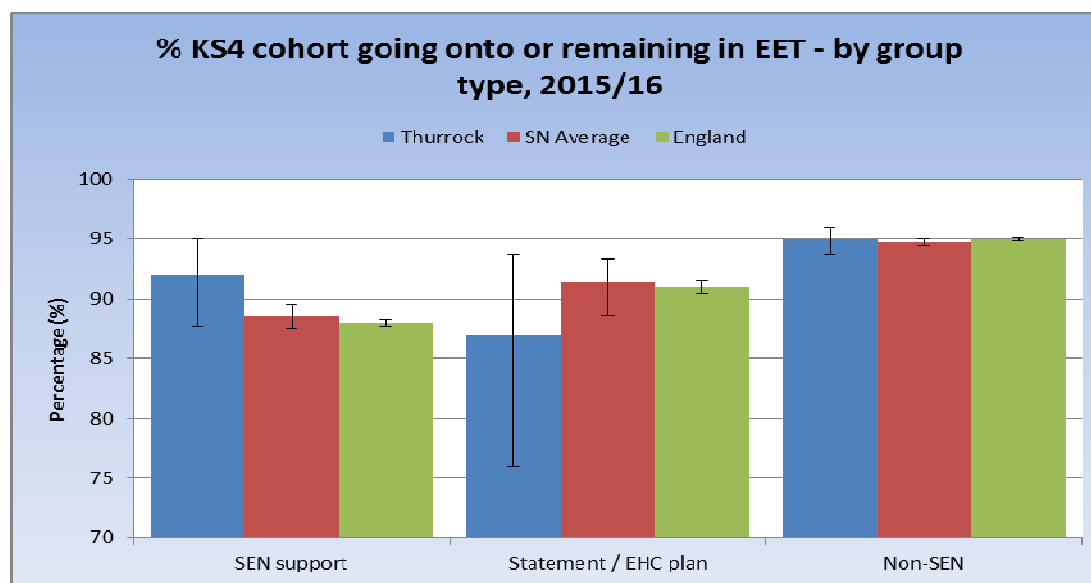
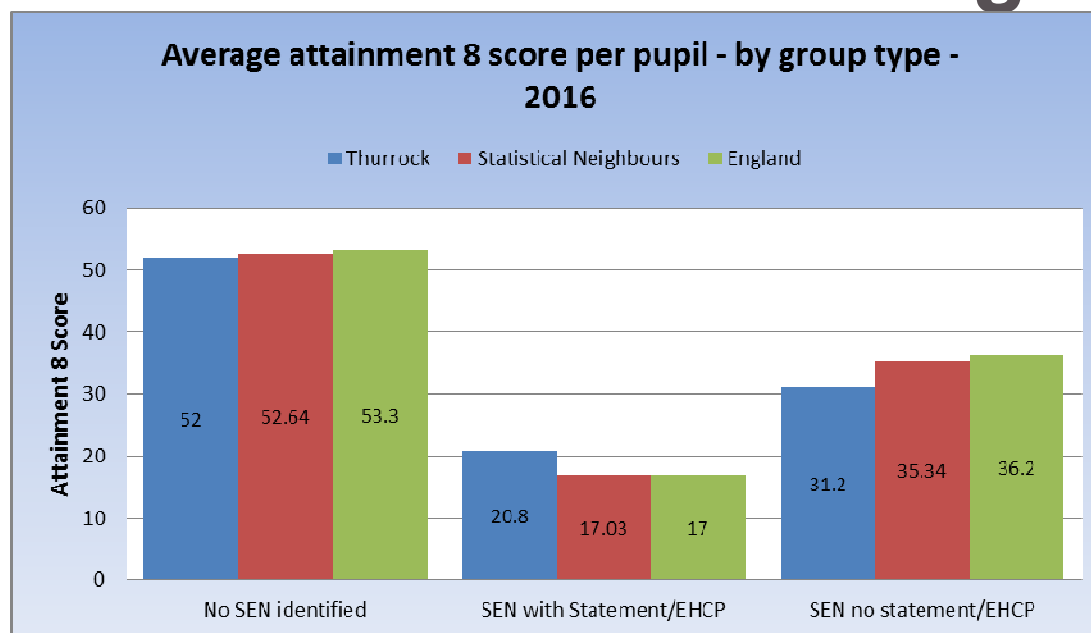
- (13%) of KS2 SEN pupils with a statement/EHC plan achieved their expected level compared to 6.8% and 7% for its SNs and England. This is not observed in SEN pupils with no Statement, or non-SEN pupils.
- It is apparent that children and young people with SEN on a statement or EHC plan are doing far better and achieving expected levels of development compared to SEN children with no statement.



How well are children with SEND achieving their potential?

Key Stage 4 - The average attainment 8 score (measures a child's average grade across 8 subjects) was higher for Thurrock's SEN pupils with a Statement; 20.8, compared to 17.9 and 17.0 for its SNs and England. The attainment 8 scores for SEN pupils with no Statement was below comparator areas (31.2 compared to 35.3 SN and 36.2 and England).

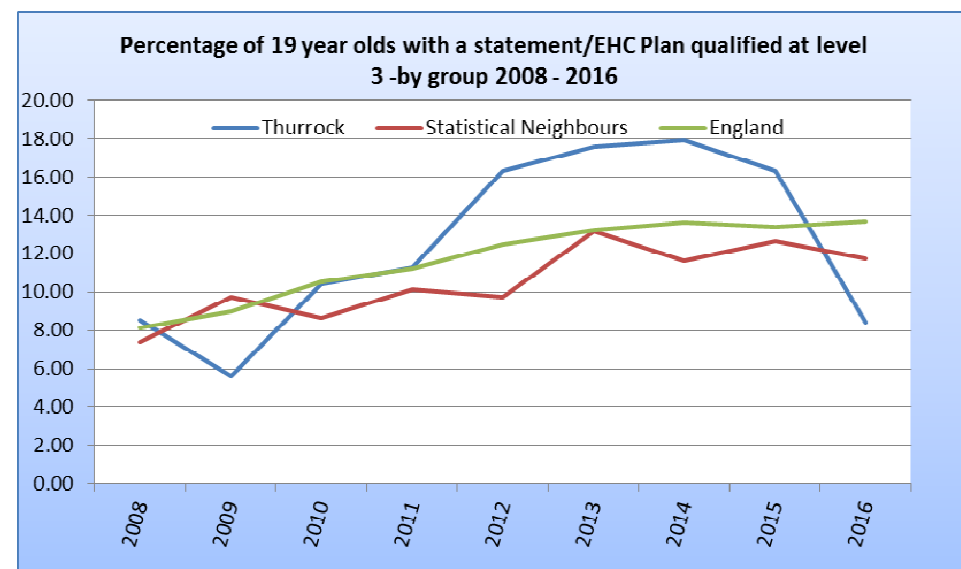
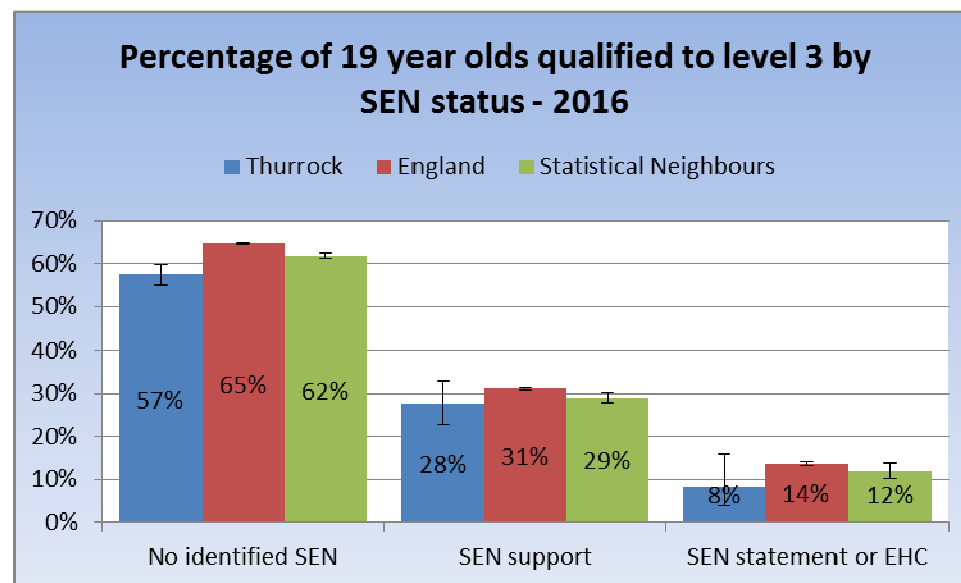
Evidence tells us that young people with SEN are less likely to remain in Education, Employment or Training than those with no identified SEN. In Thurrock, there is no statistical difference between SEN young people remaining EET with a statement/EHCP and those without a statement. However, the percentage of CYP with SEND receiving SEN support who remain EET is significantly higher in Thurrock when compared to Statistical Neighbours and England averages.



How well are children with SEND achieving their potential?

Post 16 - In Thurrock, the level of attainment at age 19 is below other areas for all pupil groups. In Thurrock,

- SEN pupil with a statement achieved 8.4% level 3 qualifications which are lower than SNs and England proportions at 11.7% and 13.7% respectively.
- There were 27.7% of SEN pupils with no Statement qualifying at Level 3 in 2016 (30.3% and 31.2% in SNs and England).
- Across the years (2008 – 2015), a higher proportion of SEN pupil with a statement/EHC plan have been achieving level 3 qualifications than their counterparts in SNs and England which has slightly reduced in 2016.
- More than half of exclusions between 2013 and 2016 were of children with SEND.
- Children with SEN are less likely to remain in Education, Employment or Training than those with no identified SEN in which only 5% were NEET. There were 9% of Statement/EHC pupils who were NEET and 8% of SEN Support pupils in Thurrock who were NEET, highlighting the poorer outcomes for these pupils



How well are children with SEND achieving their potential?

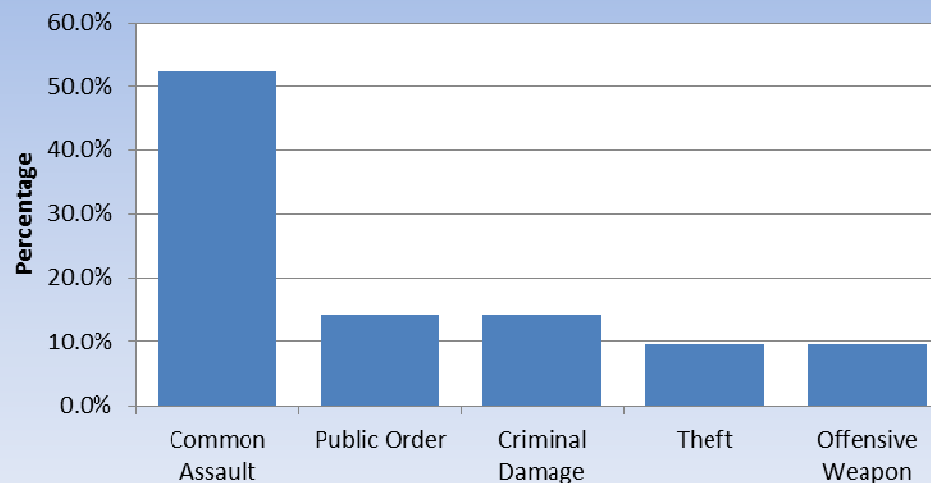
- Nationally 60% of CYP in Youth justice system have a speech, language and communication difficulty.
- In Thurrock, 11 of 54 cases on YOS caseload were recorded as having SEN (7 with EHCPs, 2 with statements and 2 with SEN but not subject to an SEN statement or EHCP).
- Common assault committed by CYP with SEN is higher than the general population (52% as opposed to 39%).
- Often reactionary and related to behaviour management e.g. anxiety.

Transition is an important life stage guided by four principle outcomes:

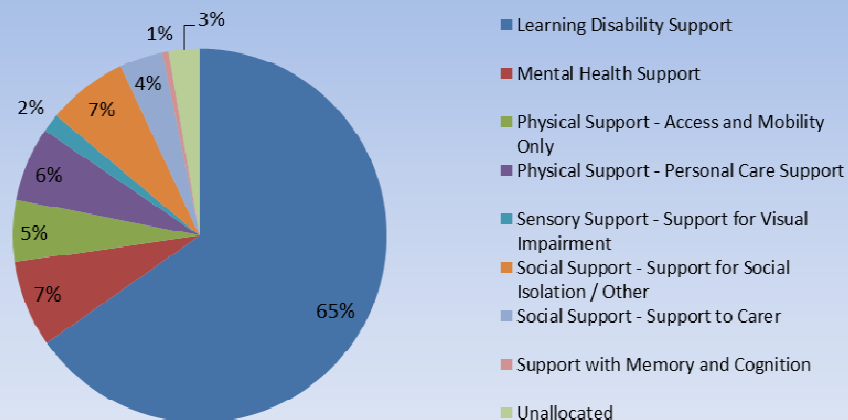
- Moving into paid employment and higher education
- Living independently
- Having friends and relationships and being part of their local community
- Living as healthy lives as possible

The majority of 18 year olds coming through to Adult Social Care require Learning Disability support, with 65% of those over the last 7 years requiring this. The second most common reason for support is Mental Health as show in Figure 2.

Types of offences committed by those with SEN, January 2018



New 18 year olds entering into Adult Social Care by category - 2010-2017



What are we doing in Thurrock to support children and young people with SEND?

- Local Offer

A key component of the SEN work across the borough is the provision of mainstream support and inclusive education..

- Brighter Futures

Healthy Families Service

Children's Centres

Prevention and Support services including Troubled Families.

Brighter Futures

A complimentary suite of Offers including;

- Early Years - for preschool support including home visiting and Portage
- School Aged – Main stream resources, Outstanding Special Schools, SENCo's
- Preparing for Adulthood - Transition to Short Breaks
- Health and Community Services – Community nursing, Therapies including Speech and Language Therapy etc.

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Report Authors

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