

The SEND challenge: growing levels of need

Needs analysis summary

DRAFT

Foreword

A shared understanding the needs of children and young people with SEND

Our vision is for all children and young people in Surrey to be happy, healthy, safe and confident in their future. Those with special educational needs and disabilities (SEND) can often face extra barriers to achieving this, so we need to offer the right support that enables them to achieve their goals and the best possible outcomes in their lives.

In delivering this vision we need to respond to growing demand for services for children and young people with SEND, new legislative requirements in the Children and Families Act 2014 and reduced funding. These challenges mean we and our partners need to do things differently.

In response, we have embarked on our SEND 2020 programme, looking to achieve the improvements and changes that professionals, practitioners, children, young people and their families and carers tell us they need.

A key part of this is ensuring the right education, health and care services are available in the right places and at the right times - what we call "Developing the local offer". We can only do this by working with our partners through an integrated commissioning approach, focussed on shared outcomes for children and young people to make the best use of our resources and joined-up local provision.

This summary needs analysis provides the basis for a shared understanding of the level, extent and nature of the needs of children and young people with SEND in Surrey. As such, it will be the starting point in our integrated approach to commissioning, so that we achieve our vision for every child and young person with SEND in Surrey.

March 2016

Developing the "local offer" through joint commissioning

"Our aim is that all Surrey children and young people are happy, healthy, safe and confident in their future" – *Surrey County Council*

Introduction

Surrey County Council is committed to improving outcomes for children and young people. To do this, and respond to demographic changes and new legislation, it is essential that we and our partners develop a shared understanding of the needs of children and young people with special educational needs and disabilities (SEND).

This needs analysis report brings together data as part of an in-depth look at Surrey's SEND population, their primary need, where they are located, their attainment and what provision they are using.

Having established an understanding of the level of need in Surrey, the next steps are to improve the range of services locally (the local offer) to reduce the number of children we have to place in institutions out of the county, improve levels of attainment and inclusion in our schools and ensure the right services are in place at the right time.

Feedback from parents, carers and young people in need of SEND services has highlighted an uneven and fragmented experience of the system. To help address that, we want to agree a joint commissioning approach – or framework – with our SEND partners. This will enable us to provide joined-up services so that children and young people with special educational needs and disabilities have the same opportunities in life as their peers.

Overview of headlines

A number of themes have emerged from our needs analysis, which we have arranged as a series of headline findings to illustrate the type of needs, historical trends and how we compare with other similar areas (or statistical neighbours). We are using these headlines to promote a shared understanding with our SEND partners and to prompt discussion around the challenges and what we need to do differently.

The headline findings reveal a number of strands to the SEND story in Surrey, including:

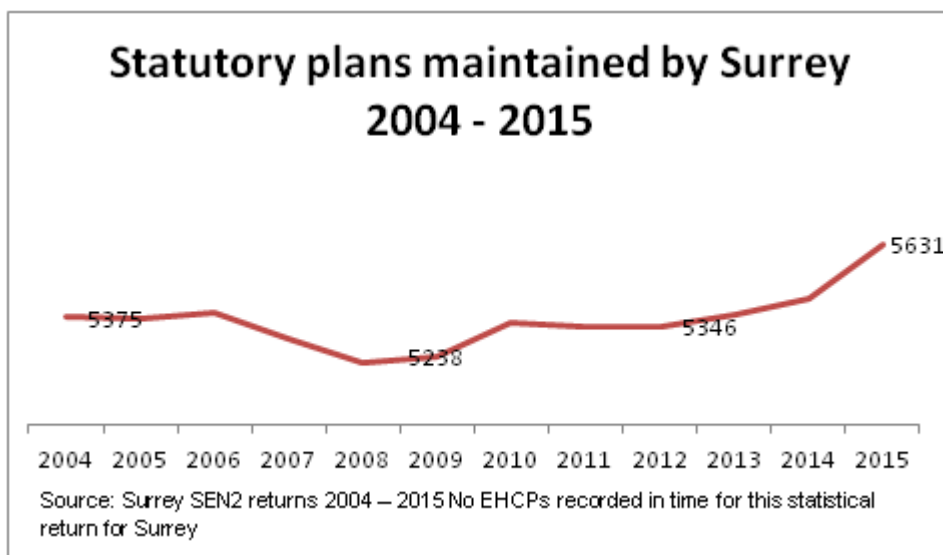
- Increasing population and growing need, especially among children and young people with autistic spectrum disorders which will require the development of new easier support and new provision;
- a particularly high level of educational placements in the independent sector, which may be far from a child's home, which will require more integrated local education, health and care provision as viable alternatives;
- SEND children lagging behind their peers in key outcomes, which will require earlier and more integrated support across education, health and care;
- Increasing need for pathways post-16 and post-19 that support preparation for adulthood, including employment and more independent living.

The headlines and graphs on the following pages provide more details on these and other issues.

Headline 1: 7.5% rise in number of young people with special educational needs or disabilities The number of children and young people who need a statement of special educational needs or EHCP (education, health and care plan) has risen from 5,360 to 5,631

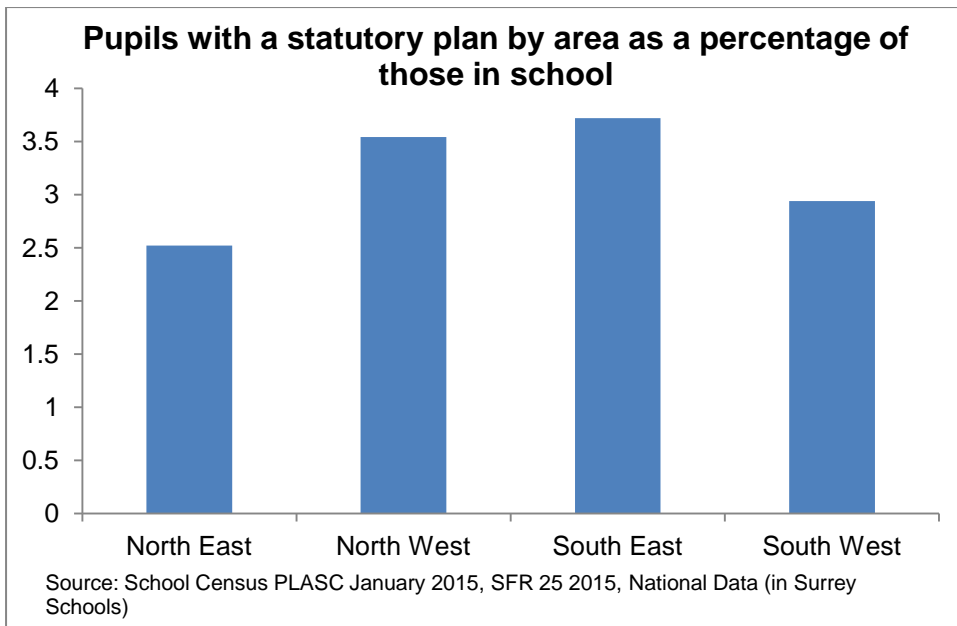
(7.5%) since 2009, outstripping the demographic increase of young people in the same age range.

The proportion of such children and young people in Surrey schools has increased from 2.9% to 3.1%, which is above the regional and national averages of 2.8%.



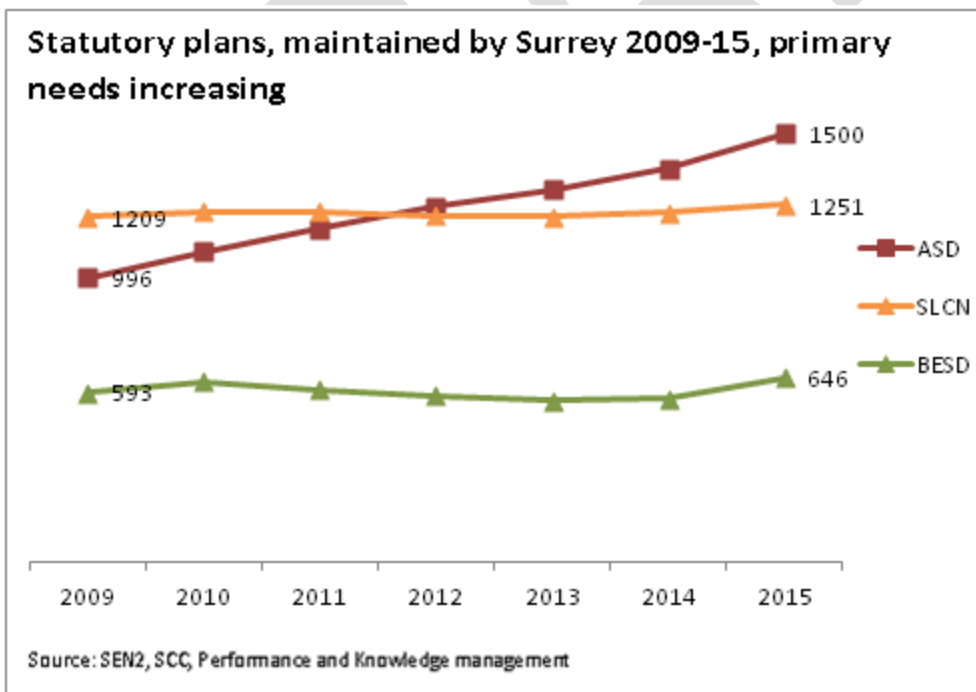
NOTE: Exact figures can be confusing because there is a distinction between the number of statements maintained by Surrey where pupils attend school outside the county or NMI, and those who are educated within Surrey but their statements are maintained by another council. There are 5,631 children with statements maintained by Surrey but 5,850 attending Surrey schools.

Headline 2: South-East Surrey has the highest proportion of children and young people with Education, Health and Care plans (EHCPs)

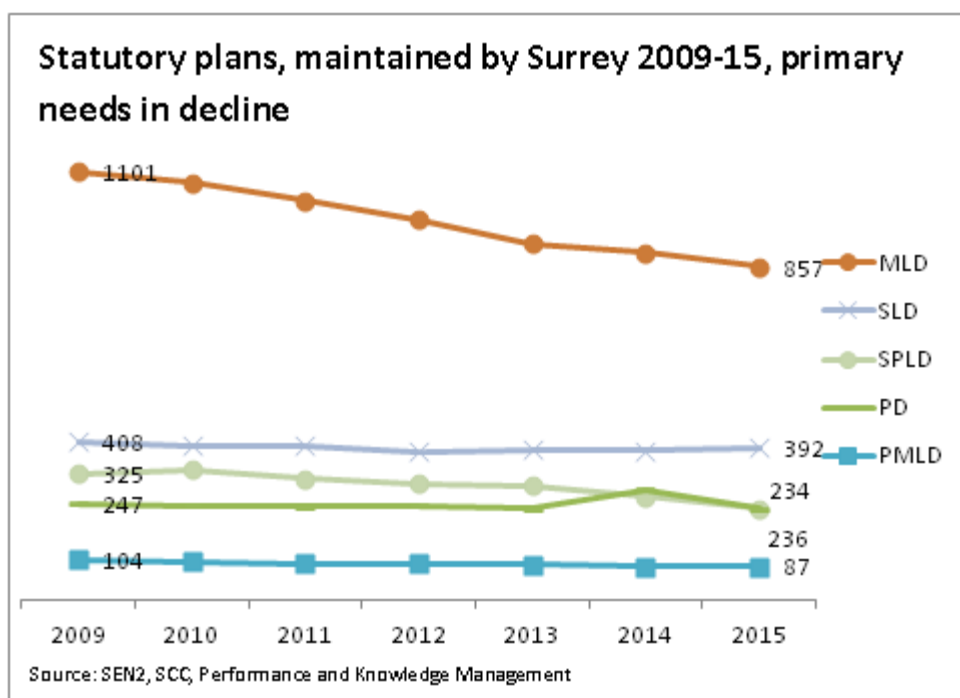


Headline 3: 50% rise in number of Surrey children and young people with autism -

The number of children and young people identified with autistic spectrum disorder (ASD) has increased by 50% since 2009. Some other needs have decreased – e.g. moderate learning difficulties (MLD) and specific learning difficulties (SPLD). This is likely to be the result of changes in diagnoses.



NOTE: ASD – Autistic Spectrum Disorder; SLCN – Speech, language and communication needs; BESD – Behaviours in emotional and social difficulties (now changed to SEMH)



NOTE: MLD - Moderate learning difficulties; SLD - Severe learning difficulties; SPLD - Specific learning difficulties (eg Dyslexia, Dyscalculia and Dyspraxia); PD - Physical disabilities; PMLD - Profound and multiple learning difficulty

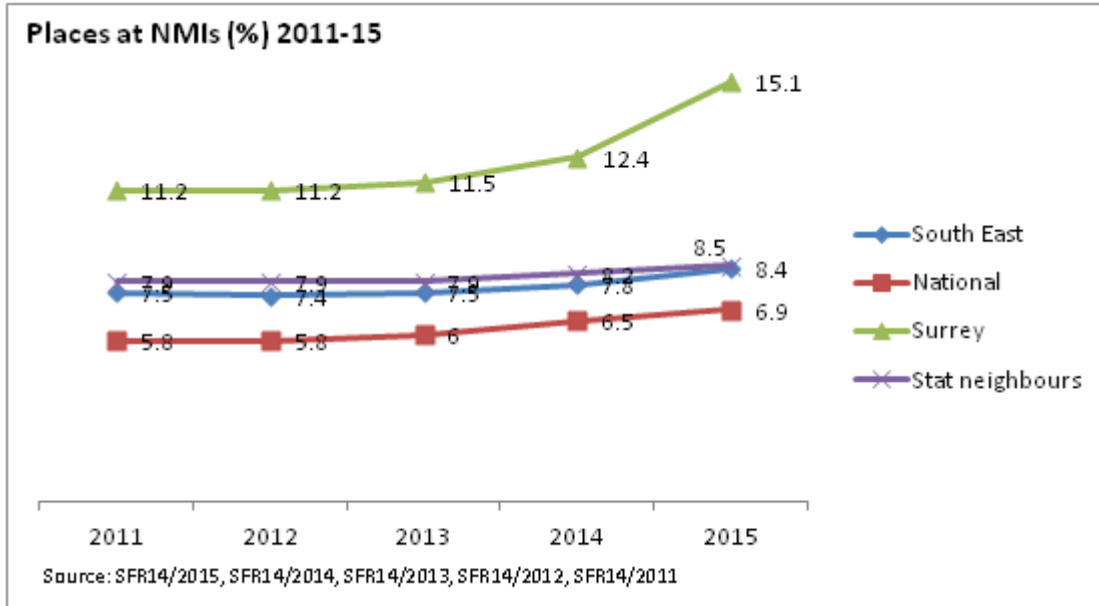
Headline 4: Children with special educational needs account for 7.7% of hospital admissions in the age group from birth to five years

Number and proportion of Hospital admissions for 0-5 year olds by ICD 10 conditionsⁱ that could lead to a SEN assessment 2011/12 – 2014/15				
Admission	2011-12	2012-13	2013-14	2014-15
All admissions 0-5 years	26917	26861	27076	26454
With SEN conditions - 0-5 years	1891	2018	2204	2042
Percentage (%) with SEN conditions	7.0	7.5	8.1	7.7

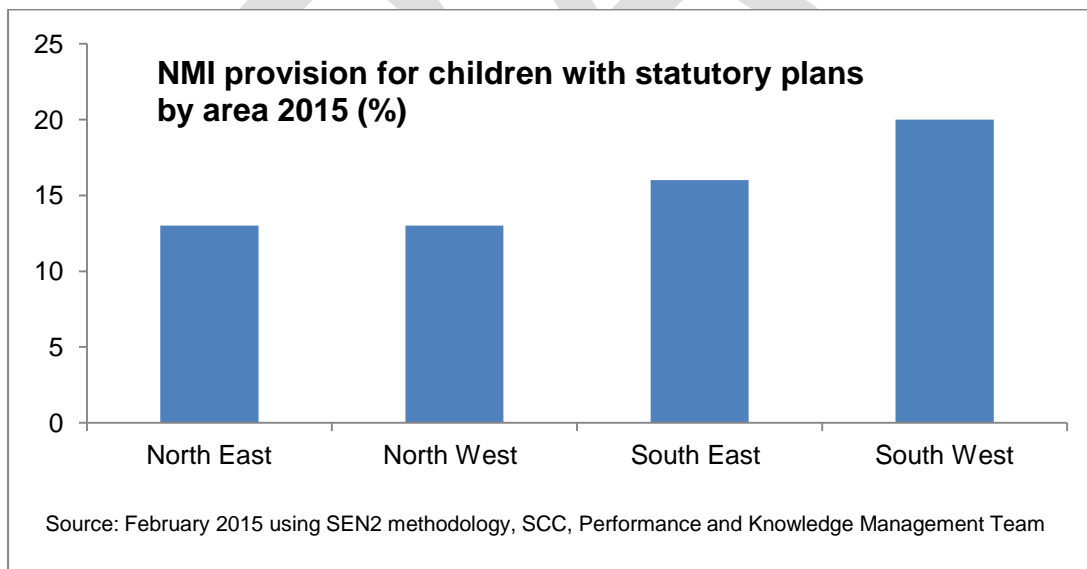
Health data around SEN children, public health Surrey, February 2016

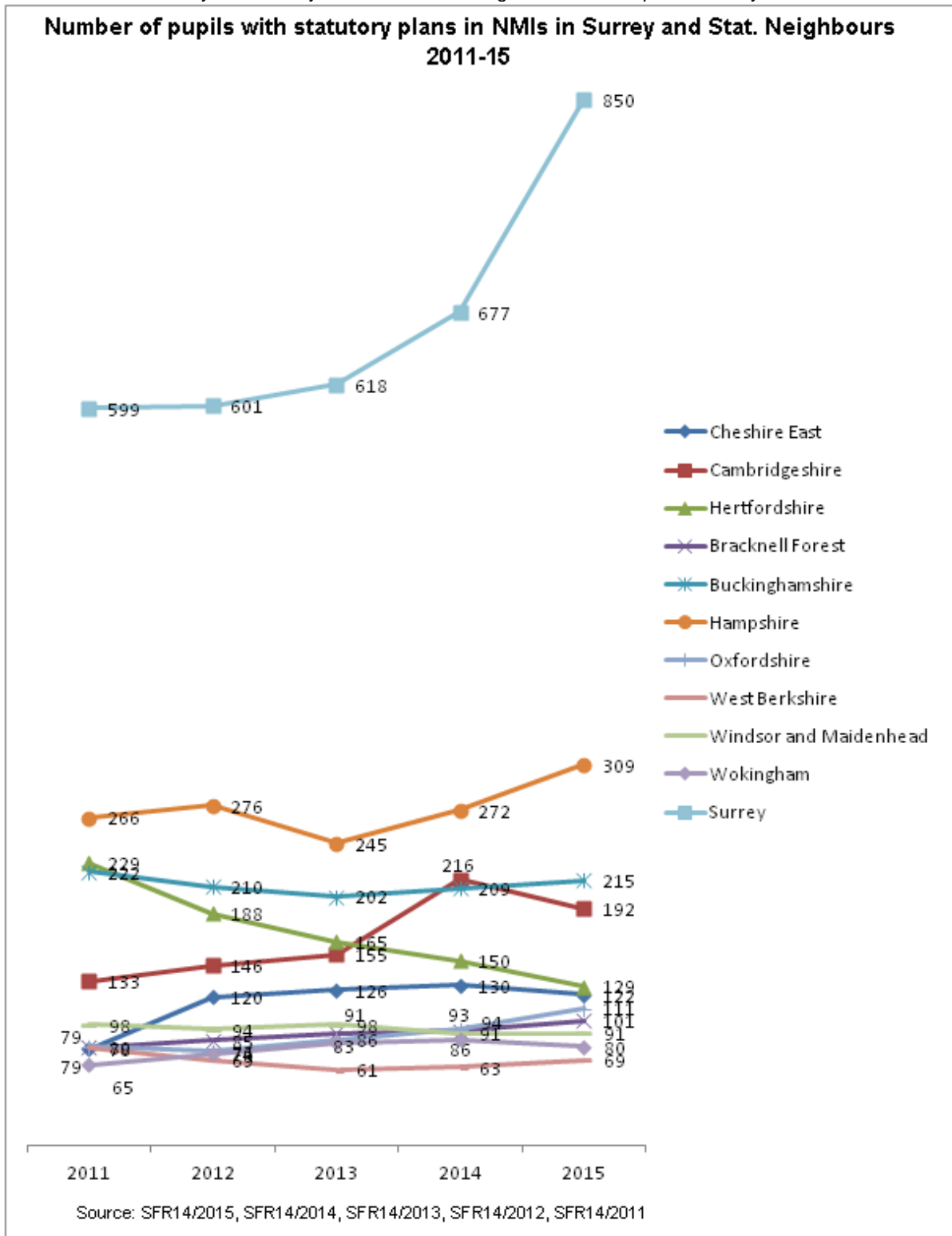
NOTE: The Children and Families Act requires councils to have an understanding of the entire needs of a young person, including health. However, improvements are needed to the data sharing between councils and health colleagues, which currently limits our understanding of children's health needs.

Headline 5: Surrey places twice as many children in the independent sector as other areas – Around 15% of children with special needs are placed by Surrey in non-maintained institutions (NMIs), which may be in Surrey or further afield. This is a jump of over a third (36%) over the last five years, and is more than double the national average (6.9%) and considerably above the statistical neighbour average (8.5%).



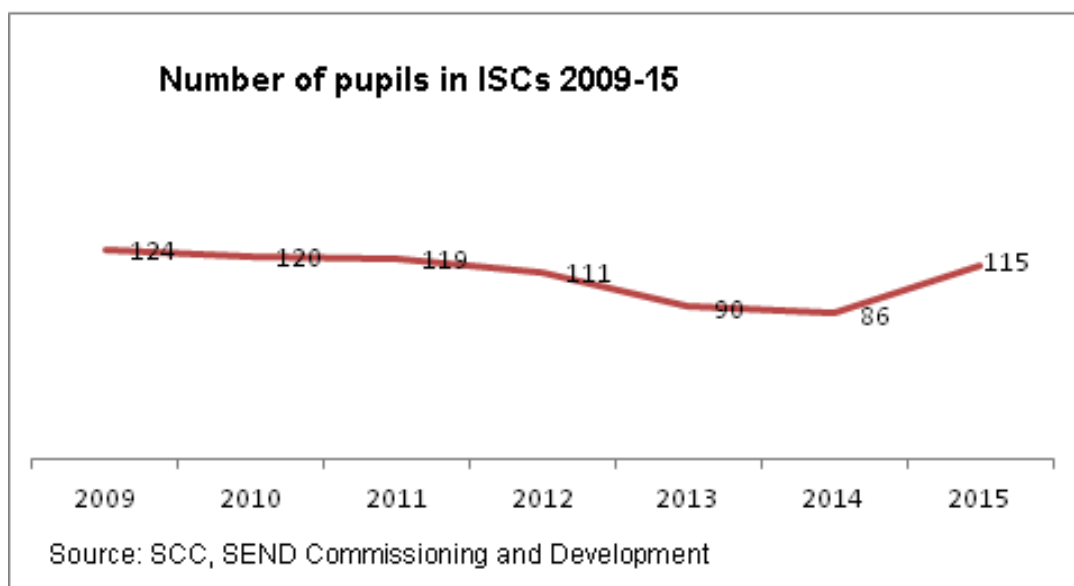
NOTE: In 2015, the South West had the highest proportion of children in NMIs out of the quadrant population.





NOTE: The NMI figure reported nationally and used in these comparisons includes other factors, such as places funded by parents or carers so is not directly comparable with the number funded by the county council and its partners.

Headline 6: The number of young people in independent specialist colleges (ISCs) has jumped sharply following the Children and Families Act 2014.

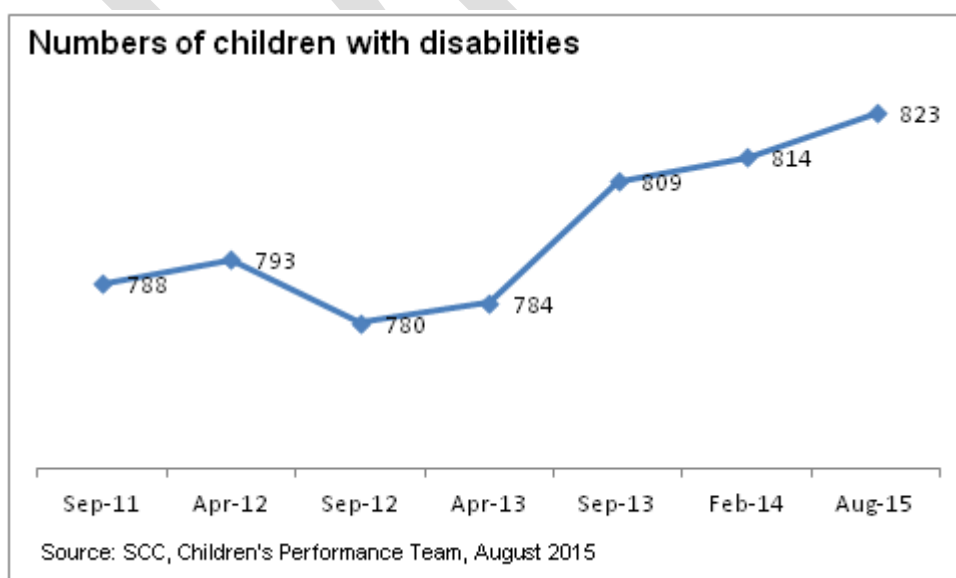


NOTE: Prior to the Children and Families Act numbers were decreasing as part of the strategy of providing learning opportunities closer to home.

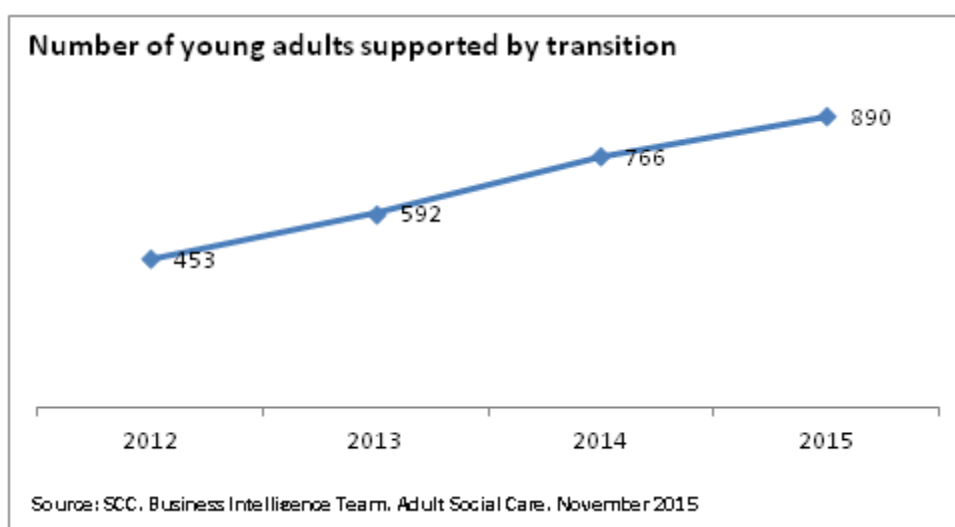
Headline 7: Seven in ten Looked After Children who have been looked after for at least 12 months have some form of SEND

In 2013, 36.7% of the 370 children who had been continuously looked after for at least 12 months and a further 33.7% had SEN without a statement – a total of 70.4% with some form of SEND.

Headline 8: The number of children with disabilities receiving social care support from the council’s Children’s Services continues to rise steadily



Headline 9: The number of young adults supported by the transition team has nearly doubled in three years. The group of young people being supported has expanded from 453 to 890, an increase of 96%

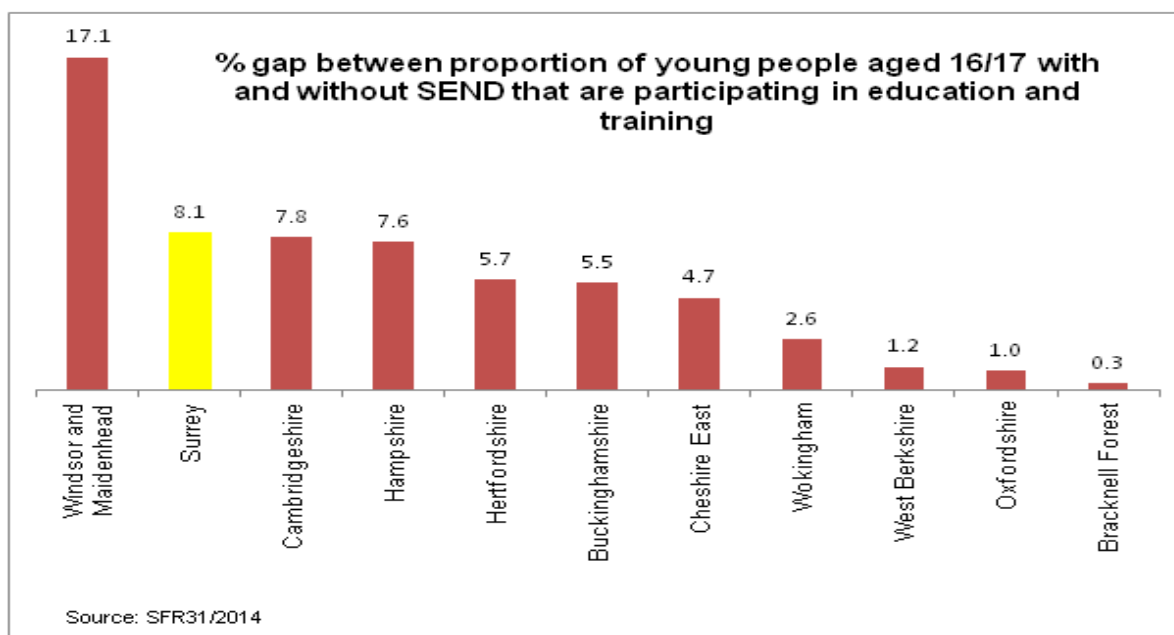


Note: This can, in part, be attributed to a change in data recording.

Headline 10: Surrey is lagging behind other similar areas (statistical neighbours) in educational attainment at all SEND age ranges. In terms of post-school outcomes, Surrey's SEND children also do significantly worse than other pupils.

Key points to note:

- In 2014, 9% of Surrey young people with a statement achieved five or more A* - C passes (including English and Maths) at GCSE, compared to 12.9% for our statistical neighbours and 8% nationally
- In 2014, 24.6% of Surrey young people with special needs but no statement achieved five or more A* - C passes (including English and Maths) at GCSE, compared to 26.6% for our statistical neighbours and 23.5% nationally
- Surrey has an 8.1% gap between the number of 16 and 17-year-olds with and without SEND who are participating in education and training, placing Surrey 10th out of 11 statistical neighbours



NOTE: As part of Surrey's SEND 2020 improvement plan we are working with schools to support a wider range of pupils within mainstream schools to help address this issue. Surrey is also conducting a series of pilots to support young people after education through job creators, support at FE colleges and investment in ISCs.

Headline 11:

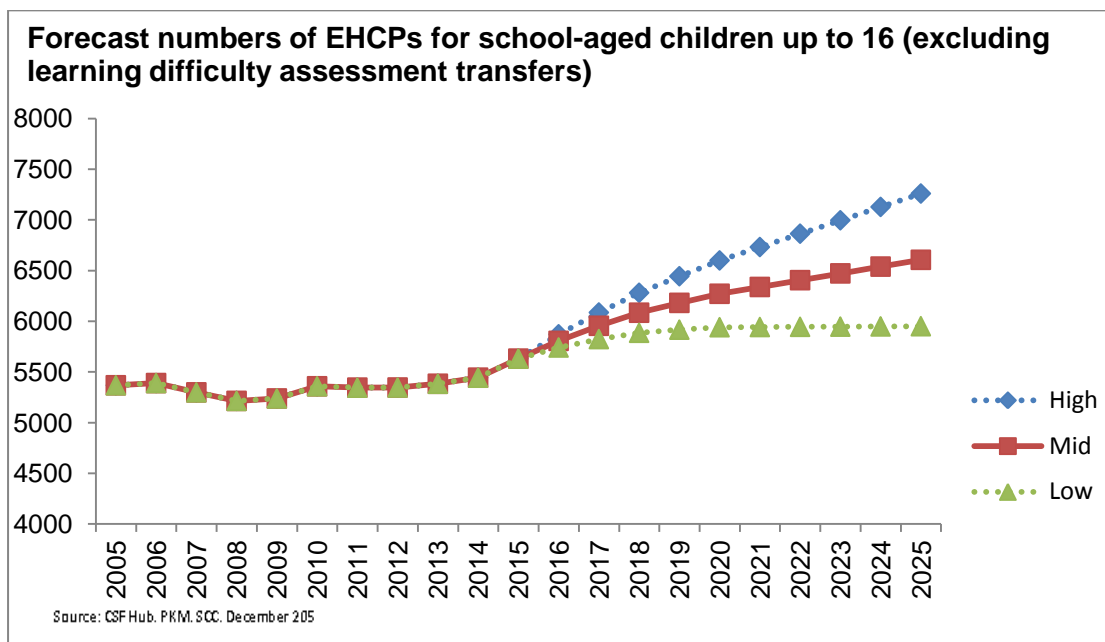
The number of children and young people with SEND is going to increase.

One of Surrey's priorities is to reduce the number of young people being placed in non-maintained provision as local and inclusive provision achieves better long term outcomes for children and young people and greater independence into adulthood, as well as generally being more cost effective.

The approach to developing the local offer for children and young people with SEND will be based on modelling growth in needs and planned development of new provision. This supports the new provision being in the right place and the right time and provides a basis for monitoring the effectiveness of the new provision in reducing demand for out-county placements.

The chart below shows the projected number of children with EHCPs based on the most recent six years of data, taking into account expected changes in the demographics for this age group, together with known housing developments. It is likely that there will be around 6250 children with EHCPs by 2020, and 6500 children with EHCPs by 2025, an increase of around 900 (16%). The 'High' and 'Low' lines on the chart show the highest and lowest likely trajectories (at 95% confidence). There is a high degree of uncertainty when projecting over a ten year period, and it will be important to continue to update projections with new data as it becomes available. These projections are for school-aged children aged up to 16 and are being developed for the 0-25 population.

The mid projection suggests that there may be approximately 6500 children up to the age of 16 with an EHCP by 2025.

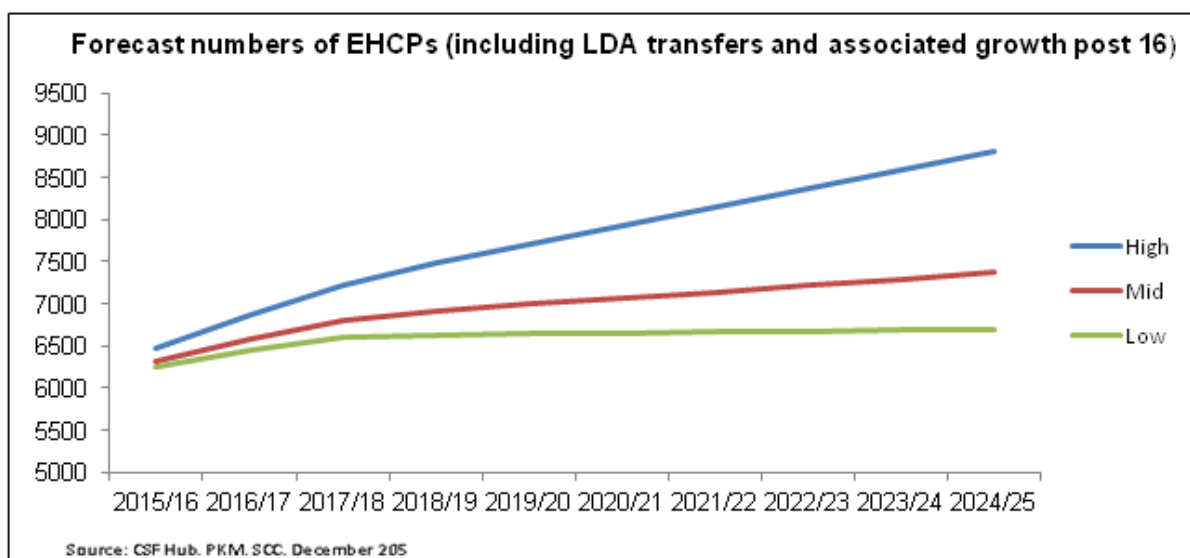


NOTE: Once you include the impact of the Children and Families Act in relation to the transfer of Learning Difficulty Assessments (LDA) and increased requirements around raising the participation ages, this could increase significantly. We suspect that Surrey will see an even more rapid increase in the number of EHCPs post-16 than for younger, school-aged children but it is difficult to estimate how many EHCPs will be issued to 16-25 year olds.

Headline 12: The number of young people on statutory plans (EHCPs) will increase considerably following the raising of the participation age and the Children and Families Act 2014.

The chart below shows the total estimated number of EHCPs including young people aged 16-25 in addition to the projected school-aged figures in the chart above. Based on current assumptions it is likely that Surrey will see an even more rapid increase in the number of EHCPs post-16 than for younger, school-aged children. Note that due to the impact of the raising of the participation age and the Children and Families Act, it is particularly difficult to estimate how many EHCPs will be issued to 16-25 year olds. Most importantly, it is not known how many young people will continue EHCPs beyond age 19.

The mid estimate suggests there may be approximately 7400 children aged 0-25 with EHCPs in 2025.



Summary of key headlines

In summary, the key headlines are:

- The number of children and young people with statutory plans has increased in the past 10 years.
- The number of children with Autistic Spectrum Disorder is fastest growing need and above the decline of other types of primary need.
- Surrey places a large proportion of pupils in non-maintained institutions, especially in comparison to statistical neighbours.
- The number of children and young people with SEND are not just increasing in education provision but also those supported by the children with disabilities team in social care.
- The numbers are expected to continue to rise, especially in the 16-25 age group following the changes brought in by the Children and Families Act.

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Specific Learning Difficulty
Moderate Learning Difficulty
Severe Learning Difficulty
Profound & Multiple Learning Difficulty
Behaviour, Emotional and Social Difficulty
Speech Language and Communication Difficulty
Hearing Impairment
Visual Impairment
Multi-Sensory Impairment
Physical Disability
Autistic Spectrum Disorder
Other Difficulty/Disability

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