Children & Young People with Special Educational Needs & Disabilities

Southwark’s Joint Strategic Needs Assessment

Public Health and Children’s & Adult Services

August 2018
<table>
<thead>
<tr>
<th>Report title:</th>
<th>Children &amp; Young People with Special Educational Needs and Disabilities in Southwark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status:</td>
<td>Public</td>
</tr>
<tr>
<td>Prepared by:</td>
<td>C Williamson</td>
</tr>
<tr>
<td>Contributors:</td>
<td>Y Ely, R Flagg, C Jones, S Kwaa, M McEntee, B Nicola, K Watters</td>
</tr>
<tr>
<td>Approved by:</td>
<td>K Fenton &amp; N Dohel</td>
</tr>
<tr>
<td>Contact details:</td>
<td><a href="mailto:publichealth@southwark.gov.uk">publichealth@southwark.gov.uk</a></td>
</tr>
<tr>
<td>Date of publication:</td>
<td>August 2018</td>
</tr>
</tbody>
</table>
Health Needs Assessments form part of Southwark’s Joint Strategic Needs Assessment process

BACKGROUND

The Joint Strategic Needs Assessment (JSNA) is the ongoing process through which we seek to identify the current and future health and wellbeing needs of our local population.

- The purpose of the JSNA is to inform and underpin the Joint Health and Wellbeing Strategy and other local plans that seek to improve the health of our residents.

- The JSNA is built from a range of resources that contribute to our understanding of need. In Southwark we have structured these resources around 4 tiers:

  Tier I: The Annual Public Health Report provides an overview of health and wellbeing in the borough.

  Tier II: JSNA Factsheets provide a short overview of health issues in the borough.

  Tier III: Health Needs Assessments provide an in-depth review of specific issues.

  Tier IV: Other sources of intelligence include Local Health Profiles and national Outcome Frameworks.

- This document forms part of those resources.
- All our resources are available via: [www.southwark.gov.uk/JSNA](http://www.southwark.gov.uk/JSNA)
This Health Needs Assessment provides an overview of special educational needs and disabilities in Southwark

AIMS & OBJECTIVES

This report forms part of the Joint Strategic Needs Assessment (JSNA) for Southwark and aims to provide an overview of the SEND population in the borough and has the following objectives:

- Outline the national local policy context
- Assess risk factors for SEND
- Identify the demographics of the children and young people with SEND in Southwark
- Assess the range of health, social care and educational needs of children and young people with SEND in Southwark
- Identify areas that work well and to develop recommendations where additional work may be required to improve the health, social care and educational outcomes for children and young people with SEND in Southwark
Children with special educational needs and disabilities have disproportionately poorer outcomes than their peers

INTRODUCTION

Children with special educational needs and/or disabilities often experience poorer outcomes than their peers, in health, education and in the transition to adulthood

- According to the SEND Code of Practice, a child has Special Educational Needs and Disabilities if “they have a learning difficulty or disability, which requires special educational provision to be made for him or her”

- There are a number of broad categories of need identified in the SEND Code of Practice which cover specific conditions, however it is worth noting that some children will have multiple needs that span these categories:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical need

- Children with special educational needs and/or disabilities often experience poorer outcomes than their peers, in health, education and in the transition to adulthood

References
CONTENTS

Policy Context

The Local Picture

The Local Response

Summary & Key Findings

Recommendations & Next Steps
The Children and Families Act 2014 aimed to improve the way organisations work together for children with SEND

NATIONAL STRATEGIC & POLICY CONTEXT

The Children & Families Act came into force on 1st September 2014 and marked the biggest change in legislation regarding special educational needs and disabilities in over 30 years.

The Act:
- Extended support for children and young people with SEND from birth to 25 years of age
- Introduced new Education, Health and Care Plans (EHCP) to replace SEN statements

Key aspects include the following:
- Co-ordinated assessment leading to an outcome-focused integrated EHCP from 0-25 years
- Jointly commissioned services between the Local Authority and Health
- A Local Offer setting out all services available to families, children, parents and young people with SEND and how these are accessed
- Right to request a personal budget for services identified in the EHCP
- Bringing all schools, nurseries and Further Education providers under the same SEND legislation and responsibilities

Every Local Authority is required to develop a local transition plan that sets out how they plan to implement the SEND reforms. All conversations from SEN statements to EHC plans must be complete by 31 March 2018.

References
The SEND Code of Practice provides statutory guidance on duties, policies and procedures

NATIONAL STRATEGIC & POLICY CONTEXT

The Code of Practice sets out the statutory duties of local authorities, health bodies and educational establishments to provide for those with special educational needs, and replaces the 2001 Code of Practice.

Key Principles:
- In carrying out their function, Local Authority must consider views, wishes and feelings of the child, young person or child’s parents
- Important that the child or young person, and the child’s parents, participate as fully as possible in decisions, and are given the right support to do so
- Support the child or young person, and the child’s parents, in their development and educational achievement, as well as preparing them for adulthood

Main changes since 2001:
- Covers age range 0-25 and includes guidance on disability as well as SEN
- Clearer focus on children, young people and parents being involved in decision making at individual and strategic levels
- Includes guidance on joint planning and commissioning of services to ensure close co-operation between education, health and social care
- Includes guidance on publishing a local offer of support
- Introduction of the Education, Health and Care Plan (EHCP) to replace statements and Learning Difficulty Assessments (LDAs)

References
The Southwark Five Year Forward View sets out the shared local vision for health and social care in the borough

LOCAL STRATEGIC & POLICY CONTEXT

The Five Year Forward View for Southwark sets out the way that the CCG and Council want to change the way they commission local services, placing a greater emphasis on prevention, early intervention and integration.

Key Principles:
- Emphasise populations rather than providers
- Focus on total system value rather than individual contract prices
- Focus on the characteristics of good care such as enabling patient empowerment, holistic care (e.g. parity of esteem), prevention and early intervention to avoid crises

The FYFV aims to:
- Increase healthy life expectancy in Southwark, adding life to years as well years to life
- Reduce health inequalities between communities in Southwark
- Ensure more of our local residents are engaged in their own healthcare, so that individuals and families are directly involved in maintaining and improving their own health and wellbeing
- Increase the proportion of people reporting better experiences when they use health and social care services

References
1. Southwark Five Year Forward View, Southwark Council and NHS Southwark CCG
Work to support those with special educational needs and disabilities in Southwark is overseen by the SEND Board

LOCAL STRATEGIC & POLICY CONTEXT

Southwark Council Children and Adults Board (CAB)

Southwark Health and Wellbeing Board

Southwark CCG Governing Body

Joint Commissioning Strategy Committee

Children and Young People’s (CYP) Commissioning Development Group

SEND Board

SEND Operational Group

Parent & Young People’s Consortium

SEND Joint Commissioning Working Group

The SEND Board provides oversight of SEND in Southwark and is co-chaired by the Director of Education of Southwark Council and the Director of Quality & Chief Nurse of Southwark CCG.

The SEND Operational Group has a remit to oversee the delivery of the 0-25 pathway. Representatives from operational services sit on this group, including those who deliver the services.

The Parent & Young People’s Consortium is a strategic group which represents the views and experiences of parents, young people and community groups.

The SEND Joint Commissioning Working Group focuses on progressing partnership commissioning for those 0-25 with SEND, such as joint commissioning for children’s home care.
CONTENTS

Policy Context

The Local Picture

- The prevalence of special educational needs and disabilities
- The prevalence of disabilities
- Risk factors
- Educational outcomes
- Transition

The Local Response

Summary & Key Findings

Recommendations & Next Steps
Data from the DfE and the January 2017 school census has been used to profile the children with SEND

PREVALENCE OF SEND

The following slides provide an overview of the current picture of special educational needs and disabilities in Southwark, looking at the prevalence of SEND and the profile of need.

- The analysis draws on the nationally published results on all children attending state schools in the borough (including academies).

- We have also used local data from the school census to provide a more detailed understanding of our local population. This local data includes the following criteria:

  Included within the analysis are all children with SEND who:
  - Attend primary, secondary or special schools in Southwark and live in the borough
  - Are aged 3 to 18

  Excluded from the analysis:
  - Children who live in Southwark but attend school outside the borough

References
Despite a stable prevalence in recent years, there has been an increase in the number of children with complex SEND

PREVALENCE OF SEND

While there has been a substantial long-term reduction in the proportion of children identified as having special educational needs and disabilities, recent figures show the number of children with the most complex needs (those with EHCPs), has been increasing.

- There has been a long-term reduction in the prevalence of SEND in Southwark, from 24.5% to 17.0%. Figures for 2017 show that 8,145 children in the borough were identified as having SEND.
- A report by the Department of Education suggests this long-term reduction may be related to a number of factors, including more accurate identification of those who have SEND, and those who do not, following a Ofsted review in 2010, and reforms implemented in 2014.
- While the proportion of children with EHCPs has remained stable in recent years, the number of these complex children has increased due to a rising population. This places significant demand on services across the system, including education, health and social care.

References
1. Department for Education. Special Educational Needs: January 2017
Southwark has a higher prevalence of SEND than England, but levels are comparable to our statistical neighbours.

**PREVALENCE OF SEND**

In Southwark, 17% of school children have been identified as having special educational needs and disabilities.

- This equates to 8,145 children.
- Southwark has the 5th highest prevalence out of 33 London boroughs.
- Southwark has the 2nd highest prevalence of SEND out of the six boroughs in south east London, behind Lambeth.
- While the prevalence of SEND in Southwark is above levels in London and England, it is comparable to the prevalence seen among our statistical neighbours such as Hackney, Lambeth and Haringey.

References
1. Department for Education. Special Educational Needs: January 2017
   Figures from Department for Education may differ to school census data due to collection method differences
Approximately one in six school children in Southwark have special educational needs and disabilities

PREVALENCE OF SEND

Results from the January 2017 school census show there were 48,050 children attending Southwark schools and living in the borough. Approximately one in six of these children have special educational needs and disabilities.

There are 48,050 pupils in Southwark schools and living in the borough

17% of pupils attending Southwark schools have SEND

83.5% of children with SEND receive SEN support

16.5% of children with SEND have a statement or EHC plan

References
There is little change in the prevalence of SEND between primary and secondary school at a local or national level

PREVALENCE OF SEND

The prevalence of SEND in primary and secondary schools is comparable at a local, regional and national level. Just over 16% of children attending primary schools, and 15% of children attending secondary schools in the Southwark have special educational needs or disabilities.

- The proportion of children attending Southwark schools who have an EHC plan or statement of need is broadly comparable to the London average in both primary and secondary school.
- However the proportion of children receiving SEN support is higher in Southwark.
- As might be expected, the prevalence of SEND in special schools is high though lower in Southwark than in London or England. Figures from the January 2017 school census indicate that the percentage of pupils attending special schools in the borough receiving SEN support is almost four times the national average.

References
The prevalence of special educational needs is particularly high among looked after children

PREVALENCE OF SEND AMONGST LOOKED AFTER CHILDREN

Looked after children are almost 10 times as likely to have a statement of special educational need or an education, health and care plan (EHCP) than other children, and twice as likely to have social, emotional or mental health needs.

- As of 31 March 2017, there were 499 looked after children in Southwark, with a significant proportion placed out of borough.
- The rate of looked after children in Southwark is significantly higher than both the London and national average, and Southwark has the 3rd highest rate among our statistical neighbours.
- As of 31 March 2017, 39% of looked after children in Southwark had an identified special educational need.
- Of the 499 looked after children in Southwark, 86 have an education, health and care plan (NB these numbers are a snapshot as children and young people move in and out of care regularly).
- A further 34 have a SEND statement currently. These will be officially transferred to an EHCP by September 2018.

References
4. Southwark Council, Health Annual Report 2015-16
While the prevalence is similar, there are fewer pupils with SEND in secondary school as the pupil roll is smaller

DEMOGRAPHICS OF SEND

The number of children attending school in Southwark with SEND is significantly higher in primary school compared to secondary school.

- There are over 4,100 children in primary school with SEND compared to almost 2,800 children in both secondary school and college combined.
- A large increase in the number of children with SEND can be seen from nursery to Year 4 from 75 children to 697 children respectively.
- While the prevalence of SEND is broadly comparable between primary and secondary school in Southwark the general population in secondary school is significantly smaller, leading to a drop in the number of children with SEND between Year 6 and Year 7.

Figure 7: Number of children attending school in Southwark who have SEND by school year

Total number of pupils in primary school = 25,300
Total number of pupils in secondary school = 15,700

References
The prevalence of SEND varies significantly between different ethnic groups, both locally and nationally.

DEMOGRAPHICS OF SEND

The prevalence of special educational needs and disabilities varies significantly between children and young people from different ethnic backgrounds.

- The prevalence of SEND among different minority groups in Southwark mirrors the national pattern, with the highest prevalence among those from a Black Caribbean ethnic background. Locally more than 1 in 4 children attending Southwark schools who are from a Black Caribbean background have special educational needs or disabilities.

- In contrast, approximately 1 in 13 children from an Indian ethnic background attending Southwark schools have SEND.

Figure 8: Proportion of children attending Southwark schools with SEND by ethnic group

Note: children from Irish, Gypsy/Roma and Traveller of Irish Heritage have been excluded due to small numbers.

References

Slide 19
CONTENTS

Policy Context

The Local Picture

- The prevalence of special educational needs and disabilities
- The prevalence of disabilities
- Risk factors
- Educational outcomes
- Transition

The Local Response

Summary & Key Findings

Recommendations & Next Steps
Children with disabilities and complex needs require support from health, education and social care

DISABILITIES AND COMPLEX NEEDS

There is a range of national legislation which provide definitions of disability, including:

- Equality Act 2010
- Children Act 2004
- Disability Discrimination Act 1995

An individual is classified as disabled under the Equality Act if they “… have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”

Many children and young people with special educational needs will also have a disability, as defined under the Equality Act. There is also a significant overlap in the other direction, with many disabled children also having special educational needs. In order to take account of these overlapping needs, this assessment also includes information on:

- Those children with disabilities
- Those children with chronic illness
- Risk factors associated with the development of complex needs

References
There are an estimated 7,260 children and young people in Southwark with a disability

DISABILITIES AND COMPLEX NEEDS

The Family Resources Survey (FRS) is a continuous household survey that collects extensive information on disability and now stands as one of the key sources of information on the populations of disabled adults and children in the UK.

- Applying the latest survey results to the Southwark population suggests there are potentially 7,260 children and young people in the borough with disabilities.
- Results from the survey show the prevalence of disabilities increases substantially with age. This may in part be due to some conditions becoming more limiting as children get older. However, it may also be related to the reliance on the collection of information in school years to estimate child disability.

Table 1: Disability prevalence by age and gender in the UK (average of 2013-14, 2014-15 and 2015-16)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>National Prevalence of Disability</th>
<th>Estimated Local Prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>0 to 4 years</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Total aged 0 to 24 years</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

References
2. ONS mid-year resident population estimates by single year of age, 2016
Estimates suggest that over 3,000 children in the borough may have social/behavioural impairment

DISABILITIES AND COMPLEX NEEDS

The Family Resources Survey (FRS) also provides information on the prevalence of impairment types among children. Note that these figures are based on those aged under 16.

- The largest impairment type reported by children with disabilities is social and behavioural, with an estimated 3,050 children potentially affected in Southwark. This would include those with Autism, ADHD or Asperger’s syndrome.
- Those with a learning impairment (including those with difficulty understanding and/or concentrating) represent the second largest impairment type.
- It is important to note that some children may be affected by more than one impairment.

Figure 9: National prevalence of impairment types reported by disabled children and Southwark estimates

References
2. ONS mid-year resident population estimates by single year of age, 2016
Policy Context

The Local Picture
- The prevalence of special educational needs and disabilities
- The prevalence of disabilities
- Risk factors
- Educational outcomes
- Transition

The Local Response

Summary & Key Findings

Recommendations & Next Steps
There are a range of issues that may increase the likelihood of a child developing a disability or complex needs

RISK FACTORS

A number of factors associated with increased risk of disability and complex need are shown below. The list is not exhaustive, but aims to provide an overview of a number of key issues.

- Multiple births, of twins, triplets or more babies carry greater risks for both mothers and babies. Babies born as a result of multiple pregnancies are more likely than others to be born prematurely, to be of low birth weight, to require special or intensive care, and to suffer long term disabilities. We know that there are approximately 100 maternities with multiple births each year in Southwark.

- A mother’s age can have consequences for her babies’ health and well-being. For mothers aged under 20 and over 40, pregnancy and birth carry higher risks of complications and mortality for both the mother and the baby. We know locally that 9% of maternities in Southwark occurred in these age groups in 2015, accounting for just under 400 cases. Analysis indicates that this level has been consistent over the long term.

- Low birth weight has a significant impact on health outcomes later in childhood and adult life, and is a major determinant of morbidity and disability. We know that locally the number of babies born in Southwark each year that have a low birth weight is decreasing, and in 2015 just over 2% of babies were born weighing less than 2,500g.

References
2. ONS Vital Statistics Outputs 2015 – VS2 Tables
There are a range of issues that may increase the likelihood of a child developing a disability or complex needs

**RISK FACTORS**

Social and economic factors are also associated with an increased likelihood of disability and can also influence the outcomes of those with SEND.

- There is a strong association between poverty and deprivation and levels of disability. Children and young people with special educational needs and disabilities are more likely to live in poverty than those without. We know that Southwark is one of the most deprived local authorities in England, ranked 40th out of 326 local authorities, and approximately 15,000 children (28%) in Southwark aged under 16 live in low income families (though this figure is based on data from 2014 and should be treated with caution).

- We also know that children and young people with SEND are more likely to be eligible for free school meals than other children. There are over 9,600 children in Southwark eligible and claiming free school meals. While levels are higher than the national average, they are comparable to our statistical neighbours.

- Nationally more than a quarter of pupils with special educational needs are eligible for free school meals compared to 11.8% of pupils without special educational needs. Pupils with statements or EHC plans are more likely to be eligible for free school meals than pupils on SEN support (31.4% compared to 25.4%).

References
2. Department for Communities & Local Government. Indices of Deprivation 2015
CONTENTS

Policy Context

The Local Picture
- The prevalence of special educational needs and disabilities
- The prevalence of disabilities
- Risk factors
- Educational outcomes
- Transition

The Local Response

Summary & Key Findings

Recommendations & Next Steps
Those with SEND have lower levels of development than their counterparts, but Southwark outperforms other areas.

OUTCOMES: EARLY YEARS FOUNDATION STAGE

The early years foundation stage (EYFS) sets standards for the learning and development of children from birth to aged five.

- There are seven broad areas of development (early learning goals) that are monitored: communication and language; physical development; and personal, social and emotional development; plus literacy; mathematics; understanding the world; and expressive arts and design.
- At the age of 5 the development of each child is assessed. Children are deemed to have reached a good level of development if they achieve at least the expected level across the early learning goals.
- Latest results show that while children with SEN support and those with a statement or EHC plan are significantly less likely to achieve a good level of development than their peers, children in Southwark outperform their regional and national counterparts.

| Table 2: Percentage of children achieving a good level of development in early years foundation stage, 2016 |
|--------------------------------------------------|----------------------------------|------------------|
| All pupils                                      | Southwark 72%                   | London 71%       | England 69% |
| Pupils with no identified SEN                    | 78%                             | 77%              | 75%          |
| Pupils with SEN support                          | 35%                             | 31%              | 26%          |
| Pupils with a statement or EHC plan              | 7%                              | 5%               | 4%           |

References
1. Department for Education. Early years foundation stage profile (EYFSP) results by pupil characteristics: 2016
Those with SEND have poorer educational outcomes than their counterparts, but Southwark outperforms other areas

OUTCOMES: KEY STAGE 4

Education is one of the most important wider determinants of health, with poor education associated with poorer health outcomes and lower life expectancy.

- A new secondary school accountability system was introduced by the Department for Education in 2016. Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English, maths, three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications.
- The attainment gap between pupils with special educational needs and those with no identified SEN is the largest gap of all characteristics groups e.g.: gender, or ethnicity
- Latest results show that while children with SEN support and those with a statement or EHC plan have significantly lower Attainment 8 scores than their peers, children in Southwark outperform their regional and national counterparts.

<table>
<thead>
<tr>
<th></th>
<th>Southwark</th>
<th>London</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pupils</td>
<td>52.9</td>
<td>51.9</td>
<td>50.1</td>
</tr>
<tr>
<td>Pupils with no identified SEN</td>
<td>56.7</td>
<td>55.6</td>
<td>53.3</td>
</tr>
<tr>
<td>Pupils with SEN support</td>
<td>41.6</td>
<td>39.5</td>
<td>36.2</td>
</tr>
<tr>
<td>Pupils with a statement or EHC plan</td>
<td>20.5</td>
<td>18.7</td>
<td>17.0</td>
</tr>
</tbody>
</table>

References
Special educational needs pupils are less likely to have a sustained education, employment or training destination

OUTCOMES: DESTINATIONS AFTER KEY STAGE 4

Recent reforms placed greater emphasis on supporting those with SEND to make a positive transition to adulthood, including paths to employment. Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their studies.

- To be included as having a sustained destination, young people have to be recorded as having participation throughout the 6 months from October to March 2014/15. This means attending for all of the first two terms of the academic year at one or more education provider; spending 5 of the 6 months in employment or a combination of the two.

- Latest results show that special educational needs pupils are less likely to have a sustained education, employment or training destination than all other pupils, particularly those with a statement of special educational needs. However, the proportion of SEND pupils with sustained destination in Southwark is comparable to both the London and national level.

Table 4: Pupils with sustained education, employment or training destination after Key Stage 4 (2014-15 destination for 2013-14 cohort)

<table>
<thead>
<tr>
<th></th>
<th>Southwark</th>
<th>London</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pupils</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Pupils with no identified SEN</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Pupils with a statement</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

References
1. Department for Education. Revised destinations of key stage 4 students, England, 2014/15
Policy Context

The Local Picture
- The prevalence of special educational needs and disabilities
- The prevalence of disabilities
- Risk factors
- Educational outcomes
- Transition

The Local Response

Summary & Key Findings

Recommendations & Next Steps
Planning and preparation is important to ensure those with SEND have a seamless transition at all transition points

**TRANSITION YEARS**

Support for children and young people with special educational needs and disabilities should also include planning and preparation for the transition to adulthood, whether into employment, training or further education.

- Health related quality of life for young people with complex health needs and disabilities can be improved by a well planned transition.
- In contrast, a poorly planned transition, without continuity of care can lead to disengagement with services and have a detrimental impact of the outcomes for young people.
- The SEND Code of Practice places a strong emphasis on ensuring personalised transition plans are put in place at all transition points, such as:
  - Between early years and school
  - Between school and college
  - Between children’s services and adult services
- Transition plans should be developed in partnership between services, and involve the young person and their families.

**References**

CONTENTS

Policy Context

The Local Picture

The Local Response
  - Education, Health & Care Plans
  - The “Local Offer”

Summary & Key Findings

Recommendations & Next Steps
The SEND code of practice identifies four broad areas of need that local areas should be planned for

PRIMARY NEEDS OF CHILDREN WITH SEND

There are a number of broad categories of need identified in the SEND Code of Practice which cover specific conditions, however it is worth noting that some children will have multiple needs that span these categories:

- **Speech, language and communication need**: those with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

- **Cognition and learning**: those with moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties.

- **Social, emotional and mental health need**: these children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

- **Sensory and / or physical needs**: many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

References
Primary needs of children with SEND changes significantly as they move from primary to secondary school

PRIMARY NEEDS OF CHILDREN WITH SEND

Primary need is collected for those pupils on SEN support or those with an EHC plan.

- In primary school, the most common need among those with SEND in Southwark is speech, language and communication, accounting for almost a third of children, mirroring the national and regional picture. While there is a reduction in this category of need between primary and secondary school, this is not to the same extent as occurs nationally.
- By secondary school specific learning difficulty is the most common need in Southwark, whereas nationally moderate learning difficulty is the most common.
- While those with profound and multiple learning difficulties and severe learning difficulties represent a small proportion of children with SEND, it is important to recognise that this group have some of the greatest needs.

References
The age profile of the top five primary needs of children with SEND varies substantially

PRIMARY NEEDS OF CHILDREN WITH SEND

Results from the January 2017 school census indicates the age profile of the top primary needs varies substantially.

- Speech, language and communication difficulties represents the largest primary need, with almost 1,900 children. The profile of this cohort peaks in Year 1 before declining.
- In contrast, the number of children with social, emotional and mental health needs and moderate learning difficulties peaks towards the end of primary school.
- While the number with autistic spectrum disorder is much smaller, the number is more stable over different school years.

Figure 12: Number of children in Southwark with five most common primary needs by school year

References
The ethnic profile of those with an EHC plan broadly mirrors those with SEND, with some exceptions.

The ethnic profile of those with an EHC plan broadly mirrors the profile of those with SEND, however there are a number of groups where there is a marked difference.

- While those from a Black African background account for just over a quarter of children with SEND in Southwark, they account for almost a third of those with an EHC plan.

- Conversely, children from a White British background account for just under a quarter of those with SEND, but account for less than 18% of those with an EHC plan.

References
There is a strong correlation between those with highest levels of SEND and deprivation

EDUCATION, HEALTH & CARE PLANS: LOCATION

Analysis indicates a strong correlation between the distribution of EHC plans and levels of deprivation in Southwark, with areas of higher deprivation having a greater proportion of our EHC cohort.

- Almost 10% of children with an EHC plan who attend a Southwark school live in Peckham ward, compared to less than 2% in East Dulwich ward.
- Note that it was not possible to identify the ward or residence for over 100 children.

Figure 14: Proportion of children with SEND with an EHC plan by ward

References
CONTENTS

Policy Context

The Local Picture

The Local Response
  ▪ Education, Health & Care Plans
  ▪ The “Local Offer”

Summary & Key Findings

Recommendations & Next Steps
The “Local Offer” provides information on all the services available for children and young people with SEND

SOUTHWARK LOCAL OFFER

The Local Offer provides information on all the council and NHS services that can be accessed by children and young people and their families. The information includes what services are on offer, age ranges and contact details.

What is available?
- The Local Offer provides a comprehensive guide to services in Southwark that are available to children and young people with special educational needs or disabilities

Why?
- All local authorities have a legal duty to publish a Local Offer, setting out in one place all the information on services available for children and young people with special educational needs or disabilities

Who is the target audience?
- Parents or carers who are responsible for a child or young person with special educational needs or disabilities
- Professionals who work with children and young people with special educational needs or disabilities

References
1. www.localoffer.southwark.gov.uk
Southwark has a higher prevalence of SEND than England, but levels are comparable to our statistical neighbours

SUMMARY

Levels of SEND are higher than the national average, but our prevalence is comparable with our statistical neighbours with 8,145 children in the borough having SEND.

- Approximately 4,100 children in primary school and 2,800 children in secondary have SEND. The smaller number of children with SEND in secondary school is associated with the significantly smaller number of children attending secondary school in the borough when compared to primary school (15,700 compared to 25,300).

- There is significant variation in the prevalence of SEND among different ethnic groups in the borough, with the highest prevalence among those from a Black Caribbean background, mirroring the national picture.

- Looked After Children are almost 10 times as likely to have a statement of special educational need or an education, health and care plan (EHCP) than other children.

- The age profile of the top five primary needs of children with SEND varies substantially. Speech, language and communication difficulties represents the largest primary need, with almost 1,900 children. The profile of this cohort peaks in Year 1 before declining. In contrast, the number of children with social, emotional and mental health needs and moderate learning difficulties peaks towards the end of primary school.

- While those with profound and multiple learning difficulties and severe learning difficulties represent a small proportion of children with SEND, it is important to recognise that this group have some of the greatest needs.
Southwark has a higher prevalence of SEND than England, but levels are comparable to our statistical neighbours

SUMMARY

 While the proportion of children with education, health and care plans (EHCPs) has remained stable in recent years, the number of these complex children has increased due to our rising population. This places significant demand on services across the system, including education, health and social care.

 While those from a Black African background account for just over a quarter of children with SEND in Southwark, they account for almost a third of those with an EHC plan.

 There is a strong correlation between those with highest levels of SEND and deprivation, mirroring the national pattern.

 There are an estimated 7,260 children and young people in Southwark with a disability. National evidence shows the prevalence of disabilities increases substantially with age. This may in part be due to some conditions becoming more limiting as children get older. However, it may also be related to the reliance on the collection of information in school years to estimate child disability.

 The largest impairment type reported by children with disabilities is social and behavioural, with an estimated 3,050 children potentially affected in Southwark. This would include those with Autism, ADHD or Asperger’s syndrome.

 Educational outcomes for children and young people with SEND are poorer than the general population, however outcomes in Southwark are better than the London and national average.
CONTENTS

Policy Context

The Local Picture

The Local Response

Summary & Key Findings

Recommendations & Next Steps
Following this health needs assessment, several recommendations have been identified

## RECOMMENDATIONS: INTELLIGENCE

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve the identification of children and young people with SEND across the system</td>
<td>Commissioners should ensure that systems used by services across the health, social care and education system enable the identification of those with SEND to enable the monitoring of support and outcomes for this population group e.g.: Child Health Information System (CHIS).</td>
</tr>
<tr>
<td>2. Improve the monitoring of outcomes for those with SEND</td>
<td>The development of a holistic set of outcome measures for those with SEND at an individual and population level, covering health and social outcomes in addition to educational outcomes would improve understanding of the needs of this population group. These should be developed collaboratively with partners and include benchmarking where this is feasible.</td>
</tr>
<tr>
<td>3. Improve the monitoring of children and young people during transition to adulthood</td>
<td>While information exists on educational outcomes, further work is required to strengthen information collected on young people with SEND after they leave the school system, limiting our ability to measure success in preparing those with SEND for adulthood.</td>
</tr>
<tr>
<td>4. Use transition planning to inform commissioning</td>
<td>Collate and utilise information collected through transition planning to inform the development of local services and support.</td>
</tr>
</tbody>
</table>
Following this health needs assessment, several recommendations have been identified

**RECOMMENDATIONS: COMMISSIONING**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Ensure commissioning plans reflect the needs of the local population</td>
<td>Ensure that the information in this needs assessment - including the increasing number of children with the most complex needs, the demographics and the most common primary needs - underpins commissioning of services such as speech and language therapy.</td>
</tr>
<tr>
<td>6. Ensure services for looked after children reflect the high levels of SEND in this group</td>
<td>Ensure that commissioning for Looked After Children through the Sufficiency Strategy and the new framework for Independent Fostering Agencies and Residential Care reflects the high proportion of children in care who have SEND.</td>
</tr>
<tr>
<td>7. Review support available at a locality level</td>
<td>As part of developing place-based commissioning for CYP, review the support available for CYP with SEND on a locality basis to see if it aligns with the level of need in different parts of the borough.</td>
</tr>
<tr>
<td>8. Design and implement an integrated assessment as part of the 2 year development checks</td>
<td>Renewing efforts to encourage more integrated 2 year old checks with early years would support the development of an holistic view of the needs of children and young people with SEND and help us to track their outcomes across education, health and social care.</td>
</tr>
</tbody>
</table>
Find out more at southwark.gov.uk/JSNA

People & Health Intelligence Section
Southwark Public Health