

Special Educational Needs and Disability (SEND) in County Durham.

JSNA factsheet summary (May 2019)

Introduction

This document summarises the content of the more detailed [SEND JSNA factsheet](#), published on [Durham Insight](#) in May 2019, and provides a high level narrative. The full JSNA factsheet should be used for service planning and communications as:

-) Sets the national and local context
-) identifies the population, prevalence and characteristics of the cohort
-) provides an understanding of current needs and where possible predicts future demand for services
-) links to local/national strategies and plans and contains evidence of what works

National context

National evidence shows that children and young people with Special Educational Needs or Disabilities (SEND) have poorer health and social outcomes than their non-SEND peers.

-) They are six times more likely to have mental health difficulties than those without SEND¹, and
-) Twice as likely to be overweight and five times as likely to be obese than the general population²
-) The proportion of children in special schools with a substantial amount of plaque on their teeth is double that of those attending mainstream schools (4% and 2% respectively for 5 year olds and 20% and 10% respectively for 12 year olds)³
-) 20% of Children receiving SEN support meet the expected standard in reading, writing and maths at key stage 2 compared to 70% without identified SEN.⁴
-) 6% of working age people being supported for learning disabilities were in paid employment.⁵ 49% of disabled people in work compared to 81% for those without a disability⁶

Better understanding this population's needs in County Durham will allow us to commission more effective services and provision to meet needs and improve outcomes. With effective joined-up support across education, health and social care, young people with SEND may lead fulfilling lives with improved participation and

¹ Emerson & Hatton 2007

² Broder-Fingert 2014

³ Dental public health epidemiology programme, oral health survey of children in special support schools 2014

⁴ DfE 2018

⁵ NHS Digital Adult social care activity and finance report 2017-18

⁶ DWP Characteristics of disabled people in employment: April to June 2017

achievement in employment, education, training, have improved health outcomes, and be engaged in their communities.

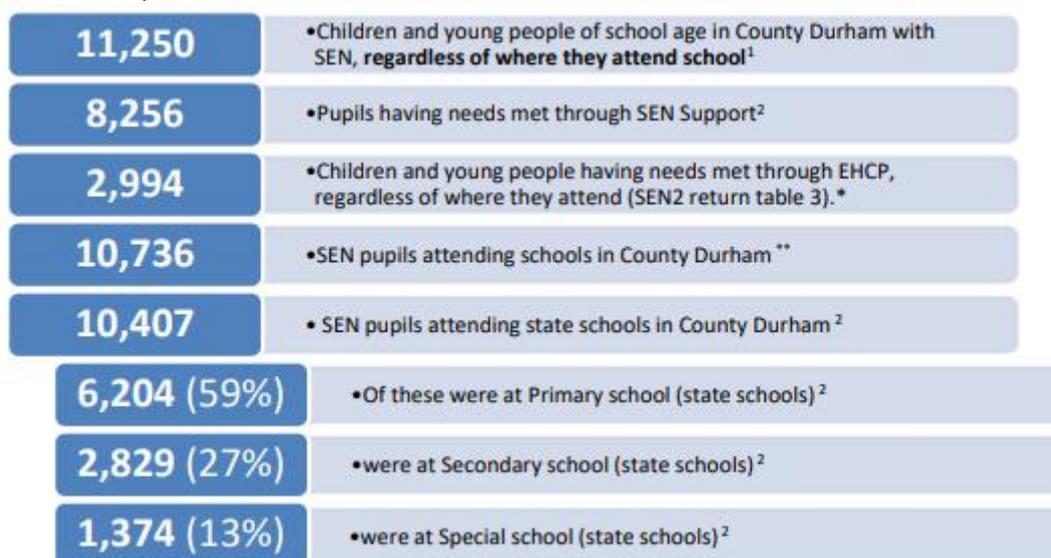
SEN in County Durham

In County Durham pupils with special educational needs have their need met through a graduated approach:

-) For some young people minor adaptation in the classroom is sufficient to meet needs
-) For those with more complex needs, schools will develop an individual SEN Support plan and with parental agreement be recorded on the SEN register.
-) Children and Young People with the most complex needs receive an Education Health and Care Plan (EHCP)

Of the 75,000 children and young people of school age in County Durham, about 1 in 7 are identified as having SEND: a total of over 11,200 pupils. It should be noted that not all pupils within the County attend schools in the area. Conversely, some pupils may travel from other areas to schools in the County.

In County Durham in 2018 there were:



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

- 1 SEN2 (Children and young people with a statement or EHC plan) plus School Census (pupils with SEN Support) 2 - 3 - * -
- 2 Table 14, School Census 2018
- 3 Table 3, SEN2 2018
- * Local data shows this number had risen to 3,210 (as of November 7th 2018 (Synergy, Durham County Council)
- ** Includes independent schools

The prevalence of SEN, levels of support and EHCP's have remained relatively constant in the past 3 years.

The leading primary SEN needs in County Durham (2018) were; moderate learning disability (MLD); speech, language and communication needs (SLCN); social, emotional and mental health (SEMH); specific learning difficulties (SPLD) and autistic spectrum conditions (ASC). These reflect national patterns although County Durham has a slightly higher proportion of MLD.

According to the 2018 School Census, in County Durham there were around:

2,800 (27%)	• Children with MLD	344 (3%)	• Children with SLD
2,100 (20%)	• Children with SLCN	284(3%)	• Children with 'other' needs
1,900 (18%)	• Children with SEMH	283(3%)	• Children with NSA
1,100 (11%)	• Children with SPLD	257 (2.5%)	• Children with PD
1,050 (10%)	• Children with ASD	129 (1.2%)	• Children with HI

The prevalence of primary need varies across primary, secondary and special schools. Proportionally SLCN is the highest need in primary schools (29.5%), SLD is more common in secondary schools (18.9%) and special schools have a higher prevalence of ASC (31.4%), severe learning difficulties (SLD, 20.5%) and profound and multiple learning disabilities (PMLD, 5%).

Disability in County Durham

It is estimated that there are **12,000** disabled children and young people in County Durham.⁷ The leading types of disability among children are social/behavioural (41%), learning disabilities (37%) and stamina/breathing/fatigue (26%).

A social gradient is seen among children and young people claiming Disability Living Allowance and Personal Independent Payment. As deprivation reduces the claimant rate also reduces.

Children in Need and Children Looked After

25% of Children in Need (CiN) receive SEN support and a further 21% receive EHCP's. Both are similar to national averages.

26% of children looked after receive SEN support which is lower than the national average (30%). A further 29% receive EHCP's which is similar to the national average.

Academic attainment, absence and exclusions

Some children with SEN will have needs which will mean they find it difficult or maybe even impossible to reach national benchmarks in school standards. However, for some, a combination of adaptations, good management and high expectations can lead to good academic attainment. In County Durham:

-) the gap in achievement between children with SEN and those without is narrower (Early Years Foundation Stage) and similar (Year 1) compared to national averages.
-) the gap is wider than national averages for later school years (Key stages, 1, 2 and 4). The wider than average gap at key stage 2 is due to higher than average performance of pupils without SEND.
-) the average attainment 8 score per pupil and average progress 8 score per pupil is similar to England and benchmark comparators for those with no identified SEN, on SEN Support and with EHCPs.

Nationally children and young people with SEND are more likely to receive at least one fixed term exclusion and have poorer attendance at school and higher

⁷ Family Resources Survey; ONS Population - Modelled estimates

proportion of persistent absence than their non-SEND peers. For the academic year 2017/18 in County Durham:

-) 25.4% of pupils with statements or plans were persistent absentees, this is consistent with regional (23.4%) and national benchmarks (25.1%). There has been little change over time for any of these geographies.
-) 8.7% of sessions were missed due to overall absence from schools for SEN pupils with a statement or EHC plan, similar to regional and national benchmarks.
-) The proportion of statement/EHCP SEN pupils with fixed term exclusions is lower in County Durham (12.8%) than regional (17.4%) and national benchmarks (15.9%). For SEN pupils with no statement/EHCP fixed term exclusions are lower in County Durham (13.5%) than England (15.1%) and the North East (23.2%).

Pre-school support

In the 2017/18 academic year **181** children were actively involved in **Portage**, a home visiting early learning support service for pre-school children who have complex developmental needs and their families. **29** received support from the Early Years SEND Panel to access **Play and Learn**, a service for children from low income families and includes those with EHCP's. **101** children with an EHCP benefitted from 15 hours **universal nursery entitlement** for 3 and 4 year olds.