

Health Needs Assessment
Vulnerability of Children and Young People
Special Educational Needs and Disabilities (SEND)

KEY POINTS

- The percentage of pupils with SEN is lower in North East Lincolnshire than that of the mean for our nearest neighbours.
- The numbers of children with education, health and care (EHC) plans and with SEN support have risen in North East Lincolnshire year on year from 2016 to 2019.
- There are considerable variations in the percentages of pupils with SEN between individual schools, by free school meal status, and by deprivation quintile.
- Of the pupils with an EHC plan, the most common primary needs were autistic spectrum disorder, and severe learning difficulty. Of the pupils with SEN support, the most common primary needs were moderate learning difficulty, social emotional and mental health, speech, language and communication need, and specific learning difficulty.
- Children born premature are at greater risk of having special educational needs compare with children born at full term. Prematurity is an issue in North East Lincolnshire.
- There are more than double the number of boys with SEN than there are girls. This can be due, variously but not exclusively, to biological factors, gender differences in social interaction and communications, non-gender sensitive assessment tools, underreporting in educational settings, gender norms and expectations by parents/carers and professionals. This could mean, however, that to a certain extent we are under-identifying girls and they may not be getting the appropriate timely support.
- The percentage of new EHC plans issued within 20 weeks in North East Lincolnshire is much lower than that of the mean for our nearest neighbours.
- School absence is higher for pupils with SEN compared to pupils with no SEN.
- Pupils with SEN are much more likely to be excluded from school than children with no SEN. The rate of fixed term exclusions of pupils with SEN is lower than that of the mean for our nearest neighbours. The rate of permanent exclusions of pupils with SEN is higher than that of the mean for our nearest neighbours.
- Pupils with a primary need of social, emotional and mental health, have by far the highest rates of fixed period exclusion nationally in both primary and secondary schools.
- Challenges with inclusion could be driving demand for higher cost services.
- Speech Language and Communication (SLC) difficulties are commonly associated with other problems in early childhood and beyond including social, emotional and behavioural difficulties. They also account for approximately 21% of all SEND within England's primary education system. In line with coding guidance, SLC difficulties may be designated as either a primary or secondary condition, so reliance on data of primary reason to determine need, may lead to an under-reporting of prevalence within the SEND cohort.
- As is the case nationally, it would appear that we are likely under-identifying those with SLC issues, and SEN pupils with ASD as a primary need (although coding issues may have an effect). There is an association between the prevalence of SLC issues in children who also experience social, emotional and behavioural problems. Left unidentified and unsupported, both issues can go on to manifest as more severe and costly behavioural problems ranging from a diagnosable conduct disorder to

youth offending and anti-social behaviour. Both SLC and ASD have the potential to negatively impact on all aspects of life right across the life course, and more so if not appropriately supported and managed.

- The key stage 2 and key stage 4 attainment of North East Lincolnshire pupils with SEN is lower than that of the mean for our nearest neighbours.
- The average key stage 4 Attainment 8 score of pupils with no SEN is higher than the score of pupils with SEN support, which in turn is higher than the score of pupils with EHC plans.
- Of the young people known to the local youth offending service (YOS), 61% had a recognised SEND.
- The most common primary SEND need of young people known to the YOS was speech, language, and communication needs.
- A significant factor for the clear inequalities of children with SEND who appear disproportionately in fixed term exclusions, NEETs, and the Youth Offending Service, could be earlier unmet need for health, care and education.
- Of the North East Lincolnshire looked after children at 31 March 2018 and who had been continuously looked after for at least 12 months, 56.9% had SEN provision.
- Of the children in need in North East Lincolnshire as at 31 March 2019, 5.3% were recorded with disability.
- The percentage of adults with learning disability in North East Lincolnshire who are in paid employment is higher than that of the mean for our nearest neighbours.
- Needs of children and young people are changing but an incomplete understanding of these changes is putting pressure on provision.
- The number of children identified with SEND in the early years appears lower than expected, considering the prevalence of development issues, the majority of which are identifiable by 2 years of age.
- Children may not be having their needs identified and/or met as early as possible (if at all) leading to further challenges for those children and their families.
- SEND data is held in a number of services and it is difficult to form a clear picture of children with SEN, particularly in the early years.
- Parents and carers sometimes feel confused with and disconnected from the SEND system.
- There are currently gaps in data in relation to children with SEND and those with complex care. One of the key issues is that SEND per se is not a category within health service coding. Rather health service coding is in line with the International Classification of Diseases and the Diagnostic and Statistical Manual of Mental Disorders (DSM).

SUGGESTED AREAS OF FOCUS

- The School Nursing service is a dedicated public health nursing service and is at the forefront of prevention in relation to school-aged children. Caseloads tend to be at the higher thresholds of needs. A new outcome-focused service specification should be developed based on available intelligence and insight, to re-orientate the service back to its public health foundations i.e. prevention and early intervention. Delivery should therefore be geared towards those most at risk of poor outcomes and addressing the inequalities that emerge. The service should be promoting and supporting whole school approaches to health and wellbeing, along with the provision of individual level interventions.
- There is an opportunity to ensure work within Inclusion Services includes a clear thread to drive down inequalities in fixed period exclusions particularly including in those with SEND. If not already an area of focus, work should also consider transition arrangements from primary into secondary schools, informed by exclusion data at individual school level.
- The ASQ-3 at 2-2.5 is an opportunity to assess development before a child reaches school. Inequalities in the delivery of the 2-2.5 year review and the ASQ-3 check by the health visiting service need to be understood. The Health Visiting Service should maximise completion of this for all children, whilst ensuring it is targeted at those most at risk. To do this, the service will need to understand and record SEN status. Early Years may be able to support this with appropriate data sharing (in line with IG policies).
- Speech and language therapy (SALT) services are currently commissioned by three separate commissioners (NEL CCG, LA SEND Services, and Children's Public Health Services). Individual schools also commission some SALT services. The review currently underway of current provision should be used to inform future commissioning arrangements.
- It would be beneficial to gauge the extent of the likely under-identification of those with SLC issues (using estimated prevalence in pupil numbers), and review the SLC system pathway (not just SALT service) from identification, assessment, and intervention, to ensure it is of sufficient scale and evidence-based.
- Further work is needed to understand why we might have comparatively fewer SEN pupils with ASD, and for those currently in a special school setting, whether that is the most appropriate setting, based on best practice evidence and needs as expressed by child/parent/carer/professionals.
- Further work is needed to understand apparent gender differences in SLC, ASD and LD, and how the system can be attuned to address these such as to maximise equitable and appropriate identification and support for both boys and girls.
- There are clear inequalities for children with SEND who appear disproportionately in fixed term exclusions, NEETs, and the Youth Offending Service, which is likely due to earlier unmet need, variously for health, care and education. It is important a strategic lens is maintained on reducing these inequalities, and that they are monitored within the SEND performance framework and those of relevant services.
- Those with identified SEND in the early years, seems lower than expected against the prevalence of development issues, the majority of which are identifiable by 2 years of age. This may in part reflect previous poor performance in the 2-2.5 year healthy child programme contact. However, time will confound the picture with a lag between query, actual identification, and SEN support/EHCP in some cases. It is therefore suggested that an audit take place on a particular cohort (3-4 years back) of those who did not meet a good level of development (GLD), to see how

they moved through the system over time from identification, assessment, identification, intervention, and relevant support to any improvement opportunities.

- Despite as stated above, most developmental issues being identifiable by 2 years, SEND services (SEN Support or EHC plan) do not peak until NCY 3, with very few in early years settings. Indeed, the greatest proportion of EHC plans are among the 8-13 age group. Even recognising some of this apparent lag might be due to the time taken to identify a condition, or that school can be a prompt to seek SEND services, children may not be having their needs identified and/or met as early as possible (if at all) leading to further challenges for those children and their families. High levels of children with SEND have been noted in the YOS, within school exclusions, and the NEET cohort, so early action may help to reduce these. It is suggested an audit of cases be undertaken to identify opportunities for earlier support. Development of system pathways for particular issues e.g. communication, speech and language, social and emotional health, spanning identification, assessment, intervention, and outcome may assist in this regard. It is also suggested a SEND strategic lens is sharply focused on the early years, proportionate to school aged and transition years.
- Prematurity is a considerable issue in North East Lincolnshire and poses risks for a range of developmental problems. NICE Guideline 72 covers enhanced surveillance and support for those born prematurely. Evidence of compliance with that guideline should be sought or otherwise pursued through audit, along with timely and effective handover procedures to health visiting. This will enable early identification of, and support for, any developmental issues and SEND which emerge in the early years.
- Ensure oral health and access to dental care is included within SEND assessments.
- There are opportunities to improve the evaluation of SEND investment and the outcomes for children and young people.

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INTRODUCTION AND DESCRIPTION

The current SEND system was introduced on 1 September 2014. The Department for Education (DfE) state that children and young people with special educational needs (SEN) have learning difficulties that affect a child's ability to learn, and therefore they may need additional or different support than other children of the same age.

The [0-25 SEND Code of Practice](#) sets out four areas of SEN:

1. Communicating and interacting
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Some children may have SEN that covers more than one of these areas. Children and young people who have SEN may also have a disability. The Equality Act 2010 defines a disability as a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.

All children have a right to an education that enables them to achieve their best and make a successful transition into becoming an adult, and all children with SEND should have their needs met, whether they are in early years, in school, or in college.

Local authorities are required to provide children and young people with SEND, and their parents, with information and advice, and detailing what support is available, and this is known as the Local Offer.

The North East Lincolnshire Local Offer is published at the following address

<https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>

Children with SEN can access help which is called SEN support, from their early years setting, school, or college. SEN support replaces school action/school action plus (in schools) and early years action/early years action plus (in early years settings). From 1 September 2014, transitional arrangements have been in place to support the changeover from the old system to the new system, in a phased and ordered manner. There are four stages of SEN support which are:

1. Assess
2. Plan
3. Do
4. Review

Children and young people with more complex needs may require a more intensive level of specialist support via an Education, Health and Care (EHC) plan, the eligibility and need for which will have been determined by an EHC needs assessment. EHC plans replace statements of SEN and Learning Disability Assessments (LDAs), and all children and young people will be moved across to the EHC plan by the end of March 2018. The legal test of when a child requires an EHC plan remains the same as that for a statement. An EHC plan brings together a child's education, health and social care needs into a single legal document. Once an EHC plan has been finalised, the local authority and the health service must both ensure that the

educational and health support detailed in the plan is provided, to help the child to achieve the outcomes that have been agreed. EHC plans should be reviewed by the local authority at least every 12 months.

EHC plan coordinators provide children and their parents with a single point of contact to ensure the process is coordinated.

A Personal Budget can be requested for children with an EHC plan and this is the amount of money the local authority has identified to meet some of the needs in the EHC plan. A Personal Budget can only be used for agreed provision in the EHC plan and there are four ways a Personal Budget can be used:

1. Direct payments
2. Notional arrangements
3. Third party arrangements
4. A combination of the above

Permission must first be sought for any provision purchased using a direct payment which will be provided on a school's premises.

The special educational needs and disability code of practice: 0 to 25 years, was published in January 2015, and is the statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, and applies to England.

SEND figures are published in a number of formats and this report attempts to pull together and present SEND figures for North East Lincolnshire from a range of sources. Figures need to be interpreted carefully as often similar figures are published but for slightly different cohorts, therefore figures published in different DfE documents do not match exactly, for example some figures may include post 16 young people, some may be based on LA of school rather than LA of residence, whilst still other figures may include children placed out of area or in alternative provision etc.

This report includes information from the following reports and Department for Education statistical releases:

- Provision for children under 5 years of age, 2019, published on 27 June 2019
- Statements of SEN and EHC plans: England, 2019, published on 30 May 2019
- Special educational needs in England: January 2019, published on 4 July 2019
- Outcomes for children looked after continuously for at least 12 months by local authorities in England, 31 March 2018, published on 11 April 2019
- Characteristics of children in need: 2018 to 2019, published on 31 October 2019
- Pupil absence in schools in England 2017 to 2018, published on 21 March 2019
- Permanent and fixed period exclusions in England 2017 to 2018, published on 25 July 2019
- Key stage 4 performance 2019 revised, published on 6 February 2020
- Destinations of KS4 and 16 to 18 (KS5) students: 2018, published on 17 October 2019
- NEET and participation, published on 20 June 2019

The report also includes local SEND data that are published within the local authority SEND profile published by the Local Government Association. Additional local data have been sourced from the January 2019 school census, the January 2019 alternative provision census, and from the youth offending service.

DEPARTMENT FOR EDUCATION – Provision for children under 5 years of age, 2019

The figures for this statistical release published on 27 June 2019

(<https://www.gov.uk/government/statistics/education-provision-children-under-5-years-of-age-january-2019>) are taken from the early years collection, and include 2, 3 and 4 year old children benefitting from funded early years education by SEN provision, and 3 and 4 year old children benefitting from extended funded early education by SEN provision. Numbers relate to the count of children aged 2, 3 and 4 years at 31 December 2018, excluding those at pupil referral units or general hospital schools. Numbers are sourced from the Early Years Census and the School Census.

Of 643 North East Lincolnshire 2 year olds who benefit from funded early education, 2.5% (n=16) were with SEN. This is the same percentage as for the Yorkshire and the Humber overall, but a lower percentage of 2 year olds with SEN than for England overall (3.2%).

Of 3,814 North East Lincolnshire 3 and 4 year olds who benefit from funded early education, 4.3% (n=165) were with SEN. This is a lower percentage of 3 and 4 year olds with SEN than for both the Yorkshire and the Humber (6.6%) and for England overall (6.3%).

Of 869 North East Lincolnshire 3 and 4 year olds who benefit from extended funded early education, 2.0% (n=17) were with SEN. This is a lower percentage of 3 and 4 year olds with SEN than for both the Yorkshire and the Humber (2.6%) and for England overall (2.8%).

Locally SEN provision for children aged under 5 years may have been initiated by pre-schools, the child development centre, children's social care, or parents.

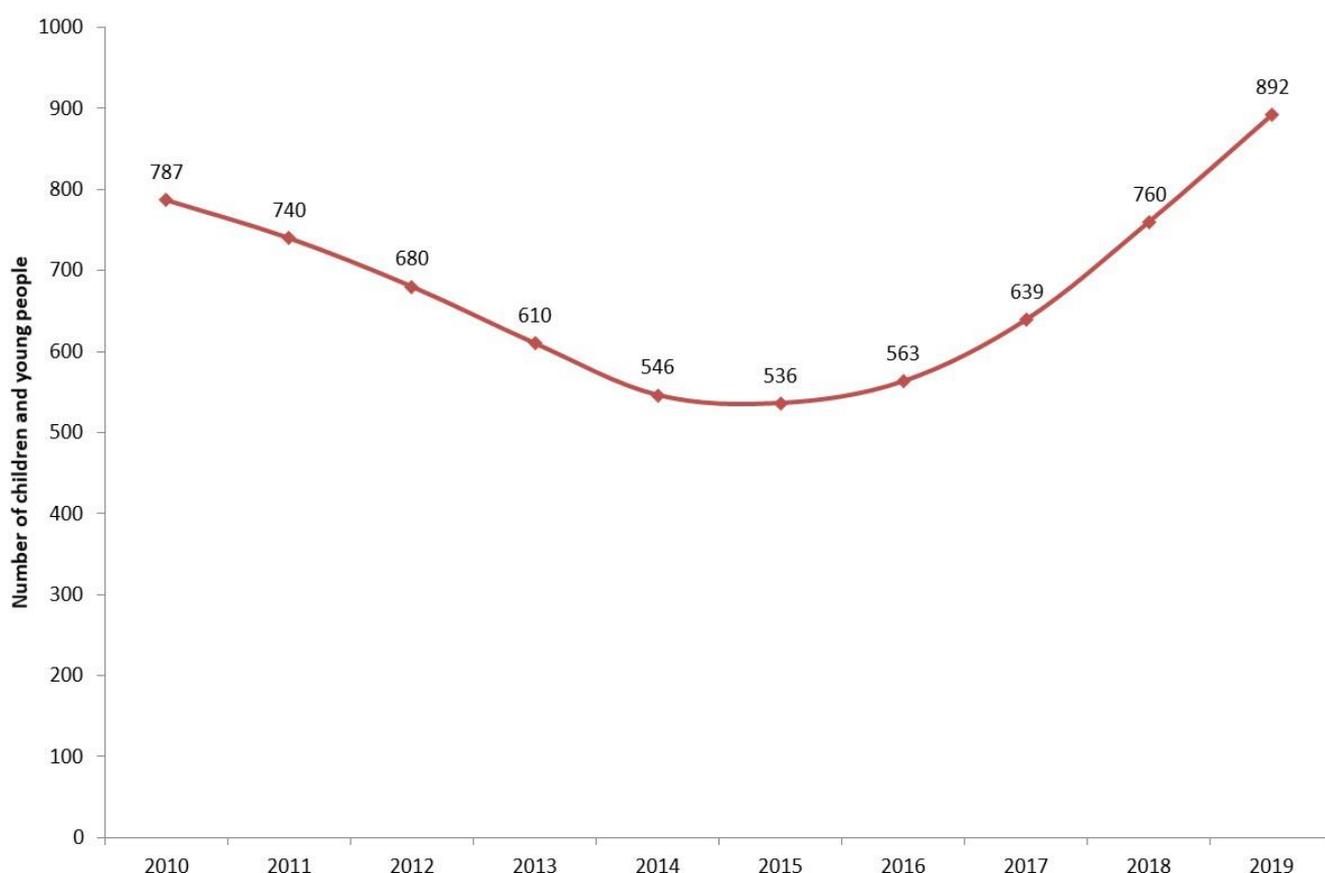
DEPARTMENT FOR EDUCATION – Statements of SEN and EHC plans: England, 2019

The figures for this statistical release published on 30 May 2019 (<https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2019>) are taken from the SEN collection, and include all children and young people, including those in non-maintained early years settings, all maintained mainstream schools, non-maintained and independent special schools, mainstream academies including free schools, special academies including free schools, alternative provision academies including free schools, general further education, sixth form colleges and tertiary colleges / higher education, and specialist post 16 provision. Therefore these figures may differ from those published in other statistical releases which include a slightly different cohort e.g. other publications may not include post 16 provision.

Number of children and young people with a statement or EHC plan

The number of children and young people with SEN statements or EHC plans decreased each calendar year from 787 in 2010 to 536 in 2015, however this has been followed by yearly increases to 892 in 2019.

Number of children and young people with a statement or EHC plan maintained by North East Lincolnshire Council, 2010 to 2019

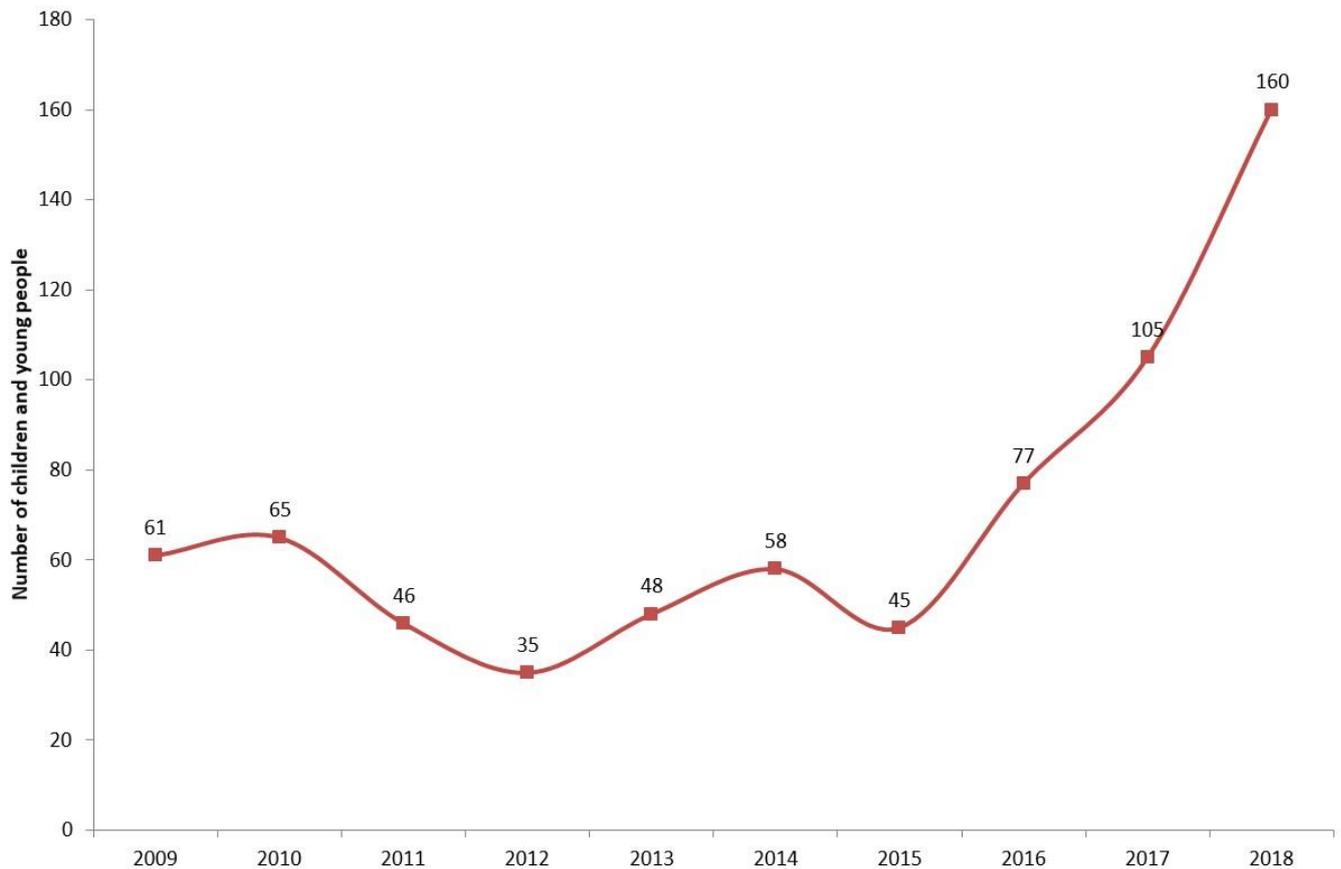


Source: Department for Education

Number of children and young people with a new statement or EHC plan

There were 160 children and young people with new EHC plans during 2018. The number of new plans has fluctuated over the time period however has risen sharply since 2015.

Number of children and young people with a new statement or EHC plan maintained by North East Lincolnshire Council, 2009 to 2018

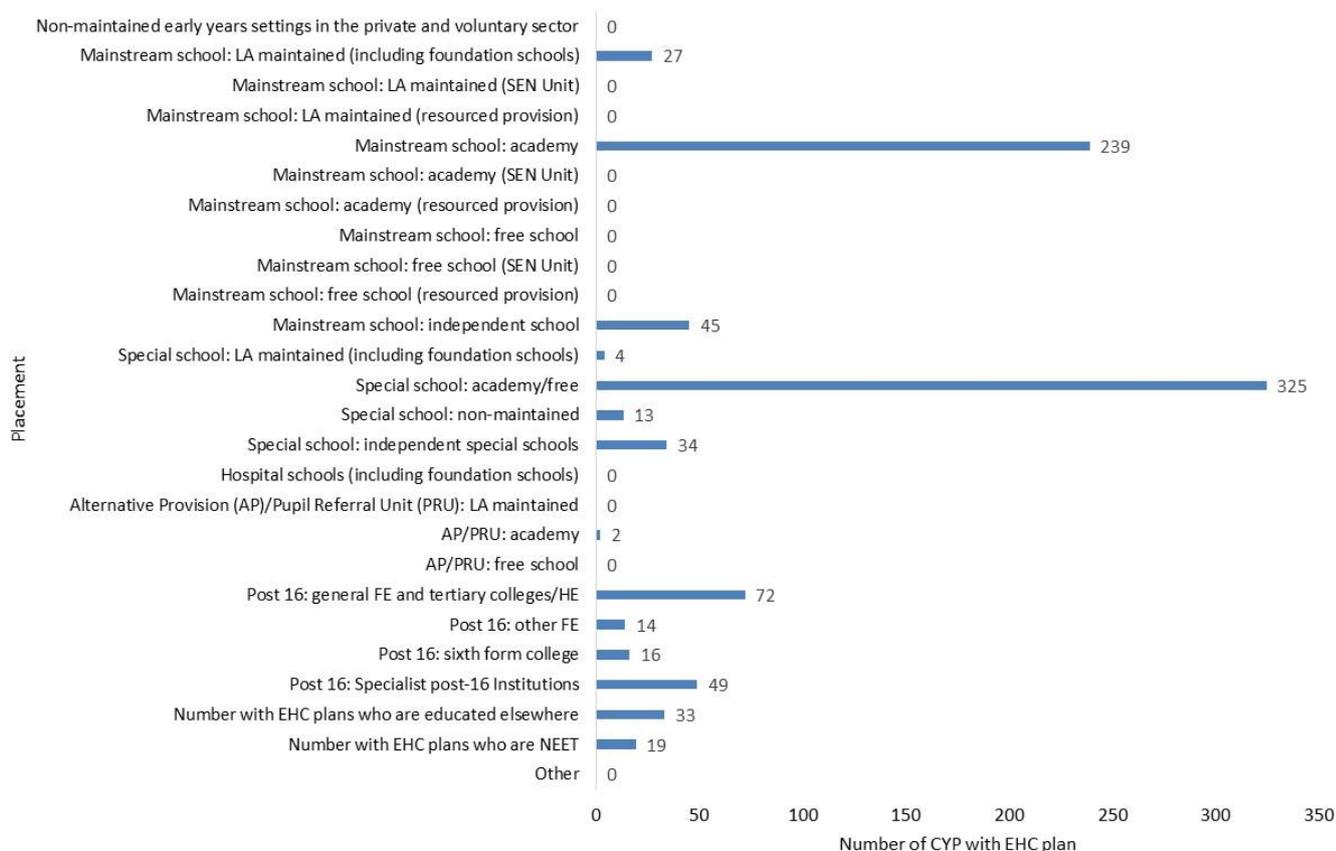


Source: Department for Education

Placement of children and young people with a statement or EHC plan

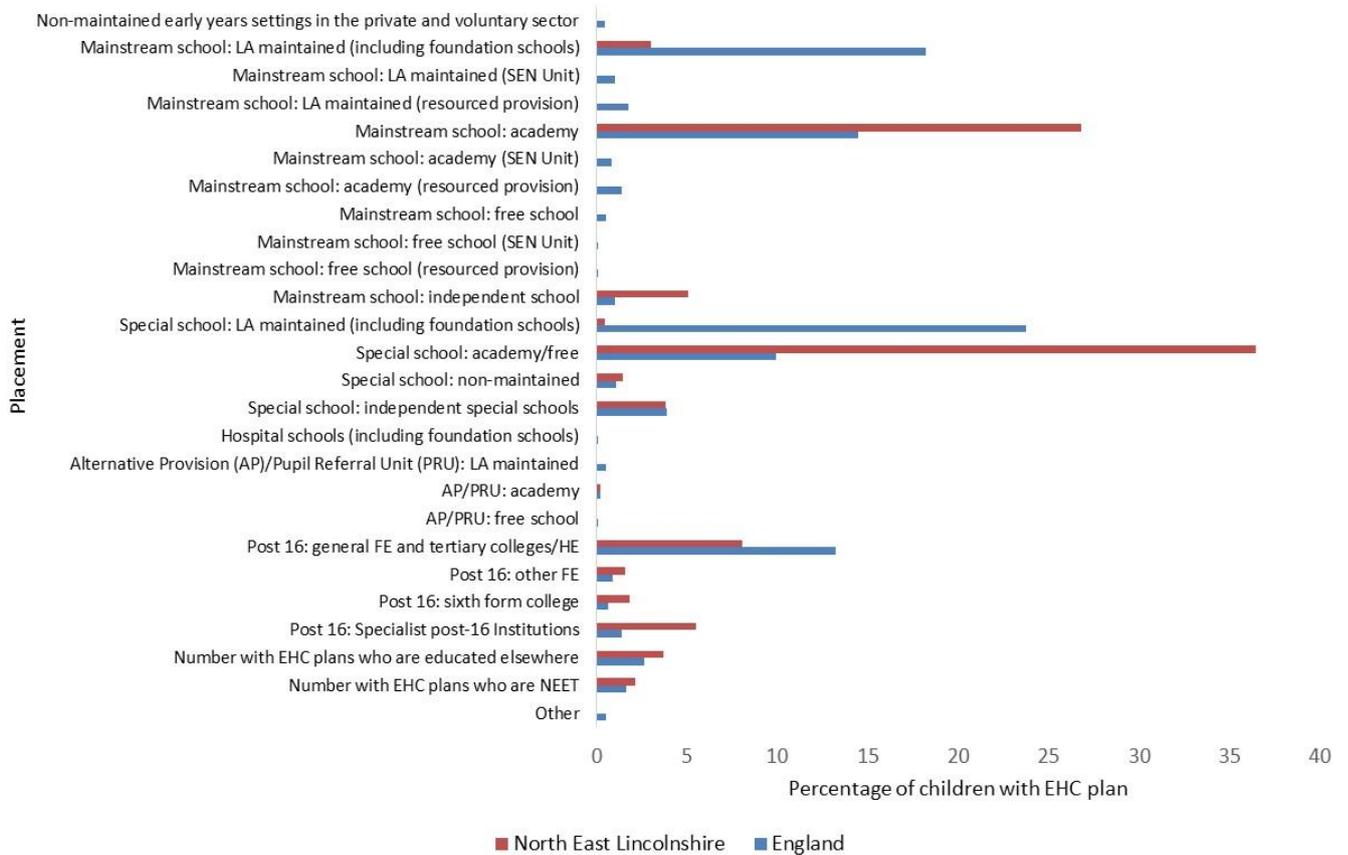
The charts below show the placements of the 892 children and young people with an EHC plan maintained by North East Lincolnshire Council as at January 2019. These figures show that 63.2% (n=564) of placements are in either special schools – academy/free (36.4%, n=325) or mainstream schools academy (26.8%, n=239).

Placement (no) of children and young people with a statement or EHC plan maintained by North East Lincolnshire Council, January 2019



Source: Department for Education

Placement (%) of children and young people with a statement or EHC plan maintained by North East Lincolnshire Council, January 2019

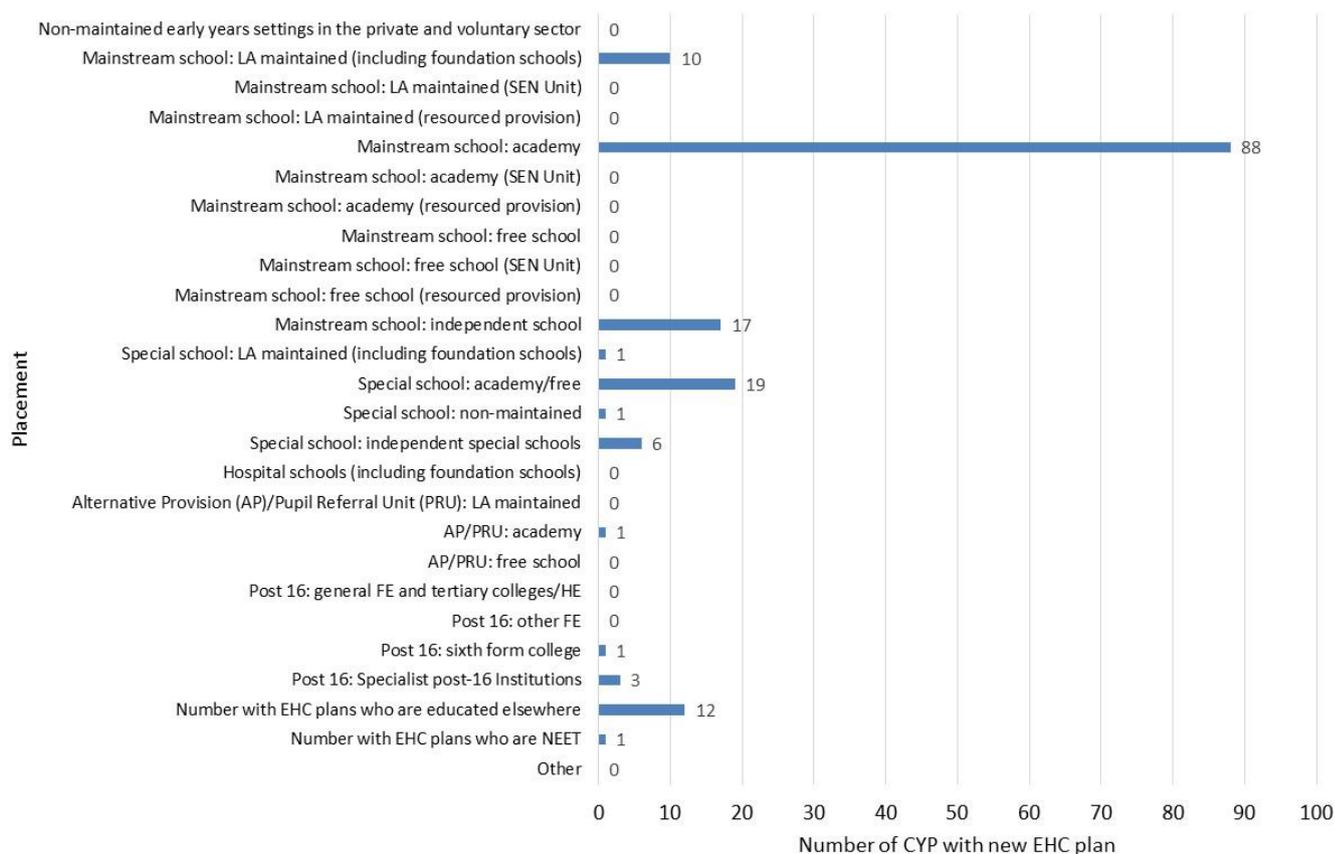


Source: Department for Education

Placement of children and young people with a new EHC plan made during 2018

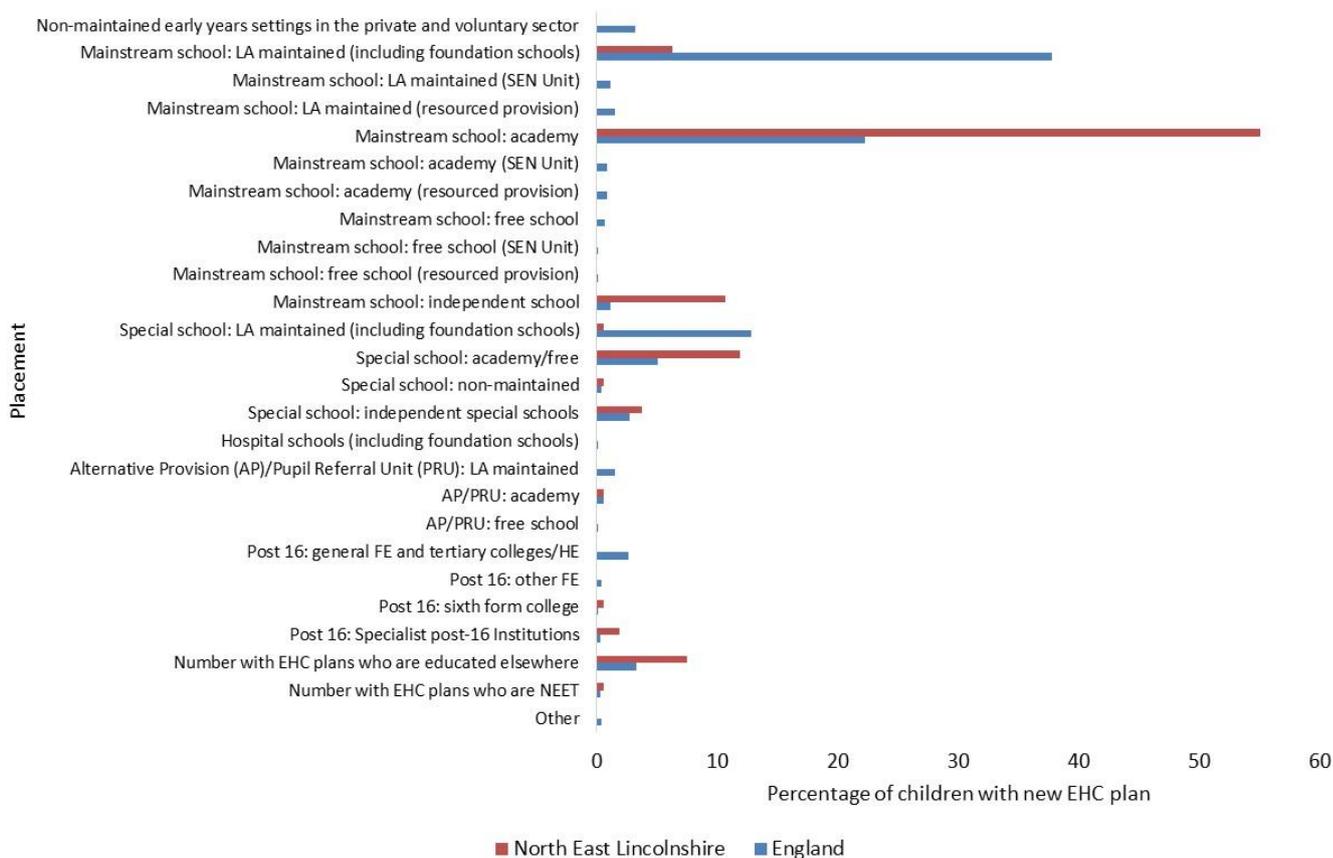
The charts below show the placements of the 160 children and young people with new EHC plans maintained by North East Lincolnshire Council and made during 2018. These figures show that 55.0% (n=88) were placed in mainstream school academies, 11.9% (n=19) placed in academy/free special schools, and 10.6% (n=17) placed in mainstream independent schools.

Placement (no) of children and young people with a new EHC plan maintained by North East Lincolnshire Council, 2018



Source: Department for Education

Placement (%) of children and young people with a new EHC plan maintained by North East Lincolnshire Council, 2018



Source: Department for Education

Number of children and young people with an EHC plan by age group, 2019

The table below shows that of the 892 children and young people with an EHC plan maintained by North East Lincolnshire Council as at January 2019, 4% (n=35) were aged 0 to 4 years i.e. starting well life stage, and 96% (n=857) were aged 5 to 25 years i.e. developing well life stage.

Age group	Number	Percentage
<5	35	4%
5 to 10	292	33%
11 to 15	327	37%
16 to 19	216	24%
20 to 25	22	2%

Source: Department for Education

Number of children and young people assessed for an EHC plan

There were 161 children and young people assessed and a decision taken for whether or not to issue an EHC plan during the 2018 calendar year. For 160 of these children the decision was made to issue an EHC plan for the first time, and for 1 child it was decided not to issue an EHC plan. There were an additional 34 children and young people assessed during 2018 but no decision had been taken regarding issuing an EHC plan by the time of the January 2019 census.

Number of initial requests for assessment for an EHC plan that were refused

There were 197 children and young people for whom an initial request for an EHC plan was made for the first time during 2018. Of these initial requests for assessment, 2 were refused.

Number of children whose plans have been reviewed and discontinued in the calendar year

There were 7 children whose EHC plans were reviewed and discontinued during 2018. The main reasons for discontinuations was due to children transferring to another local authority.

Number of children whose plans have been discontinued due to leaving school at the end of compulsory schooling or after

There were 4 young people whose EHC plan was discontinued during 2018 due to leaving school at the end of compulsory schooling or after.

New EHC plans issued within 20 weeks

During 2018, 13.1% of 160 new EHC plans issued by North East Lincolnshire Council were issued within 20 weeks, which is considerably lower than the 60.1% of new EHC plans issued within 20 weeks across England overall. There were no exception cases in North East Lincolnshire during 2018 (the SEND Code of Practice allows for exceptions to the time limits within the 20 week period).

Personal budgets

There were 3 personal budgets taken up for EHC plans that were issued, transferred in, or reviewed, during 2018.

Mediations

There were 16 mediation cases held during 2018 and 5 mediation cases (31%) were followed by appeals to tribunal during 2018. Note that there may be cases where mediation was held in 2018 but a tribunal was not held until 2019, which have not been reported in this collection.

DEPARTMENT FOR EDUCATION – Special educational needs in England: January 2019

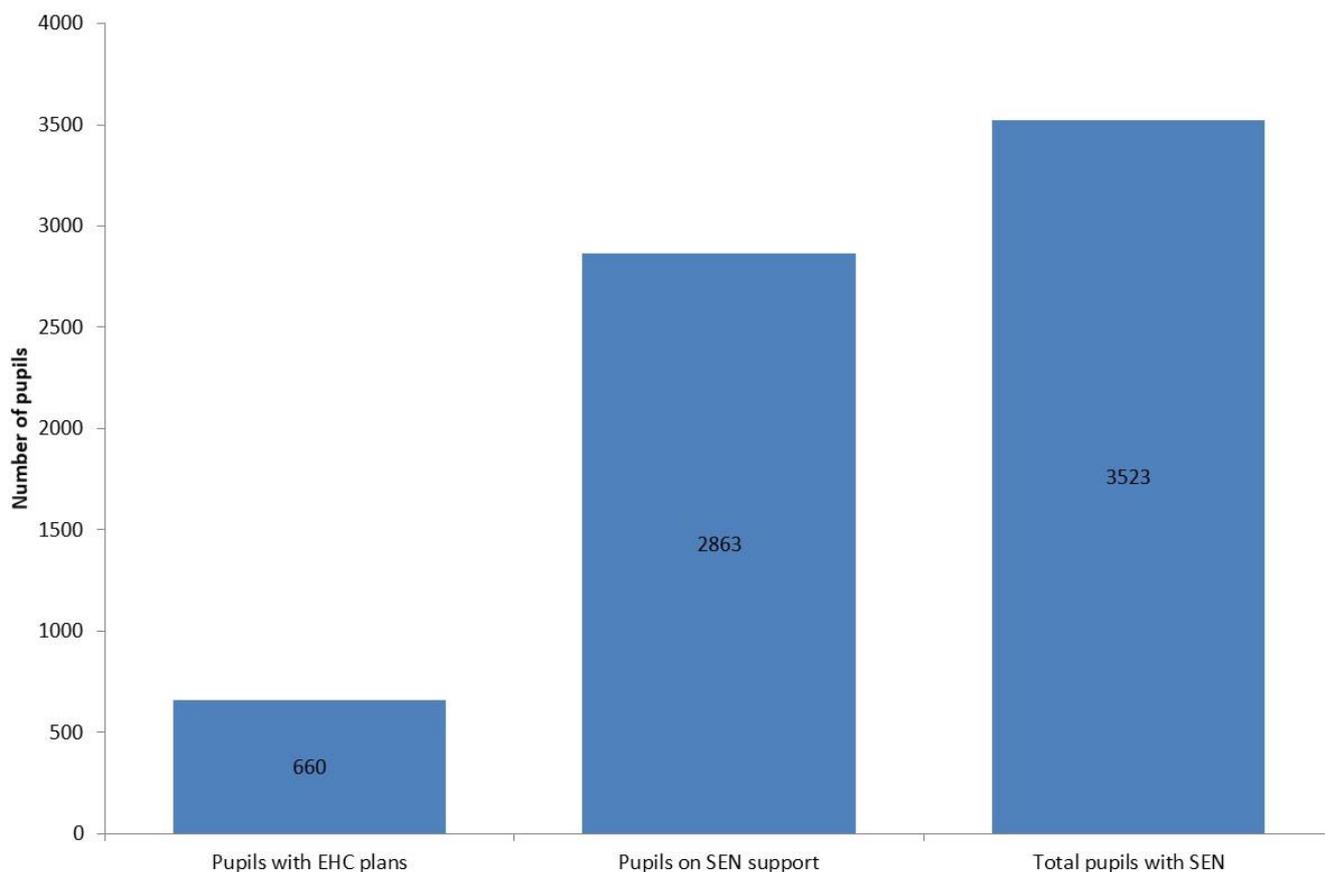
The figures for this statistical release published on 4 July 2019 are from the January 2019 school census about pupils with special educational needs. The school census include all school pupils from all schools which includes all academies including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, pupil referral units, university technology colleges, studio schools, and direct grant nursery schools. The figures include pupils who are sole or dual main registered. Therefore these figures may differ from those published in other statistical releases which encompass a different cohort.

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2019>

Total number of pupils with SEN

There were 24,357 North East Lincolnshire pupils recorded by the January 2019 school census, and of these 3,523 pupils were recorded as with SEN. This total number of pupils with SEN comprised 660 pupils (18.7%) with an EHC plan and 2,863 pupils (81.3%) with SEN support.

Number of pupils (all schools, all ages) with SEN, North East Lincolnshire, 2019



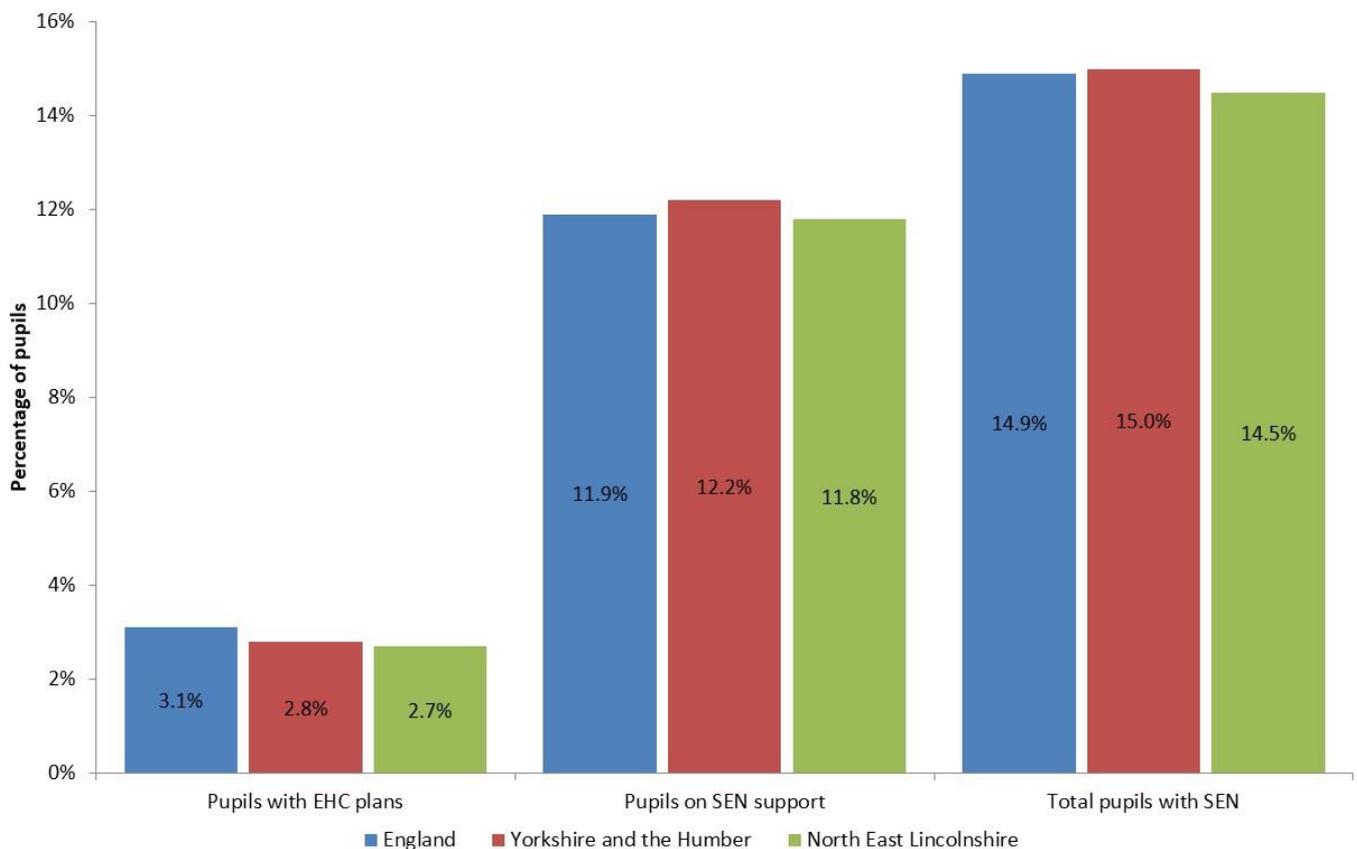
Source: Department for Education

Percentage of pupils with SEN

Overall 14.5% of pupils attending North East Lincolnshire schools were recorded as with SEN by the January 2019 school census. This is lower than both the England (14.9%) and the Yorkshire and the Humber (15.0%) percentages.

The percentages of pupils attending North East Lincolnshire schools with EHC plans (2.7%) and with SEN support (11.8%) are also lower than the England and the Yorkshire and the Humber percentages.

Percentage of pupils (all schools, all ages) with SEN, England, Yorkshire and the Humber, and North East Lincolnshire schools, 2019

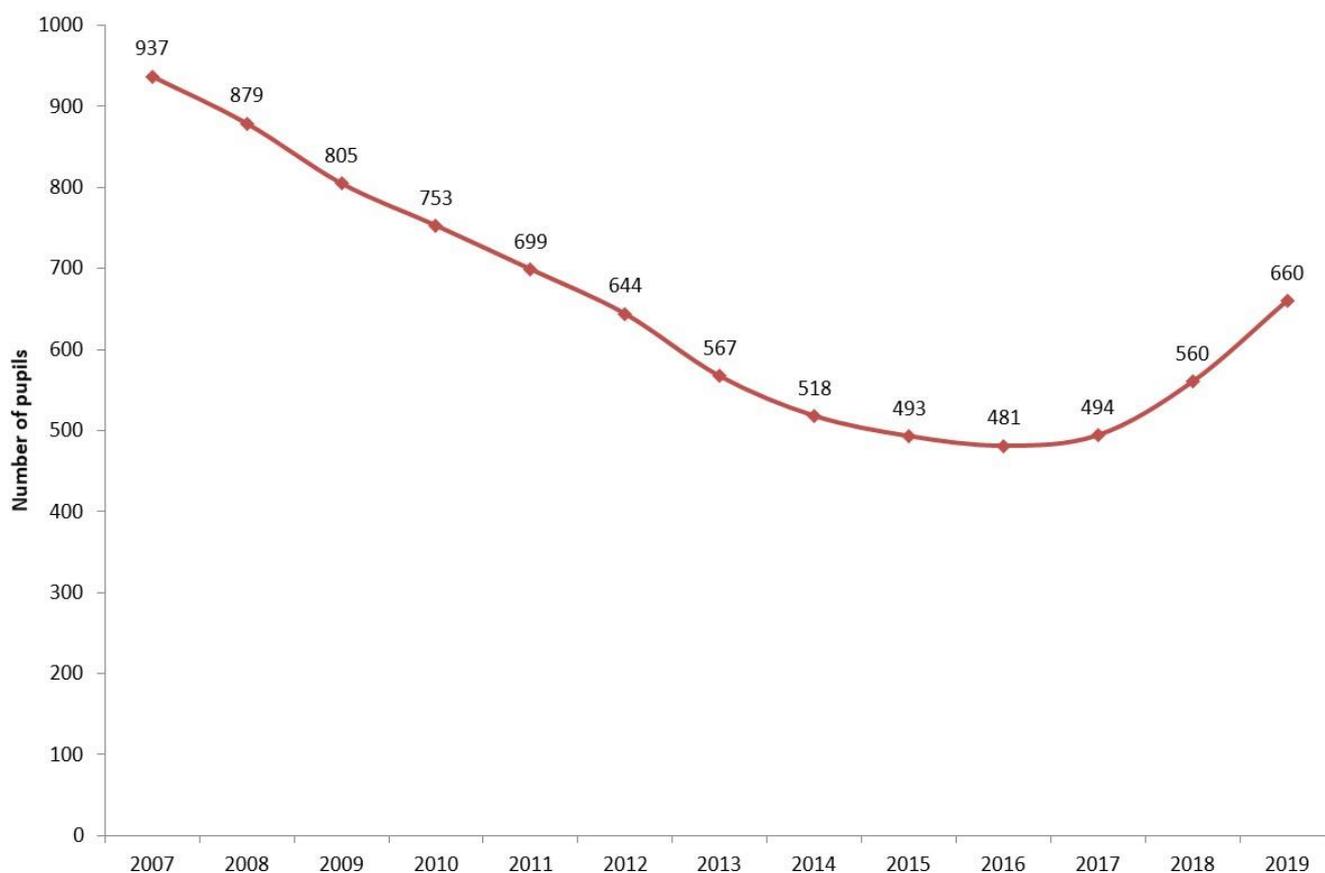


Source: Department for Education

Number of pupils with a statement or EHC plan

Education, Health and Care (EHC) plans were introduced in September 2014 as part of a range of SEND reforms to replace SEN statements of need. The number of pupils with an EHC plan or statement decreased in North East Lincolnshire each year from 2007 to 2016. From 937 pupils in 2007 the number of pupils with statements or EHC plans decreased to 481 in 2016 which was a reduction of 49%. The number has since increased to 660 pupils in 2019. Figures are based on the local authority where pupils attend school.

Number of pupils (all ages) with statements or EHC plans, North East Lincolnshire schools, 2007 to 2019

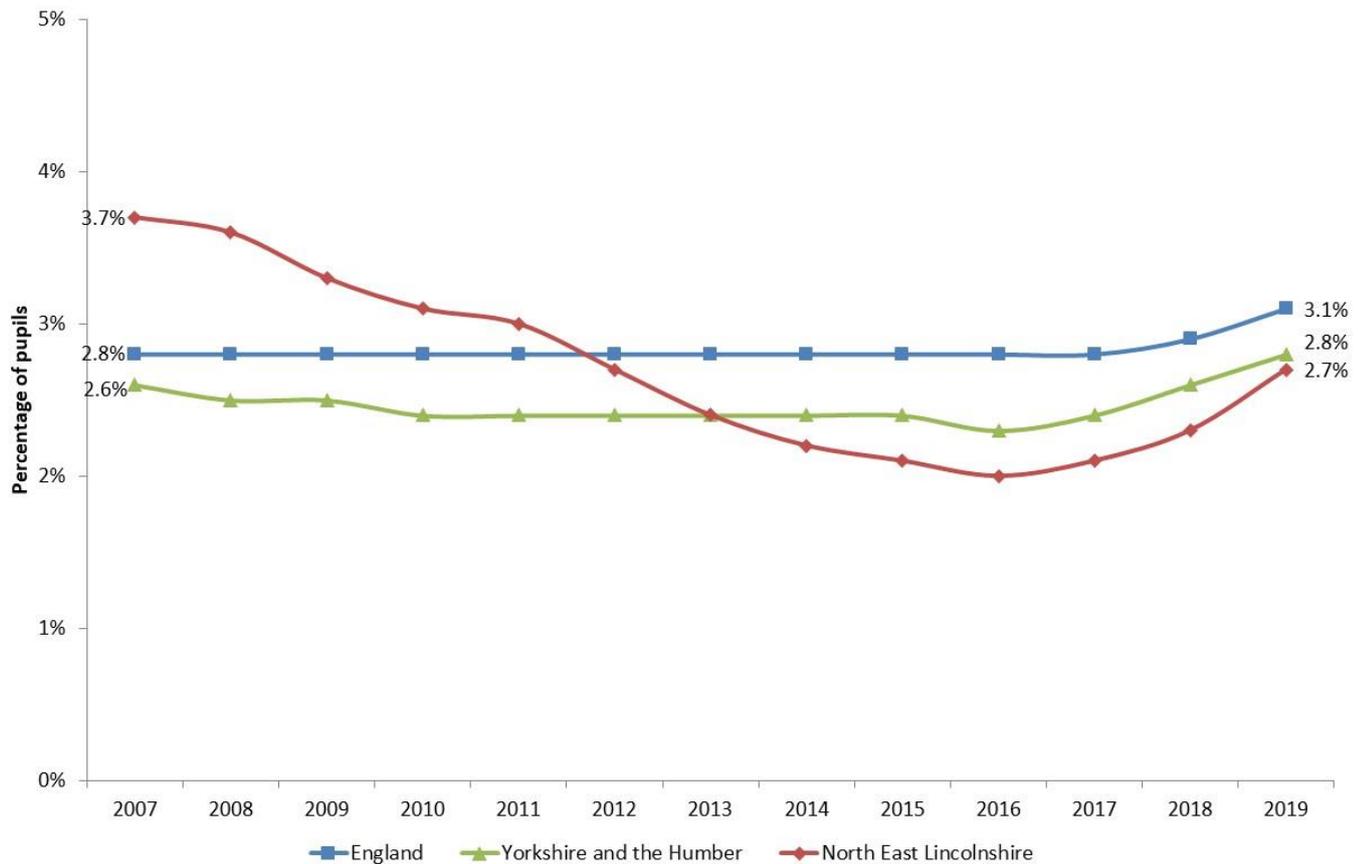


Source: Department for Education

Percentage of pupils with a statement or EHC plan

The percentage of pupils attending North East Lincolnshire schools with an EHC plan or statement has decreased from 3.7% in 2007 to 2.7% in 2019, and the percentage of pupils with an EHC plan or statement is now lower than both the England and regional percentages.

Percentage of pupils (all ages) with statements or EHC plans, England, Yorkshire and the Humber, and North East Lincolnshire schools, 2007 to 2019



Source: Department for Education

Number of pupils with SEN support

From 2015 SEN support replaced school action and school action plus however some pupils remained with these provision types in the first year of transition. The number of pupils with SEN support decreased in North East Lincolnshire year on year from a high of 6,766 pupils in 2010 to 2,264 pupils in 2016. This has been followed by year on year increases to 2,863 pupils in 2019. Figures are based on the local authority where pupils attend school.

Number of pupils (all ages) with SEN support, North East Lincolnshire schools, 2009 to 2019

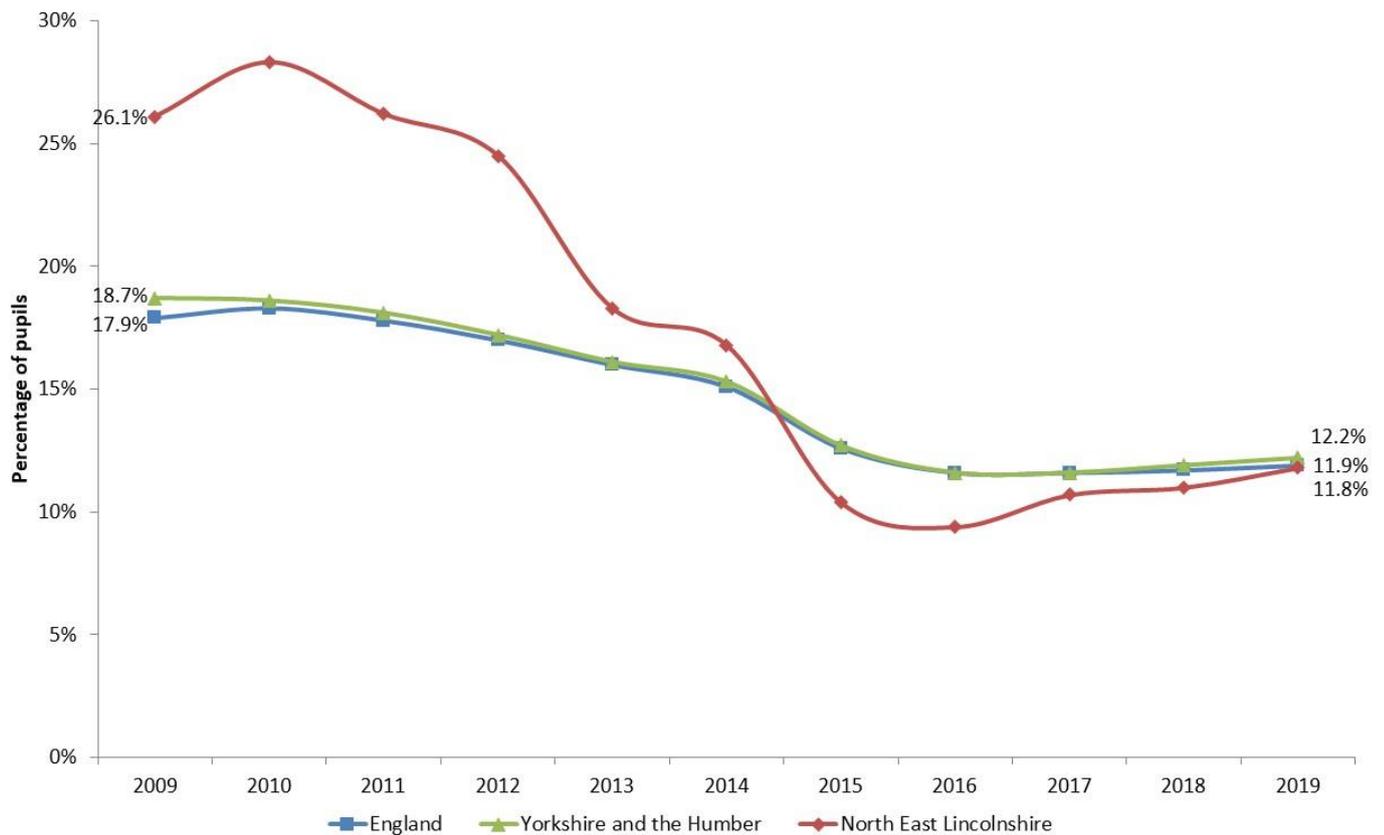


Source: Department for Education

Percentage of pupils with SEN support

The percentage of pupils attending North East Lincolnshire schools with School support has decreased from 26.1% in 2009 to 11.8% in 2019, and this percentage is now slightly lower than both the England and regional percentages.

Percentage of pupils (all ages) with SEN support, England, Yorkshire and the Humber, and North East Lincolnshire schools, 2009 to 2019



Source: Department for Education

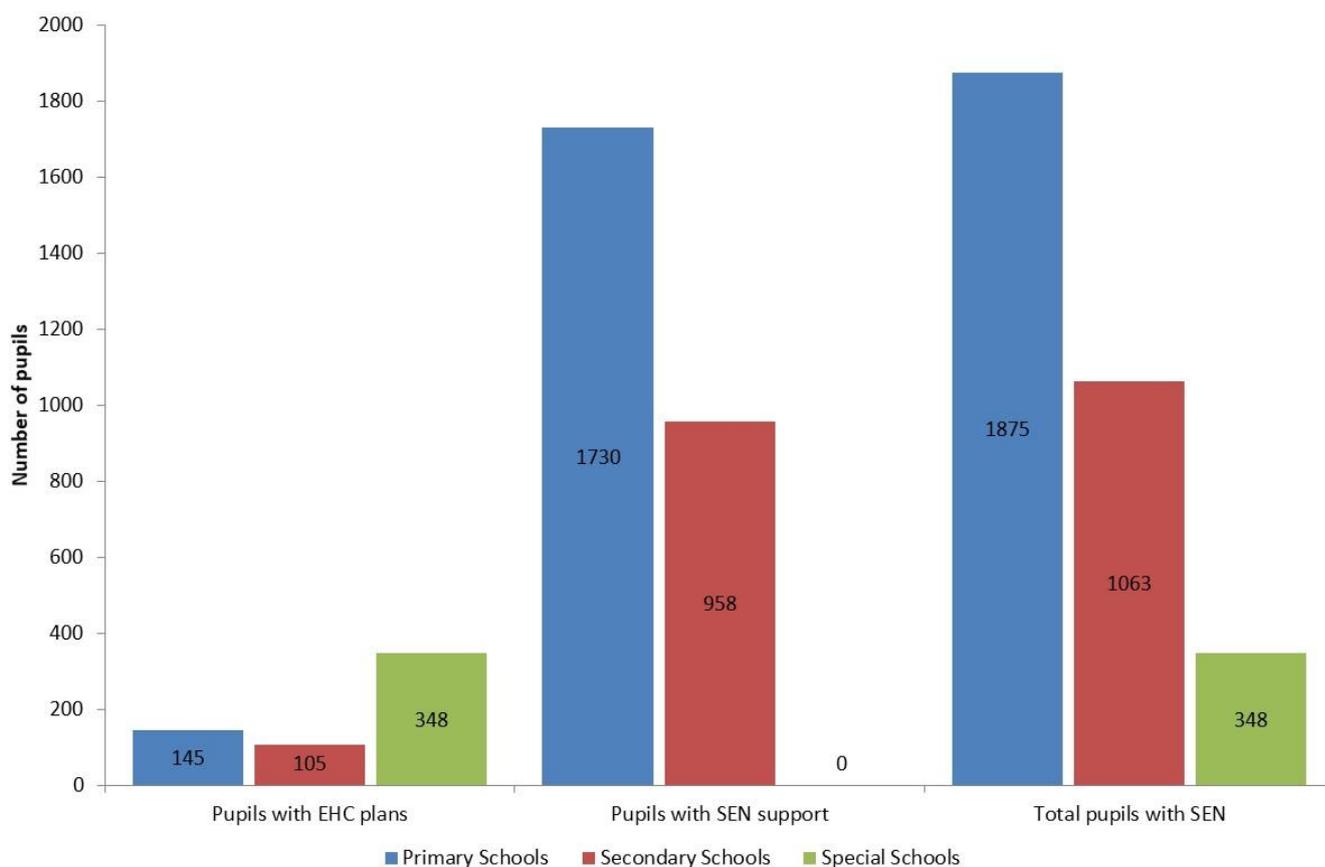
Number of pupils with SEN by school type

The figures presented below show the numbers of pupils with SEN (EHC plans, SEN support, and total number) attending state funded schools (primary, secondary, and special) in North East Lincolnshire as recorded by the January 2019 school census. Note that these figures exclude nursery schools, independent schools, and pupil referral units.

For pupils with EHC plans the highest number of these pupils attend special schools.

For pupils with School support the highest number of these pupils attend primary schools.

Number of pupils with SEN by school type, North East Lincolnshire schools, 2019



Source: Department for Education

Pupils with SEN attending SEN units or placed in resourced provision

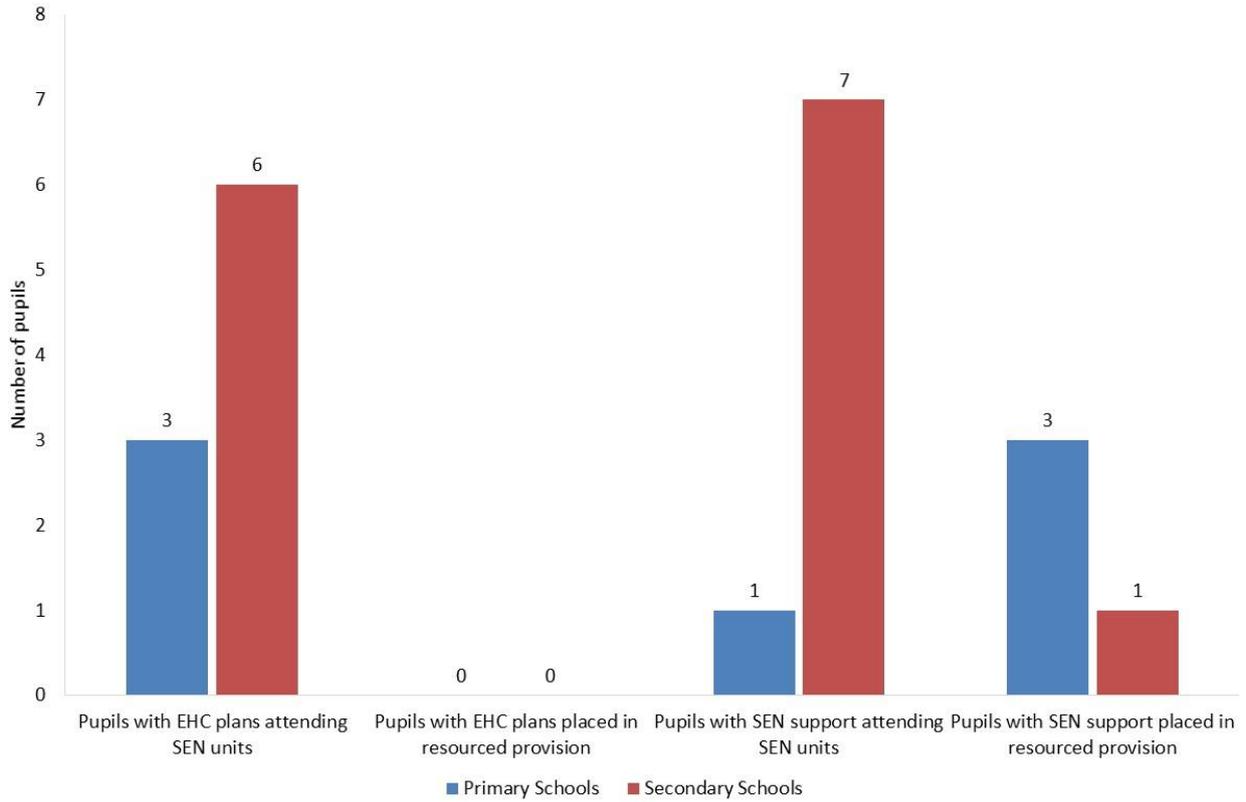
Of the 145 primary school pupils with EHC plans, 3 pupils were attending SEN units and 0 pupils were placed in resourced provision as recorded by the January 2019 school census.

Of the 1,730 primary school pupils with SEN support, 1 pupil was attending a SEN unit and 3 pupils were placed in resourced provision as recorded by the January 2019 school census.

Of the 105 secondary school pupils with EHC plans, 6 pupils were attending SEN units and 0 pupils were placed in resourced provision as recorded by the January 2019 school census.

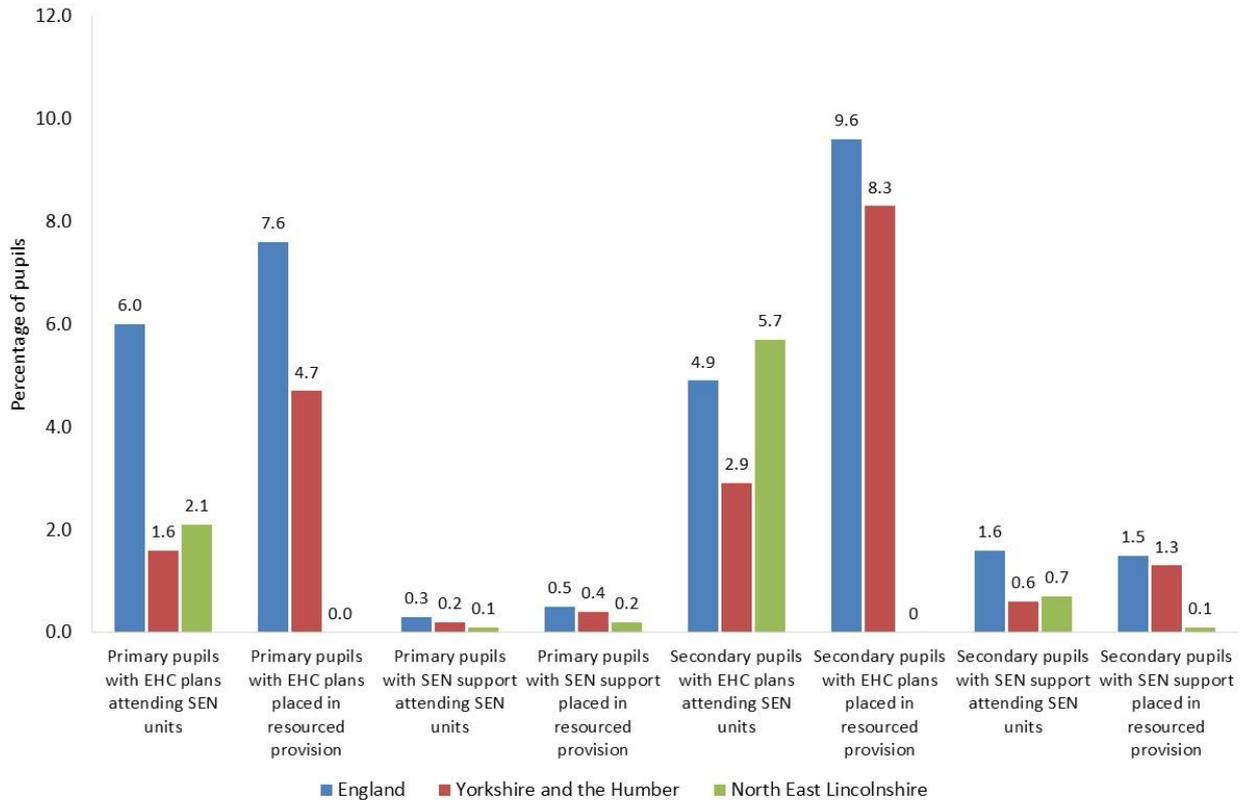
Of the 958 secondary school pupils with SEN support, 7 pupils were attending SEN units and 1 pupil was placed in resourced provision as recorded by the January 2019 school census.

Number of pupils with SEN attending SEN units or placed in resourced provision, 2019



Source: Department for Education

Percentage of pupils with SEN attending SEN units or placed in resourced provision, 2019



Source: Department for Education

Percentage of pupils with SEN by school type

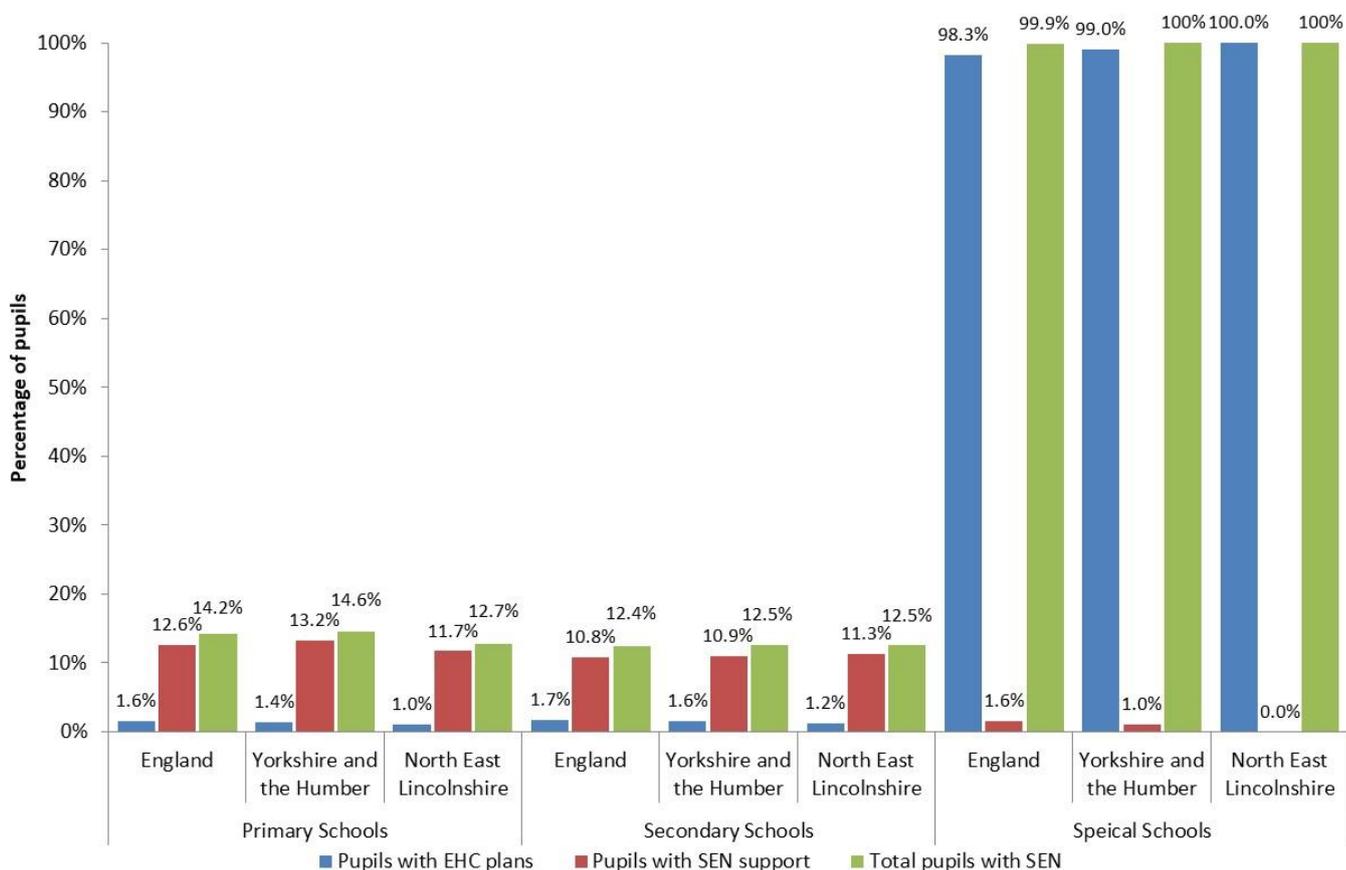
The figures presented below show the percentages of pupils with SEN (EHC plans, SEN support, and total number) attending state funded schools (primary, secondary, and special) in North East Lincolnshire as recorded by the January 2019 school census, and benchmarked with England and the Yorkshire and the Humber. Note that these figures exclude nursery schools, independent schools, and pupil referral units.

For North East Lincolnshire primary schools, 12.7% of pupils are with SEN compared to 14.2% for England.

For North East Lincolnshire secondary schools, 12.5% of pupils are with SEN compared to 12.4% for England.

For North East Lincolnshire special schools, 100% of pupils are with SEN compared to 99.9% for England.

Percentage of pupils with SEN by school type, England, Yorkshire and the Humber and North East Lincolnshire schools, 2019



Source: Department for Education

DEPARTMENT FOR EDUCATION – Outcomes for children looked after continuously for at least 12 months by local authorities in England, 31 March 2018

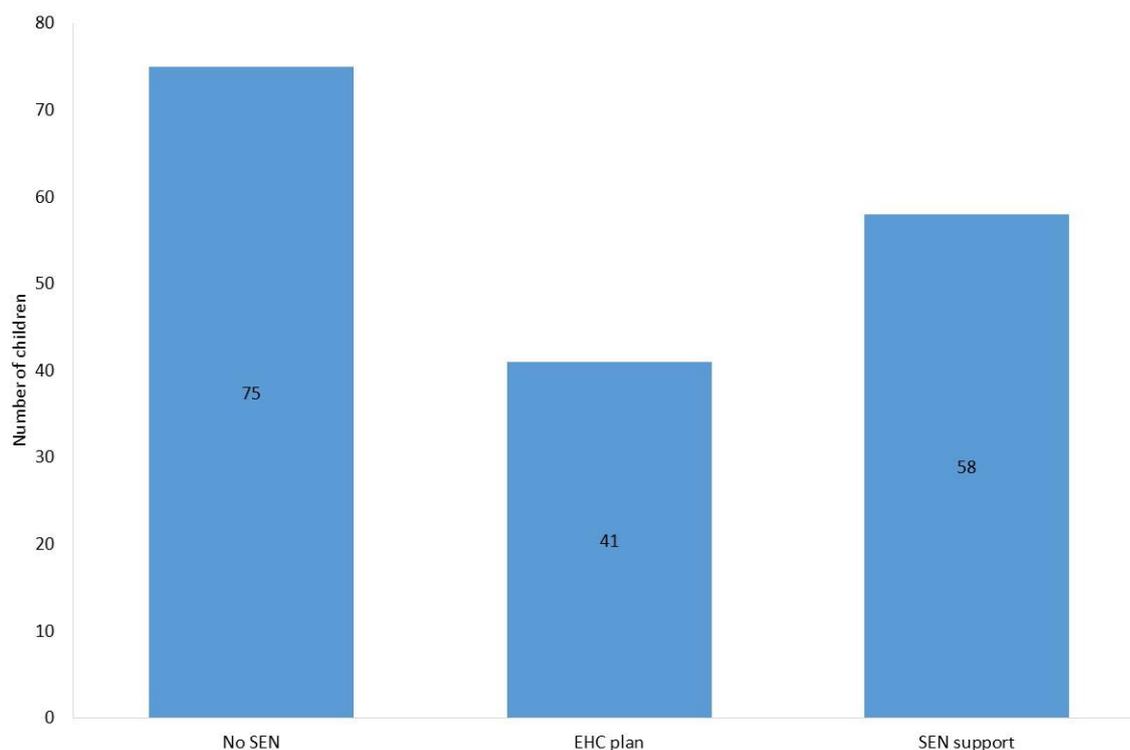
The figures for this statistical release published on 11 April 2019 are for children looked after continuously for at least twelve months as at 31 March 2018, which excludes for example children in respite care. Under the Children Act 1989, a child is legally defined as ‘looked after’ by a local authority if they are provided with accommodation for a continuous period for more than 24 hours, or is subject to a care order, or is subject to a placement order. A looked after child ceases to be looked after when they turn 18 years old. The definition for this publication of a ‘looked after child’ being a child who has been continuously looked after for at least 12 months up to and including 31 March 2018, has been used because 12 months is considered an appropriate length of time to gauge the possible association of being looked after on other factors. Information on SEN are based on looked after children data that has been matched to attainment, school census, alternate provision census and where applicable pupil referral unit census data. If a child has been recorded on more than one census, then they have only been counted once. LA level data is published for the local authority that looks after the child. Figures are based on data collected annually through the children’s looked after return (also known as SSDA903) which is completed each spring by all local authorities in England.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Outcomes for looked after children (LAC)

Looked after children are more likely to have a special educational need than all children. There were 174 looked after children by North East Lincolnshire Council as at 31 March 2018 and who had been continuously looked after for at least 12 months (Children on children looked after return and matched with school census data only). Of these children, 75 (43.1%) had no SEN provision and 99 (56.9%) had SEN provision. Of the 99 children with SEN provision, 41 had an EHC plan and 58 received SEN support.

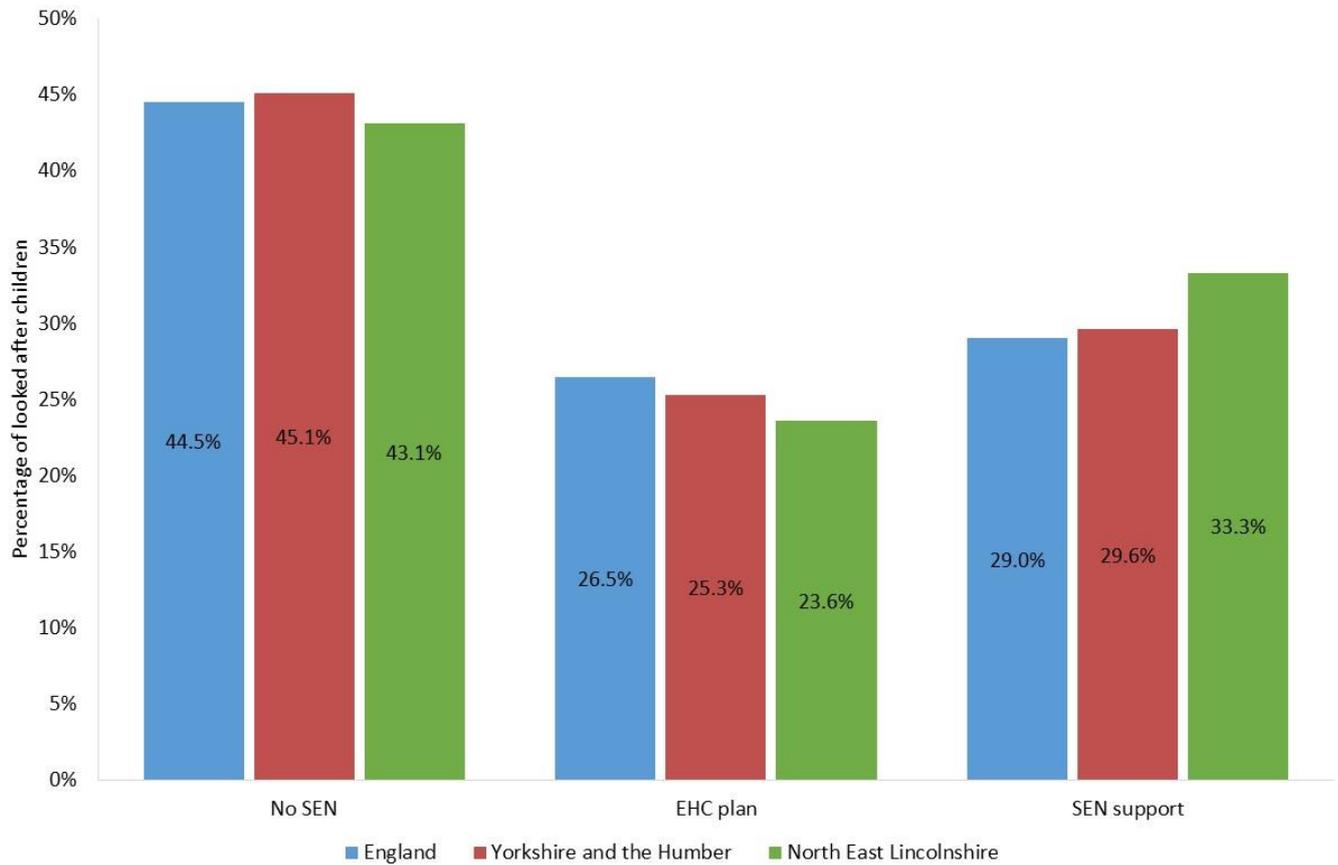
Children who have been looked after continuously for at least 12 months by SEN status, North East Lincolnshire, March 2018



Source: Department for Education

The percentage of North East Lincolnshire looked after children with an EHC plan (23.6%) is lower than both the England (26.5%) and Yorkshire and the Humber (25.3%) percentages.

SEN status of children who have been looked after continuously for at least 12 months, percentage, England, Yorkshire and the Humber, and North East Lincolnshire, March 2018



Source: Department for Education

DEPARTMENT FOR EDUCATION – Characteristics of children in need: 2018 to 2019

This statistical release was published on 31 October 2019. When a child is referred to children’s social care, an assessment is carried out to identify if the child is in need of services, which local authorities have an obligation to provide under section 17 of the Children Act 1989. The Disability Discrimination Act 1995 defines a disabled person as a person with a "physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities". The condition must have lasted or be likely to last at least 12 months in order to be classed as a disability. All figures are taken from the children in need census.

(<https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2018-to-2019>)

Children in need with disability

There were 2,332 children in need in North East Lincolnshire as at 31 March 2019. Of these children, 124 (5.3%) were recorded with disability. For these 124 children, the most common disabilities recorded were Other (63.7%), learning (24.2%), Autism/Asperger Syndrome (16.9%), and vision (5.6%). Note that since a child may have more than one disability recorded, these percentages do not sum to 100.

DEPARTMENT FOR EDUCATION – Pupil absence in schools in England: 2017/18

Parents of children of compulsory school age (aged 5 to 15 at the start of the school year) are required to ensure that they receive a suitable education by regular attendance at school or otherwise. These figures were published on 21 March 2019.

(<https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2017-to-2018>)

Overall absence is the aggregation of authorised and unauthorised absences. Authorised absence is absence with permission from a teacher or other authorised representative of the school, which includes instances of absence for which a satisfactory explanation has been provided e.g. illness. Unauthorised absence is absence without permission from the school, which includes all unexplained or unjustified absences and arrivals after registration has closed. Figures relate to state funded primary and secondary schools and includes those that are maintained, academies and special schools. The table below shows the percentage of half days missed due to absence in North East Lincolnshire is 4.9%, which is in line with both England (4.8%) and the Yorkshire and the Humber (5.0%).

Percentage of half days missed by pupils due to overall, authorised, and unauthorised absence by school type, North East Lincolnshire, 2017/18

	Overall	Authorised	Unauthorised
State-funded primary schools	4.4%	3.0%	1.4%
State-funded secondary schools	5.6%	3.3%	2.4%
Specialist schools	7.9%	6.8%	1.1%
State-funded primary, secondary and specialist schools	4.9%	3.2%	1.8%

Source: Department for Education

Whilst overall absence during 2017/18 for North East Lincolnshire pupils stands at 4.9% of sessions, there are inequalities by SEN status, with 7.4% (5.9% authorised, 1.5% unauthorised) of sessions of pupils with an EHC plan, 6.0% (3.5% authorised, 2.5% unauthorised) of sessions of pupils with SEN support, and 4.7% (3.0% authorised, 1.7% unauthorised) of sessions of pupils with no identified SEN, classed as absent. For comparison to England overall, 8.6% (6.6% authorised, 2.0% unauthorised) of sessions of pupils with an EHC plan, 6.5% (4.4% authorised, 2.1% unauthorised) of sessions of pupils with SEN support, and 4.4% (3.2% authorised, 1.2% unauthorised) of sessions of pupils with no identified SEN, classed as absent.

Of local pupils with SEN there were also variations by primary SEN need, ranging from 4.5% (3.2% authorised, 1.3% unauthorised) of sessions of pupils with hearing impairment, to 17.2% (17.2% authorised, 0 unauthorised) of sessions of pupils with profound and multiple learning difficulty.

Pupils with a primary need of speech, language and communication, were absent for 4.7% (3.1% authorised, 1.6% unauthorised) of sessions.

Pupils with a primary need of social, emotional, and mental health, were absent for 7.6% (4.5% authorised, 3.1% unauthorised) of sessions.

DEPARTMENT FOR EDUCATION – Permanent and fixed period exclusions in England 2017 to 2018

All children have a right to education. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Only the head teacher of a school (or the teacher in charge of a pupil referral unit or the principal of an academy) can exclude a pupil. These figures were released on 25 July 2019.

(<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2017-to-2018>)

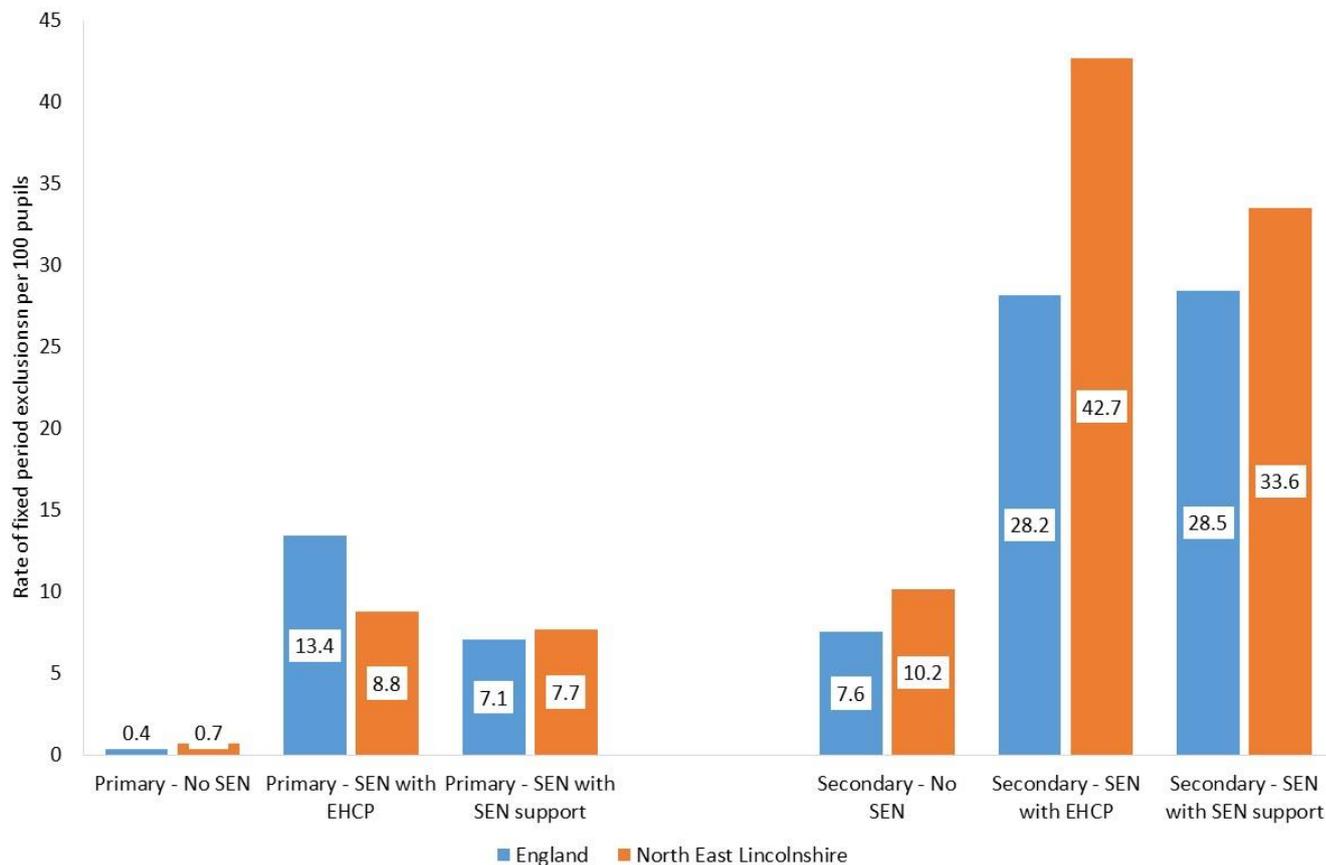
There are only two types of exclusion from a school which are lawful: permanent and fixed-period. This means that legally a pupil is either in school full-time or they are excluded from school. They can be excluded for a fixed term (for a specific number of school days) or permanently excluded. Pupils can only be excluded for disciplinary reasons: they cannot be excluded because a school, pupil referral unit (PRU) or academy cannot meet their needs or for the action of a pupil's parents. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. Children with special educational needs and/or disabilities are more likely to be excluded from school than their classmates.

During 2017/18 there were 41 permanent and 1,349 fixed period exclusions in North East Lincolnshire. In comparison there were 40 and 1,732 exclusions respectively during 2016/17.

Of the 1,349 fixed period exclusions during 2017/18, 17% were at primary schools, 81% at secondary school, and 2% at special schools. Note that a pupil may have more than one fixed period exclusion during the time period.

The graph below shows the rates of fixed period exclusions by school type and SEN status for North East Lincolnshire and benchmarked with England

Rates of fixed period exclusions per 100 pupils by SEN status, primary and secondary schools, England and North East Lincolnshire, 2017/18



Source: Department for Education

Clear inequalities in the rates of fixed period exclusions are evident. Both nationally and locally, rates of fixed period exclusions are much higher in children with SEN. Out of all the SEN primary need classifications, it is children with a primary need of social, emotional and mental health, that have by far the highest rates of fixed period exclusion nationally in both primary and secondary schools. Overall, nationally during 2017/18, the variation in the rates of fixed period exclusions per 100 pupils, ranged from 1.3 for pupils with profound and multiple learning difficulty, to 46.3 for pupils with social, emotional and mental health needs. Pupils with a primary need of speech, language and communication, had an overall rate of 5.5 fixed period exclusions per 100 pupils.

If a child is permanently excluded, the parents/carers are invited to a review meeting with the governors within 15 school days. If the governors don't overturn the exclusion, and independent review can be requested. Whether or not a school recognises a pupil as having SEN, all parents have the right to request the presence of an SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review.

DEPARTMENT FOR EDUCATION – Key stage 4 performance 2019 revised

There is a strong association between qualifications and future employment. Children from poor households are more likely to leave school with lower literacy and numeracy skills, fewer qualifications, and to be excluded from school than children from more affluent homes. Children with lower educational attainment are more likely to experience poorer health as adults. Education increases self-esteem and confidence, employment and life opportunities.

The national curriculum in England covers learning for all children aged 5 to 16 years in state schools. The national curriculum is divided into 4 key stages. Targets defined in the national curriculum are assessed at the end of each key stage.

These figures were published on 6 February 2020.

(<https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>)

Attainment 8

Attainment 8 is part of the new secondary accountability system that was implemented for all schools from 2016. Attainment 8 is the average score obtained by a student for their best 8 GCSE results. The average Attainment 8 score of North East Lincolnshire pupils for 2018/19 was 41.4, which is lower than the 46.8 average Attainment 8 score for state-funded schools in England overall.

The North East Lincolnshire average attainment 8 score was 13.9 for pupils with an EHC plan, 29.1 for pupils with SEN support, and 47.0 for pupils with no identified SEN.

GCSEs 9-4

GCSEs in England have been reformed to keep pace with universities' and employers' demands. The new grade scale makes it clear to everyone that students have studied the new GCSEs. It also has more higher grades compared to the old A* to G grades, to give sixth forms, colleges, universities and employers the opportunity to better distinguish between students of different abilities. The reform has been phased over a number of years and it will take until summer 2020 for all reformed GCSE subjects to move to the new grade scale. However, most of the subjects taken in large numbers by students are now graded from 9 to 1. As a comparison the bottom of the new grade 4 is comparable to the bottom of the old grade C.

The percentage of North East Lincolnshire pupils achieving a 9-4 pass in English and maths GCSEs (57.5%) is lower than that achieved in England overall (64.9%).

The percentage of North East Lincolnshire pupils achieving a 9-4 pass in English and mathematics was 14.3% of pupils with an EHC plan, 25.0% of pupils with SEN support, and 68.3% of pupils with no identified SEN.

DEPARTMENT FOR EDUCATION – Destinations of key stage 4 and 16 to 18 (KS5) students: 2018

Destination measures show the percentage of pupils with sustained participation in education destinations including schools, further education or sixth-form colleges and higher education institutions; the percentage who went into apprenticeships; the percentage who went into employment; and those who did not have sustained participation in education.

These figures were published on 17 October 2019.

(<https://www.gov.uk/government/statistics/destinations-of-ks4-and-16-to-18-ks5-students-2018>)

The figures presented in Table 19 relate to pupils who were at the end of key stage 4 (Year 11) in the 2016/17 academic year, with the destination outcomes measured during 2017/18. To count as sustained participation in education or employment, pupils must have completed a continuous period between October and March i.e. six months or two terms.

The destinations of local pupils attending mainstream schools are shown in the table below and are very similar to those for England overall, with 94% of North East Lincolnshire pupils going on to sustain education or employment.

Year 11 destinations, North East Lincolnshire and England, 2017/18

	Cohort NEL	Education or employed (%)		Education (%)		Apprentice (%)		Employed (%)		Not sustained (%)		Unknown (%)	
	(No)	NEL	ENG	NEL	ENG	NEL	ENG	NEL	ENG	NEL	ENG	NEL	ENG
Mainstream and special - All	1,590	94%	94%	86%	86%	6%	4%	3%	3%	6%	5%	-	1%
Mainstream and special – SEN	139	94%	90%	91%	82%	1%	4%	1%	4%	6%	9%	0	1%
Mainstream and special – non SEN	1,451	94%	95%	85%	87%	6%	4%	3%	3%	6%	4%	-	1%

(-) This means that the percentage is <0.5% but >0.

Figures may not sum due to rounding.

Source: DfE

DEPARTMENT FOR EDUCATION – NEET and participation: 2018/19

Young people who are not engaged in education, employment or training are at greater risk of a range of negative outcomes, including poor health, depression or early parenthood. Legislation was introduced in 2013/14 that required all young people to remain in some form of education or training until the end of the academic year in which they turn 17.

These figures were published on 20 June 2019.

(<https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures>)

Figures for 2018/19 show that North East Lincolnshire has the third highest percentage of NEET 16 to 17 year olds out of all the local authorities in the Yorkshire and the Humber. The North East Lincolnshire percentage for 2018/19 of 6.4% is higher than both the regional (6.0%) and national (5.5%) figures, and is a rise from 6.3% in 2017/18, which in turn was a rise from 6.0% in 2016/17.

Figures for North East Lincolnshire show there were 3,400 16-17 year olds known to the local authority. Of this cohort, 220 (6.4%) were classed as NEET which comprised of 5.8% known to be NEET and 0.6% whose activity was not known

Average figures from December 2018 to February 2019 show there were 120 16-17 year olds with SEND (or had SEND at the time of completing compulsory education) known to North East Lincolnshire Council, of which 9.7% were recorded as NEET or not known. In comparison there were 3,280 16-17 year olds without SEND known to North East Lincolnshire Council, of which 6.3% were recorded as NEET or not known.

LOCAL GOVERNMENT ASSOCIATION – NORTH EAST LINCOLNSHIRE SEND REPORT

The Local Government Association (LGA) has published profiles at local authority (LA) level which also aim to bring local area SEND data into one place to provide an evidence base that can be used to inform discussions on progress and priorities.

The profiles are produced for a range of comparator groups, however the information in this section utilises the information that compares North East Lincolnshire to its DFE children's services near neighbours mean figures.

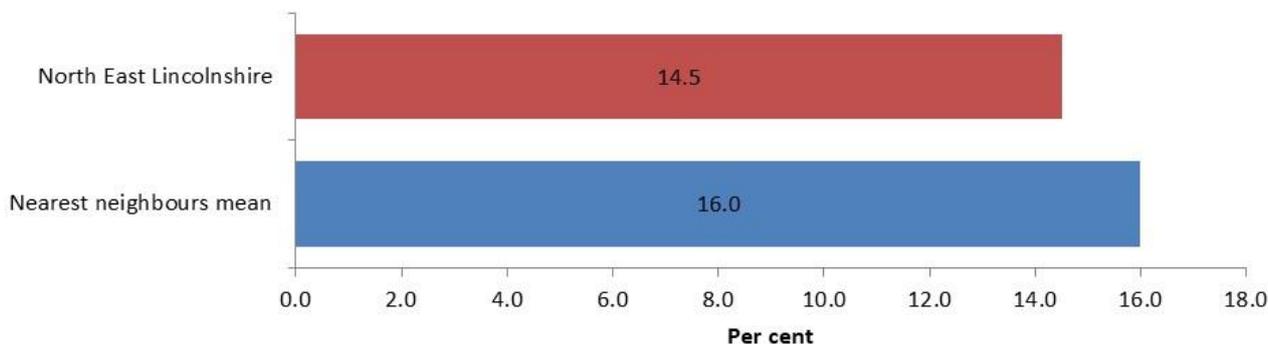
These profiles can also be referred to in their own right:

<https://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?mod-area=E06000012&mod-group=NearNeighboursChildrenServices&mod-type=comparisonGroupType>

Percentage of pupils with SEN

Figures for 2018/19 show that in North East Lincolnshire, 14.5% of pupils have an EHC plan or are receiving SEN support. This compares to the nearest neighbour mean of 16.0%. These figures are for pupils attending schools in North East Lincolnshire; they do not include children and young people for whom North East Lincolnshire is responsible but has placed out of area.

Percentage of pupils with SEN, 2018/19

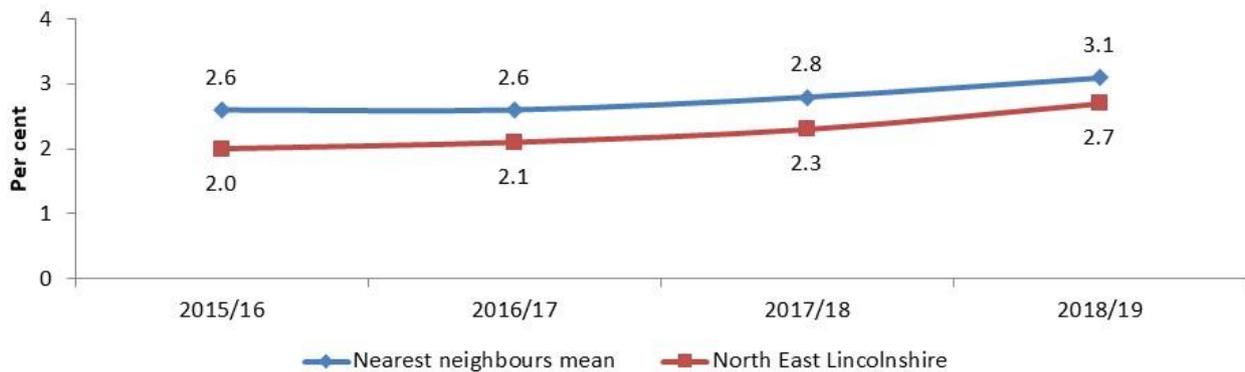


Source: Department for Education

Percentage of pupils with an EHC plan

Across Children's services near neighbours for North East Lincolnshire, the proportion of pupils with statements or EHC plans ranges from 2.4% to 4.0%. Figures for 2018/19 show that 2.7% of North East Lincolnshire pupils had a statement or EHC plan which compares to the nearest neighbour mean of 3.1%. These figures are for pupils attending schools in North East Lincolnshire; they do not include children and young people for whom North East Lincolnshire is responsible but has placed out of area. Whilst the proportion of pupils with statements or EHC plans remained constant from 2015/16 to 2016/17, there have been small increases in each of the last two years to 2018/19.

Percentage of pupils with a statement or EHC plan, 2015/16 to 2018/19

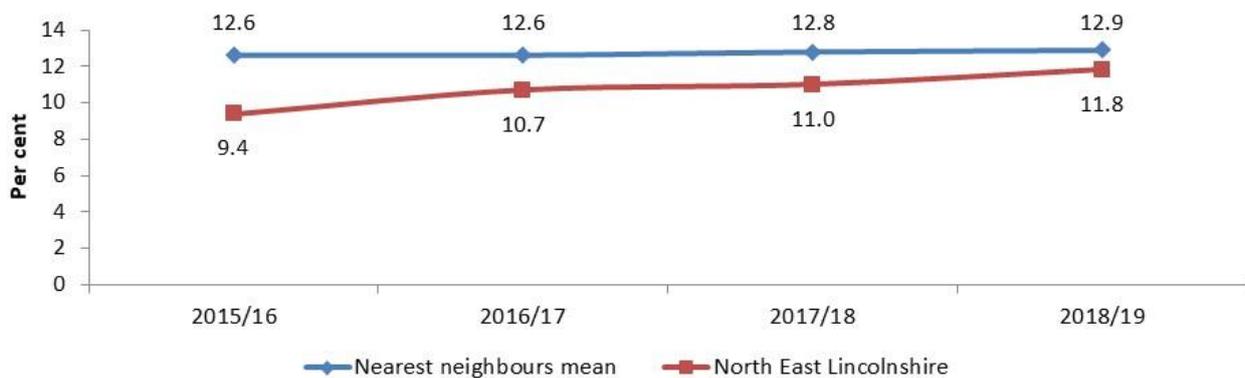


Source: Department for Education

Percentage of pupils with SEN support

Across Children’s services near neighbours for North East Lincolnshire, the proportion of pupils with SEN support ranges from 10.9% to 14.7%. Figures for 2018/19 show that 11.8% of North East Lincolnshire pupils had SEN support which compares to the nearest neighbour mean of 12.9%. These figures are for pupils attending schools in North East Lincolnshire; they do not include children and young people for whom North East Lincolnshire is responsible but has placed out of area. The proportion of North East Lincolnshire pupils with SEN support has increased from 9.4% in 2015/16 to 11.8% in 2018/19, and has been lower than the nearest neighbour mean throughout this period.

Percentage of pupils with SEN support in all schools, 2015/16 to 2018/19

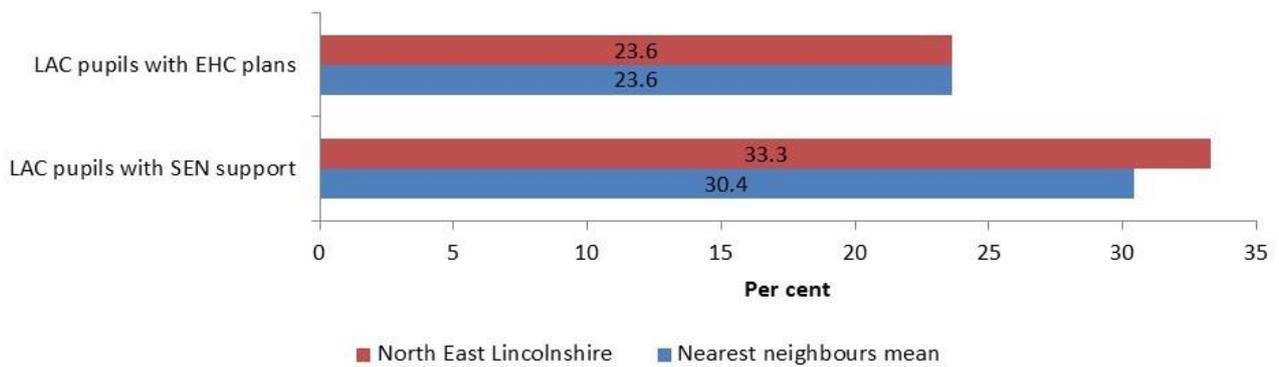


Source: Department for Education

Looked after children

Looked after children are defined as those looked after by the local authority for one day or more. Figures for 2017/18 show that for North East Lincolnshire, 23.6% of looked after children have an EHC plan, compared to the nearest neighbour mean of 23.6%. Figures also show that for North East Lincolnshire, 33.3% of looked after children are on SEN support, compared to the nearest neighbour mean of 30.4%.

Percentage of LAC with EHC plans and the percentage of LAC with SEN support, 2017/18



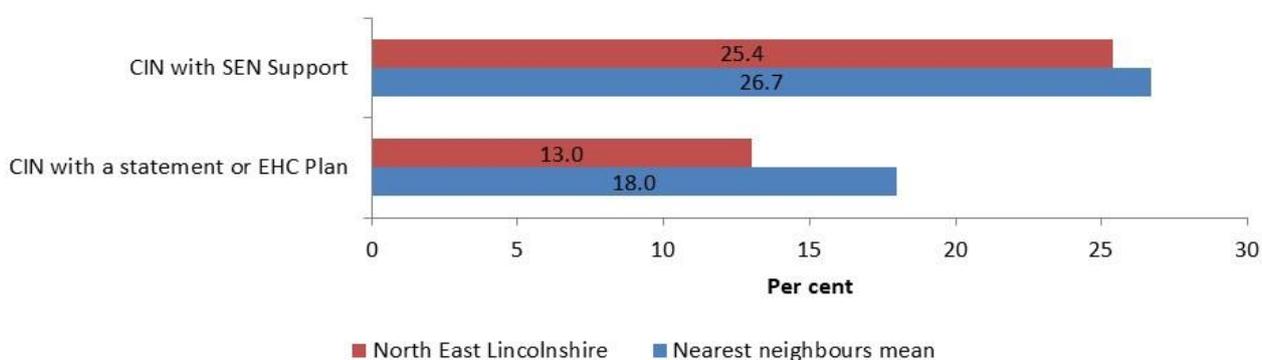
Source: Department for Education

Children in need

Children in need are defined in law as children who need local authority services to achieve or maintain a reasonable standard of health or development, need local authority services to prevent significant or further harm to health or development, or are disabled.

Figures for North East Lincolnshire for 2017/18 show that 25.4% of children in need are on SEN support and 13.0% of children in need have an EHC plan. This compares to the nearest neighbour mean figures of 26.7% of children in need being on SEN support and 18.0% having an EHC plan.

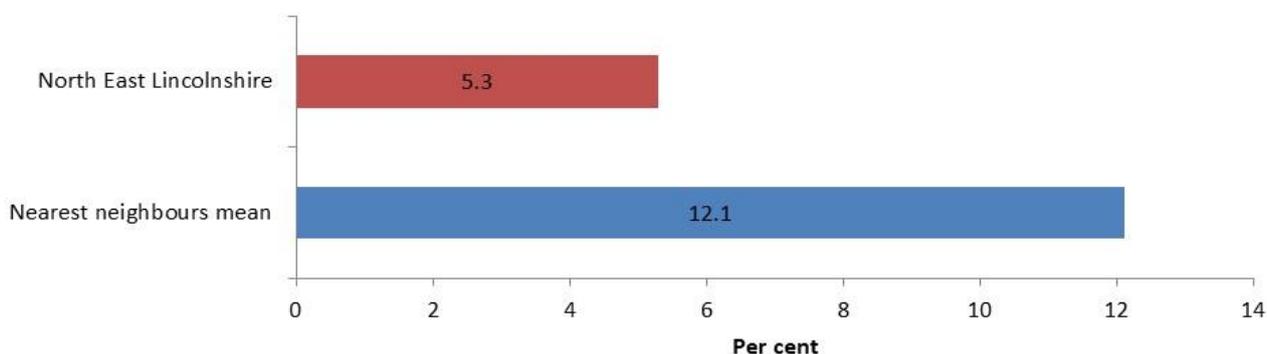
Percentage of children in need with SEN support and the percentage of children in need with EHC plans, 2017/18



Source: Department for Education

Figures for North East Lincolnshire for 2017/18 show that 5.3% of school-age children in need have a disability, compared to the nearest neighbour mean of 12.1%.

Percentage of CIN with a disability, 2018/19

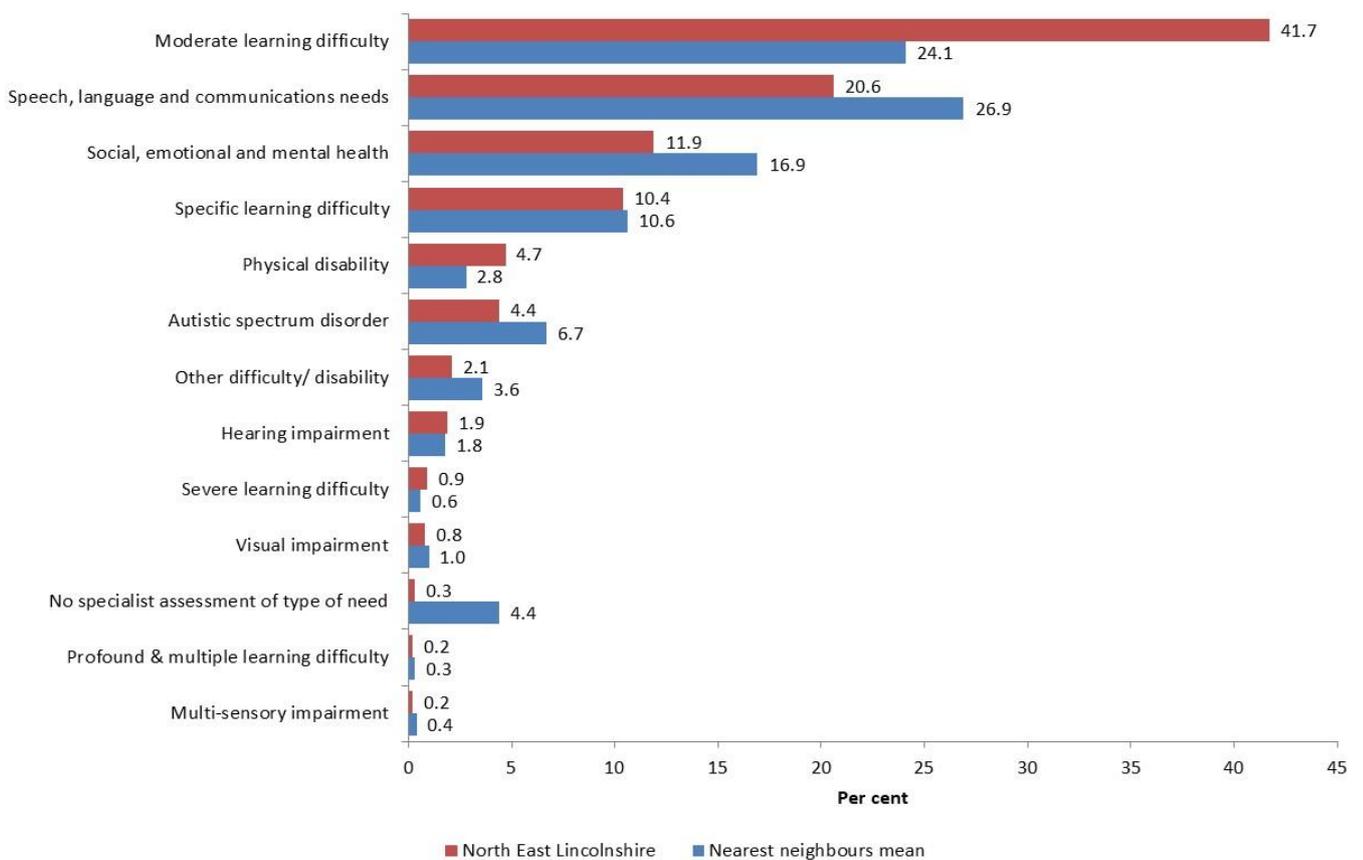


Source: Department for Education

Primary need

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. All pupils with SEN have an assessment of their primary need. The following three charts show the breakdown of need in North East Lincolnshire for primary, secondary and special schools, compared to the nearest neighbour means and ranked by prevalence. The most common primary needs in North East Lincolnshire primary schools are moderate learning difficulty; speech, language and communication needs; and social, emotional and mental health; and specific learning difficulty.

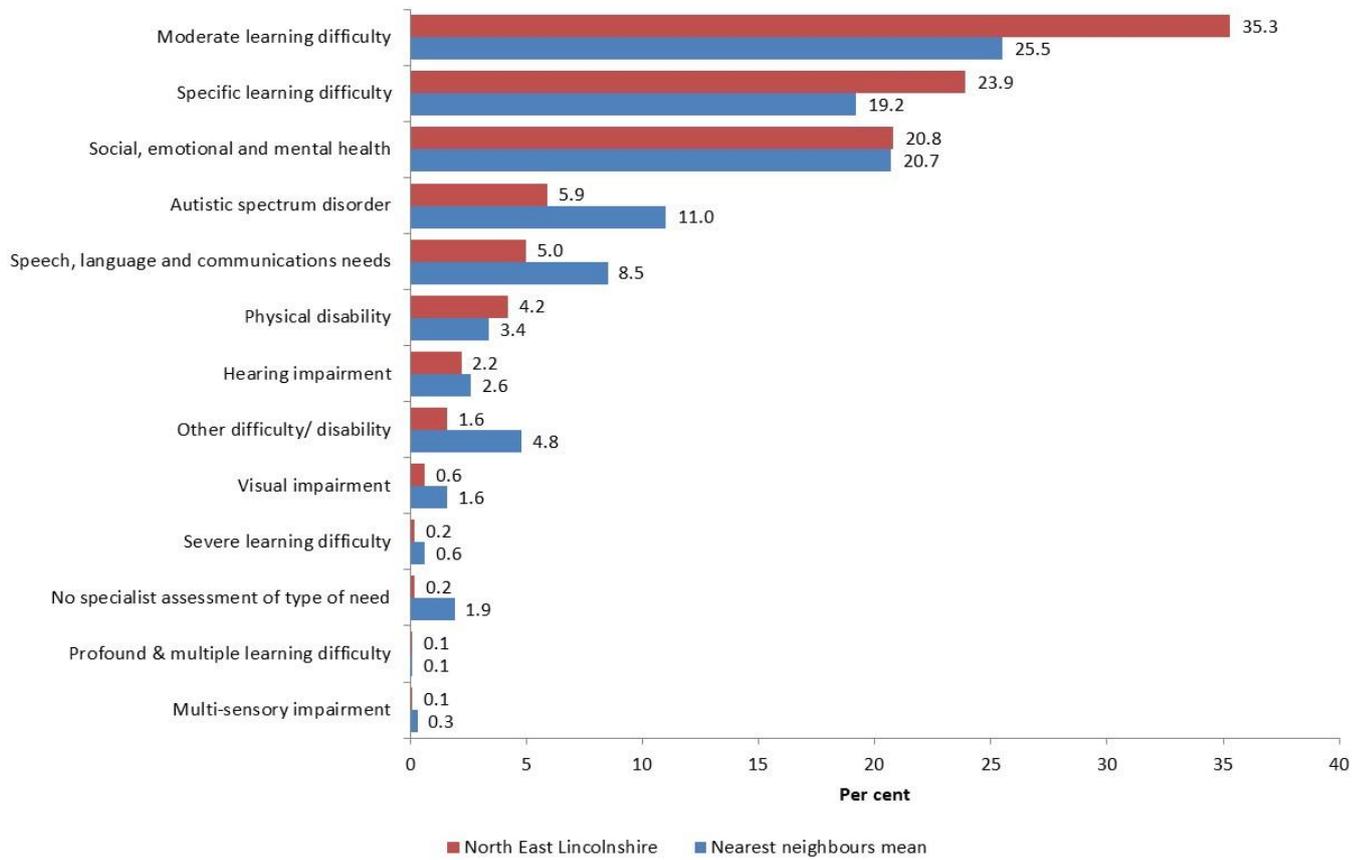
Primary need in primary schools, percentage of SEN pupils by need, 2018/19



Source: Department for Education

The most common primary needs in North East Lincolnshire secondary schools are moderate learning difficulty; specific learning difficulty; and social, emotional and mental health.

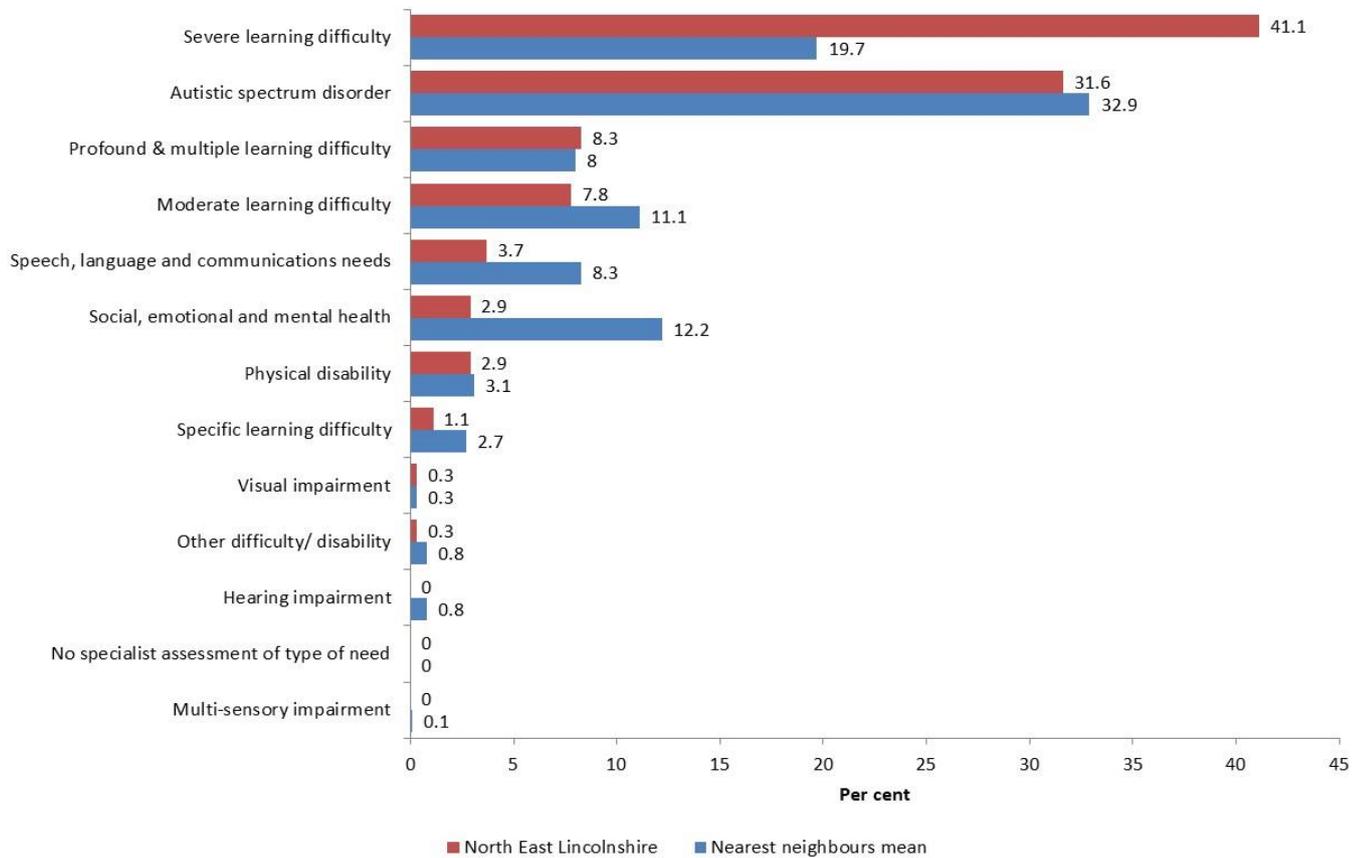
Primary need in secondary schools, percentage of SEN pupils with need, 2018/19



Source: Department for Education

The most common primary needs in North East Lincolnshire special schools are severe learning difficulty and autistic spectrum disorder.

Primary need in special schools, percentage of SEN pupils with need, 2018/19

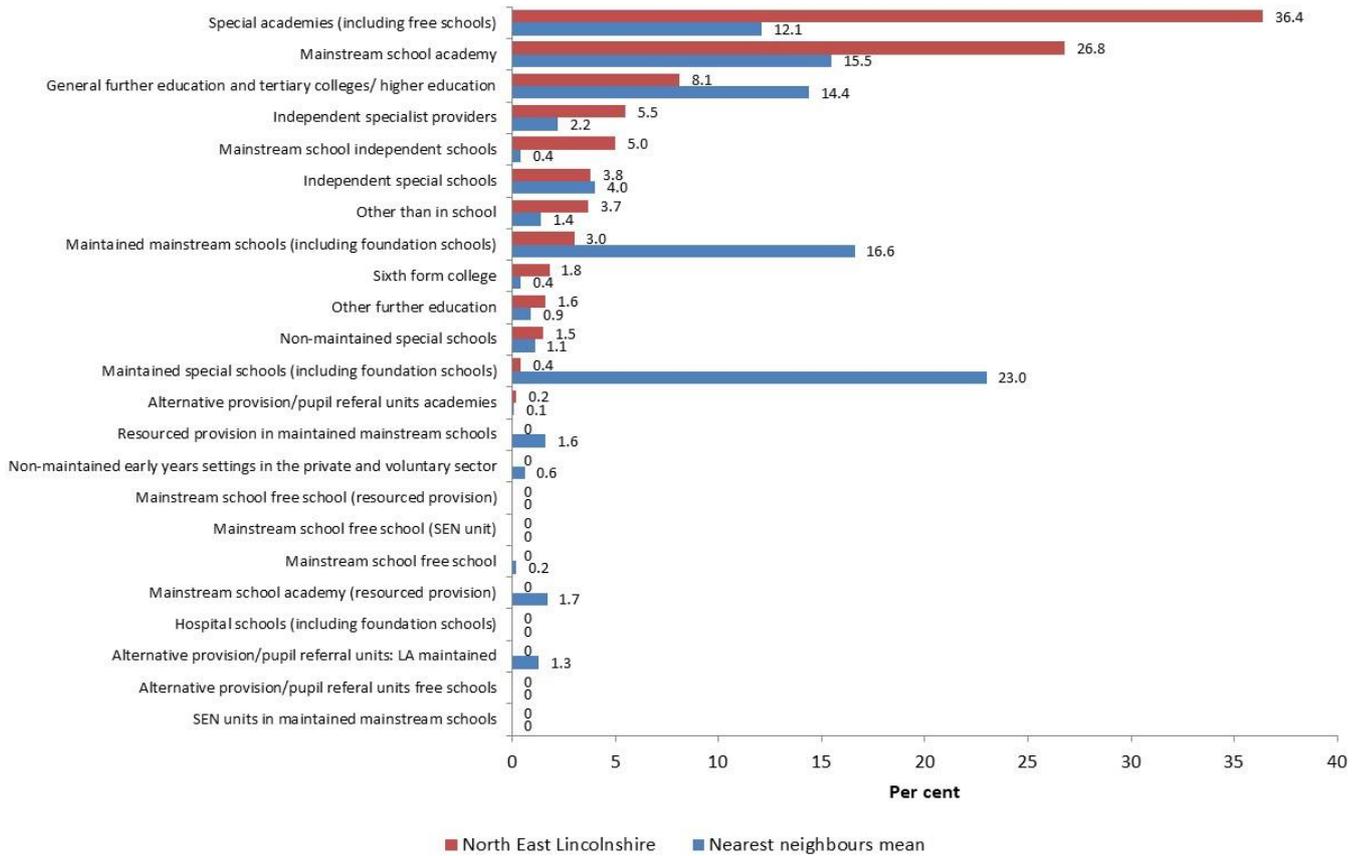


Source: Department for Education

Placement of children

A child's parent or the young person has the right to request a particular school, college or other institution to be named in their EHC plan. The chart below shows the types of school, pupils with EHC plans have been placed in by North East Lincolnshire, compared to our nearest neighbour means and ranked by frequency. These figures for 2018/19 show the majority of North East Lincolnshire pupils (63.2%) are placed in either special academies or mainstream academies.

Placement of children and young people for whom the LA maintain an EHC plan, 2018/19

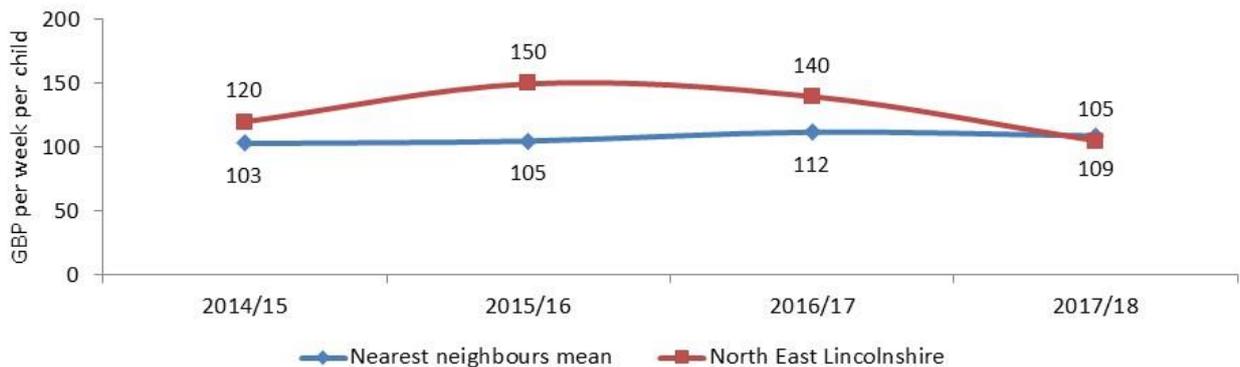


Source: Department for Education

Reported expenditure

The metrics below show the reported expenditure on SEN in North East Lincolnshire. This figure is based on the total reported weekly expenditure on SEN by the local authority, divided by the number of pupils with statements or EHC plans. In North East Lincolnshire for 2017/18, this figure is £105 per week per child, which is a decrease from £140 in 2016/17, and this compares to the nearest neighbour mean of £109.

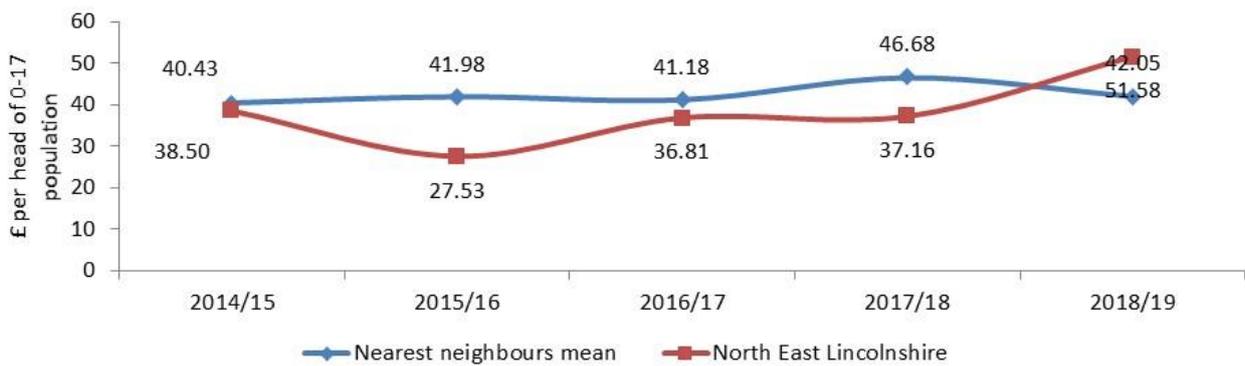
Weekly expenditure (£) per child with statement / plan, 2014/15 to 2017/18



Source: Department for Education

Councils also provide respite for disabled children aged 0-17. In North East Lincolnshire, spend for 2018/19 was £51.58 per child; whereas the nearest neighbour mean was £42.05 per child. This figure is calculated by taking the local area's planned expenditure on short breaks and other support for disabled children and dividing this by the number of 0-17 year olds in the LA.

Spend on respite for disabled children 0-17 years, 2014/15 to 2018/19



Source: PSAA education estimates

Implementation of the reforms

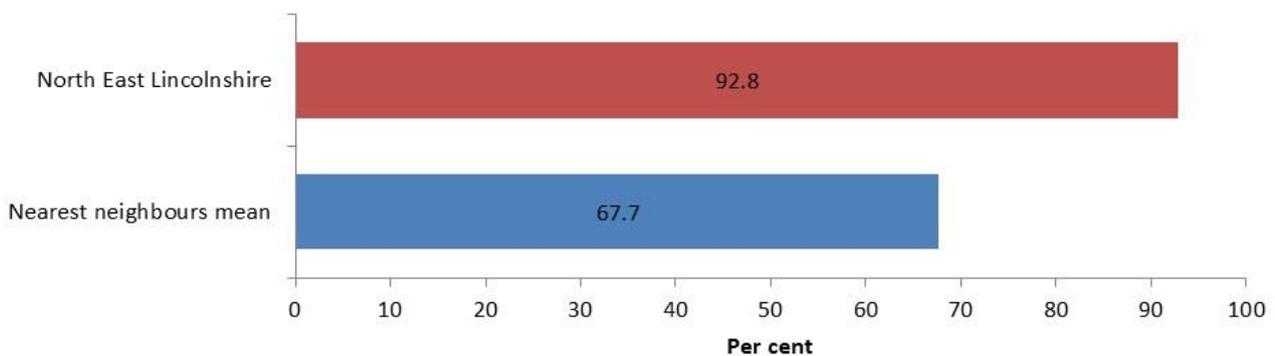
The 2014 Act introduced the biggest reforms to SEND in a generation, aimed at making the system less confrontational, promoting better involvement of parents and increasing focus on outcomes and transition to adult life.

An important part of these reforms was the move from statements of SEN to more holistic education, health and care (EHC) plans. EHC plans should ensure that a young person's needs are assessed in a coherent way across education, health and social care services. They can remain in place from birth to the age of 25 and have a clear focus on outcomes, including the support a young person will need to achieve them. EHC plans must be produced by the local area in partnership with parents, children and young people and based on a co-ordinated approach to the delivery of services across education, health, and care, supported by a duty to plan and commission services jointly.

Local areas had until April 2018 to complete transition to the new system, and every local authority has published an individual local transition plan setting out the timings for transfers to the new system.

Figures for 2017/18 show that 92.8% of children and young people with statements in North East Lincolnshire have been issued with an EHC plan, compared with the nearest neighbour mean of 67.4%.

Percentage of children and young people (0-25) an EHC plan issued, 2017/18

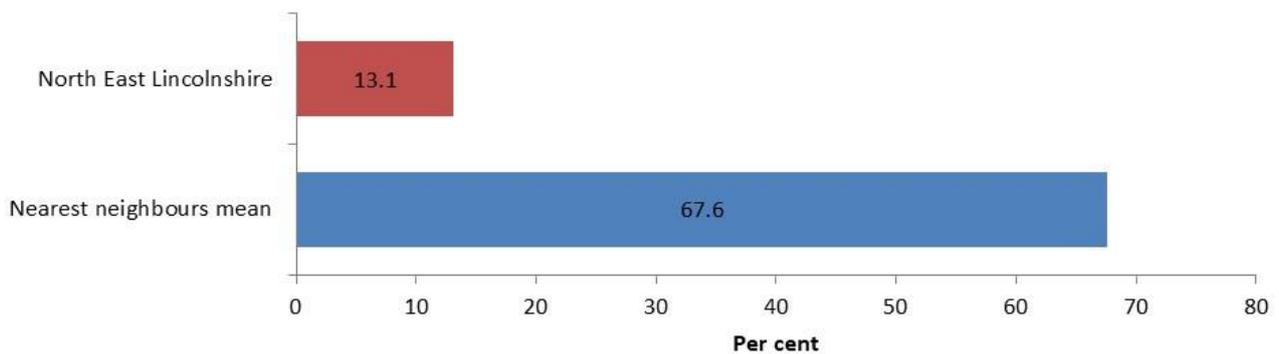


Source: Department for Education

Meeting statutory timeliness

It is in the interests of all those concerned that EHC needs assessments are carried out in a timely manner. Regulations set out that the overall time it takes from the local authority receiving a request for an assessment and the final EHC plan being issued (if one is required) should be no longer than 20 weeks. In North East Lincolnshire, 13.1% of EHC plans issued during 2018 were issued within 20 weeks, excluding exceptions cases where LAs are allowed to exceed the 20 week time limit, and this compares to the nearest neighbour mean of 67.6%.

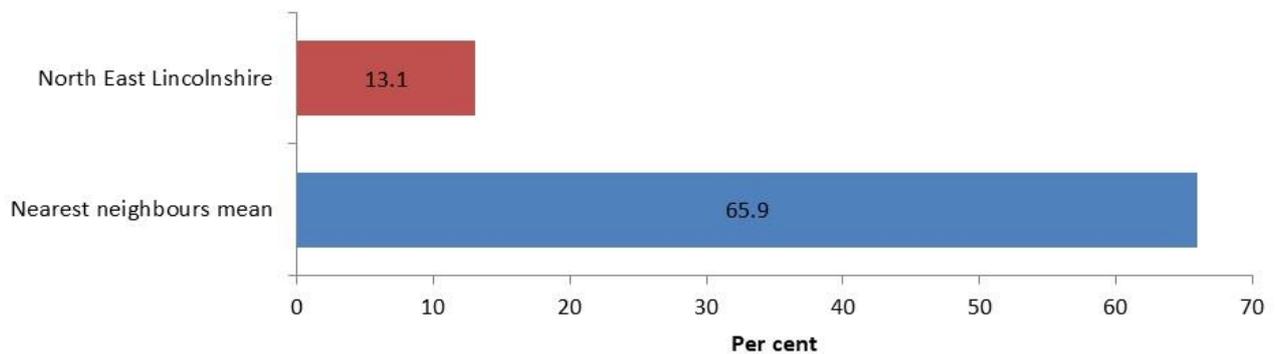
Percentage of new EHC plans issued within 20 weeks, excluding exceptions, 2018



Source: Department for Education

Including exceptions case (none during 2018 in North East Lincolnshire), 13.1% of North East Lincolnshire EHC plans were issued within 20 weeks, compared to the nearest neighbour mean of 65.9%.

Percentage of new EHC plans issued within 20 weeks, including exceptions, 2018

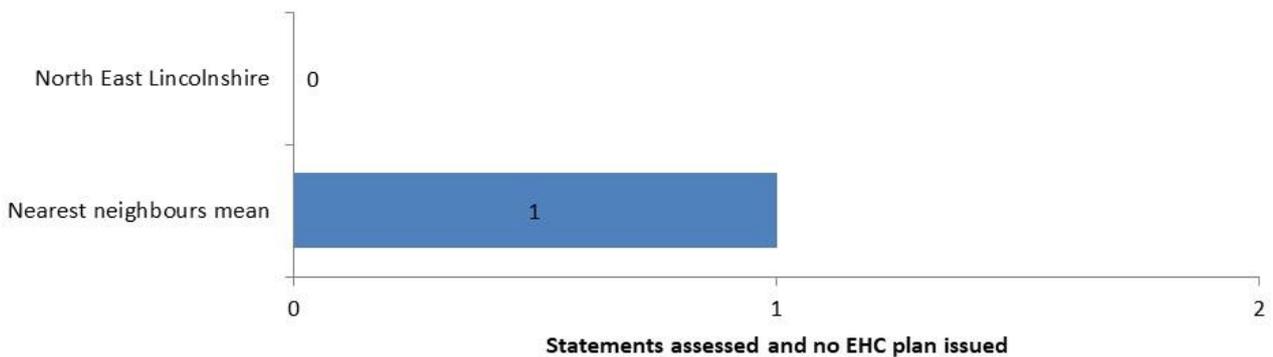


Source: Department for Education

Discontinued statements

It is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. The following chart shows the number of children with statements who the local authority has assessed as not requiring an EHC plan. In North East Lincolnshire during 2018/19, this decision was made for 0 statements, compared to the nearest neighbour mean of 1 statement.

Number of children and young people (0-25) with statements assessed and no EHC plan issued, 2018/19

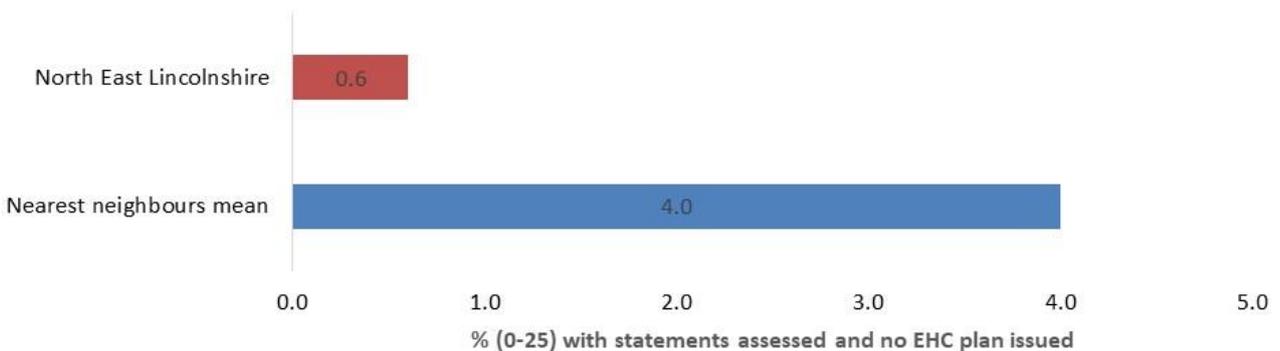


Source: Department for Education

Assessment that did not result in an EHC plan

The following chart shows the proportion of children and young people who had an EHC needs assessment but the local authority determined that an EHC plan was not required. In North East Lincolnshire during 2018, 0.6% of children and young people assessed were not issued an EHC plan, compared to the nearest neighbour mean of 4.0%.

Percentage of children and young people (0-25) with statements assessed and EHC plan issued, 2018

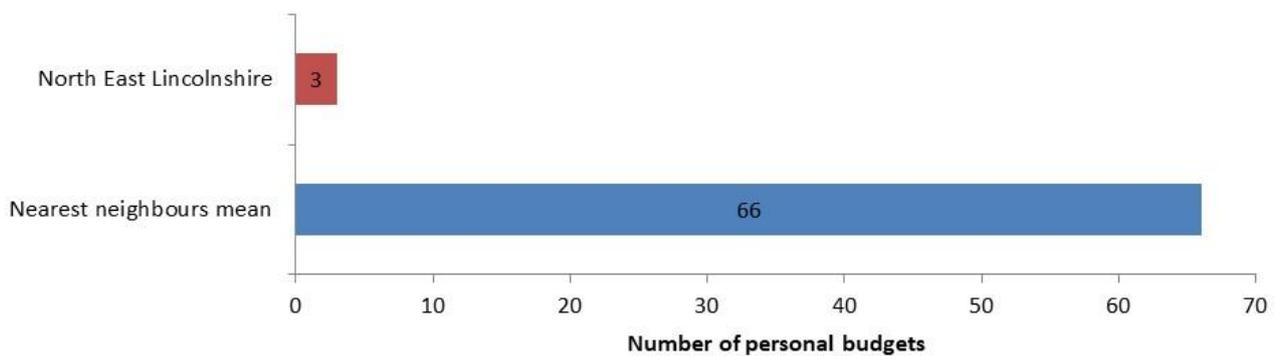


Source: Department for Education

Personal budgets

The reforms enabled greater personalisation of support through the use of a personal budget to provide children and young people with real choice and control over the design of their care and education package. The personal SEN budget is a sum of money made available by the local authority, at the request of a parent or young person, if it is clear that without this additional (top-up) funding, it will not be possible to meet the child's learning needs. In North East Lincolnshire during 2017, 3 people took up personal budgets, compared to the nearest neighbour mean of 66 people.

Number of personal budgets taken up for EHC plans issued and transferred or reviewed, 2018



Source: Department for Education

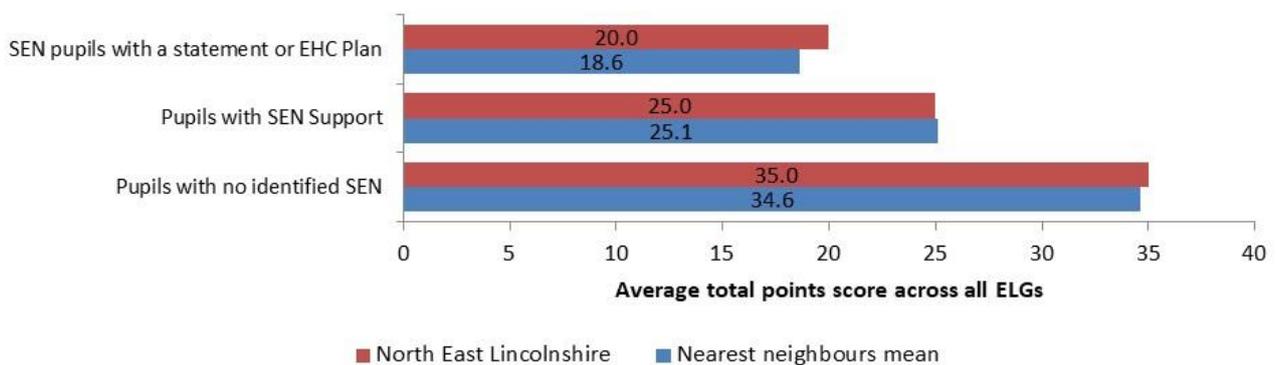
Attainment of pupils with SEN

Foundation Stage

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of a child's development at the end of the academic year in which they turn five. The new profile introduced in 2012/13 assesses children in 7 areas of learning covering 17 early learning goals (ELGs). A child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points and the maximum possible score is 51 points.

The chart below shows the average EYFSP score achieved by pupils without SEN, pupils on SEN support and pupils with EHC plans. The top set of bars show that pupils with EHC plans in North East Lincolnshire achieve an average score of 20.0, compared to the nearest neighbour mean of 18.6. The middle set of bars show that pupils on SEN support in North East Lincolnshire achieve an average score of 25.0, compared to the nearest neighbour mean of 25.1. The bottom set of bars show that pupils without SEN in North East Lincolnshire achieve an average score of 35.0, compared to the nearest neighbour mean of 34.6.

Average total points score across all ELGs for pupils with EHC plan, pupils on SEN support, and pupils with no identified SEN, 2017/18

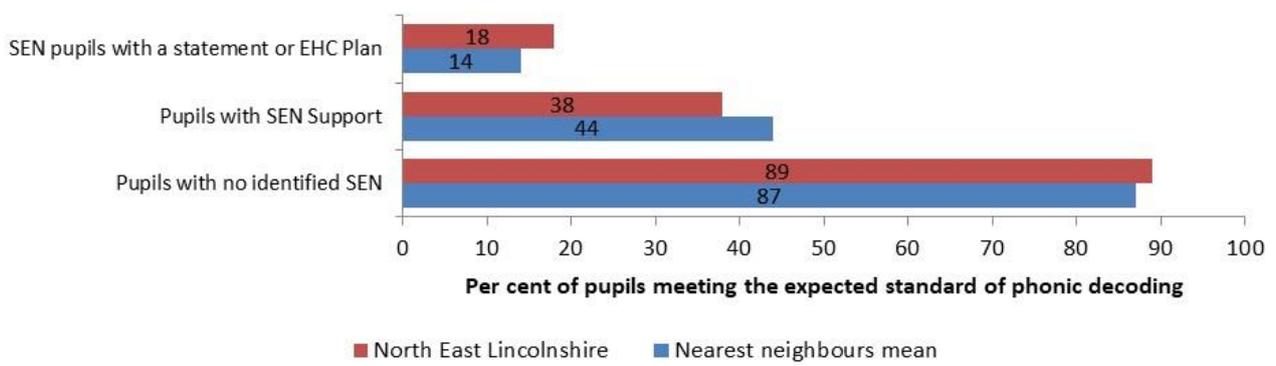


Source: Department for Education

Phonics

The phonics approach teaches children to decode words by sound, rather than recognising whole words. The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. Figures for North East Lincolnshire show that 38% of pupils with SEN support are meeting the expected standard of phonic decoding, compared to the English local authority mean of 44%. Figures also show that 18% of pupils with EHC plans in North East Lincolnshire meet the standard, compared to the English local authority mean of 14%. Further comparisons show that 89% of pupils without SEN in North East Lincolnshire meet the standard, compared to the English local authority mean of 87%.

Percentage of pupils with SEN support and percentage of pupils with a EHC plan meeting the expected standard of phonic decoding, 2018/19



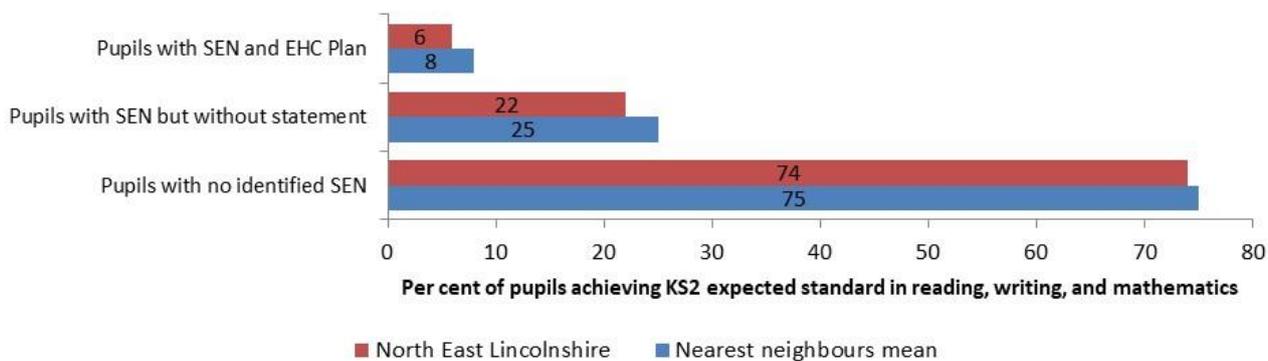
Source: Department for Education

Key Stage 2

All children in state funded primary schools are required to take part in key stage 2 national curriculum assessments before they move to secondary school. Pupils are expected to achieve level 4 by the end of key stage 2, and to make at least two levels of progress between key stage 1 and key stage 2. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage.

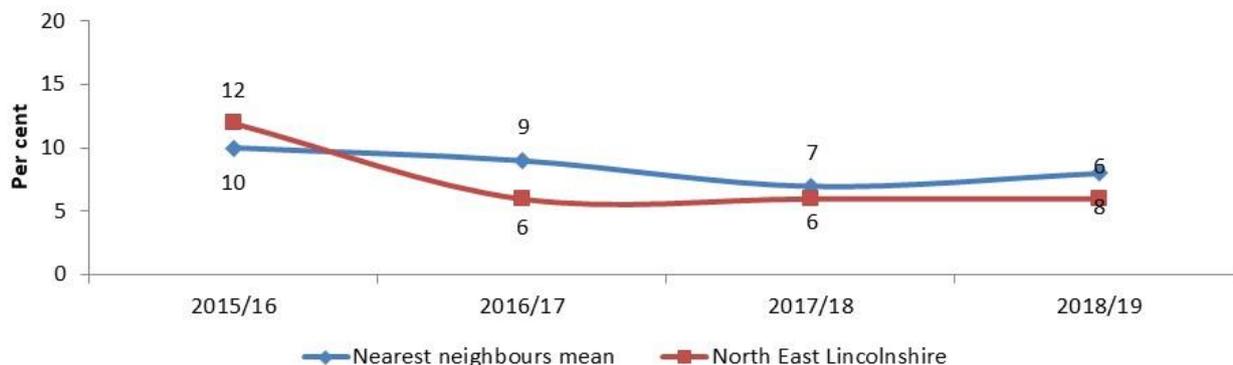
Figures for North East Lincolnshire for 2018/19 show that 6% of pupils with EHC plans and 22% of pupils on SEN support achieve a level 4 or above in reading, writing and mathematics at KS2. Attainment of pupils with EHC plans has halved over the past two years whilst that of pupils with SEN support has increased. The 2018/19 figures compare to the nearest neighbour means of 8% for pupils with EHC plans, and 25% for pupils on SEN support.

Percentage of pupils with an EHC plan, SEN support, and no identified SEN, attaining level 4+ at KS2 in reading, writing, and mathematics, 2018/19



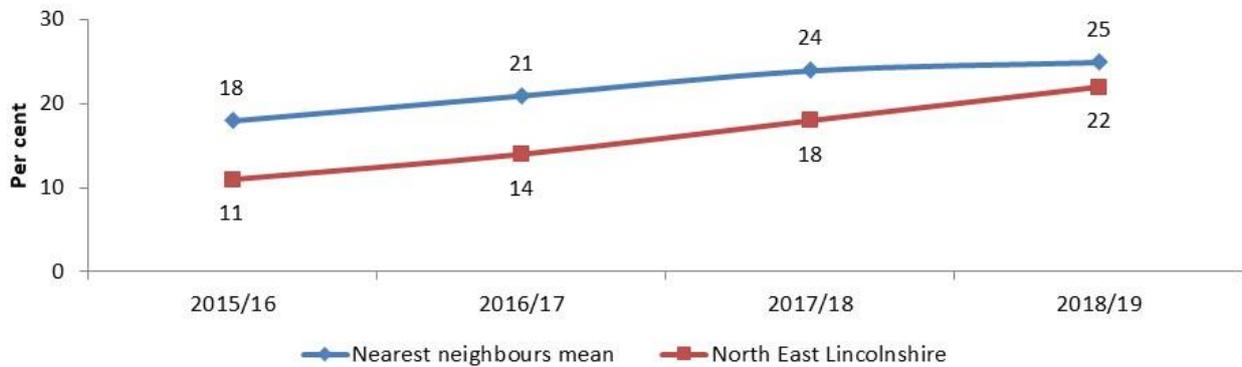
Source: Department for Education

Percentage of pupils with EHC plans attaining level 4+ at KS2 in reading, writing, and mathematics, 2015/16 to 2018/19



Source: Department for Education

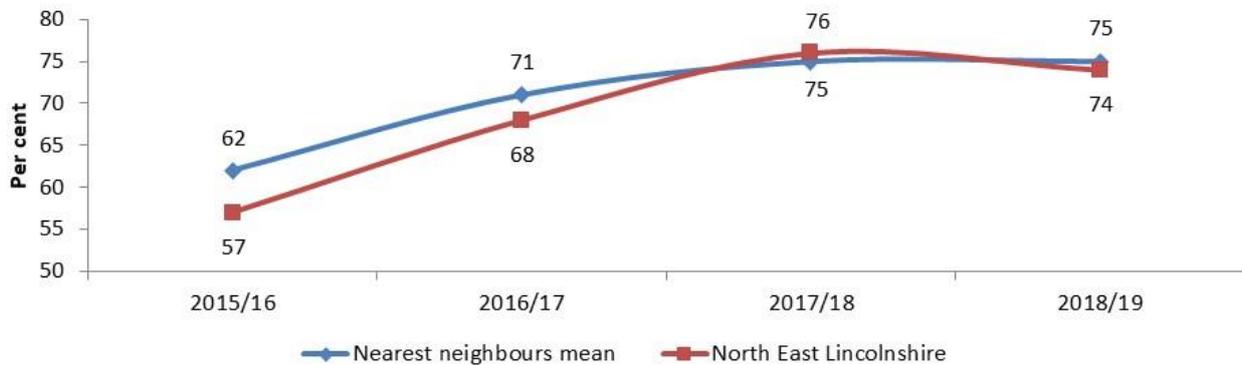
Percentage of pupils with SEN support attaining level 4+ at KS2 in reading, writing, and mathematics, 2015/16 to 2018/19



Source: Department for Education

In comparison the chart below shows attainment for children with no SEN, which stands at 74% in North East Lincolnshire and at 75% for our nearest neighbour mean.

Percentage of pupils with no identified SEN attaining level 4+ at KS2 in reading, writing, and mathematics, 2015/16 to 2018/19

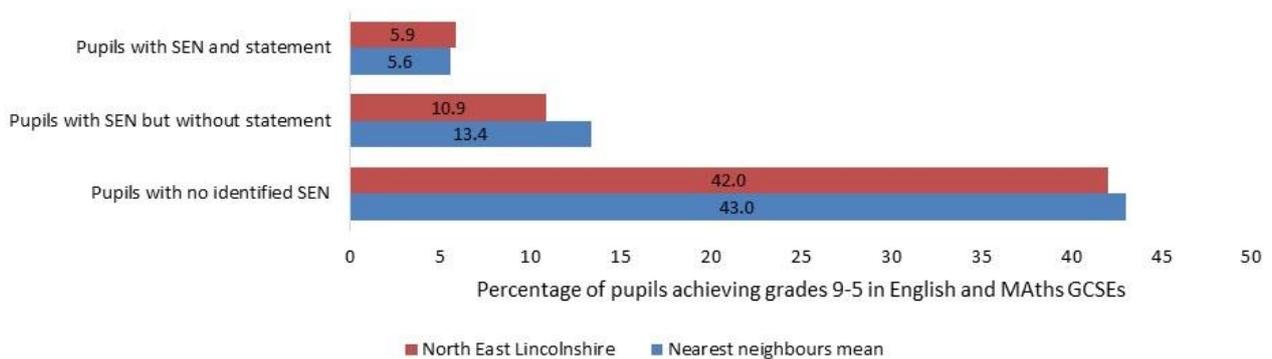


Source: Department for Education

Key Stage 4 (GCSE)

Overall, 5.9% of pupils with EHC plans and 10.9% of pupils on SEN support in North East Lincolnshire achieve grades 9-5 in English and maths at KS4. This compares to the nearest neighbours means of 5.6% for pupils with EHC plans, and 13.4% for pupils on SEN support. For comparison, of pupils with no SEN, 42.0% in North East Lincolnshire achieve grades 9-5 in English and maths at KS4, with a nearest neighbour mean of 43.0%

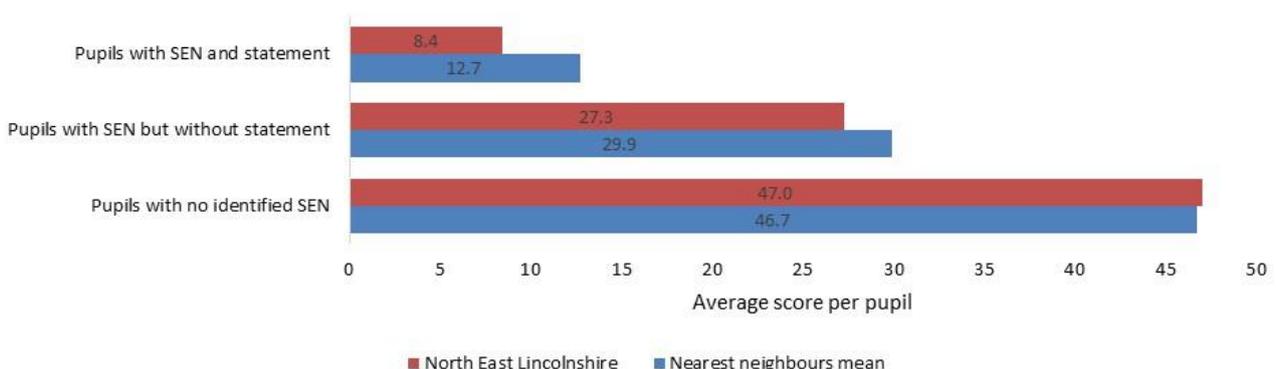
Percentage of pupils achieving grades 9-5 in English and Maths GCSEs, 2017/18



Source: Department for Education

The attainment 8 score for North East Lincolnshire pupils with EHC plans was 8.4 and 27.3 for pupils on SEN support. This compares to the nearest neighbour means of 12.7% for pupils with EHC plans, and 29.9% for pupils on SEN support. For comparison, the attainment 8 score of pupils with no SEN was 47.0 in North East Lincolnshire, with a nearest neighbour mean of 46.7%.

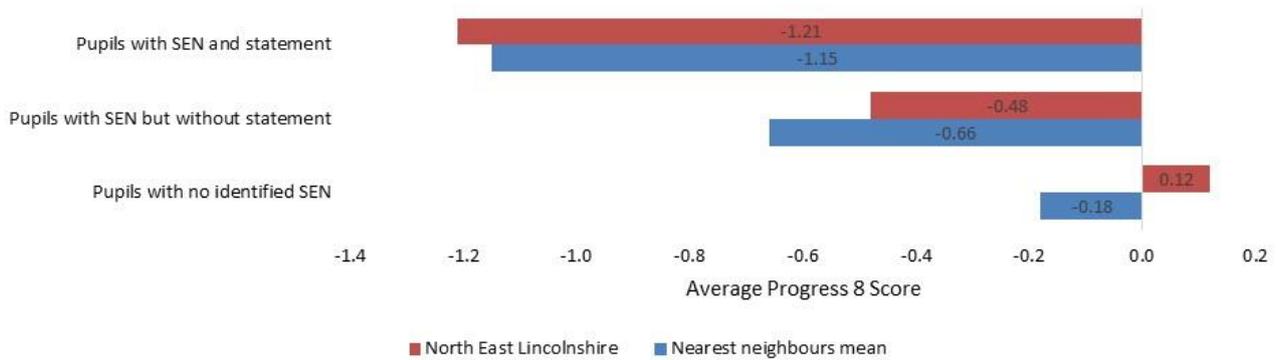
Average Attainment 8 Score, 2017/18



Source: Department for Education

The progress 8 score for North East Lincolnshire pupils with EHC plans was -1.21 score and -0.48 for pupils on SEN support. This compares to the nearest neighbour means of -1.15% for pupils with EHC plans, and -0.66% for pupils on SEN support. For comparison, the attainment 8 score of pupils with no SEN was 0.12 in North East Lincolnshire, with a nearest neighbour mean of -0.18%.

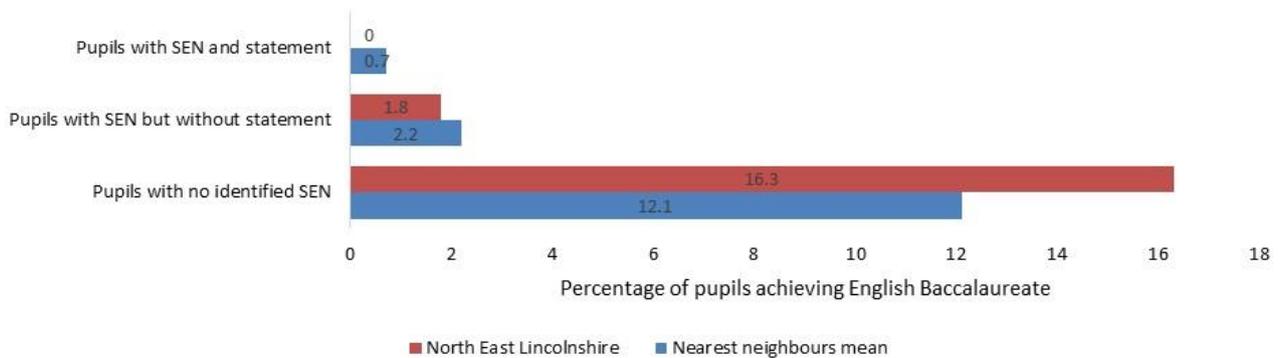
Average Progress 8 Score, 2017/18



Source: Department for Education

The English Baccalaureate (EBacc) is a school performance measure. It allows people to see how many pupils get a grade 5 or above in the core academic subjects at key stage 4 in any government-funded school. 0% of North East Lincolnshire pupils with EHC plans and 1.8% of pupils on SEN support achieve the Ebacc at KS4. This compares to the nearest neighbour means of 0.7% for pupils with EHC plans, and 2.2% for pupils on SEN support. For comparison, the percentage of pupils achieving the English Baccalaureate with no SEN was 16.3% in North East Lincolnshire, with a nearest neighbour mean of 12.1%.

Percentage of pupils achieving the English Baccalaureate, 2017/18



Source: Department for Education

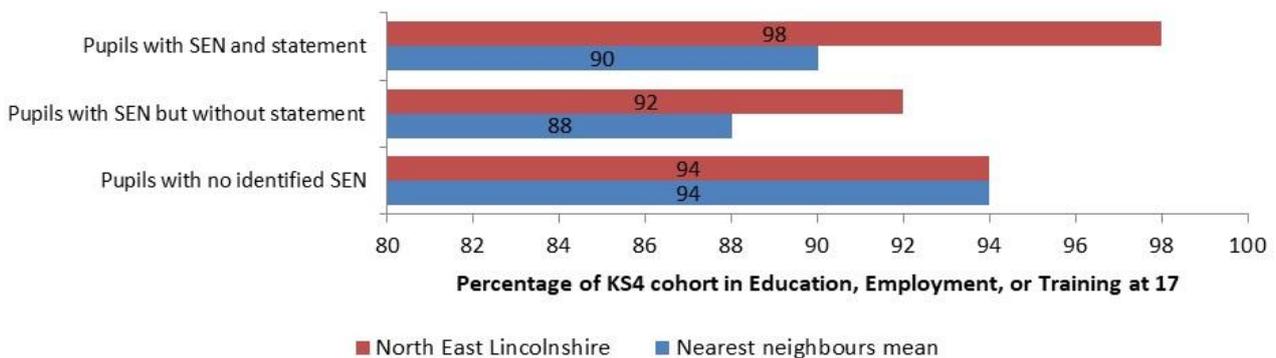
Preparation for adulthood

The reforms placed increased emphasis on supporting children and young people with SEND to make a positive transition to adulthood, including paths to employment, good adult health, independent living and participating in society.

Key Stage 4 EET at 17

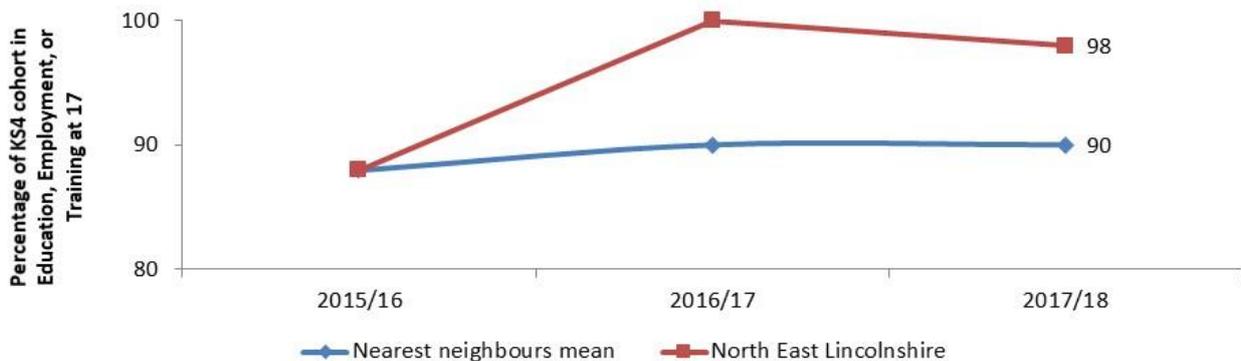
The three charts below shows the percentage of the Key Stage 4 cohort in a sustained education, employment or training destination at 17 and split by SEN status. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4. In North East Lincolnshire, 98% of the KS4 cohort with an EHC plan were in education, employment or training at 17, this compares to the previous period of 100% and the nearest neighbour mean of 90%. Of those with SEN support and for North East Lincolnshire, 92% were in education, employment or training at 17, compared with a nearest neighbour mean 88%. Of those with no identified SEN, 94% were in education, employment or training at 17, compared with a nearest neighbour mean 88%.

Percentage of KS4 cohort in Education, Employment or Training at 17, 2017/18



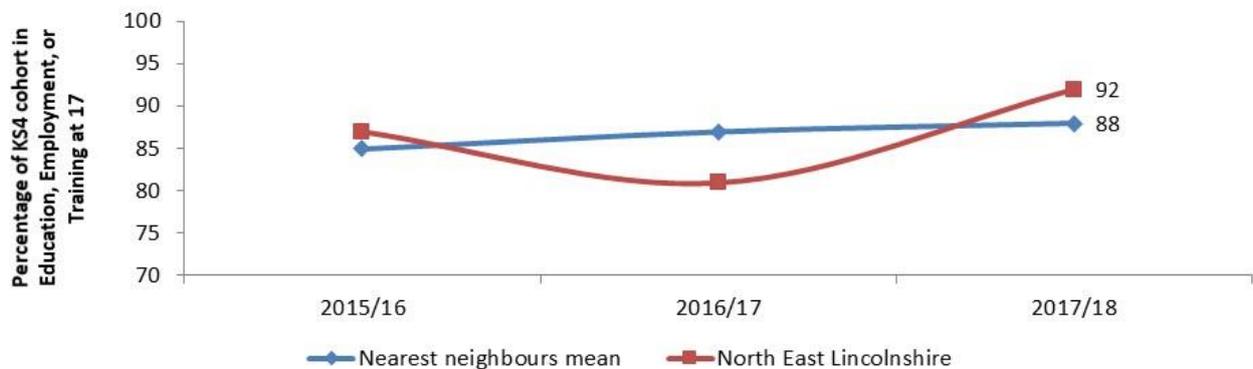
Source: Department for Education

Percentage of KS4 cohort with an EHC plan in Education, Employment or Training at 17, 2015/16 to 2017/18



Source: Department for Education

Percentage of KS4 cohort with SEN support in Education, Employment or Training at 17, 2015/16 to 2017/18

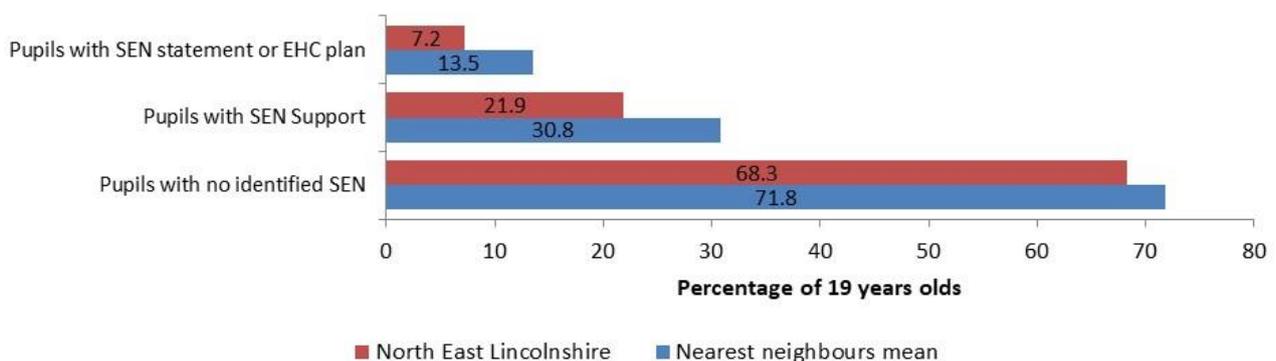


Source: Department for Education

Level 2 qualified at 19

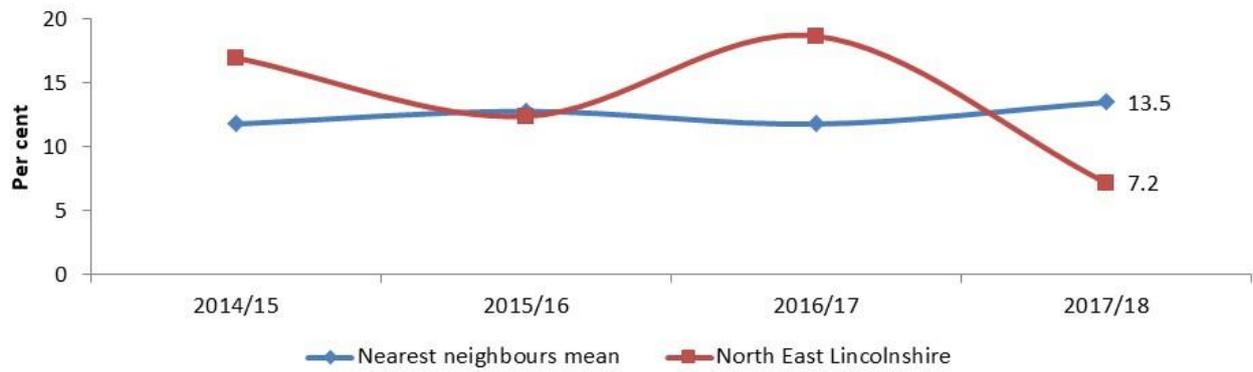
Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or a Level 2 vocational qualification of equivalent size. The following charts show that the percentage of the SEN support cohort studying in North East Lincolnshire at the age of 16 (academic age 15) who attain a Level 2 qualification, including English and Maths, by the age of 19, is 21.9%, compared to the nearest neighbour mean of 30.8%. For those with an EHC plan, 7.2% attained a Level 2 qualification including English and Maths in North East Lincolnshire, compared to the nearest neighbour mean of 13.5%.

Percentage of 19 year olds qualified to level 2 including English and Maths, 2017/18



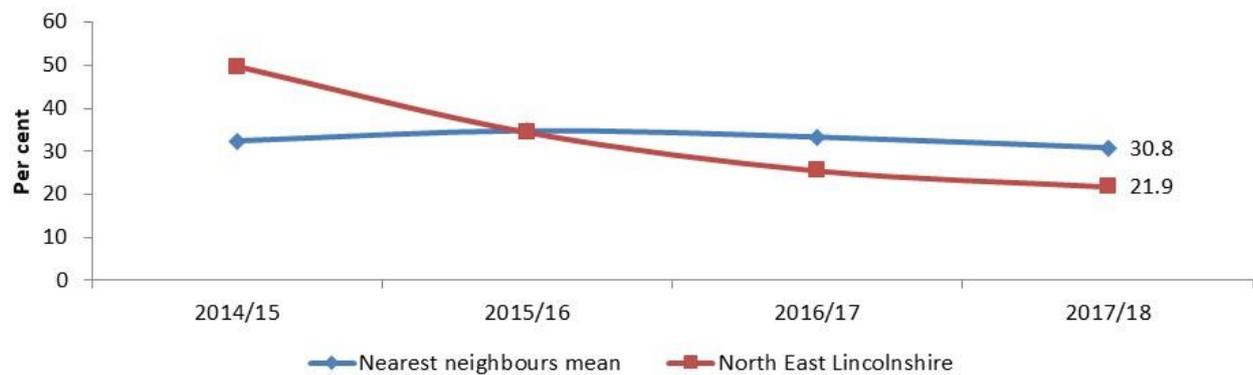
Source: Department for Education

Percentage of 19 years olds with an EHC plan qualified to level 2 including English and Maths, 2014/15 to 2017/18



Source: Department for Education

Percentage of 19 years olds with SEN support qualified to level 2 including English and Maths, 2014/15 to 2017/18

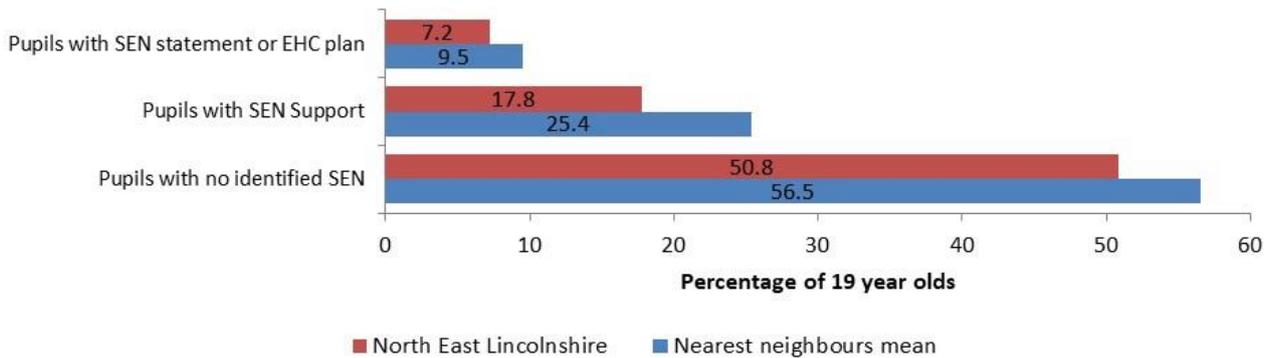


Source: Department for Education

Level 3 qualified at 19

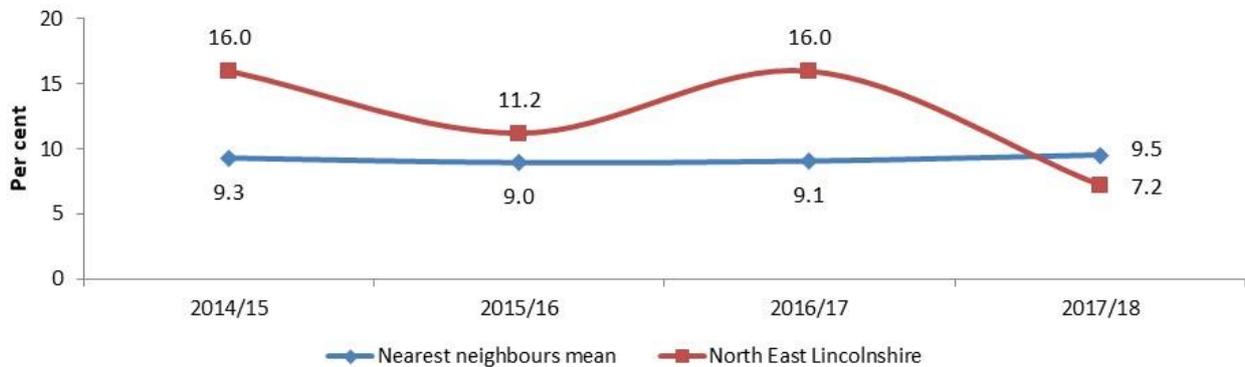
Attainment of Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications. The following chart shows that the percentage of those on SEN support studying in North East Lincolnshire at the age of 16 (academic age 15) who attain a level 3 by the age of 19 is 17.8%. For those with an EHC plan the figure is 7.2%.

Percentage of 19 year olds qualified to level 3, 2017/18



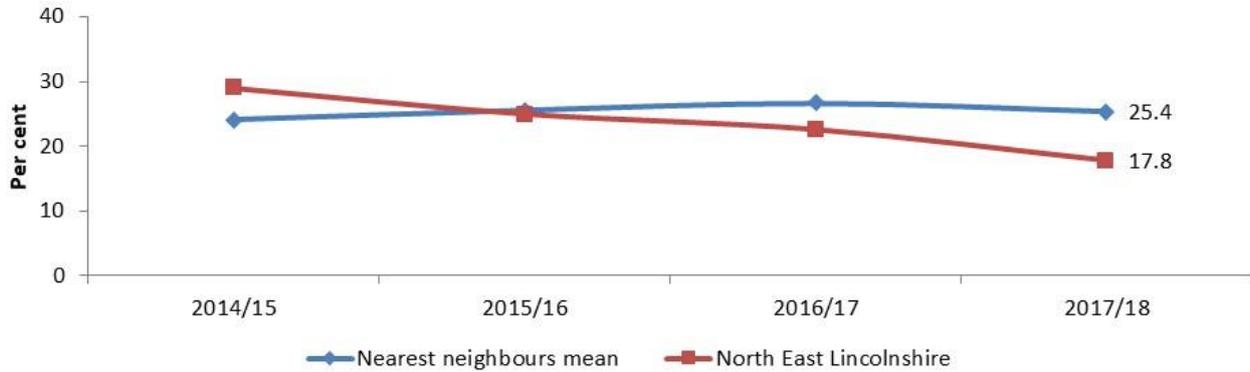
Source: Department for Education

Percentage of 19 years olds with an EHC plan qualified to level 3, 2014/15 to 2017/18



Source: Department for Education

Percentage of 19 years olds with a SEN support qualified to level 3, 2014/15 to 2017/18

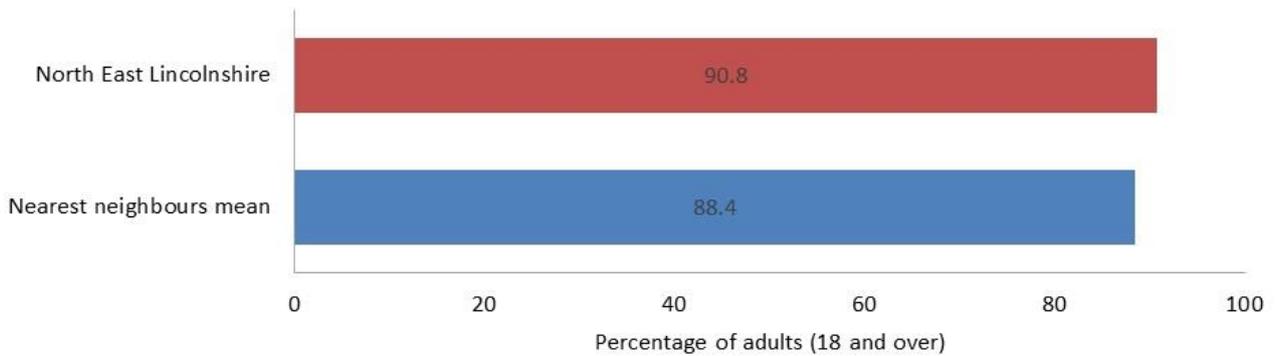


Source: Department for Education

Accommodation status for adults with learning disabilities

In North East Lincolnshire, 90.8% of adults (18-65 years old) with learning disabilities who were receiving support from social services lived in their own home or with their family, compared to 86.0% in 2017/18, and compared to the nearest neighbour mean of 88.4%.

Percentage of adults with learning disabilities who live in their own home or with their family, 2018/19

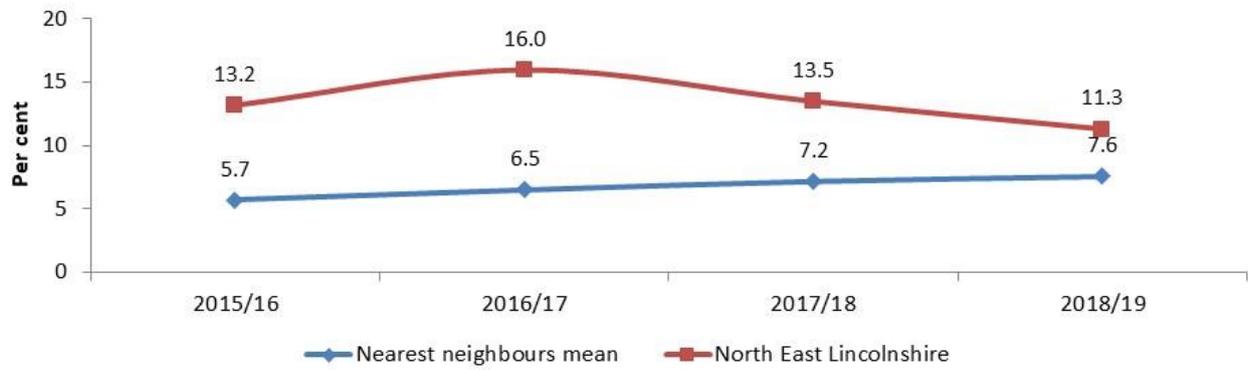


Source: Department for Education

Paid employment

In North East Lincolnshire, 11.3% of adults with learning disabilities were in employment in 2018/19, compared to 13.5% in 2017/18, and compared to the nearest neighbour mean 7.6%.

Percentage of adults with learning disabilities in paid employment, 2015/16 to 2018/19



Source: Department for Education

Experience of the system

A central aim of the reforms was to ensure that the experience of gaining support was positive for children, young people and their families.

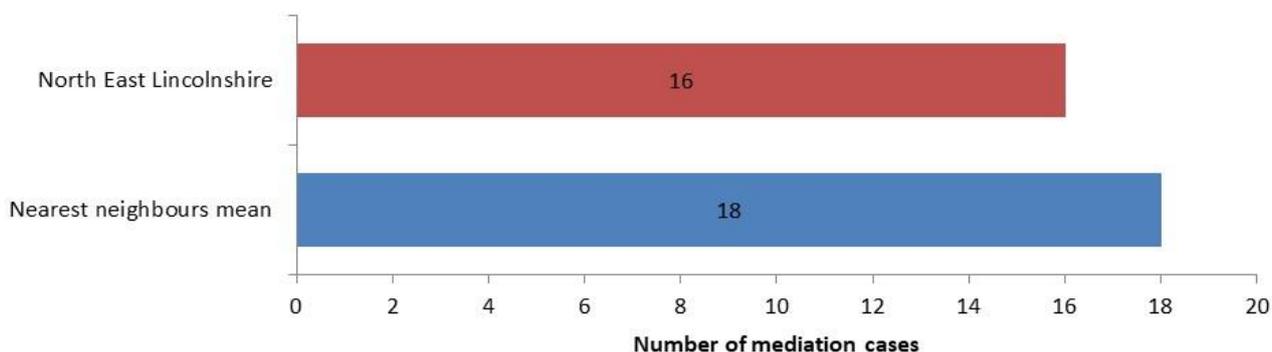
If a child's parent or the young person is dissatisfied with their EHC needs assessment or plan, they can appeal to the First-tier (SEN and Disability) Tribunal. The tribunal hears appeals against decisions made by the local authorities.

Mediation

Mediation is when an impartial person, who is trained to deal with two opposing sides, acts as a referee in a dispute. Effective mediation provides a cost effective alternative in resolving disputes between parents, young people, health services and/or local authorities concerning the provision made for children with SEND.

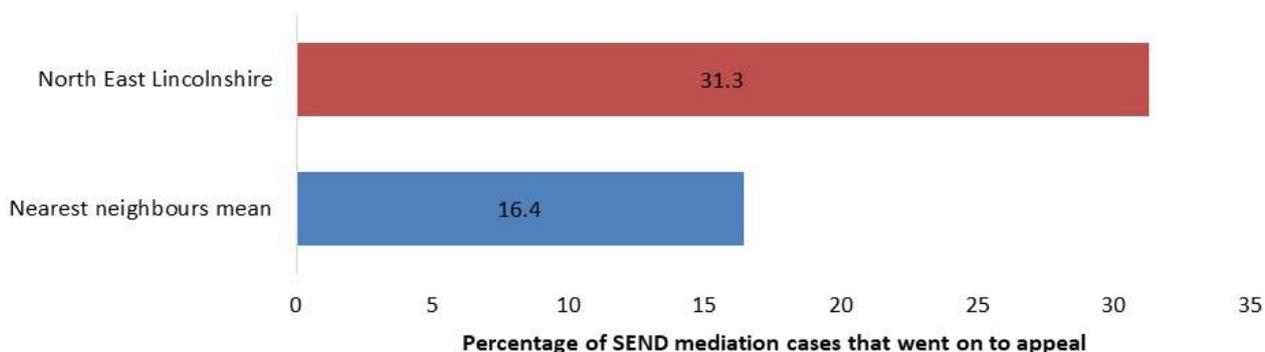
The number of mediation cases held in North East Lincolnshire was 16, and the proportion that went on to appeal was 31.3%.

Number of SEND mediation cases that have been held, 2018



Source: Department for Education

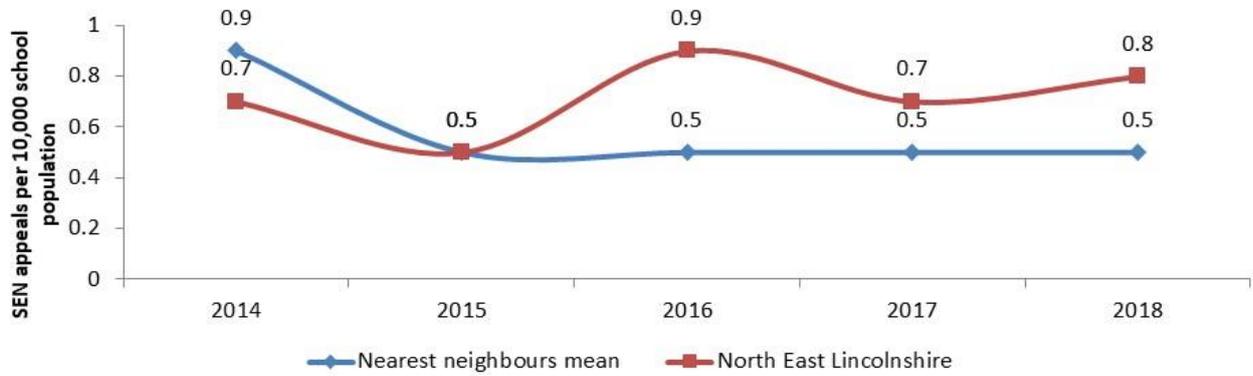
Percentage of SEND mediation cases that went on to appeal, 2018



Source: Department for Education

There were 0.8 registered appeals to the SEND tribunal per 10,000 North East Lincolnshire school population. This compares to the nearest neighbour mean of 0.5 per 10,000 school population.

Number of SEN appeals per 10,000 school population, 2014 to 2018

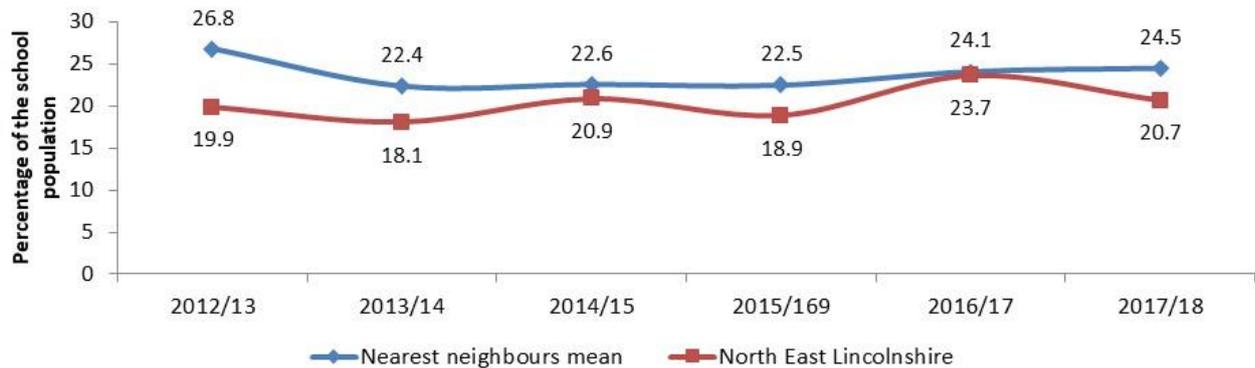


Source: Ministry of Justice

Absence

Persistent absentees are defined as pupils who have missed 10% or more of school sessions through authorised or unauthorised absence. In North East Lincolnshire 20.7% of pupils with statements or plans were persistent absentees. A session is defined as half a day – morning or afternoon.

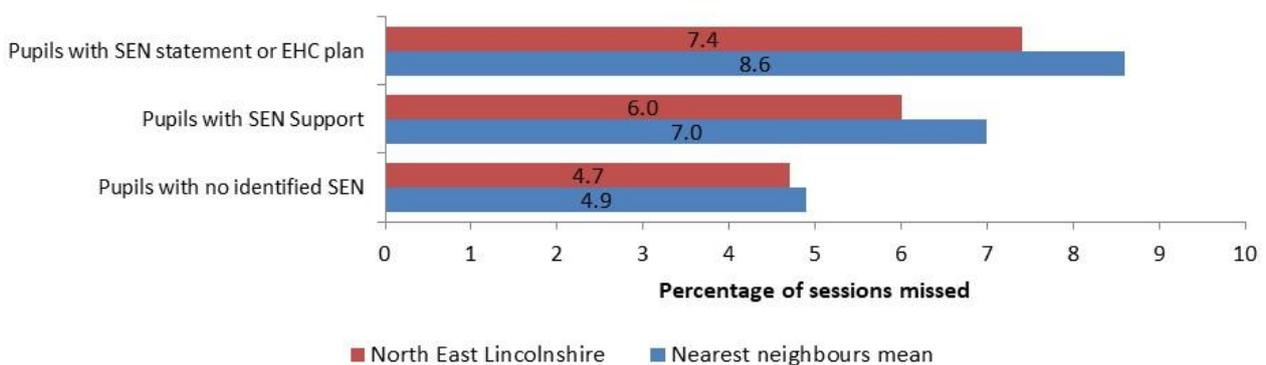
SEN pupils with a statement defined as persistent absentees as a percentage of the school population, 2012/13 to 2017/18



Source: Department for Education

Figures for North East Lincolnshire show that 7.4% of sessions were missed due to overall absence from schools for SEN pupils with an EHC plan, with the nearest neighbour mean being 8.6%. A session is defined as half a day – morning or afternoon. Overall absence is the total number of overall absence sessions as a percentage of the total number of possible sessions available to that enrolment.

Percentage of sessions missed due to overall absence from schools for SEN pupils, 2017/18



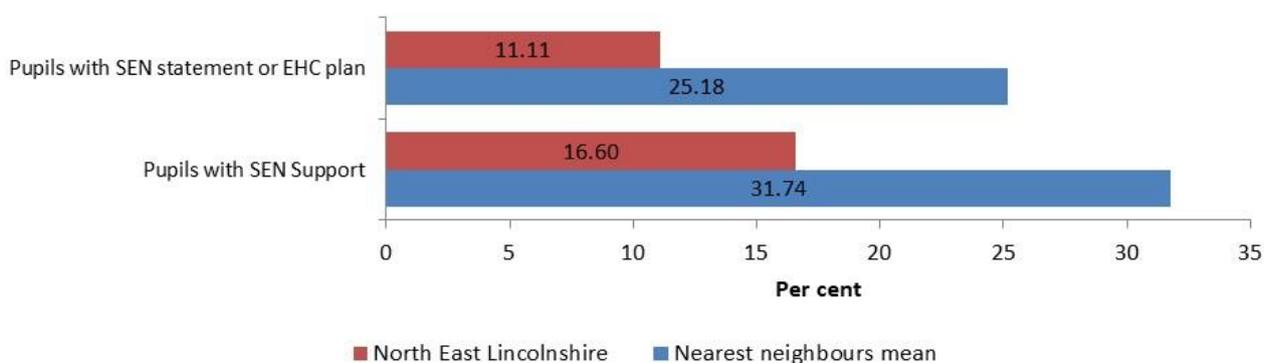
Source: Department for Education

Exclusions

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year.

In North East Lincolnshire, the rate of fixed term exclusions for SEN pupils with an EHC plan - calculated by taking the number of fixed term exclusions for SEN pupils with an EHC plan and dividing it by the total number of SEN pupils with an EHC plan in the LA - was 11.11%. This compares to the nearest neighbour mean of 25.18%.

Fixed period exclusions for SEN pupils as a percentage of the school population, 2017/18

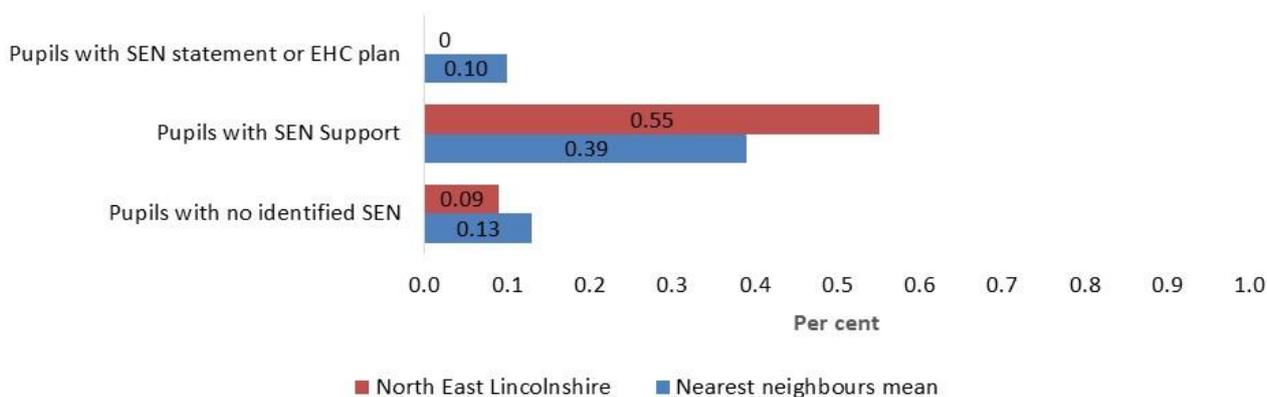


Source: Department for Education

A permanent exclusion refers to a pupil who is excluded and has their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

In North East Lincolnshire the permanent exclusion rates for SEN pupils with SEN support was 0.55%, which compares to the nearest neighbour mean of 0.39%.

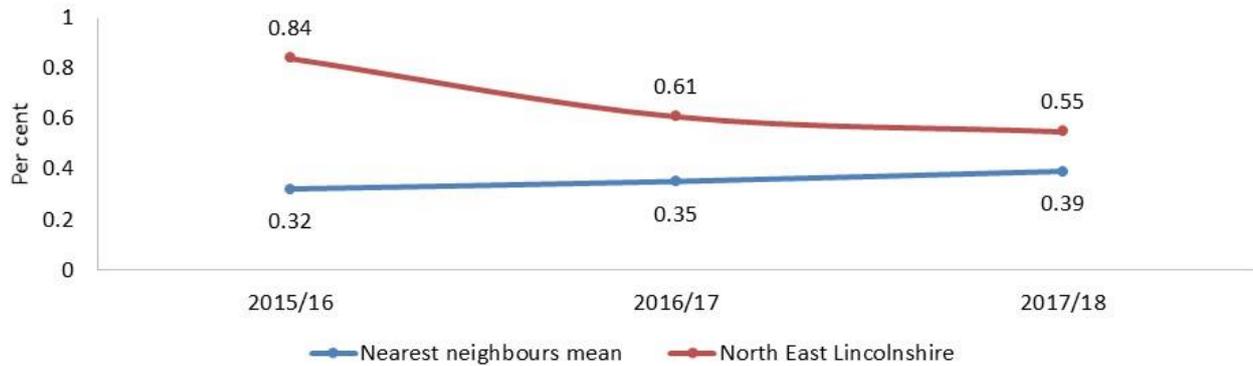
Permanent period exclusions from school as a percentage of the school population, 2017/18



Source: Department for Education

Whilst permanent exclusions from school for pupils with SEN support as a percentage of the school population is decreasing in North East Lincolnshire, it has been higher than that of the nearest neighbour mean for the past three years.

Permanent exclusions from school for pupils with SEN support as a percentage of the school population, 2015/16 to 2017/18



Source: Department for Education

NORTH EAST LINCOLNSHIRE COUNCIL YOUTH OFFENDING SERVICE (YOS) – Local Data

Local analysis has been undertaken to understand the relationship between youth offending and special educational need. Young people known to the youth offending service as at April 2019 were cross referenced with their SEN status. Key findings were as follows:

- 20% of young people known to the YOS had an EHCP
- 3% of young people known to the YOS were currently being assessed for an EHCP
- 38% of young people known to the YOS were either currently with SEN support or were in the past
- 61% of young people known to the YOS had a recognised SEND
- 24% of young people known to the YOS were children looked after
- 41% of young people who are looked after and known to the YOS have SEND

There appears to be a considerable relationship between young people known to the YOS, children who are looked after, and children with SEND, since the prevalence of SEND in both those known to the YOS and children looked after, is much higher than the prevalence of SEND in the overall child population. The most common primary SEND need of young people known to the YOS was speech, language, and communication needs.

NORTH EAST LINCOLNSHIRE COUNCIL INFORMATION TEAM – Local Data

January 2019 School census

A local January 2019 school census dataset has been analysed to help understand our local SEN population, to identify SEN numbers and patterns for individual year groups, and to determine numbers at individual school level.

Children with SEN

The local January 2019 school census dataset shows there were 3401 pupils recorded as SEN, and of these 601 (17.7%) were recorded as with an EHC plan, and 2800 (82.3%) were recorded as with SEN support. Note that these figures only include pupils who are sole or dual main registered and therefore only count pupils once, and for national curriculum years N1 to 14, and therefore figures will again differ to figures published elsewhere that include a different cohort. The 3401 pupils with SEN in January 2019 was a 4.5% increase from the 3253 pupils with SEN in January 2018, which in turn was a 7.8% increase from the 3019 pupils with SEN in January 2017.

SEN by Gender

The table below shows there to be around double the number of males (n=2280) with SEN than females (n=1121).

Number of pupils with an EHC plan or SEN support, by child gender, 2018

	EHC plan	SEN support	Total
Male	423	1857	2280
Female	178	943	1121
Total	601	2800	3401
Male:Female Ratio	2.38:1	1.97:1	2.03:1

Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils, NCY N1-14

SEN by National Curriculum Year (NCY)

Variations in the numbers and percentages of pupils with SEN by national curriculum year and school phase are presented in the tables and chart below. Overall, 14.2% of North East Lincolnshire pupils are with SEN.

Number of North East Lincolnshire pupils with SEN by national curriculum year, 2019

NCY	Total with SEN	Percentage of all pupils with SEN
N1	10	3%
N2	38	4%
R	144	8%
1	244	12%
2	274	14%
3	339	17%
4	330	17%
5	343	18%
6	322	17%
7	310	17%
8	313	17%
9	268	15%
10	189	13%
11	225	16%
12	22	15%
13	18	9%
14	12	100%
Total	3,401	14%

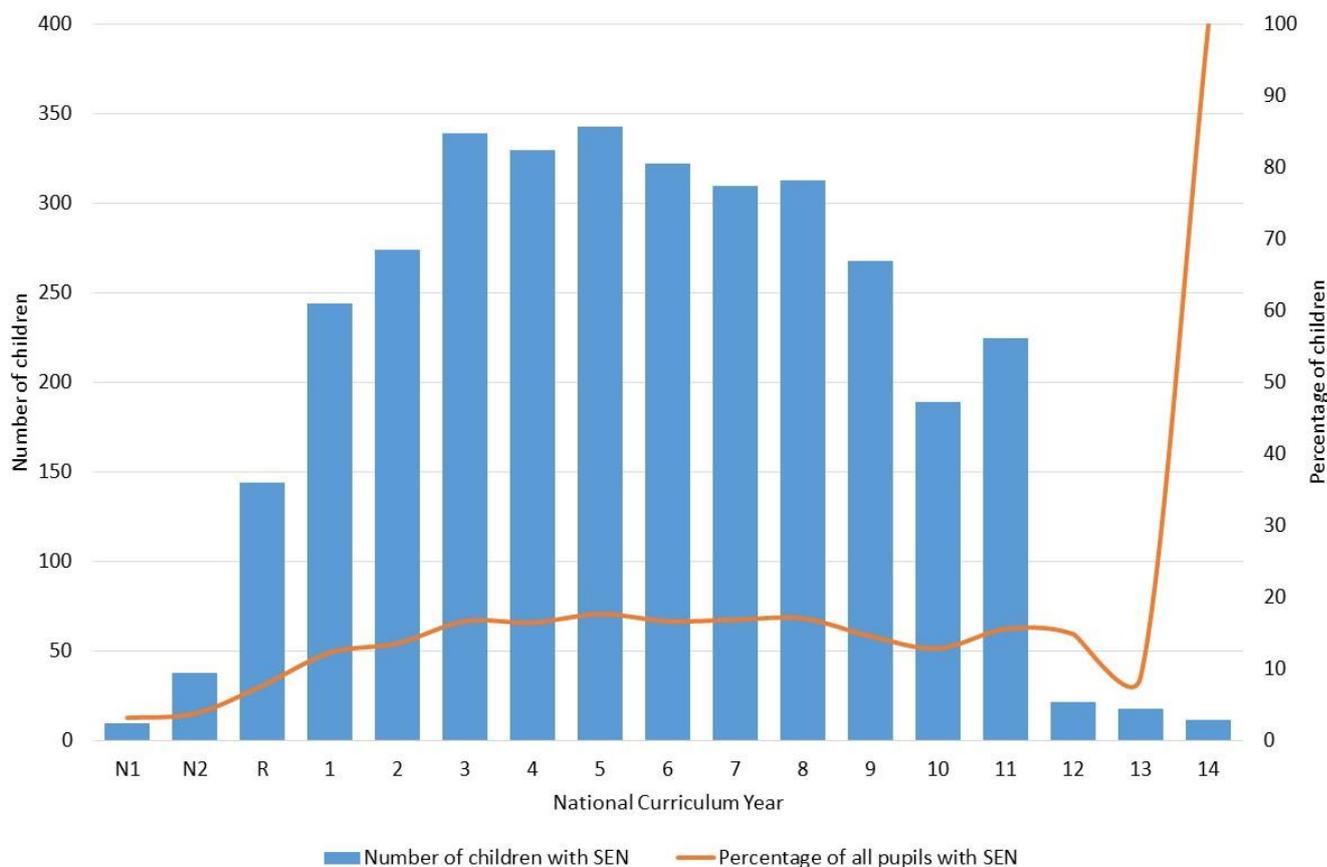
Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils, NCY N1-14

Despite the fact that many developmental issues are identifiable at age 2, few of these appear to be receiving SEND support in the early years (including those in early education settings) and the first three years of school.

Despite most developmental issues being identifiable by 2 years, SEND services (SEN Support or EHC plan) do not peak until NCY 3, with very few in early years settings. Indeed, the greatest proportion of EHC plans are among the 8-13 age group. Even recognising some of this apparent lag might be due to the time taken to identify a condition, or that school can be a prompt to seek SEND services, children may not be having their needs identified and/or met as early as possible (if at all) leading to further challenges for those children and their families. High levels of children with SEND have been noted in the YOS, within school exclusions, and the NEET cohort, so early action may help to reduce these.

Number of pupils with SEN, and percentage of all pupils with SEN, by national curriculum year, 2019



Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils, NCY N1-14

Number of North East Lincolnshire pupils with SEN by phase, 2019

Phase	EHC plan	SEN support	Total with SEN
Primary NCY 1-6	269	1,583	1,852
Secondary NCY 7-11	255	1,050	1,305
Total	524	2,633	3,157

Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils

The following sections present information at school level for the number of pupils with EHC plans, the number with SEN support, and the percentage of pupils at the school overall with SEN. Considerable differences in SEN prevalence between schools is evident.

Nursery School SEN

There are two nursery schools in North East Lincolnshire, and according to the January 2019 school census, the percentage of pupils at nursery school with SEN ranges from 3% to 16%.

Primary School SEN

There are forty seven primary schools in North East Lincolnshire, and according to the January 2019 school census, the percentage of pupils at primary school with SEN ranges from 4% to 25%.

Secondary School SEN

There are ten secondary schools in North East Lincolnshire, and according to the January 2019 school census, the percentage of pupils at secondary school with SEN ranges from 5% to 28%.

Special School SEN

There are two special schools in North East Lincolnshire, and according to the January 2019 school census, the percentage of pupils at special school with SEN is 100%.

SEN by Primary Need

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. All pupils with SEN have an assessment of their primary need. Of the 601 pupils with an EHC plan, the most common primary needs were autistic spectrum disorder, and severe learning difficulty. Of the 2800 pupils with SEN support, the most common primary needs were moderate learning difficulty; social emotional and mental health; speech, language and communication needs; and specific learning difficulty. Note that out of area pupils not included in this dataset are likely to have a primary need of behavioural, emotional and social difficulty, and autistic spectrum disorder.

Number of SEN pupils by primary type of SEN need, 2019

	EHC plan	SEN support	Total
Autistic spectrum disorder	165	92	257
Hearing impairment	<7	58	-
Moderate learning difficulty	75	1109	1184
Multi-sensory impairment	0	<7	<7
Other difficulty / disability	<7	55	-
Physical disability	36	109	145
Profound & multiple learning difficulty	33	0	33
SEN support - no specialist assessment of type of need	0	7	7
Severe learning difficulty	154	7	161
Social, emotional and mental health	60	487	547
Specific learning difficulty	18	442	460
Speech, language and communication needs	48	416	464
Visual impairment	8	14	22
Total	601	2800	3401

Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils, NCY N1-14

SEN by pupil ward of residence

The number of pupils by ward of residence and recorded as having an EHC plan or with SEN support are detailed for each ward in the table below. The percentage of pupils by ward of residence with SEN range from 8.5% to 18.9%.

Number of pupils with SEN by ward of residence, 2019

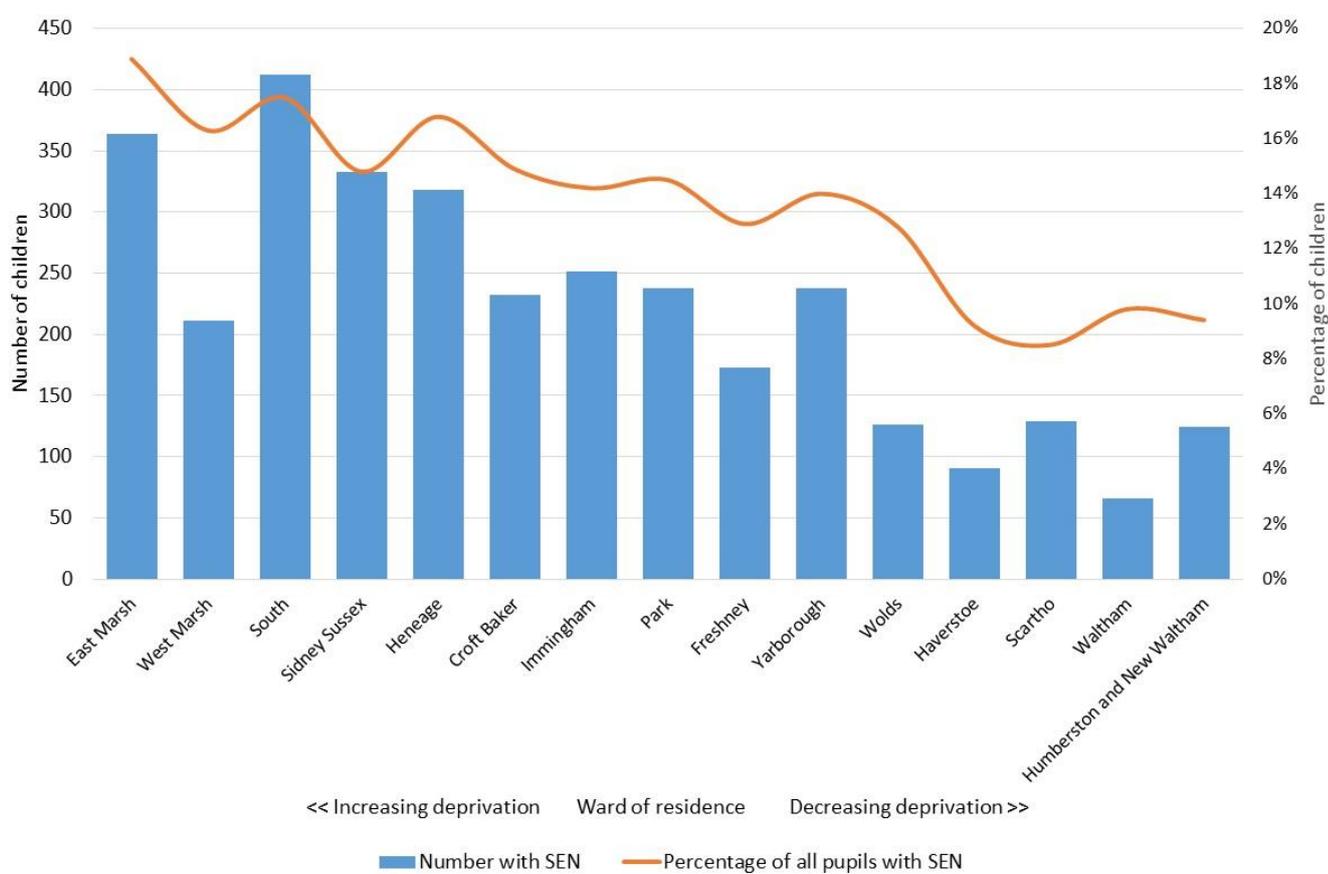
Ward	EHC plan	SEN support	Total	Percentage of all pupils with SEN
Croft Baker	38	194	232	15%
East Marsh	44	320	364	19%
Freshney	39	134	173	13%
Haverstoe	25	66	91	9%
Heneage	40	278	318	17%
Humberston and New Waltham	26	98	124	9%
Immingham	46	205	251	14%
Park	40	198	238	15%
Scartho	26	103	129	9%
Sidney Sussex	48	285	333	15%
South	73	339	412	18%
Waltham	11	55	66	9%
West Marsh	43	168	211	16%
Wolds	25	101	126	13%
Yarborough	39	199	238	14%
Resident outside NEL	38	57	95	14%
Total	601	2800	3401	14%

Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils, NCY N1-14

These figures are also shown graphically below. Wards are ordered by deprivation from most to least deprived and a general socio-economic gradient appears to be evident.

Number and percentage of pupils with SEN by ward of residence, 2019



Source: NELC January 2019 school census

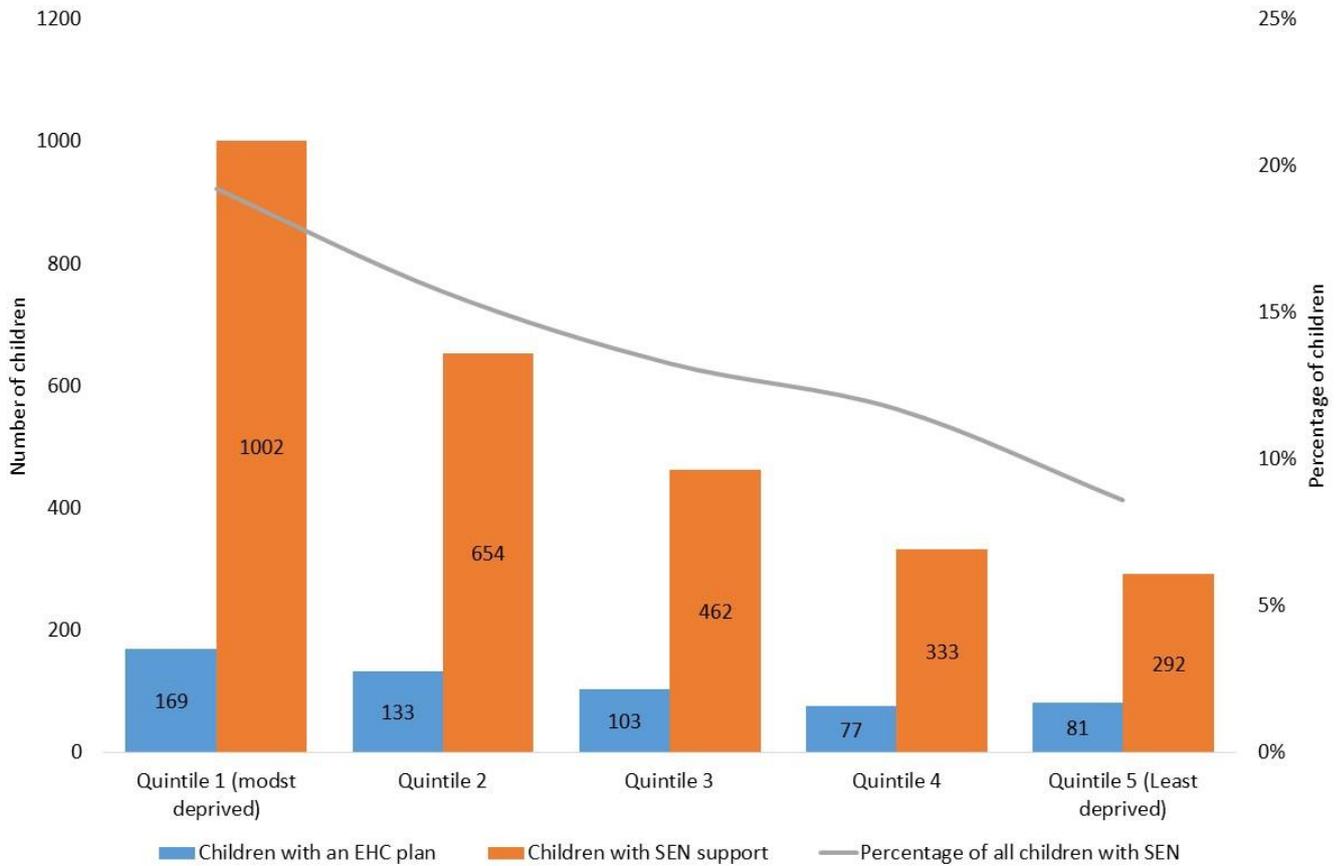
Main and sole registered pupils, excluding out of county pupils, NCY N1-14

SEN by deprivation quintile

The English Indices of Deprivation 2019 are a set of relative measures of deprivation for small areas at Lower Super Output Area (LSOA), based on seven domains of deprivation. The domains are combined to produce a composite measure of deprivation known as the Index of Multiple Deprivation (IMD). This gives an overall score of deprivation for every LSOA in England and enables areas to be ranked within local authorities as well as across the country. According to this indicator, North East Lincolnshire ranks as the 29th most deprived local authority in England (out of 317).

An analysis has been undertaken to investigate the spread of pupils with SEN by deprivation quintile (the quintiles are five equal groups of LSOAs into which North East Lincolnshire has been divided according to deprivation distribution). A strong relationship between deprivation and pupils with SEN in North East Lincolnshire is indicated in the graph below, with the percentage of pupils resident in each quintile with SEN increasing with deprivation, from 8.6% of children with SEN in the least deprived quintile, to 19.2% of pupils with SEN in the most deprived quintile.

Number and percentage of pupils with SEN by deprivation quintile, 2019



Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils, NCY N1-14

SEN by free school meal status

Eligibility for free school meals is often used as a measure of socio-economic disadvantage. Currently, parents in receipt of a range of income related benefits and tax credits are deemed eligible to apply for free school meals for their children. According to the January 2019 school census, 19% of school pupils are eligible for free school meals. There does appear to be a considerable socio-economic SEN gradient, with 25.6% (n=1180) of all pupils eligible for free school meals being recorded as with SEN, compared to 11.5% (n=2221) of pupils not eligible for free school meals being recorded as with SEN.

Alternative Provision

The school census includes 102 pupils at Pupil Referral Units (PRUs), 96 of whom are sole registered and 6 being main registered. All PRU pupils were recorded as with SEN. The primary SEN need for 94 pupils (92%) being social, emotional and mental health. There are over twice the number of males (n=73) as females (n=29). 40% of pupils reside in either East Marsh or South ward. Pupils tend to be older with 65% of pupils being in Year 11.

The number of PRU pupils recorded as having an EHC plan or with SEN support are detailed for each PRU in the table below.

Number of PRU pupils with SEN, 2019

School	Total
Phoenix Park Academy	65
Sevenhills Academy	37
Total	102

Source: NELC January 2019 school census

Main and sole registered pupils, excluding out of county pupils

January 2019 Alternative Provision School Census

A local January 2019 alternative provision census dataset has also been analysed to help understand our SEN population in alternative provision. Alternative provision provides education and support for students who are not in mainstream schools. Students on the alternative provision census will not be included on the school census as students cannot be on both returns.

There were 130 pupils included in the alternative provision census on 17 January 2019, of which 92% (n=120) were recorded as with SEN.

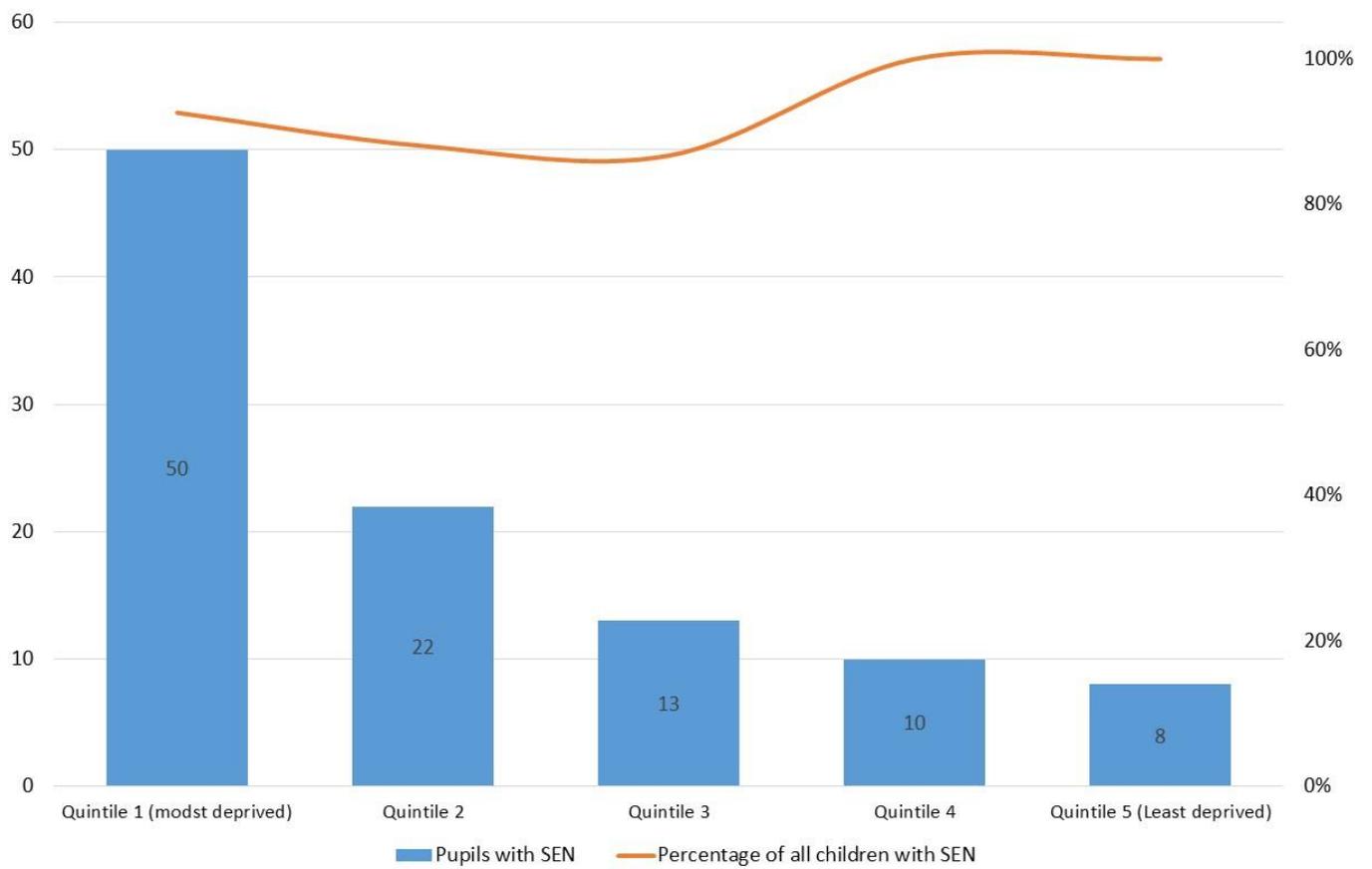
The main primary SEN needs were social, emotional, and mental health (57%), autistic spectrum disorder (15%), and hearing impairment (9%).

Of the pupils with SEN, 53 (44%) were educated in North East Lincolnshire, the majority being placed in PRUs (n=29), special schools (n=11), and further education (n=11). Over half (56%, n=67) are educated out of area, with the majority placed in special schools (n=56). Pupils were placed at 29 out of area establishments, however 48% were placed at 3 establishments. Pupils with some primary SEN needs e.g. hearing impairment, are only placed outside of North East Lincolnshire.

Of the pupils with SEN, 88% are female. None are eligible for free school meals, 23% are primary school pupils i.e. NCYs 1-6, 61.7% are secondary school pupils i.e. NCYs 7-11, and 15% are post 16 pupils.

A strong relationship between deprivation and pupils with SEN in North East Lincolnshire is indicated in the graph below, with the number of pupils in alternative provision and with SEN increasing with deprivation, from 8 pupils with SEN in the least deprived quintile, to 50 pupils with SEN in the most deprived quintile.

Number of pupils with SEN by home address deprivation quintile, 2019



Source: NELC January 2019 alternative provision census