

Special Educational Needs and Disabilities, and Alternative Provision (SENDAP) refreshed data, insights and needs analysis supporting development of the SENDAP, the SENDAP Sufficiency and SENDAP Joint Commissioning Strategies

December 2023

Contents

[Introduction](#)

[Local context](#)

[Our insights](#)

[Statistics](#)

[Surveys](#)

[Qualitative engagement](#)

[Other insights](#)

[Jargon buster](#)

[Vision and Key documents](#)

[Annex Data](#)

Introduction

Following Government changes and national strategy in 2022/23 where children and young people (CYP) with Special Educational Needs and Disabilities (SEND) or need Alternative Educational Provision (AP) have been brought together, North East Lincolnshire Council's (NELC) response and support for SENDAP will be inspected on for the first time using a whole-placed approach.

This document contains a summary of information analysed over 2022/23 through various activities and projects and different data, insights and evidence gathered from previous data and needs analysis such as the Joint Strategic needs analysis (JSNA) - <https://www.nelincdata.net/childrens-jsna/> . It has also been shared and used with a range of partners, key stakeholders: parents, carers, children and young people to co-produce the development of three strategies: the SENDAP Strategy, the SENDAP Sufficiency Strategy, and the SENDAP Joint Commissioning Strategy.

Local Context

North East Lincolnshire (NEL) sits within the Humber and North Yorkshire sub region, where over 80% is rural, however 80% of the population reside within more urban areas. The main residing areas are Grimsby, Cleethorpes, and Immingham, all with differing demographics and needs.

The types of provision children with SEND are attending, has remained stable over the last three years, with approximately 50% of children with EHCPs attending mainstream schools and 50% attending other specialist provisions. The health needs of children and young people in NEL are increasing in complexity, evidenced by a greater demand for support at both universal and specialist service levels.

Our Insights

1. Statistics

[1.1 North East Lincolnshire's \(NEL\) Population and School Population Projections](#)

2. Surveys

[2.1 SEN Survey 2023](#)

[2.2 Short Breaks Feedback Survey 2020](#)

3. Qualitative Engagement

[3.1 Voices gathered through Delivering Better Value \(DBV\) process](#)

[3.2 Feedback Themes from Delivering Better Value \(DBV\) in SEND Stakeholder Workshops \(February 2023\) and Project launch \(July 2023\)](#)

[3.3 AP Review – what Children and Young People \(pupils\) have told us](#)

4. Other Insights

[4.1 Jargon Buster](#)

[4.2 Our Vision and Key Documents](#)

North East Lincolnshire

Total population
156,966

2015 - 2020 population of Children and Young People aged 0 to 19 decreased by
0.8%

Significant differences between most deprived wards most affluent re the proportion of children in poverty

20th most deprived out of 326 local authority areas (Indices of Deprivation 2019)

Children and Young People under 19 years
35,944 / 22.9% of the total Population



49.3% female | male 50.7%

26% children living in poverty compared to 17% nationally (2016)

Small, but increasing proportion from ethnic minority groups 9%
National figures 33.9% - primary, 32.3% secondary)

Children and Young People with English as an additional language increasing gradually
6.9% (2022)

1,487 live births in 2022
A 0.9% decrease on the previous year and the fewest of any year since 2013

Free school meals
Primary Schools 30.3%
National Average 23.1%
Secondary Schools 27.7%
National Average 20.9%
2022

2023 Demographics	2019	2025	Growth
Overall population of NEL	159,821	165,200	3.7%
Total school aged pupils (aged 3 to 19) as a % of overall population	23,884	24,242	1.5%
Total school aged pupils with SEND	3,486	3,850	1.5%

Table showing projected growth

The [Annex Data](#) contains further detailed statistical analysis

2. Surveys

2.1 SEN Survey 2023

The survey was first co-produced with parents and carers in 2019, and the questions and sections have remained the same each year for comparison:

- Information, Advice and Support
- Education, Health and Care Plans (EHCP)
- Changes, Progression and Communities
- Early Years

In the most recent 2023 survey there were **417 responses**, compared to: 258 in 2022, 107 in 2021 and 26 in 2020 where we have now seen a consistent rise. Responses on behalf of their child(ren):

Age	Percentage (%)
0-2	3%
3-4	11%
5-11	44%
12-16	34%
17-19	4%
20-25	4%
I prefer not to say	2%

Gender	Percentage (%)
Girl	33%
Boy	64%
Non-binary	1%
I prefer not to say	1%
In another way	<1%

Information, Advice and Support

		2023	2022	2021	2020
I know where to go to get information about SEND	↑	54%	52%	35%	43%
My child and family get the right help and support	↔	44%	44%	39%	34%
I get feedback about SEND developments in my area	↓	35%	42%	36%	133%
I find the Local Offer useful	↑	50%	40%	30%	9%

“Just not enough information out there. Parents are often let not knowing where to go to get much needed help and support for their child”

Education, Health and Care Plan (EHCP)

		2023	2022	2021	2020
My child’s Special Educational Needs Coordinator (SENCO) is supportive	↑	55%	52%	59%	40%
I understand my child’s EHCP	↑	40%	38%	63%	53%
I agree with the outcomes of my child’s EHCP	↓	37%	39%	56%	45%
My child’s annual review process works well	↑	38%	37%	57%	37%
Talking about preparing for adulthood started in year 9	↑	51%	36%	50%	38%

“Schools needs to make reasonable adjustments and not just chastise for the sake of uniform / conformity policy.”

Change, Progression and Community

		2023	2022	2021	2020
I’m confident that if my child would like to access further education when they turn 16 that they will be supported to do so	↑	53%	51%	43%	18%
I am confident that my child will be supported to gain employment	↑	47%	45%	30%	18%
I am confident that my child will be supported to live independently	↓	44%	48%	41%	18%
There’s good communications in my child’s school about their needs	↑	57%	52%	74%	47%
I feel my child is part of their community	↑	53%	50%	59%	31%
My child has equal chances at school	↑	53%	50%	54%	40%
My child has been supported to reach their goals	↑	54%	46%	68%	44%

“I just feel like there needs to be more provision for families. Days out or community quiet sessions or a building that could host families where we can meet and children can play safely.”

Health and Social Care

		2023	2022	2021	2020
Our family gets the social care/social worker support they need	↑	31%	28%	50%	13%
Our child gets the health care support they need	↓	47%	525	51%	30%
Our family gets the healthcare support we need	↔	46%	46%	48%	31%
Having a diagnosis is necessary to get the support	↑	90%	78%	80%	85%
I know how to access therapy services for my child in my local area	↑	42%	37%	30%	24%
I know which social care service will be looking after my child’s care needs when they turn 16	↓	13%	26%	25%	13%
I know which health service will be looking after my child’s health when they turn 16	↓	20%	28%	25%	19%

“The access pathway need to be a quicker process and initial referral needs to be quicker. A year waiting for something to be diagnosed is far too long.”

Early Years

		2023	2022	2021	2020
Health services for my child works well in my local area	↑	50%	46%	40%	38%
Our health visitor supports us well with our needs	↑	41%	40%	26%	22%
My child had their needs identified early enough	↓	34%	40%	46%	36%
My child with SEND and our family have our views listened to and acted	↑	34%	41%	36%	30%
My child has their needs met	↑	36%	40%	52%	49%
My child has been well supported to move rom one room/class/setting/school to another	↑	55%	53%	58%	53%

“I have been very lucky and have had great support and help a nursery to get my little boy help and an EHCP however, I know others who haven’t and their children don’t have any support. It shouldn’t be down to the individual schools and parents to have to fight but help should be readily available for parents in these situations. I feel a lot of it is luck which is wrong.”

2.2 Short Breaks Feedback Survey 2020

A short break respite review was undertaken in October 2020; parents and carers told us the following:-

"I didn't know about the service, so do not know what and if we can access anything!"

"I would like School Holiday Respite/Activity"

"I have never heard of or been offered any short break services!"

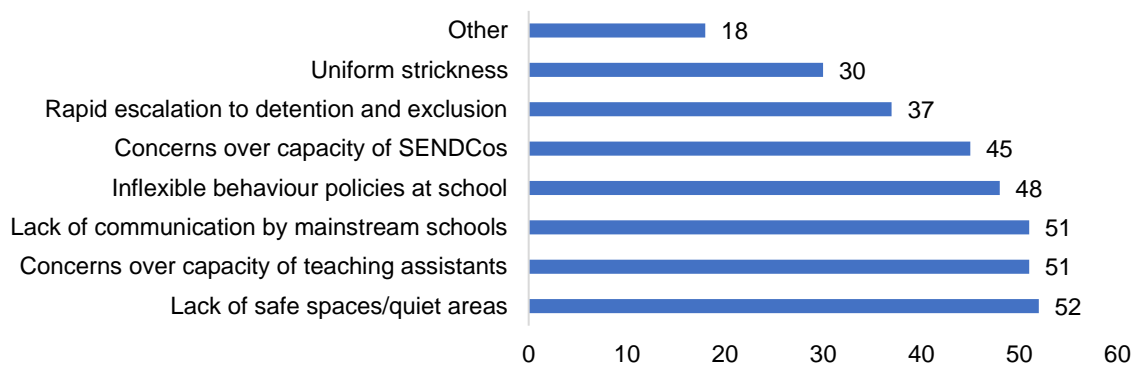
3. Qualitative Engagement

3.1 Voices gathered through Delivering Better Value (DBV) process

We asked parents on their opinions on inclusivity

4.2 out of 10 was the rating that parents gave for their confidence that mainstream schools can provide ideal outcomes for CYP with SEND

What are the reasons parents selected for lack of confidence?



We need to work with schools and parents to support children staying in mainstream where this is right for them.

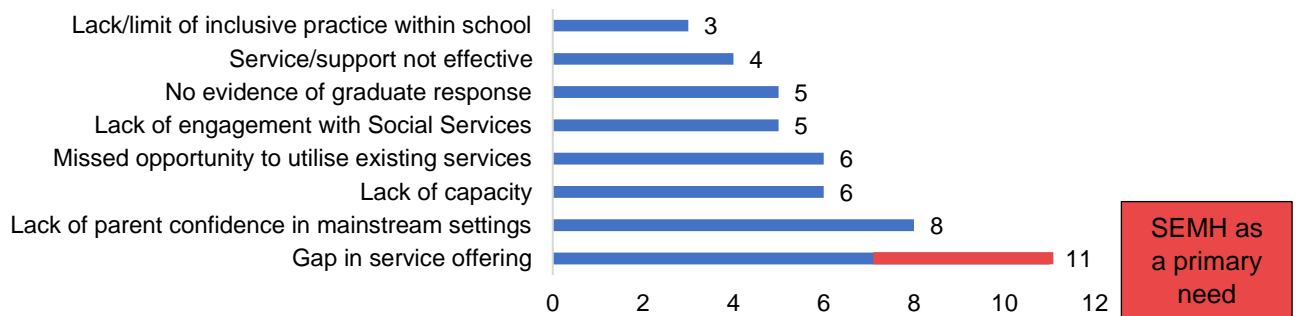
We asked practitioners how we can improve services

Two key themes emerged:-

Support, training and information	Increased funding for dedicated personnel and space
"More support for home, improved Early Help. Ensuring all staff are using the school and LA toolkits consistently."	"If there was quicker support from Young Minds Matter and greater offer. Many children are turned down but are too complex for Compass Go. Those that are accepted, have a long wait for support."
"Training and information. Most of us have learnt via every day school life which develops into experience. I feel the authority is lacking in SEMH for the younger generation."	"Increase funding to match the gap between what comes in and how much we can support. We employ two staff to support SEMH from a stretched school budget."
	"An improved sensory space, sensory circuits activities in corridors."

We need to adapt our offering to better support CYP with primary need SEMH and ASD

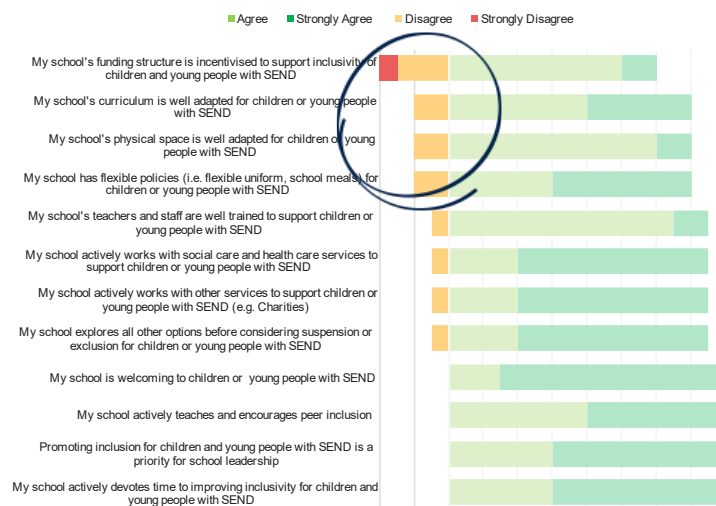
What themes contributed to the non-ideal outcomes?



We could support CYP with SEMH better through expanding our offering and increasing training.

Both schools and parents agreed on some key themes

1 in 8 schools thought they did not have flexible policies, which was a large reason parents did not have confidence in mainstream settings.



Although there is some agreement, there is a gap in which schools and parents believe. We want to address this via cultural changes.

3.2 Feedback Themes from Delivering Better Value in SEND Stakeholder Workshops (February 2023) and Project launch (July 2023)

Workshops

You said about Education, Health and Care Plan (EHCP)'s

Education, Health and Care Plan (EHCP)'s

Some plans do not reflect children needs; but also some plans are not needed; some plans are low quality

- Plans need resource to provide more scrutiny and challenge; several outcomes cannot be met by EHCP; “Is the way they are written preventing realistic outcomes?”; “Are they outcomes or targets?”
- Often plans include independent specialist assessments; how can this be managed?; some parents feel private diagnosis is the step to the EHCP
- Some parents are being told by outside agencies that their CYP needs an EHCP; joined up thinking is needed by all professionals
- EYIF – panel dates need to be regular/scheduled so feedback is given more in advance
- Written assessments and support plans could be made more accessible to parents; often need a lot of clarity by SENCo

EHCP Golden Ticket

“Junior school and parents asking for EHCP and getting secondary school of choice, school don't feel they need one but parents guarantee a place in secondary”

- Parents want EHCPs for legal back up for secondary school; GPs need to take some referrals or to consider if a referral is even the right thing to recommend

EHCP Annual/case Reviews

“Plans need coordinators including transitions and annual reviews; there are only 8 coordinators”

- Need commitment from all agencies to attend reviews; some don't see as priority
- Review don't meet outcomes; often things in plans not implemented; are we challenging settings if EHCP's are not meeting child's needs?; “No point using plans if there isn't the staff to deliver it – needs to be linked to pay”
- How much scrutiny is there about if the plan is fit for purpose?; many parents feel the plan is out of date; if diagnosis after plan annual reviews should reflect change
- EHCP training for SENCOs and other staff; some are not sure how to complete; source raining to upskill

Other Training

- SMART Outcome training needed across the board
- Compulsory SEND training for teachers; training for all meaning a cost implication; training for 16+ teachers too
- ELKHKLAN training leads in each Hub setting
- ASD and ADHD etc
- Speech and language
- Complex SEND training
- Teaching assistants – CPD; invest in upskilling; honorarium for TA's; training in mental health bedded into strategies; ASD strategies
- Specialist outreach programmes for SEND schools
- Understand who is already trained; monitor good practice but also concerns; recommendations for improvement
- Specialist advisory training for leads

You said about Resources, Recruitment and Retention

- Need to increase staff numbers; specialist staffing is needed
- Need to improve quality and retention of TA's
- Need to review enrolment process and understand responsibility and skill development

You said about working with parents and other agencies

- Assumption, expectation and misunderstanding; 1:1 support; waiting times; context
- How do we as professionals manage work effectively with parents?; knowledge, skills and training required for parents to improve confidence
- Outreach support early with parental engagement

You said about Access pathway

- Who is responsible? Too lengthy; should be referral co-ordinated by a medical professional not a SENDCo

You said about Social, Emotional and Mental Health Difficulties (SEMH)

- Primary schools need SEMH often; need more investigation as schools are not experts
- SEMH can overtake other areas of need; must be on a SEND register
- May be conditional learning need; need different approach not an EHCP
- Expertise is needed in the area of trauma of a difficult birth on the child
- Specialist school for SEMH?; 18+ SEMH support improvement needed

You said about Information, Advice and Guidance

- Gaps at all levels; where to go; how to access support
- Clearer information is needed to update parents and professionals regularly; schools need to utilise newsletter and websites
- Increased awareness of ADHD needed; common/clear understanding of language e.g. GP's
- Helpline
- Parents need to understand who key leaders and staff are
- Myth busting; information sharing sessions; notice boards; parent education programmes

You said about Work Experience and post 16

- Work experience in secondary schools needed; particularly for children with SEND; supported internships
- Processes are currently too slow
- What provision do we have post 25?; post 19 is a group who require additional education but may never be able to be employed; why should they miss out on real-life skills; design a collaborative approach/pathway to transition to 25
- More funding needed and more diagnosis 16+
- A transition team would be a real benefit; but also This is me! Profiles with key milestones and awards

You said about Early Years

- Important for early years children and parents not to miss out on vital groups/support
- Greater range of specialist services needed for under 5's
- Early years identification is key
- Health visitor service; identify early needs; but parents don't know who health visitors are which then gets missed; earliest point possible needed for face to face health visitor checks to pick up early issues
- Birth support onwards from the same person is needed; support can get closed too soon; mother and baby unit; young mums unit
- Parenting education to start as early as possible to break the cycle of disengaged parents

<ul style="list-style-type: none"> Invest in Early Years Foundation Settings (EYFS) SENDCo's and challenge providers 0-4 ages often exhibit issues before school age; children not ready for school; no boundaries
You said about Listening and Working together to improve provision
<ul style="list-style-type: none"> Make every contact count; reduce 'SEN is not my remit'; more co-production; more parental participation; more voice of the child Need to understand strategic direction locally; gather evidence; monitor to ensure placements fit; NELC quality assurance framework; standards & expectation
You said about Deprivation
<ul style="list-style-type: none"> Social deprivation causes issues and trauma impacts <i>"Money from diagnosis may lead to funding which is putting food on the family table"</i>
You said about Multi Academies Trusts role (MATS)
<ul style="list-style-type: none"> What roles do they play?; they have resources and finance to support
Ideas Shared
<ul style="list-style-type: none"> Smaller classes for SEN in schools EHCP hub; virtual EHCP school; webinars and training areas Embed a 'Therapeutic Thinking Schools' approach at the heart of Education and SEND Strategy' Education strategy; exclusion risk register Education, Health, Care Assessment Requests (EHCAR's) need to have a small step outcome Full review and change to PMLD; SLD; MLD; SEMH; PDD Need to collate EHCAR information 'Community of practice'; multi-agency forums with representatives from all areas

Wishlist from DBV launch 2023

Questions	Response
1. How can young people with SEND have more effective transitions between children and adult's services to improve their transition to adulthood?	<ul style="list-style-type: none"> Collaboration between all agencies; is not just an education issue Parents need more information Transition team needed This is me! Profiles with key milestones
2. What needs to happen across the SEND partnership to improve children accessing the 'right support at the right time'?	<ul style="list-style-type: none"> Reduction in waiting times; more professionals to do this; parents are tired of being pushed from pillar to post Refer to private if waiting to avoid attendance issues etc. Access pathway should be referral co-ordinated by a medical professional not a SENDCo Support financial applications for independent schools; understand private does not equal money Previously accessed 'initial support funding' Clear pathways that lead somewhere; joined up thinking Training on the necessity of EHCNARs that are not education-based as they are now encouraging parents to request when their schools are already deemed as meeting the needs Consistent access to support; EYIF panel dates to be regular or scheduled

<p>3. How can professionals improve their communication with families around written assessment and support plans?</p>	<ul style="list-style-type: none"> • Professionals to hold face-to-face meetings with parents; less jargon; clear outcomes; open dialogue; educate • Work with TAF team and families; make plans together • Written assessments and support plans to be more accessible for parents; often need clarity from SENDCo • 'Community of practice' regular SEND interest group to discuss review; forums with representatives from all areas
<p>4. How can we ensure that children and young people with SEND are more visible in their community?</p>	<ul style="list-style-type: none"> • Raise awareness within schools; work with parents; outreach activities in the community • Schools need to advertise on newsletters and websites • Assurance local SEN friendly events can also be accessed by non-SEN friends • More universal short breaks for complex health young people
<p>5. What additional education offers do we need in NEL to expand our alternative provision offer?</p>	<ul style="list-style-type: none"> • More funding to schools • SEMH specialist service for under 5's; more of it; too many children waiting with too few spaces • Swimming for SEND children in mains

3.3 Alternative Provision (AP) Review – what Children and Young People (pupils) have told us June 2023

Pre-AP

*“They didn’t do anything”
 “They gave me a time-out card but didn’t let me use it”
 “I had a comfy spot...I would have liked playdough”*

Moving into AP

“I was worried about the taxi at first but then saw my friend in it”.

Thriving, belonging and achieving in AP

*“I feel happy there”.
 “I feel okay...I had some trouble which is why I don’t want to go on site. I love Mr L”.*

Leaving AP

*“I know I will go to a new school, we talk about it a lot”.
 “I don’t know”
 “I don’t want to go to mainstream school”.*

Parents/carers have told us

*“There was no support. They phoned me up and said she’s got anger issues and they wanted to work with her, but two weeks later, they permanently excluded her”
 “They did a couple of things like a cool down room”*

*“There has never been a plan to return to mainstream school”
“He’s been going to Pathway...He’s even attended GCSE exams and we thought he might not. The school communicates well, and we have reviews every six weeks...I think he is making progress”*

A child/young persons 's journey through AP:

- **Pre-AP:** The review indicated a mixed picture in relation to support accessed before a request for AP was submitted. Some schools cited cost as an inhibitor to accessing specialist support, with others funding their own provision. Schools also cited lengthy waiting times for assessment, the access pathway, and specialist mental health services as a barrier.
- **Moving into AP:** There was a consensus within the review that waiting times had become too long to access AP, particularly for Key Stage 3 places and led to a perverse incentive to permanently exclude pupils. Communication was also cited as a barrier
- **Moving out of AP:** Local AP providers have shared that for many of the pupils accessing their support, improvement is needed in taking proactive support to achieve the overarching aim should always be for a young person to return to their home school. Schools also shared the need for greater transparency about the planning for an exit strategy and plans for return to mainstream education.

Current AP Provision and Existing Gaps (from AP review undertaken June 23)

- A lack of timely alternative provision was leading to a perverse incentive to permanently exclude pupils.
- The increase in permanent exclusions and the need to ensure Day 6 was offered, impacted on the capacity to offer preventative placements in AP.
- A lack of sufficiency and flexibility with the current commissioned model.
- Waiting times for statutory assessment impacted the children who needed timely support
- The need for a clear and distinct outreach offer to both prevent permanent exclusions and offer professional development for the mainstream workforce.

4.1 Jargon Buster

- NELC’S Jargon Buster can be found here:- [NELC SEND Local Offer | Jargon Buster - NELC SEND Local Offer \(nelincs.gov.uk\)](#)

4.2 Our Vision and Key Documents

- Our Vision and Key Documents:- [NELC SEND Local Offer | Our vision and key documents - NELC SEND Local Offer \(nelincs.gov.uk\)](#)

Annex Data

Special Educational Needs and Disabilities (SEND) North East Lincolnshire Data Briefing

KEY POINTS

- The percentage of pupils with SEN is lower in North East Lincolnshire than that of the mean for our nearest neighbours and for England overall.
- The number of children and young people with education, health and care (EHC) plans increased in North East Lincolnshire year on year from 2016 to 2023.
- The number of pupils with SEN support increased in North East Lincolnshire year on year from 2015/16 to 2021/22, however decreased from 2021/22 to 2022/23.
- The most common primary needs of SEN pupils in North East Lincolnshire primary schools are moderate learning difficulty; speech, language and communication needs; social, emotional and mental health; and specific learning difficulty.
- The most common primary needs of SEN pupils in North East Lincolnshire secondary schools are moderate learning difficulty; social, emotional and mental health, and specific learning difficulty.
- The most common primary needs of SEN pupils in North East Lincolnshire special schools are severe learning difficulty and autistic spectrum disorder.
- Over half (51%) of children looked after for 12 months in North East Lincolnshire as at 31 March 2023 had SEN.
- Just over 10% of children in need in North East Lincolnshire have a disability.
- Children born premature are at greater risk of having special educational needs compared with children born at full term.
- There are more 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.
- The percentage of pupils with SEN and eligible for free school meals is much higher than the percentage with no identified SEN and eligible for free school meals.
- The percentage of new EHC plans issued within 20 weeks in North East Lincolnshire is lower than that of the mean for our nearest neighbours.
- Local early years data when compared to national and regional data suggests the number of children identified with SEND may be lower than expected. Many development issues are identifiable by 2 years of age.
- There are stark attainment inequalities by SEN status, with pupils with no SEN achieving higher attainment than pupils with SEN support, who in turn achieve higher attainment than pupils with EHC plans.
- The percentage of young people with SEN who are NEET is higher than for those with no identified SEN.
- 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.
- The North East Lincolnshire SEND tribunal appeal rate is lower than that of the mean for our nearest neighbours.
- School absence is higher for pupils with SEN compared to pupils with no SEN.

1.0 Introduction

The current SEND system has been operational since 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. A summary of how the North East Lincolnshire Local Offer can help children and their parents is published here <https://www.nelincs.gov.uk/send-local-offer/> and the North East Lincolnshire SEND Local Offer website is published here <https://sendlocaloffer.nelincs.gov.uk/>.

Children with SEN can access help which is called SEN support, from their early years setting, school, or college. 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. 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 that process is coordinated.

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.

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

- [Education provision: children under 5 years of age](#) - published on 6 July 2023.
These statistics report on government funded early education and childcare (early years provision) for children aged 2 to 4 years. State funded school data (including nurseries) is from the school census, whilst private, voluntary and independent providers (including childminders) is from the early years census.
- [Education, health and care plans](#) - published on 8 June 2023.
Data on children and young people with an EHC plan. Based on the SEN2 data collection, the data covers all children and young people up to age 25 with EHC plans, including non-maintained provision, further education, home education or not in education, employment or training.
- [Special educational needs in England](#) - published on 22 June 2023.
Data covering SEN in schools including EHC plans and SEN support. Information is from the school census on pupils with SEN including a breakdown by age, gender, and free school meal (FSM) eligibility. Figures are based on the local authority where pupils attend school.
- [Outcomes for children in need, including children looked after by local authorities](#), published on 18 April 2024.
- [Children in need](#) - published on 26 October 2023.
- [Pupil absence in schools](#) - published on 21 March 2024.
These statistics are derived from the school census.
- [Suspensions and permanent exclusions](#) - published on 20 July 2023.
- These statistics are derived from the school census. Data for early years is included.
- [Key stage 4 performance](#) - published on 1 February 2024.
These statistics focus on GCSE results of pupils at the end of Key stage 4 (KS4) and include pupil characteristic breakdowns including SEN status.
- [Key stage 4 destination measures](#) – published on 1 February 2024.
- [16 to 18 \(KS5\) destination measures](#) - published on 1 February 2024.
- [Participation in education, training and NEET age 16 to 17](#) - published on 6 July 2023.
- [Tribunal Statistics](#) – published on 8 June 2023.
- [Local area SEN and Disabilities report for North East Lincolnshire](#) – updated 29 April 2024.
This LGA report presents statistics on SEND available for North East Lincolnshire which are compared to the Children’s services nearest neighbours for North East Lincolnshire comparison group.

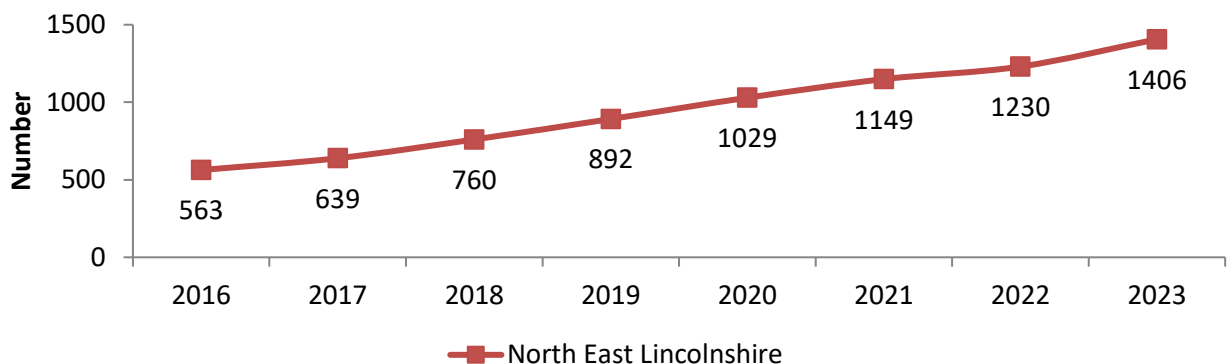
2.0 Number and percentage of children and young people with SEN

The figures in this section are taken from either the SEN2 collection or the school pupil census.

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

EHC plans were introduced in September 2014 as part of a range of SEND reforms to replace SEN statements of need. The number of children and young people with SEN statements or EHC plans increased each calendar year from 563 in 2016 to 1,406 in 2023. These figures sourced from the SEN2 return include all young people up to the age of 25 years. There were 111 children and young people with new EHC plans during 2022.

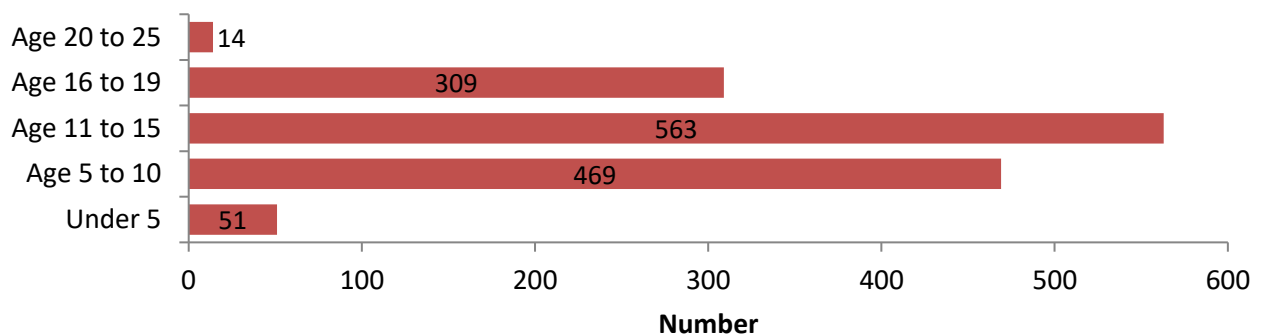
Number of children and young people with a statement or EHC plan maintained by North East Lincolnshire Council, 2016 to 2023



Source: Department for Education

The chart below shows the distribution of the 1,406 children and young people with EHC plans maintained by North East Lincolnshire Council in 2023 by age group. 40% are children aged 11 to 15 years old, 33% are young people aged 16 to 19 years old, and 22% are children aged 5 to 10 years old.

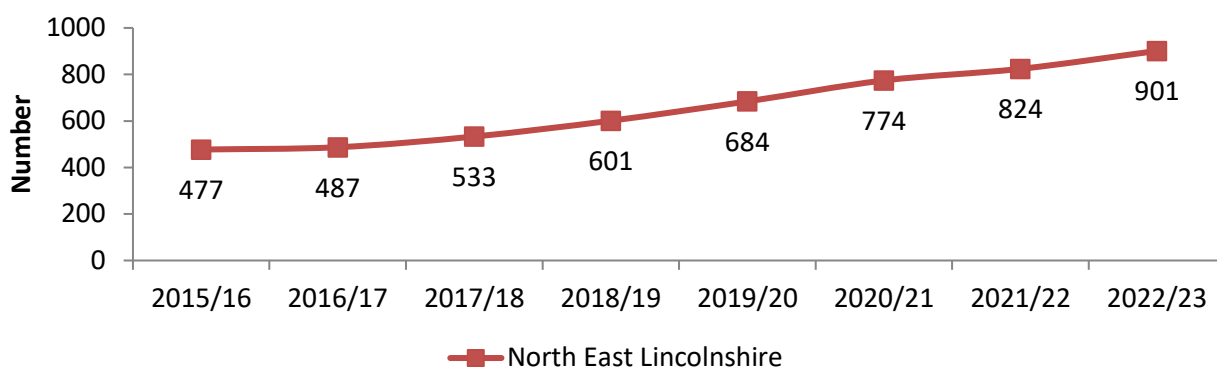
Number of children and young people with an EHC plan maintained by North East Lincolnshire Council by age group, 2023



Source: Department for Education

Figures from the school census regarding state-funded schools show the number of North East Lincolnshire pupils with SEN statements or EHC plans increased each academic year from 477 in 2015/16 to 901 in 2022/23.

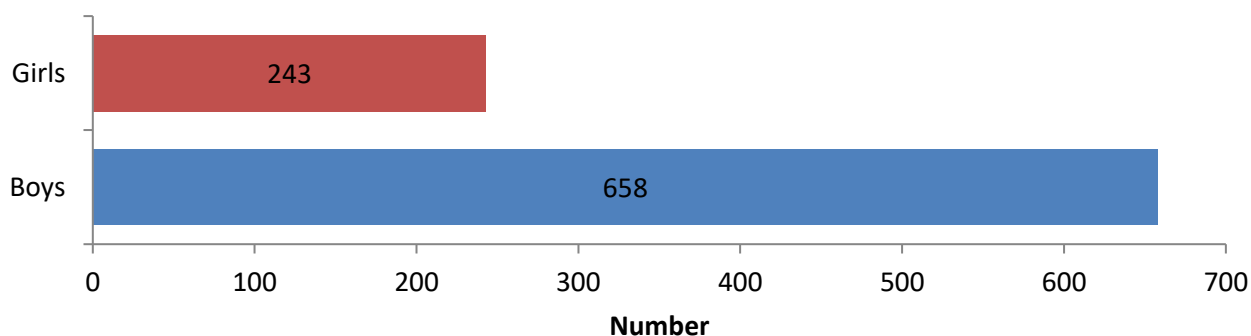
Number of pupils with a statement or EHC plan, 2015/16 to 2022/23



Source: Department for Education

Just under three quarters (73%) of North East Lincolnshire pupils with an EHC plan in 2022/23 were boys. This figure relates to all state-funded schools (nursery, primary, secondary, and alternative provision) but excludes independent (private) schools.

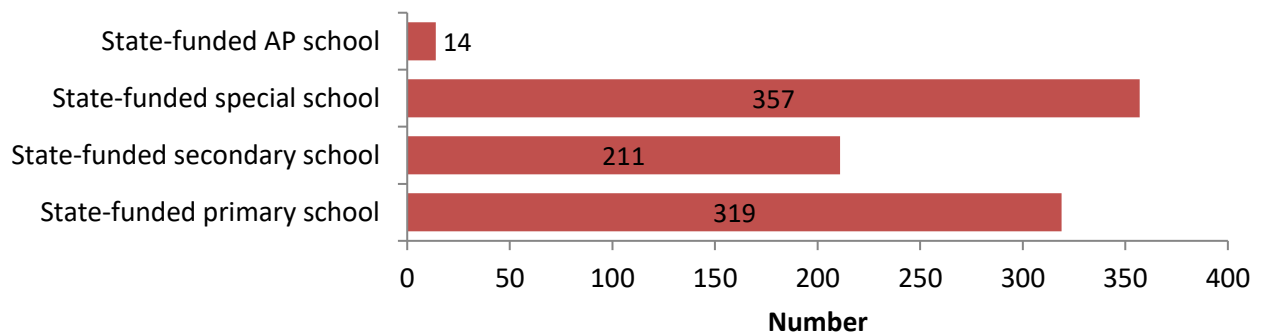
Number of pupils with an EHC plan by gender, 2022/23



Source: Department for Education

Just under 40% (n=357) of North East Lincolnshire pupils with EHC plans and registered at state-funded schools, attend special school, followed by 35% (n=319) who attend primary school, and 23% (n=211) who attend secondary school.

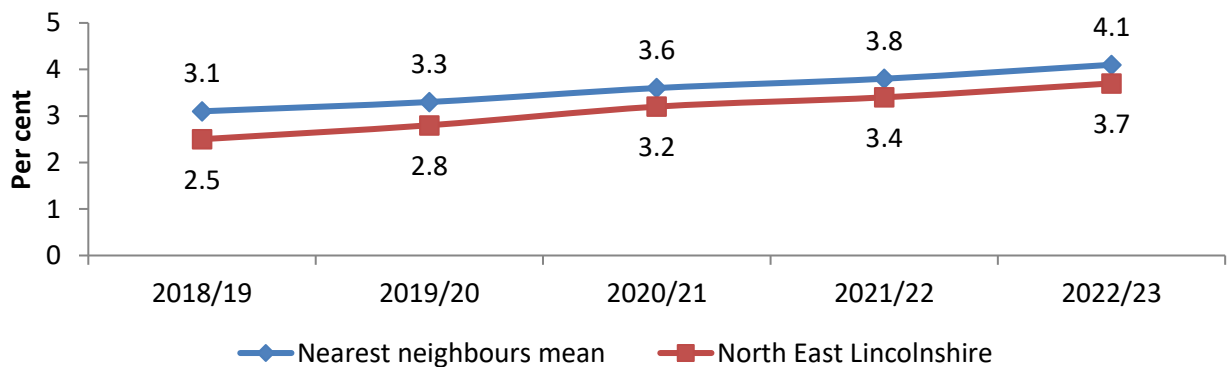
Number of pupils with an EHC plan by school type, 2022/23



Source: Department for Education

Across Children’s services nearest neighbours for North East Lincolnshire, the proportion of pupils with EHC plans ranges from 3.3% to 4.6%. Figures for 2022/23 show that 3.7% of North East Lincolnshire pupils had an EHC plan which compares to the nearest neighbour mean of 4.1% and an England figure of 4.2%. 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. There has been year on year increases in the percentage of pupils with EHC plans in the five year period from 2018/19 to 2022/23, with the North East Lincolnshire proportion being lower than the nearest neighbour mean throughout this period.

Percentage of pupils with a statement or EHC plan, 2018/19 to 2022/23

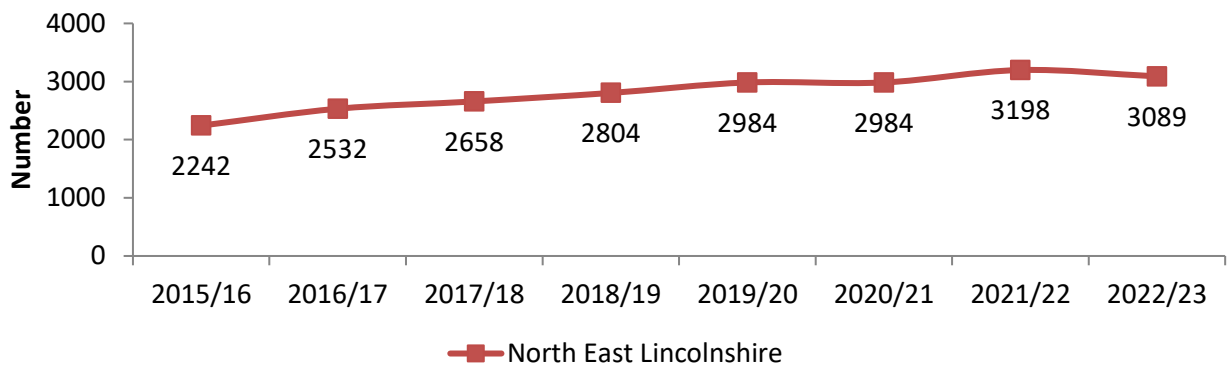


Source: Department for Education

2.2 Number and percentage 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 years following transition. The number of North East Lincolnshire state-funded (nursery, primary, secondary, and alternative provision) school pupils with SEN support increased from 2,242 in the academic year 2015/16 to 3,089 pupils in the academic year 2022/23, peaking in 2021/22.

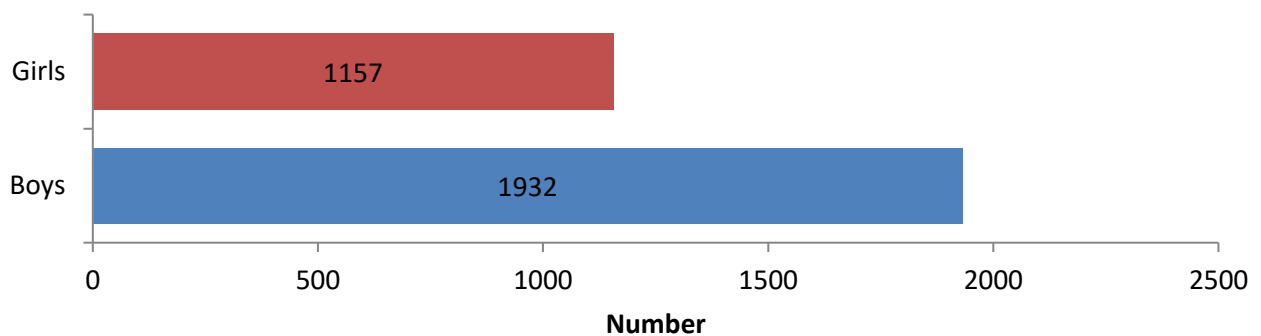
Number of pupils with SEN support, 2015/16 to 2022/23



Source: Department for Education

Just over 60% of North East Lincolnshire pupils with SEN support in 2022/23 were boys. This figure relates to all state-funded schools (nursery, primary, secondary, and alternative provision) but excludes independent (private) schools.

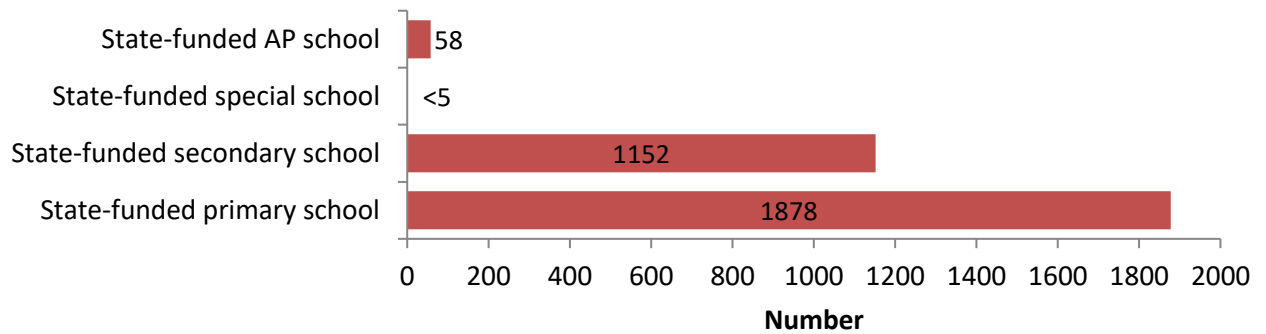
Number of pupils with SEN support by gender, 2022/23



Source: Department for Education

Just over 60% (n=1,878) of North East Lincolnshire pupils with SEN support and registered at state-funded schools, attend primary school, and 37% (n=1,152) attend secondary school.

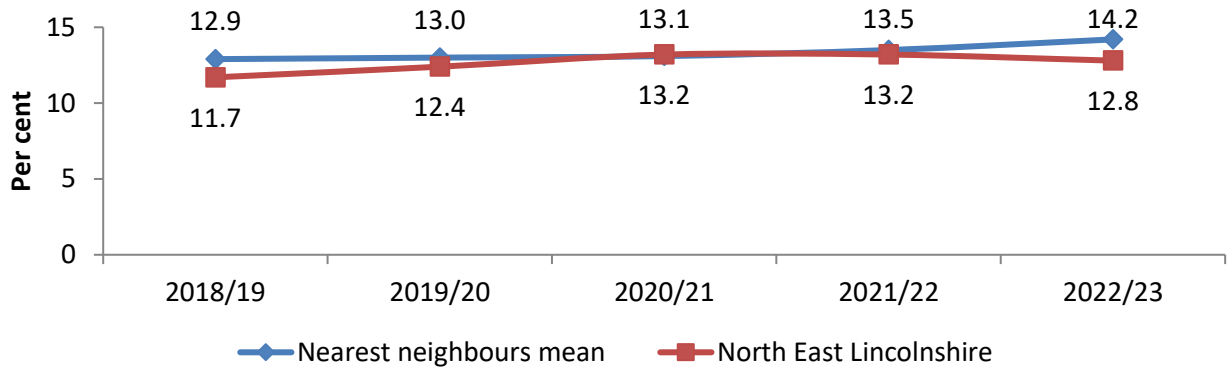
Number of pupils with SEN support by school type, 2022/23



Source: Department for Education

Across Children’s services nearest neighbours for North East Lincolnshire, the proportion of pupils with SEN support ranges from 11.6% to 15.8%. Figures for 2022/23 show that 12.8% of North East Lincolnshire pupils were with SEN support which compares to the nearest neighbour mean of 14.9% and an England figure 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 11.7% in 2018/19 to 12.8% in 2022/23.

Percentage of pupils with SEN support in all schools, 2018/19 to 2022/23

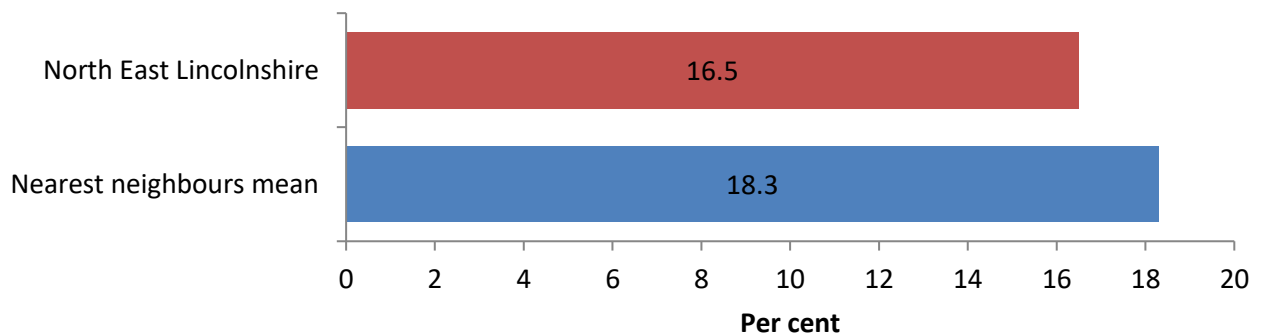


Source: Department for Education

2.3 Pupils with SEN overall

Figures for 2022/23 show that in North East Lincolnshire, 16.5% of state-funded pupils have an EHC plan (n=901) or are receiving SEN support (n=3089), which equates to 3,990 pupils out of 24,220. This compares to the nearest neighbour mean of 18.3% and an England figure of 17.1% of state-funded pupils with SEN. 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, 2022/23

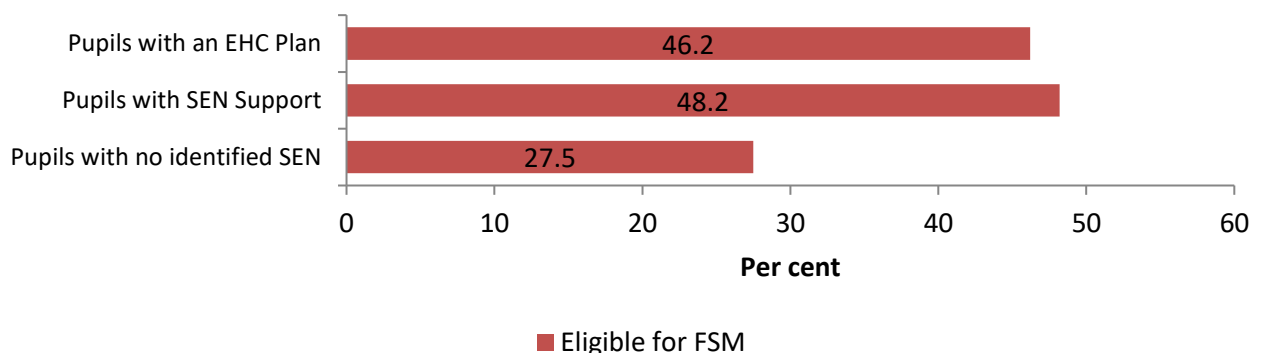


Source: Department for Education

2.4 Deprivation

Free school meal (FSM) eligibility can be used as a proxy measure of deprivation. 46% of North East Lincolnshire pupils with EHC plans, and 48% of pupils with SEN support, were eligible for free school meals during 2022/23. This is much higher than the 28% of pupils with no identified SEN who are eligible for free school meals.

Percentage of pupils eligible for free school meals, 2022/23



Source: Department for Education

3.0 Children’s social care

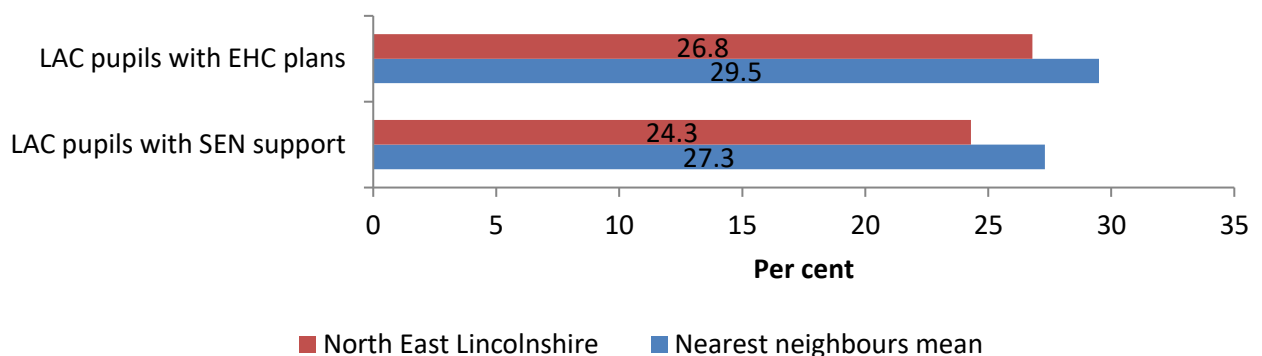
When a child is referred to children’s social care, an assessment is carried out to identify if the child is in need of services, which local authorities have an obligation to provide under section 17 of the Children Act 1989. The Disability Discrimination Act 1995 defines a disabled person as a person 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.

3.1 Children looked after (CLA)

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 the figures in this section of a ‘looked after child’ is a child who has been continuously looked after for at least 12 months up to and including 31 March 2023, which 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.

The figures for North East Lincolnshire, show that out of 313 CLA for 12 months as at 31 March 2023, 26.8% (n=84) had an EHC plan, compared to the nearest neighbour mean of 29.5% and an England figure of 30.8%. Figures also show that for North East Lincolnshire, 24.3% (n=76) of CLA were with SEN support, compared to the nearest neighbour mean of 27.3% and an England figure also of 27.3%. Overall, 51.1% (n=160) of North East Lincolnshire CLA had SEN. This is much higher than the 16.5% of North East Lincolnshire state-funded pupils with SEN according to the 2023 school census.

Percentage of LAC with EHC plans and the percentage of LAC with SEN support, 2022/23



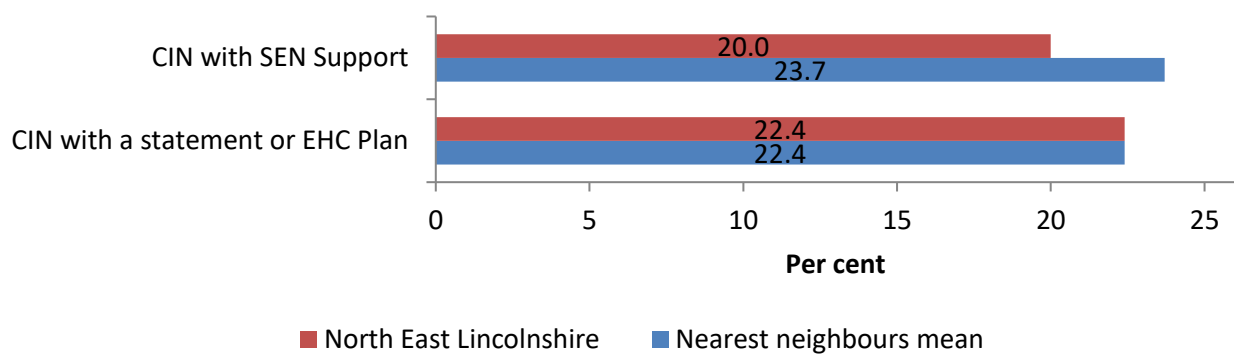
Source: Department for Education

3.2 Children in need (CIN)

Children in need are defined in law (under the Children Act 1989) 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 2022/23 show that 20.0% of children in need are on SEN support and 22.4% of children in need have an EHC plan. This compares to the nearest neighbour mean figures of 23.7% of children in need being on SEN support and 22.4% having an EHC plan.

Percentage of children in need with SEN support and the percentage of children in need with EHC plans, 2022/23

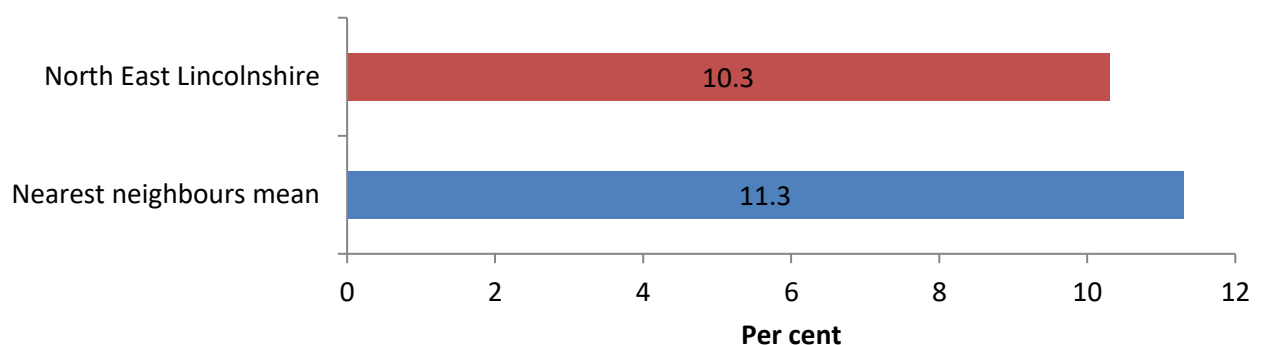


Source: Department for Education

3.2 Children with disability

Figures for North East Lincolnshire for 2022/23 show that 10.3% of school-age children in need have a disability, compared to the nearest neighbour mean of 11.3% and an England figure of 12.8%.

Percentage of CIN with a disability, 2022/23

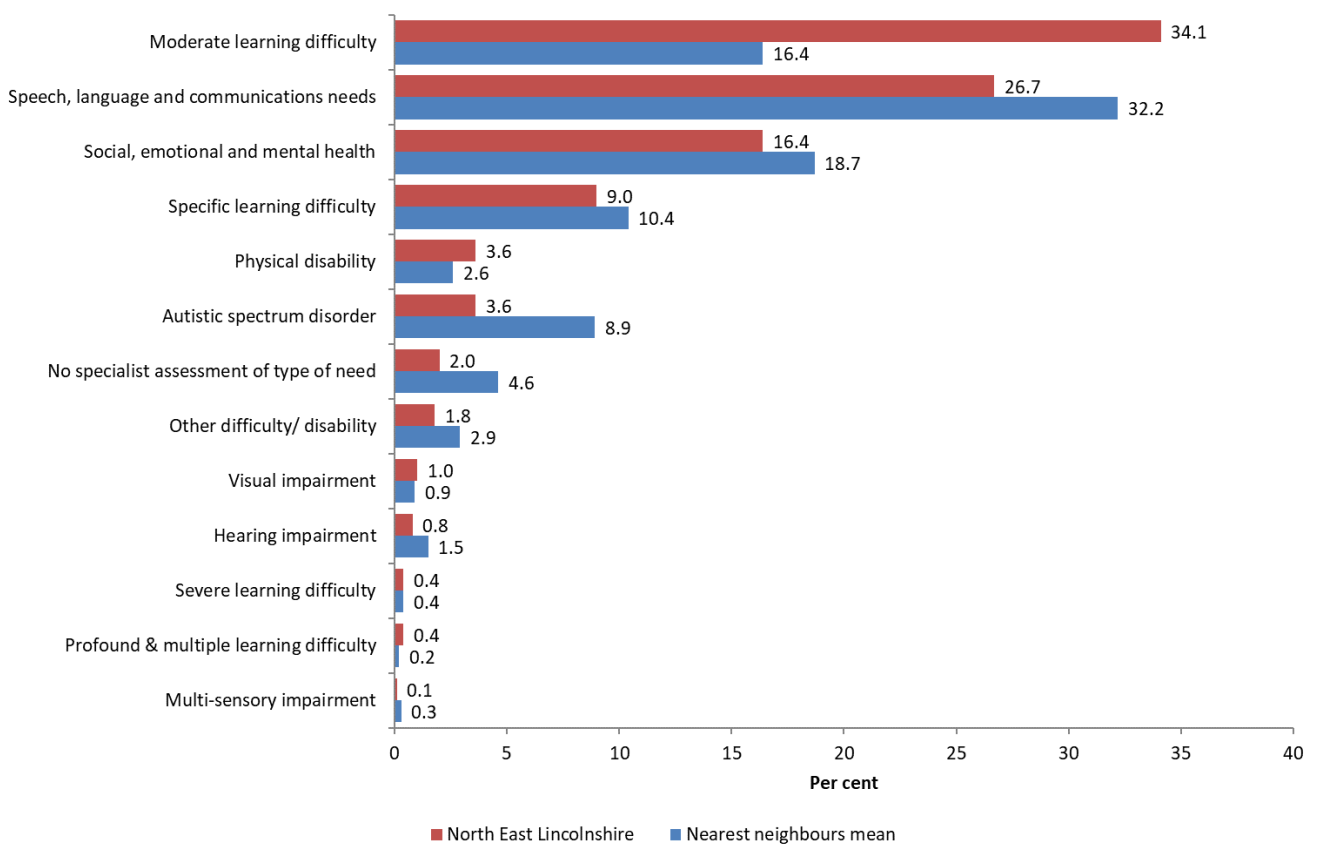


Source: Department for Education

4.0 Primary SEN

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; social, emotional and mental health; and specific learning difficulty.

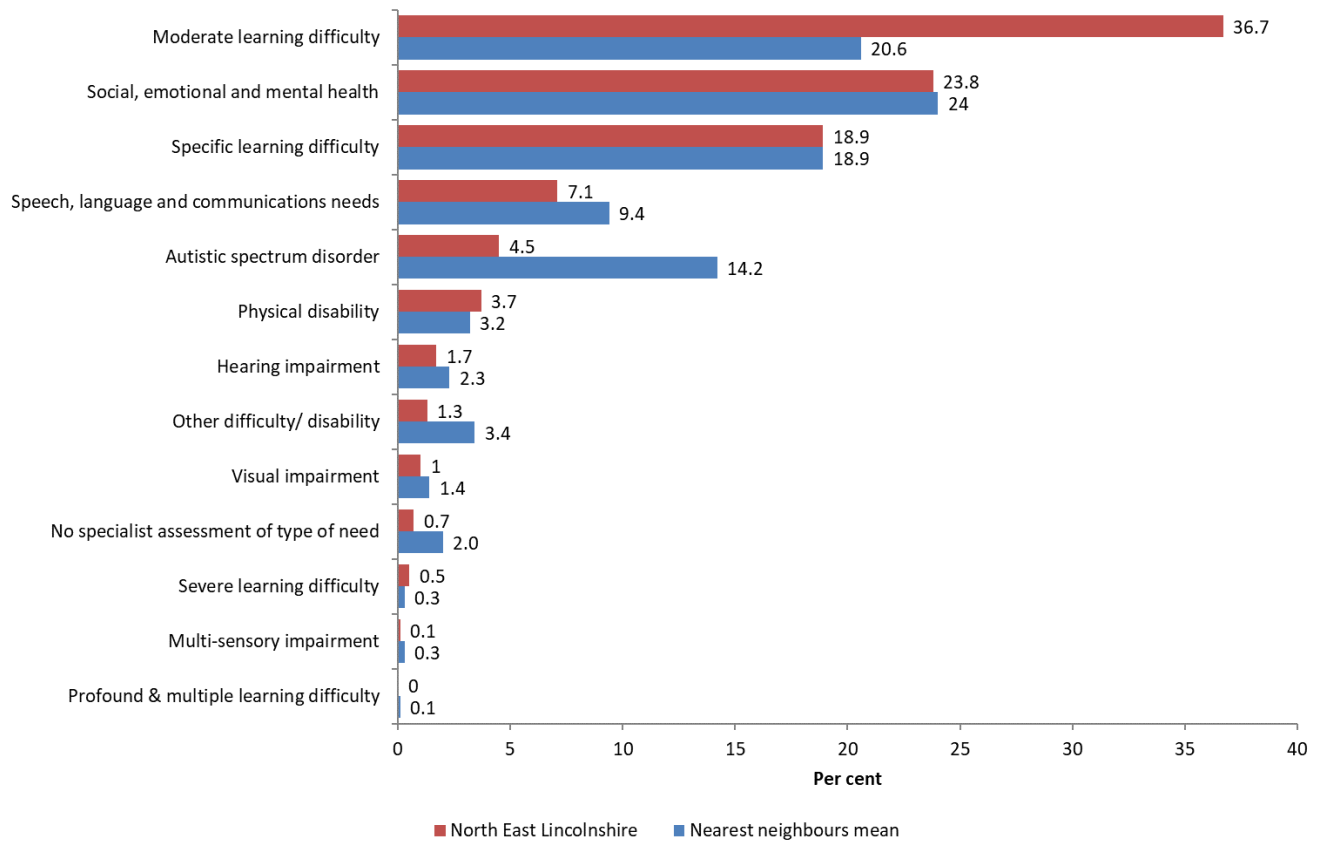
Primary need in primary schools, percentage of SEN pupils by need, 2022/23



Source: Department for Education

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

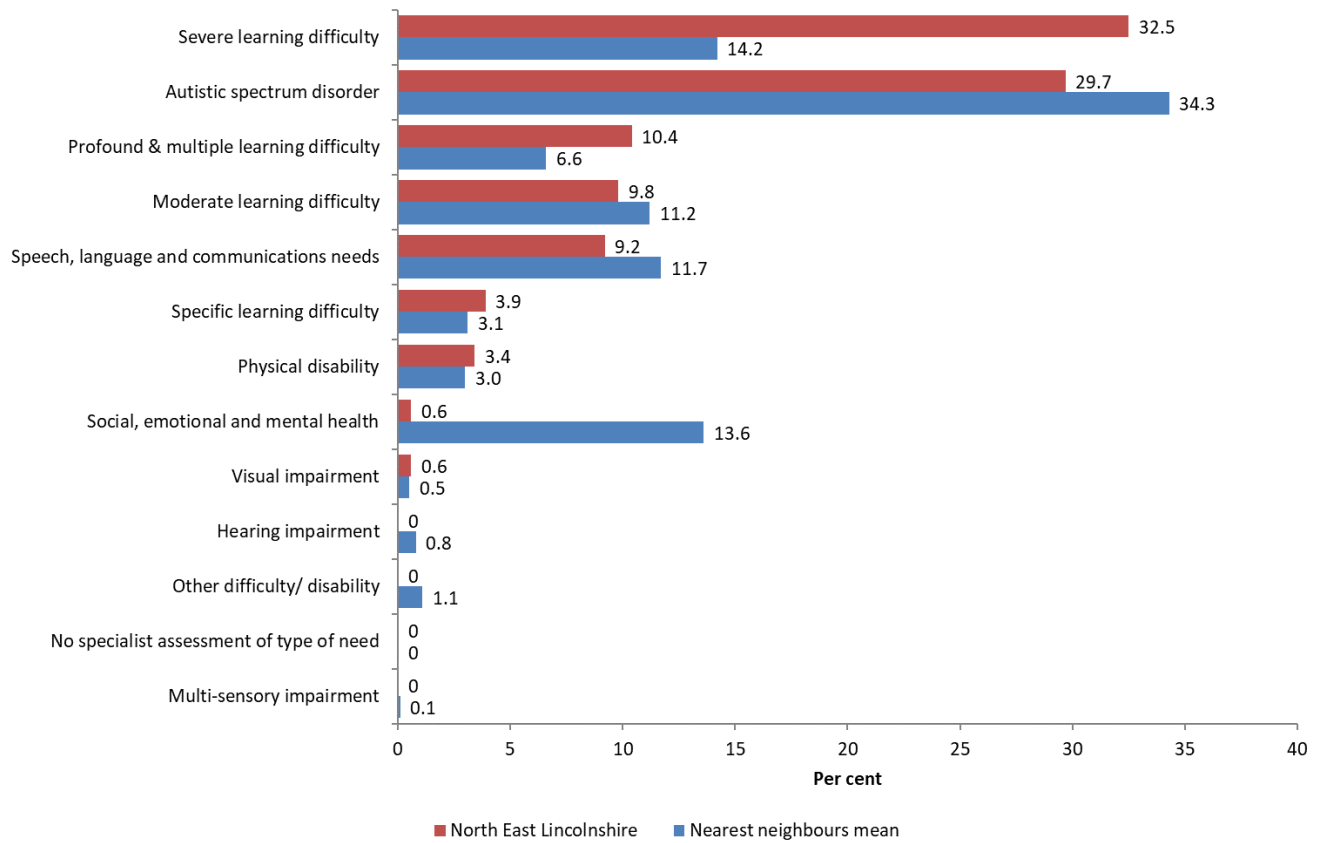
Primary need in secondary schools, percentage of SEN pupils by need, 2022/23



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 by need, 2022/23

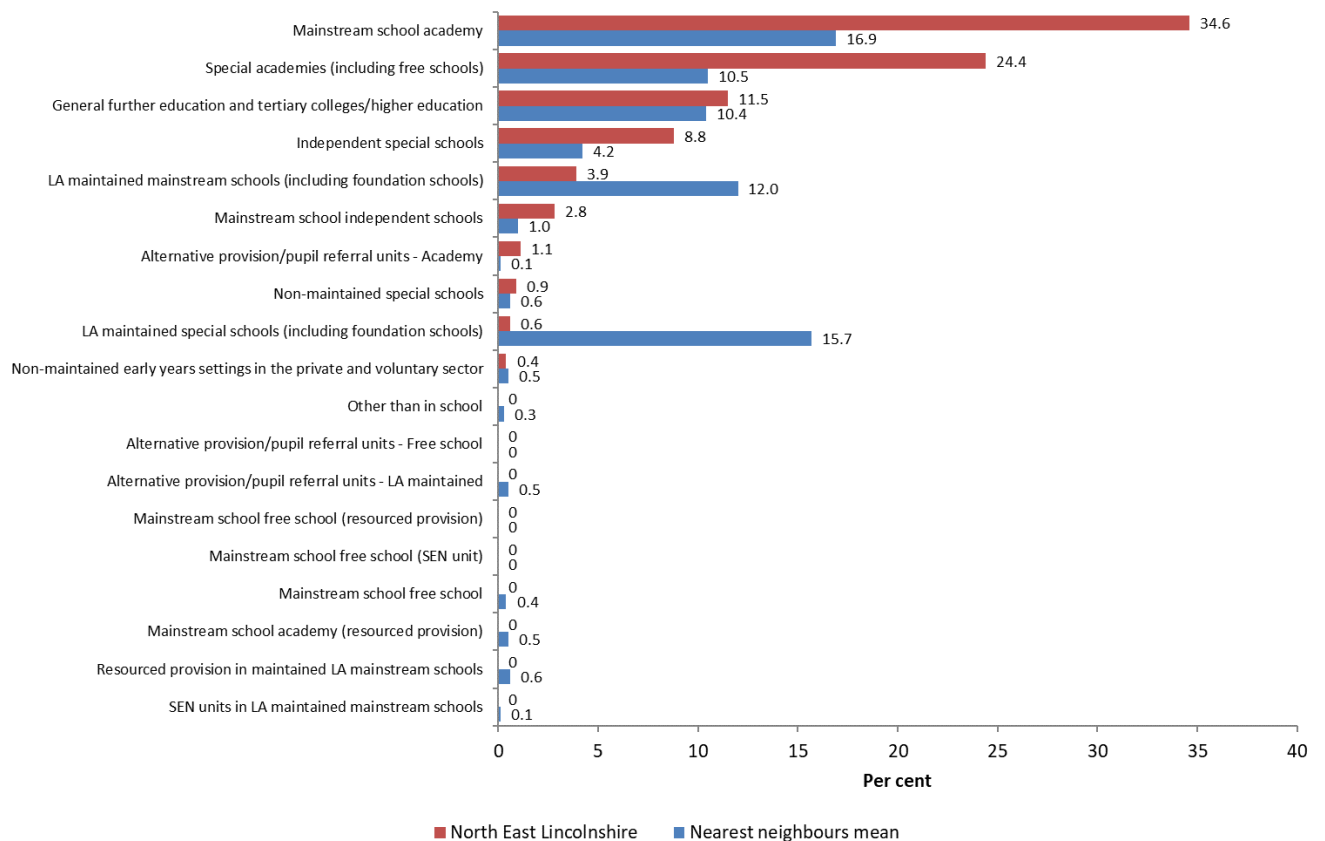


Source: Department for Education

5.0 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 2022/23 show the majority of North East Lincolnshire pupils (59%) are placed in either mainstream academies or special academies.

Placement of children and young people for whom the LA maintain an EHC plan, 2022/23

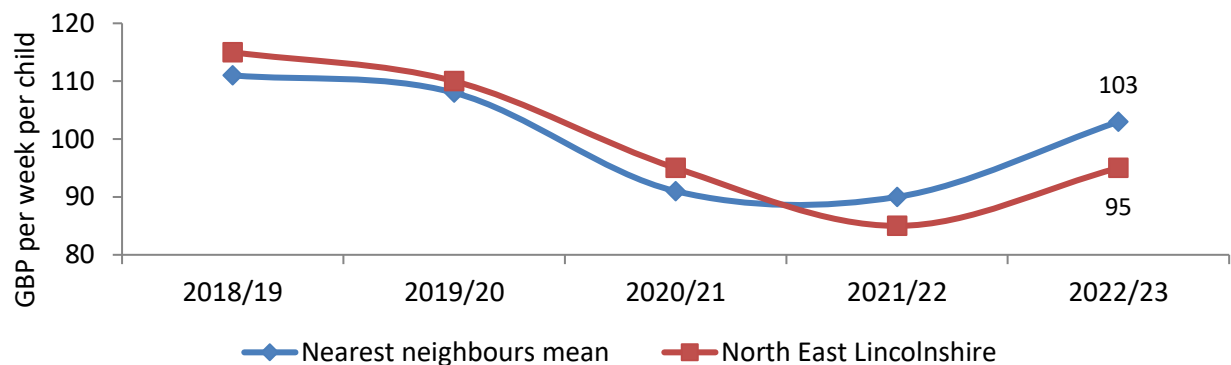


Source: Department for Education

6.0 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 EHC plans. In North East Lincolnshire for 2022/23, this figure is £95 per week per child, which is a decrease from £85 in 2021/22, and compares to the nearest neighbour mean of £103 and an England figure of £105.

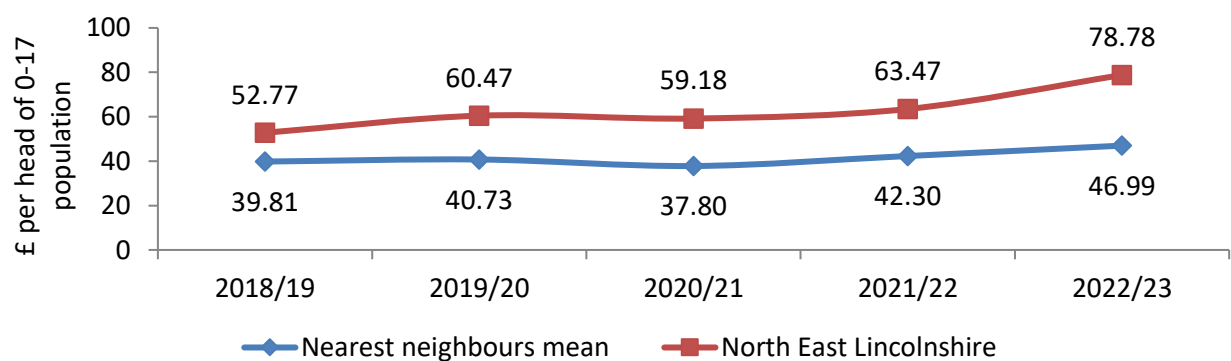
Weekly expenditure (£) per child with an EHC plan, 2018/19 to 2022/23



Source: Department for Education

Councils also provide respite for disabled children aged 0-17. In North East Lincolnshire, spend for 2022/23 was £78.78 per child; whereas the nearest neighbour mean was £46.99 per child. This figure is calculated by taking the local area's expenditure on direct payments, 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, 2018/19 to 2022/23



Source: Department for Education

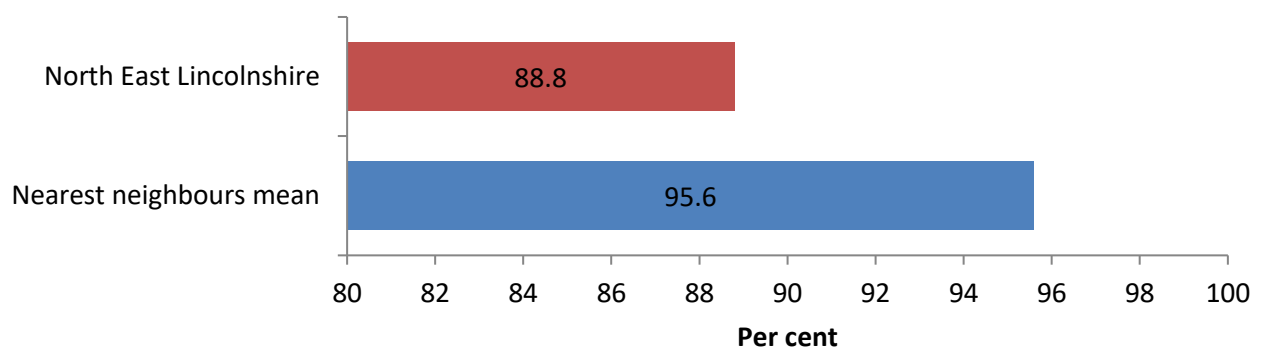
7.0 Implementation of the reforms

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 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.

Figures for 2022 show that 88.8% of children and young people assessed in North East Lincolnshire were issued with an EHC plan for the first time, compared with the nearest neighbour mean of 95.6%.

Percentage of children and young people (0-25) with statements assessed and an EHC plan issued, 2022

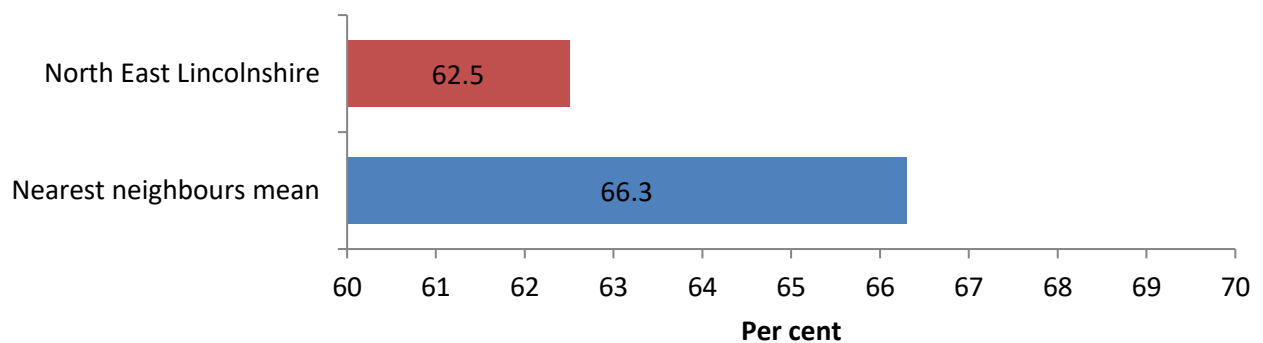


Source: Department for Education

7.1 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, 62.5% of EHC plans issued during 2022 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 66.3%.

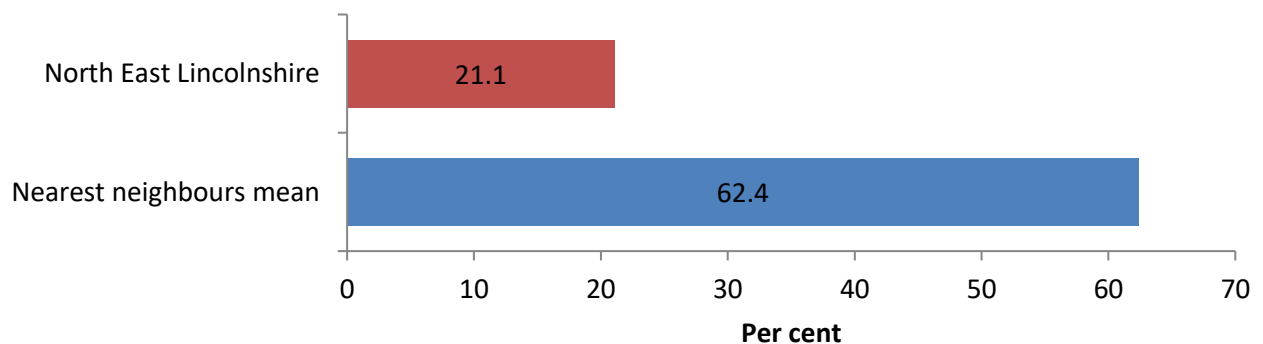
Percentage of new EHC plans issued within 20 weeks, excluding exceptions, 2022



Source: Department for Education

Including exceptions cases, 21.1% of North East Lincolnshire EHC plans were issued within 20 weeks, compared to the nearest neighbour mean of 62.4%.

Percentage of new EHC plans issued within 20 weeks, including exceptions, 2022

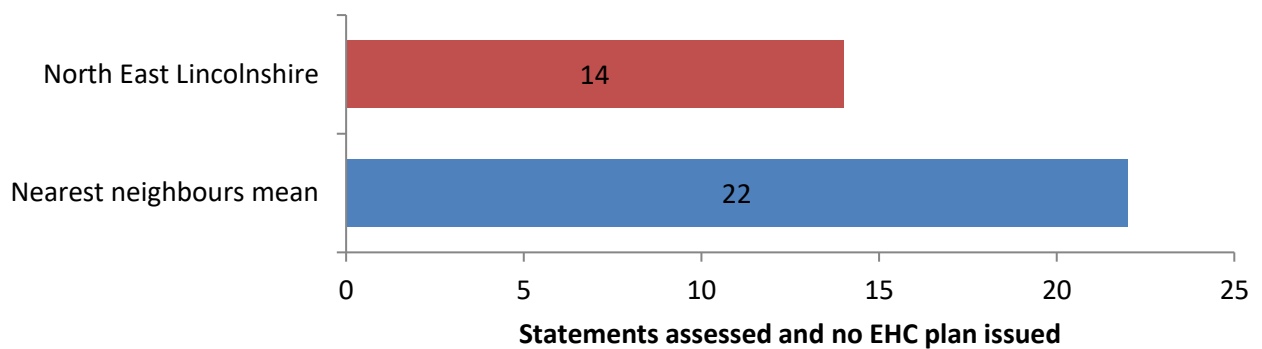


Source: Department for Education

7.2 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 has changed. 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 2022, this decision was made for 14 statements, compared to the nearest neighbour mean of 21 statements.

Number of children and young people (0-25) with statements assessed and no EHC plan issued, 2022

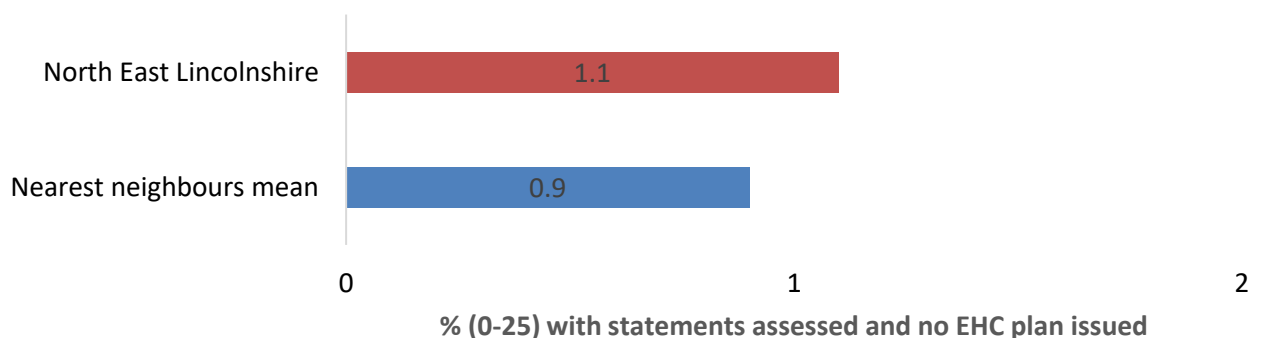


Source: Department for Education

7.3 Assessments 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 2022, 1.1% of children and young people assessed were not issued an EHC plan, compared to the nearest neighbour mean of 0.9%.

Percentage of children and young people (0-25) with statements assessed and EHC plan issued, 2022

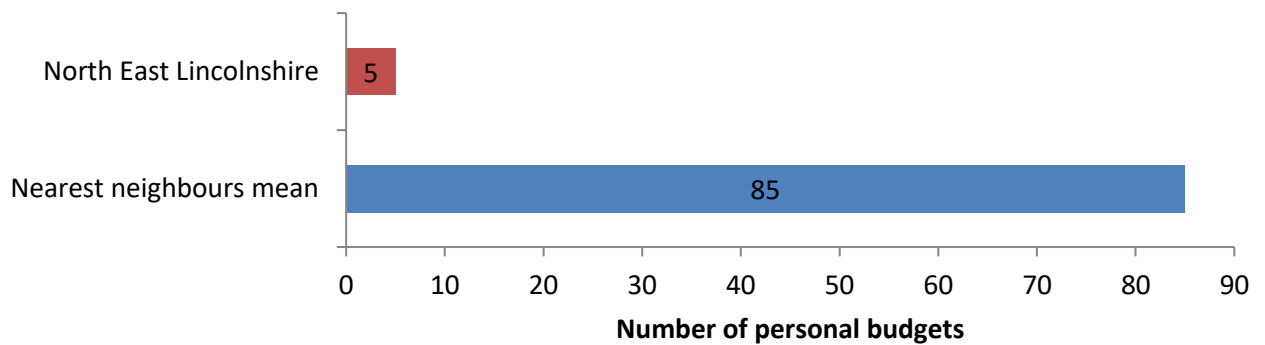


Source: Department for Education

7.4 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 2022/23, 5 people took up personal budgets, compared to the nearest neighbour mean of 85 people.

Number of personal budgets taken up for EHC plans issued and transferred or reviewed, 2022/23



Source: Department for Education

8.0 Early years

Early years education refers to the first years of children's education, specifically the years up to the age of 5 years. Early years education takes place in a variety of settings including state-funded nursery schools, nursery classes and reception classes within state-funded primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries or childminders.

15-hour entitlement

All 3 and 4-year-olds, and eligible disadvantaged 2-year-olds, are entitled to 570 hours of government-funded early years provision a year. This is typically taken as 15 hours a week over 38 weeks of the year (though it is also possible to take fewer hours over more weeks), and it is referred to in these statistics as the 15-hour entitlement.

The 15-hour entitlement for all 3 and 4 year olds is commonly referred to as the 'universal entitlement' or '15 hours free childcare' and aims to support child development and school readiness. Children (mainly 4-year olds) in a state-funded reception class are considered to be registered for the 15-hour entitlement.

There are a number of reasons for 2 year olds to be eligible for the 15-hour entitlement, one of which is if they have an EHC plan.

30-hour entitlement

Children aged 3 and 4 with eligible working parents are entitled to an additional 570 hours, taking their total entitlement to 1,140 hours a year. This is typically taken as 30 hours a week over 38 weeks of the year (though it is also possible to take fewer hours over more weeks) and is referred to in these statistics as the 30-hour entitlement.

The 30-hour entitlement is commonly referred to as the 'extended entitlement' or '30 hours free childcare' and aims to support working parents.

The figures below regard government funded early years provision for children aged 2 to 4 years in state funded schools (including nurseries), and in private, voluntary, and independent (PVI) providers (including childminders) in England.

The information is based on data collected via the early years census (PVI providers), school census (schools), and school level annual school census (general hospital schools), with all state funded schools and all PVI providers that receive government funding being required to make a statutory return. Census week takes place during January each year. The figures include the number of children registered for government funded early years provision by age, entitlement type, and SEN provision. Note that data collected in 2021 (and to a lesser extent 2022) was affected by the impact of COVID-19 on providers and parents.

The additional 15 hours of the 30-hour entitlement for eligible children is reported separately to the universal 15-hour entitlement due to the way the data is collected and eligibility is checked.

15-hour entitlement – 2, 3, and 4 year old children benefitting from funded early years education by SEN provision

Age	Area	Measure	2018	2019	2020	2021	2022	2023
2 years	England	SEN %	3.1%	3.2%	3.5%	3.5%	4.1%	4.9%
2 years	Y&H	SEN %	2.5%	2.5%	2.9%	2.7%	4.0%	4.8%
2 years	NEL	SEN %	1.8%	2.5%	2.6%	0.9%	3.3%	1.7%
2 years	NEL	Total no	706	643	579	545	605	602
2 years	NEL	SEN no	13	16	15	5	20	10
2 years	NEL	No SEN no	693	627	564	540	585	592
3 and 4 years	England	SEN %	6.3%	6.3%	6.6%	6.3%	7.0%	8.0%
3 and 4 years	Y&H	SEN %	6.4%	6.6%	6.7%	6.2%	7.2%	8.6%
3 and 4 years	NEL	SEN %	5.0%	4.3%	4.7%	4.9%	5.0%	6.2%
3 and 4 years	NEL	Total no	3813	3814	3726	3460	3468	3307
3 and 4 years	NEL	SEN no	191	165	174	170	174	204
3 and 4 years	NEL	No SEN no	3622	3649	3552	3290	3294	3103

Source: Department for Education

30-hour entitlement – 3 and 4 year old children benefitting from extended funded early years education by SEN provision

Age	Area	Measure	2018	2019	2020	2021	2022	2023
3 and 4 years	England	SEN %	2.6%	2.8%	3.0%	2.8%	3.3%	4.1%
3 and 4 years	Y&H	SEN %	2.4%	2.6%	2.8%	2.5%	3.1%	4.3%
3 and 4 years	NEL	SEN %	1.6%	2.0%	2.3%	1.6%	1.5%	3.2%
3 and 4 years	NEL	Total no	741	869	908	865	965	1021
3 and 4 years	NEL	SEN no	12	17	21	14	14	33
3 and 4 years	NEL	No SEN no	729	852	887	851	951	988

Source: Department for Education

Of 602 North East Lincolnshire 2 year olds who benefited from funded early education in 2023, 1.7% (n=10) were with SEN. This is a lower percentage of 2 year olds with SEN than for both the Yorkshire and the Humber (4.8%) and for England overall (4.9%).

Of 3,307 North East Lincolnshire 3 and 4 year olds who benefited from funded early education in 2023, 6.2% (n=204) were with SEN. This is a lower percentage of 3 and 4 year olds with SEN than for both the Yorkshire and the Humber (8.6%) and for England overall (8.0%).

Of 869 North East Lincolnshire 3 and 4 year olds who benefited from extended funded early education in 2023, 3.2% (n=33) were with SEN. This is a lower percentage of 3 and 4 year olds with SEN than for both the Yorkshire and the Humber (4.3%) and for England overall (4.1%).

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.

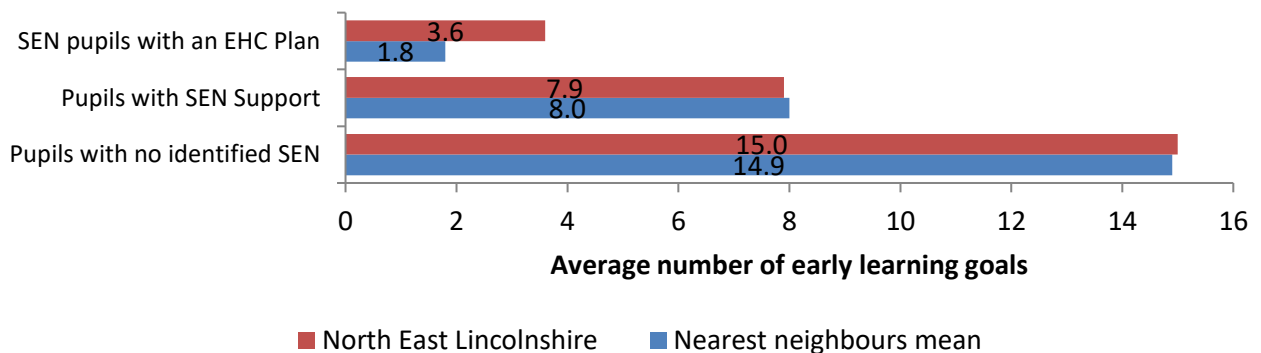
9.0 Attainment of pupils with SEN

9.1 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 profile introduced in 2012/13 and revised significantly in 2021/22, assesses children in 7 areas of learning, covering 17 early learning goals (ELGs). A child is rated as either at the 'emerging' or the 'expected' level. Meeting the 'expected' standard scores 1, therefore since there are 17 ELGs, the maximum possible attainment score is 17 points.

The chart below shows the average EYFSP score achieved by pupils with EHC plans, pupils on SEN support and pupils without SEN. The top set of bars show that pupils with EHC plans in North East Lincolnshire achieve an average score of 3.6, compared to the nearest neighbour mean of 1.8. The middle set of bars show that pupils on SEN support in North East Lincolnshire achieve an average score of 7.9, compared to the nearest neighbour mean of 8.0. The bottom set of bars show that pupils without SEN in North East Lincolnshire achieve an average score of 15.0, compared to the nearest neighbour mean of 14.9.

Average number of early learning goals at expected level per child at foundation stage, 2022/23

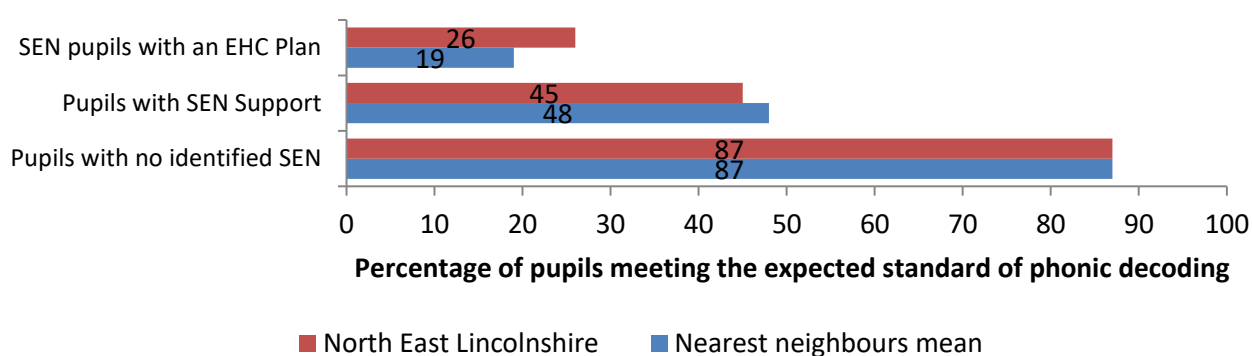


Source: Department for Education

9.2 Phonics

The phonics approach teaches children to decode words by sound, rather than recognising whole words. The phonics screening check in Year 1 is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. Figures for 2022/23 show that 26% of pupils with EHC plans in North East Lincolnshire are meeting the standard of phonic decoding, compared to the nearest neighbour mean 19%. 45% of pupils with SEN support in North East Lincolnshire are meeting the expected standard, compared to the nearest neighbour mean of 48%. Further comparisons show that 87% of pupils without SEN in North East Lincolnshire meet the standard, which is the same as the nearest neighbour mean.

Percentage of pupils meeting the expected standard of phonic decoding, 2022/23



Source: Department for Education

9.3 Key stage 1

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.

Key stage 1 (children aged 7 in Year 2) results for meeting the expected standard in reading, show that North East Lincolnshire performance is on a par with the Yorkshire and the Humber region but a little lower when compared to England overall. There is a stark inequality by SEN status, with only 21% of local pupils with SEN meeting the expected standard, compared to 76% without SEN. Whilst there is also an inequality at a national level, the local SEN inequality gap is wider. Similar inequalities exist for key stage 1 standards in writing and maths.

Percentage of key stage 1 pupils meeting the expected standard in reading

	2021/22	2022/23	2022/23	
			SEN	No SEN
England	67%	68%	28%	77%
Yorkshire and the Humber	65%	66%	26%	74%
North East Lincolnshire	67%	66%	21%	76%

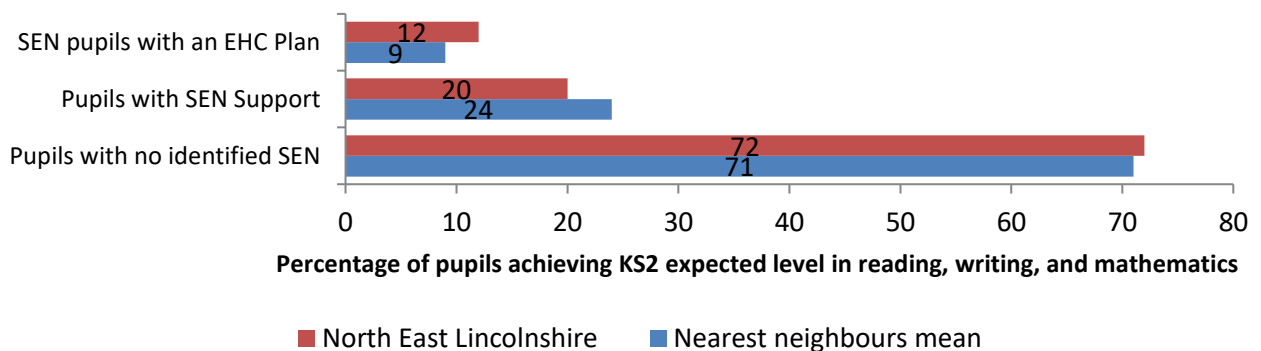
Source: Department for Education

9.4 Key Stage 2

All children in state funded primary schools are required to take part in key stage 2 (children aged 11 in Year 6) national curriculum assessments before they move to secondary school.

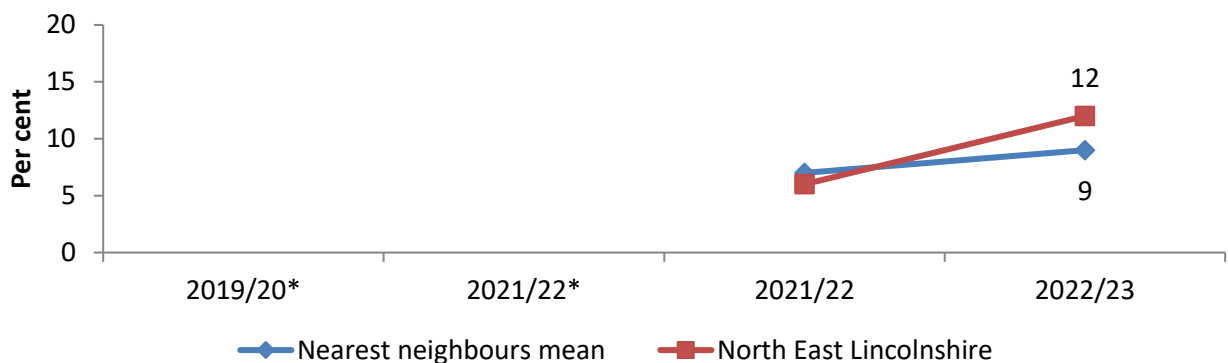
Figures for North East Lincolnshire for 2022/23 show that 12% of pupils with EHC plans and 20% of pupils on SEN support achieve at least the expected level in reading, writing and mathematics at KS2. Attainment of pupils with EHC plans has increased from 6% in 2021/22, whilst attainment of pupils with SEN support has decreased from 23%. The 2022/23 figures compare to the nearest neighbour means of 9% for pupils with EHC plans, and 24% for pupils on SEN support. Note that trend figures are not available for 2019/20 or 2021/22 due to KS2 assessments being cancelled due to the COVID-19 pandemic.

Percentage of pupils with an EHC plan, SEN support, and no identified SEN, reaching at least the expected level at KS2 in reading, writing, and mathematics, 2022/23



Source: Department for Education

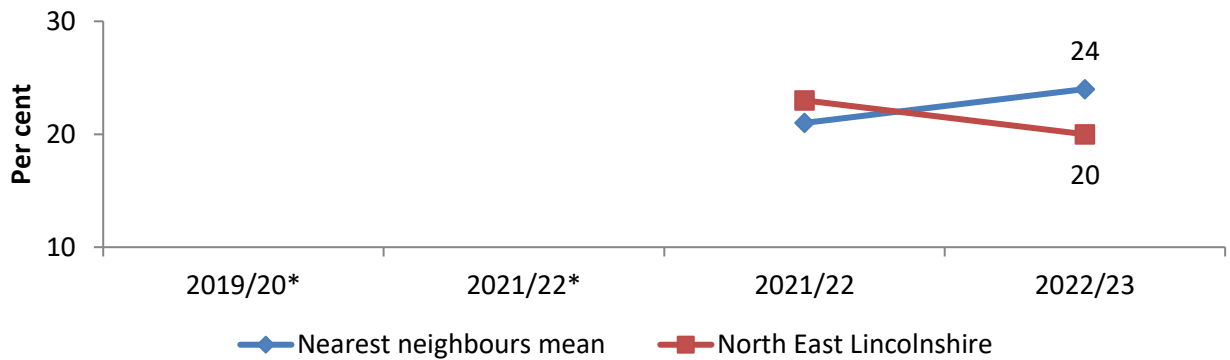
Percentage of pupils with EHC plans attaining at least the expected level at KS2 in reading, writing, and mathematics, 2019/20 to 2022/23



* Data is not available as assessments were cancelled due the COVID-19 pandemic

Source: Department for Education

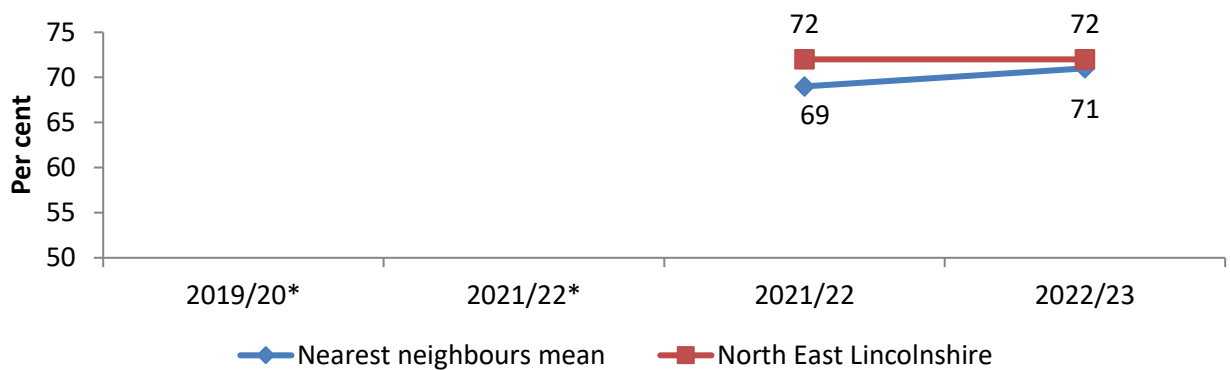
Percentage of pupils with SEN support attaining at least the expected level at KS2 in reading, writing, and mathematics, 2019/20 to 2022/23



* Data is not available as assessments were cancelled due the COVID-19 pandemic
Source: Department for Education

In comparison the chart below shows attainment for children with no SEN, which stands at 72% in North East Lincolnshire and at 71% for our nearest neighbour mean.

Percentage of pupils with no identified SEN attaining at least the expected level at KS2 in reading, writing, and mathematics, 2019/20 to 2022/23



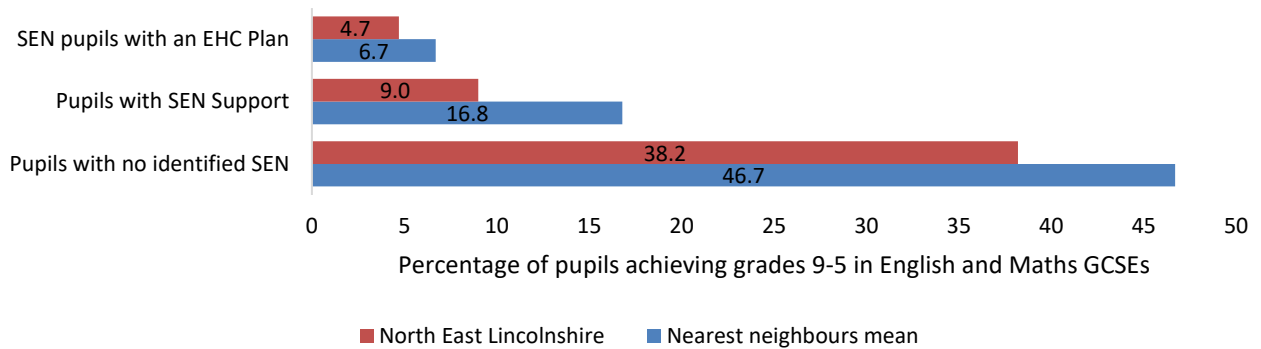
* Data is not available as assessments were cancelled due the COVID-19 pandemic
Source: Department for Education

9.5 Key Stage 4 (GCSE)

There is a strong association between qualifications and future employment. Children with SEN are more likely to leave school with lower literacy and numeracy skills, fewer qualifications, and to be excluded from school than children with no identified SEN. Children with lower educational attainment are more likely to experience poorer health as adults. Education increases self-esteem and confidence, employment and life opportunities.

Local attainment at key stage 4 (children aged 16 in Year 11) is lower than that for England overall. Overall, 4.7% of pupils with EHC plans and 9.0% 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 6.7% for pupils with EHC plans, and 16.8% for pupils on SEN support. For comparison, of pupils with no SEN, 38.2% in North East Lincolnshire achieve grades 9-5 in English and maths at KS4, with a nearest neighbour mean of 46.7%

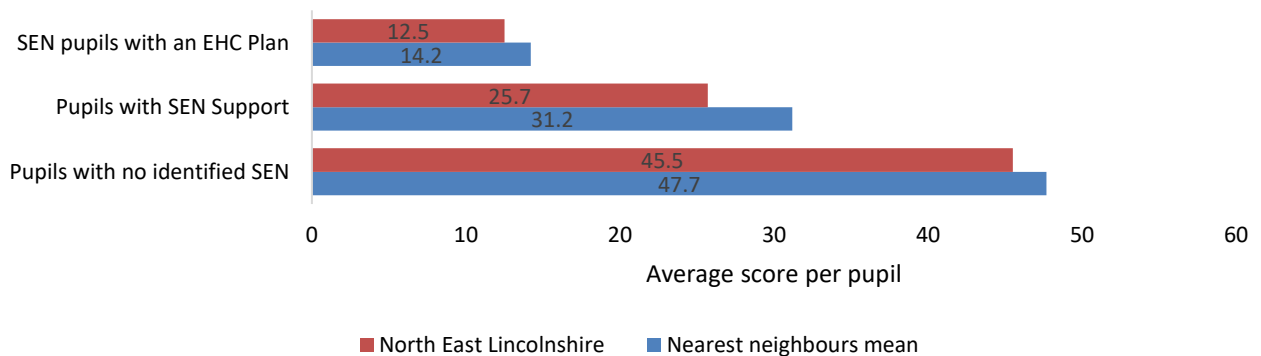
Percentage of pupils achieving grades 9-5 in English and Maths GCSEs, 2022/23



Source: Department for Education

The average attainment 8 score for North East Lincolnshire pupils with EHC plans was 12.5 and 25.7 for pupils on SEN support. This compares to the nearest neighbour means of 14.2 for pupils with EHC plans, and 31.2 for pupils on SEN support. For comparison, the average attainment 8 score of pupils with no SEN was 45.5 in North East Lincolnshire, with a nearest neighbour mean of 47.7%.

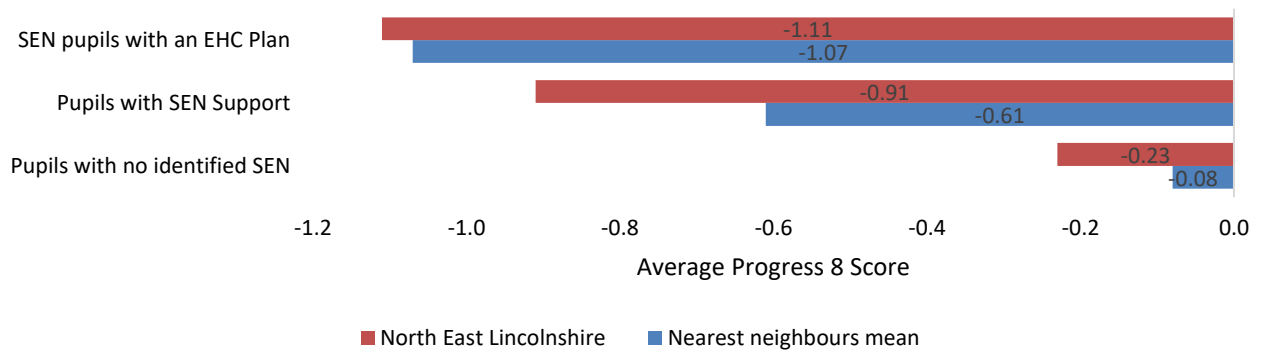
Average Attainment 8 Score, 2022/23



Source: Department for Education

The progress 8 score for North East Lincolnshire pupils with EHC plans was -1.11 score and -0.91 for pupils on SEN support. This compares to the nearest neighbour means of -1.07% for pupils with EHC plans, and -0.61% for pupils on SEN support. For comparison, the attainment 8 score of pupils with no SEN was -0.23 in North East Lincolnshire, with a nearest neighbour mean of -0.08%.

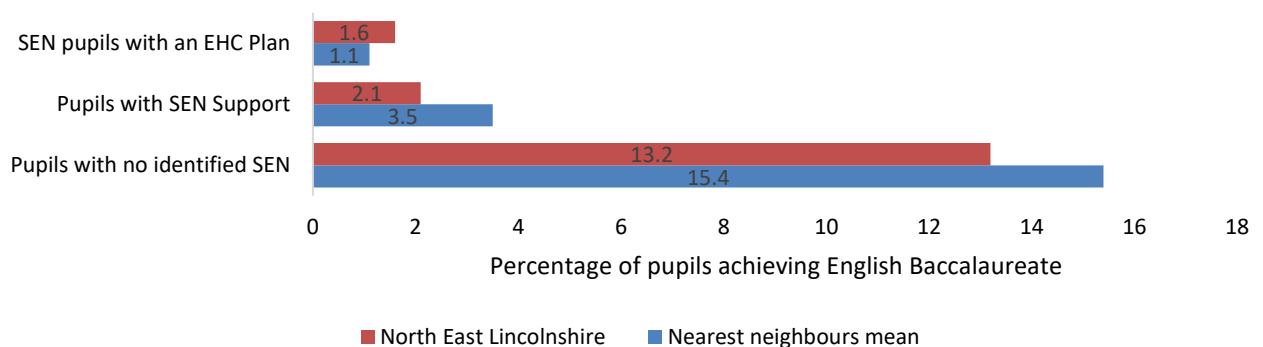
Average Progress 8 Score, 2022/23



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. 1.6% of North East Lincolnshire pupils with EHC plans and 2.1% of pupils on SEN support achieve the EBacc at KS4. This compares to the nearest neighbour means of 1.1% for pupils with EHC plans, and 3.5% for pupils on SEN support. For comparison, the percentage of pupils achieving the English Baccalaureate with no SEN was 13.2% in North East Lincolnshire, with a nearest neighbour mean of 15.4%.

Percentage of pupils achieving the English Baccalaureate, 2022/23



Source: Department for Education

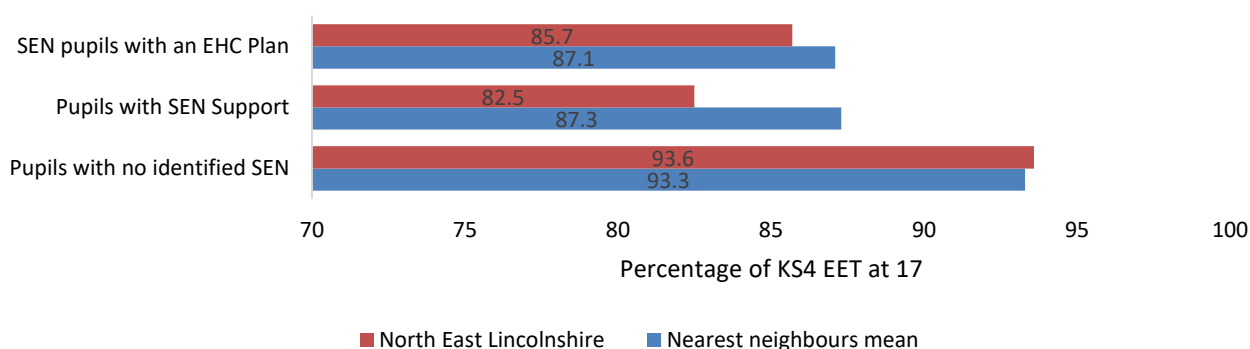
10.0 Preparation for adulthood

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.

10.1 Key Stage 4 EET at 17

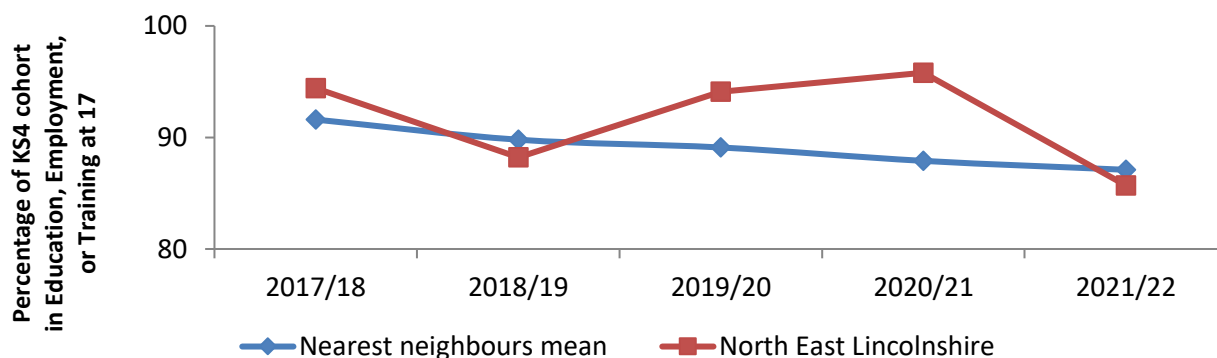
The three charts below shows the percentage of the Key stage 4 cohort in a sustained education, employment or training (EET) destination at age 17 and split by SEN status. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4. In North East Lincolnshire, 85.7% of the KS4 cohort with an EHC plan were in education, employment or training at 17, this compares to the previous period of 95.8% and the nearest neighbour mean of 87.1%. Of those with SEN support in North East Lincolnshire, 82.5% were in education, employment or training at 17, compared with a nearest neighbour mean 87.3%.

Percentage of KS4 cohort in Education, Employment or Training at 17, 2021/22



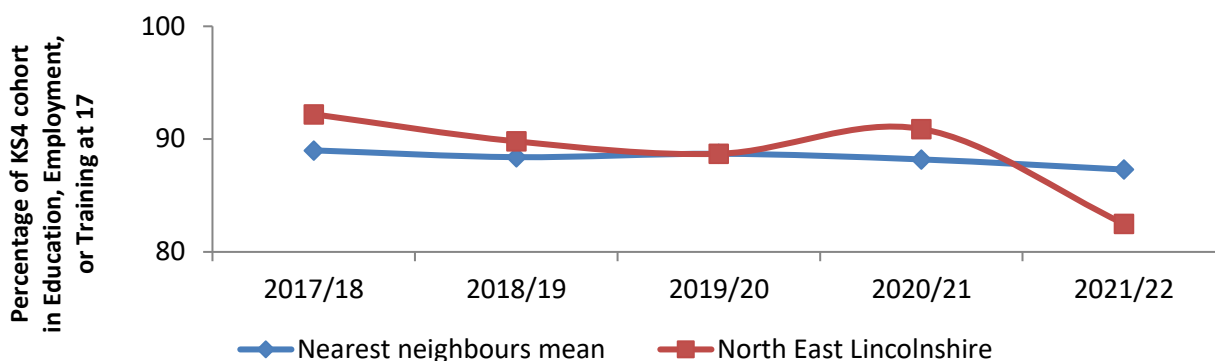
Source: Department for Education

Percentage of KS4 cohort with an EHC plan in Education, Employment or Training at 17, 2017/18 to 2021/18



Source: Department for Education

Percentage of KS4 cohort with SEN support in Education, Employment or Training at 17, 2017/18 to 2021/22



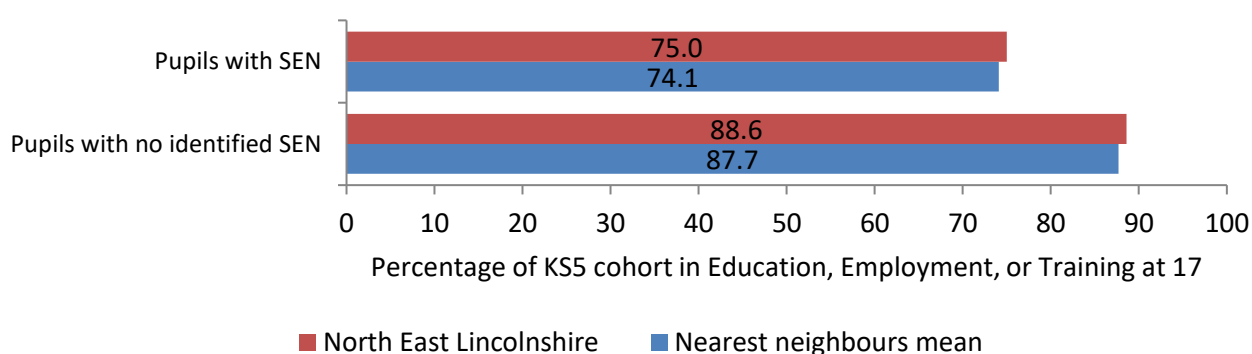
Source: Department for Education

10.2 Key Stage 5

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.

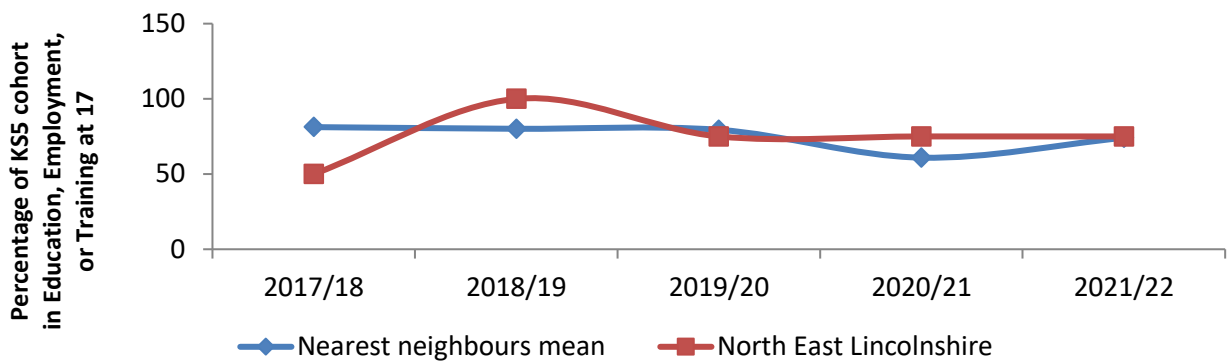
Key Stage 5 is the period of education covering pupils aged 16-18 years. The chart below shows the percentage of the KS5 SEND cohort in a sustained education, employment or training destination in the first two terms of the year after they completed A level or other level 3 qualifications. This was 75.0% of the North East Lincolnshire cohort for the period 2021/22 which is the same as for 2020/21, with the nearest neighbour mean being 74.1%.

Percentage of KS5 cohort in Education, Employment or Training at 17, 2021/22



Source: Department for Education

Percentage of KS5 cohort with SEN in Education, Employment or Training at 17, 2017/18 to 2021/22



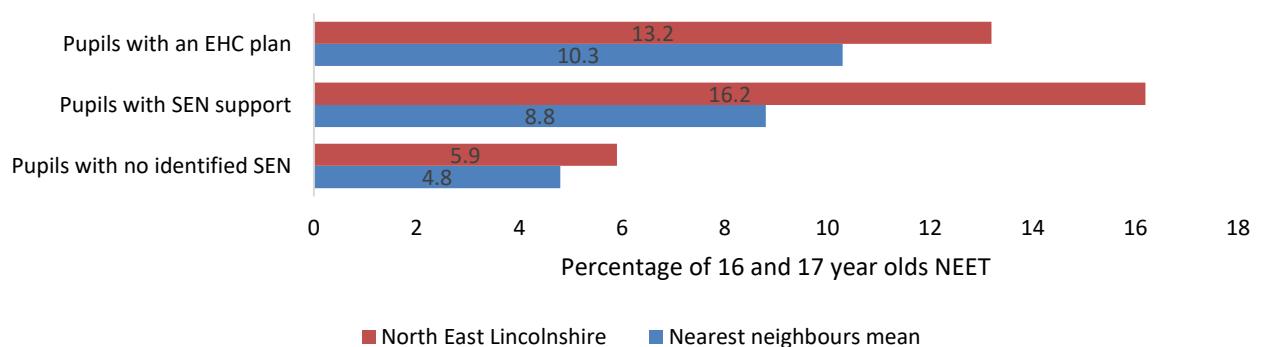
Source: Department for Education

10.3 NEET (Not in Education, Employment or Training)

Young people who are not engaged in education, employment or training are at greater risk of a range of negative outcomes. The DfE reports 16 and 17 year olds recorded as NEET known to the local authority. This may include where their activity is not known. Young offenders in custody are excluded. The annual figure is made from an average of December, January and February.

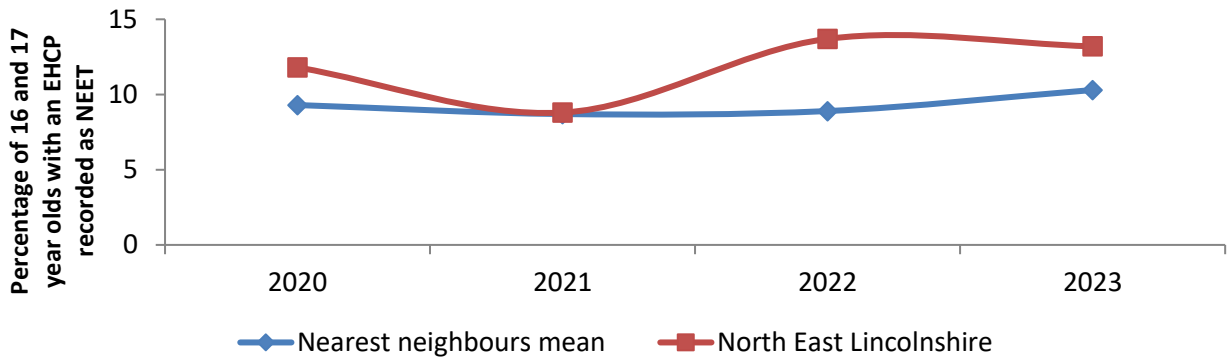
The percentage of North East Lincolnshire 16 and 17 year olds with an EHC plan recorded as NEET for 2023 is 13.2%, which compares to 13.7% for 2022, and a nearest neighbour mean of 10.3%. The percentage of North East Lincolnshire 16 and 17 year olds with SEN support recorded as NEET for 2023 is 16.2%, which compares to 14.7% for 2022, and a nearest neighbour mean of 8.8%. For those without SEN and recorded as NEET, for North East Lincolnshire for 2023, this was 5.9%, which compares to 5.1% for 2022 and a nearest neighbour mean of 4.8%.

Percentage of 16 and 17 year olds Not in Education, Employment or Training, 2023



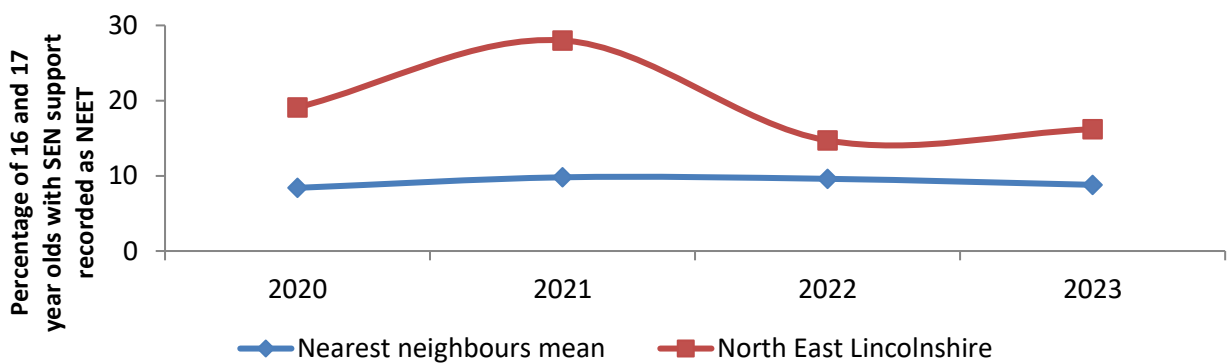
Source: Department for Education

Percentage of 16 and 17 year olds with an EHCP plan Not in Education, Employment or Training, or their activity not known, 2020 to 2023



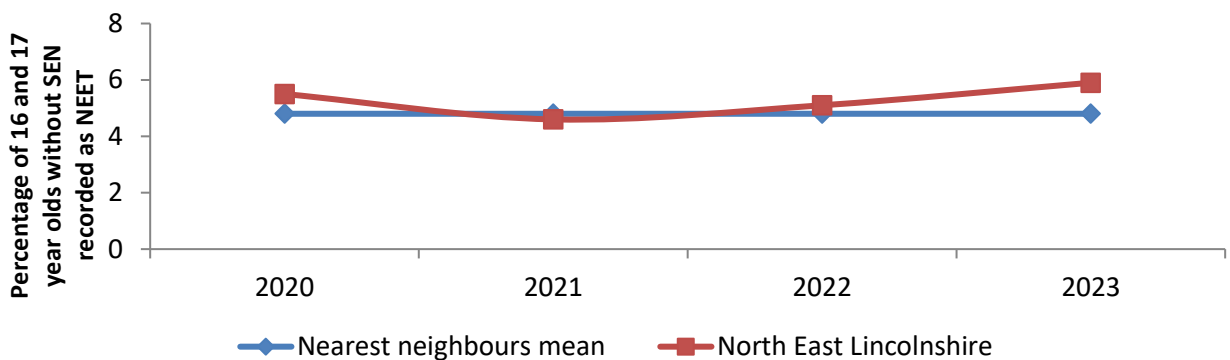
Source: Department for Education

Percentage of 16 and 17 year olds with SEN support Not in Education, Employment or Training, or their activity not known, 2020 to 2023



Source: Department for Education

Percentage of 16 and 17 year olds without SEN Not in Education, Employment or Training, or their activity not known, 2020 to 2023

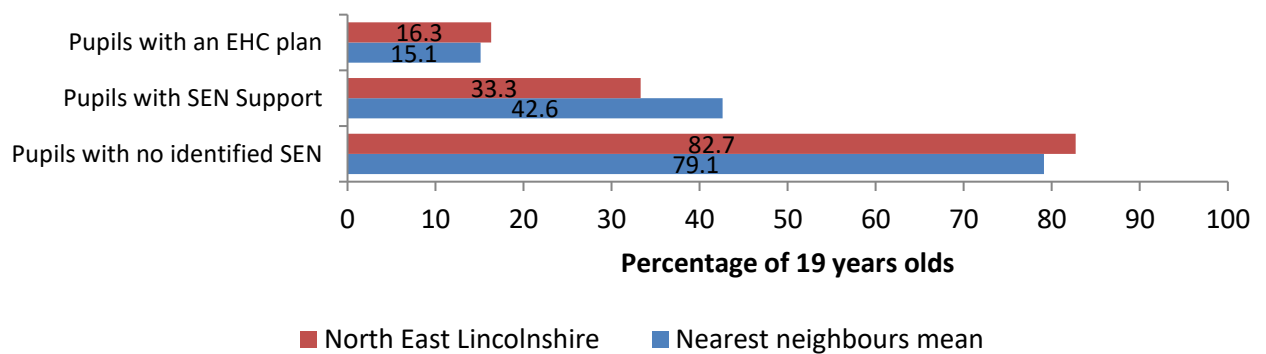


Source: Department for Education

10.4 Level 2 qualified at 19

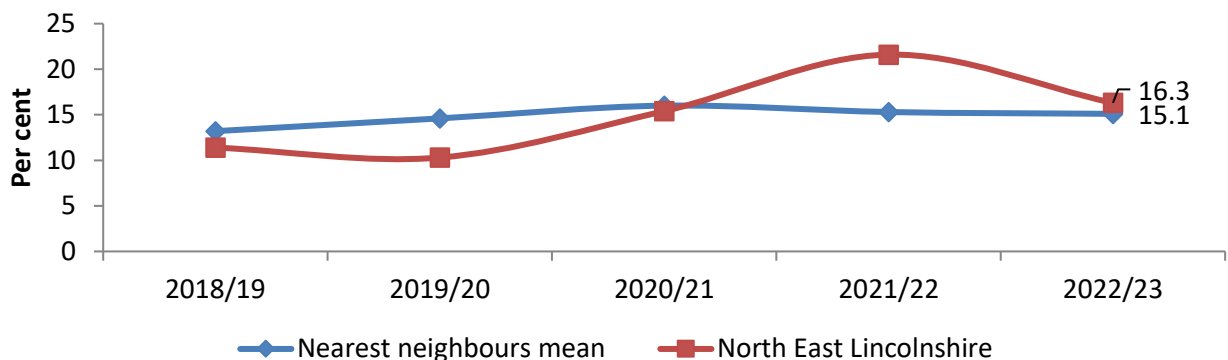
Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or a Level 2 vocational qualification of equivalent size. The following chart shows that the percentage of the SEN support cohort studying in North East Lincolnshire at the age of 16 (academic age 15) who attain a Level 2 qualification, including English and Maths, by the age of 19, is 33.3%, compared to the nearest neighbour mean of 42.6%. For those with an EHC plan, 16.3% attained a Level 2 qualification including English and Maths in North East Lincolnshire, compared to the nearest neighbour mean of 15.1%.

Percentage of 19 year olds qualified to level 2 including English and Maths, 2022/23



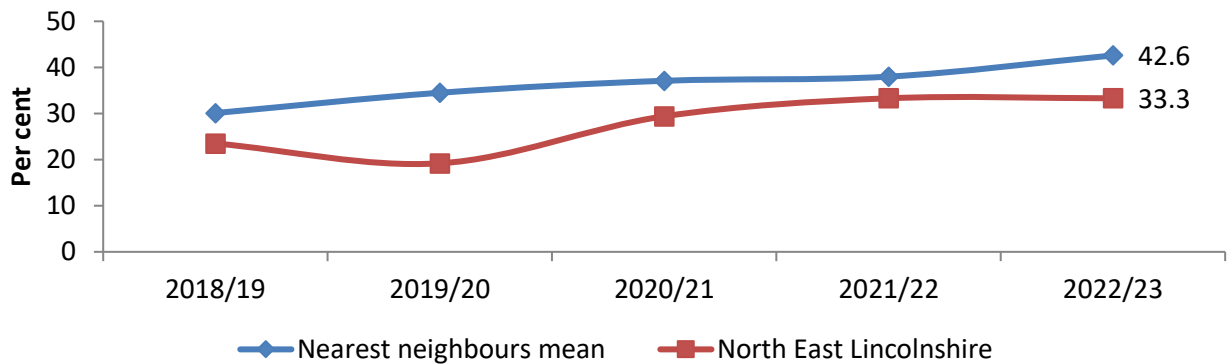
Source: Department for Education

Percentage of 19 years olds with an EHC plan qualified to level 2 including English and Maths, 2018/19 to 2022/23



Source: Department for Education

Percentage of 19 years olds with SEN support qualified to level 2 including English and Maths, 2018/19 to 2022/23

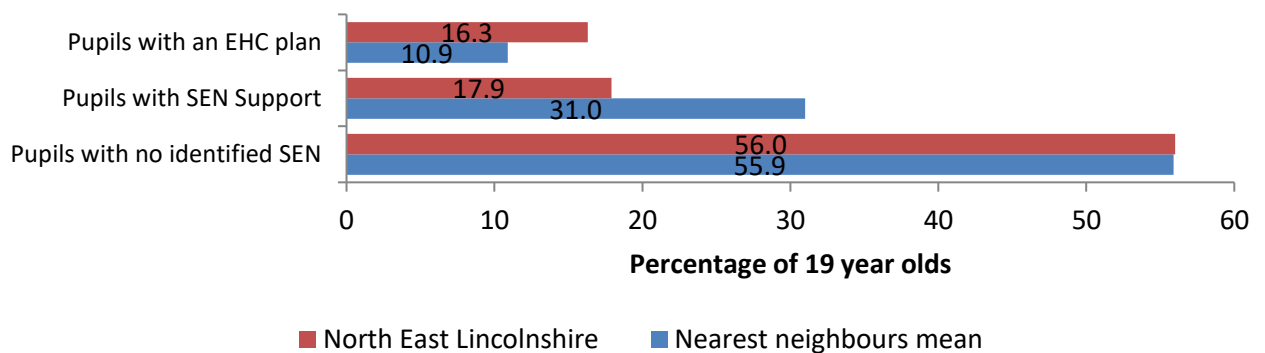


Source: Department for Education

10.5 Level 3 qualified at 19

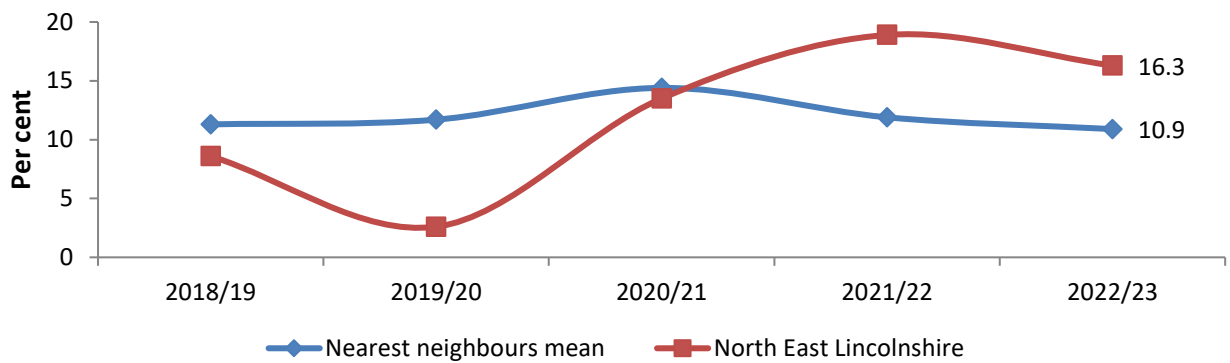
Attainment of Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications. The following chart shows that the percentage of those on SEN support studying in North East Lincolnshire at the age of 16 (academic age 15) who attain a level 3 by the age of 19 is 17.9%. For those with an EHC plan the figure is 16.3%.

Percentage of 19 year olds qualified to level 3, 2022/23



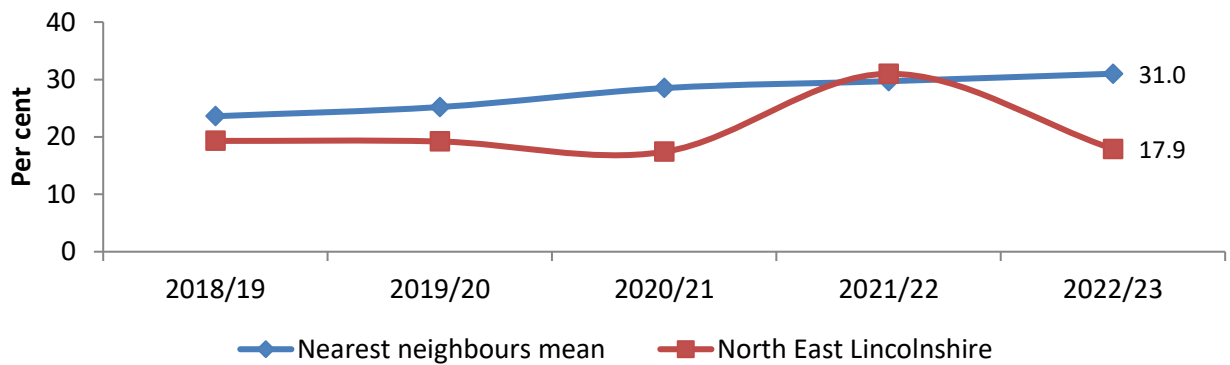
Source: Department for Education

Percentage of 19 years olds with an EHC plan qualified to level 3, 2018/19 to 2022/23



Source: Department for Education

Percentage of 19 years olds with a SEN support qualified to level 3, 2018/19 to 2022/23

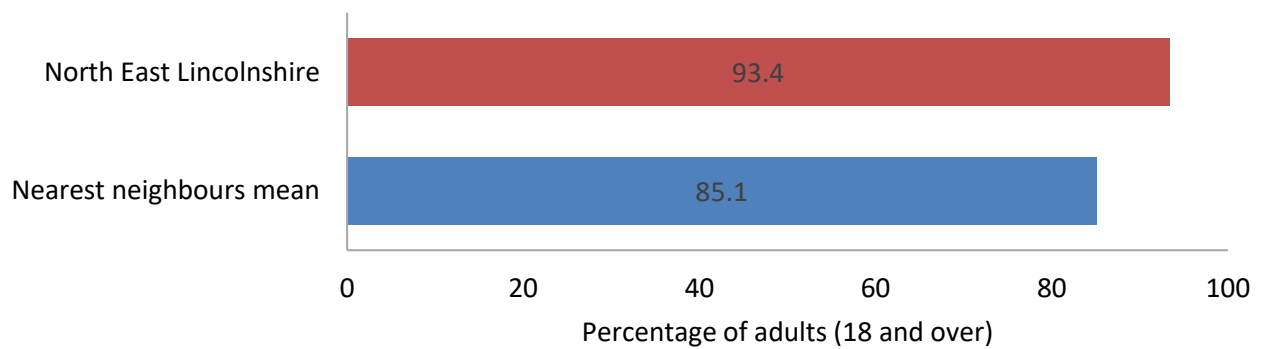


Source: Department for Education

10.6 Accommodation status and paid employment for adults with learning disabilities

In North East Lincolnshire for 2022/23, 93.4% of adults (18-65 years old) with learning disabilities who were receiving support from social services lived in their own home or with family, compared to 90.2% in 2021/22, and compared to the nearest neighbour mean of 85.1%.

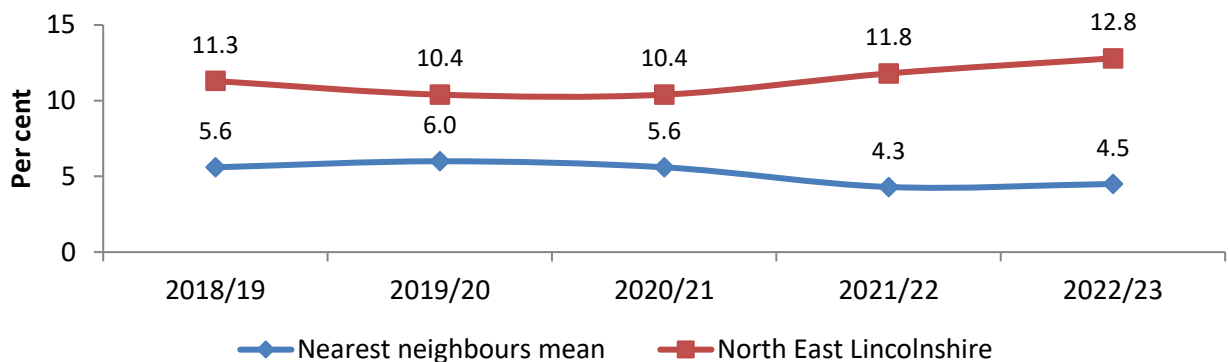
Percentage of adults with learning disabilities who live in their own home or with their family, 2022/23



Source: NHS England

In North East Lincolnshire, 12.8% of adults with learning disabilities were in employment in 2022/23, compared to 11.8% in 2021/22, and compared to the nearest neighbour mean 4.5%.

Percentage of adults with learning disabilities in paid employment, 2018/19 to 2022/23



Source: NHS England

11.0 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.

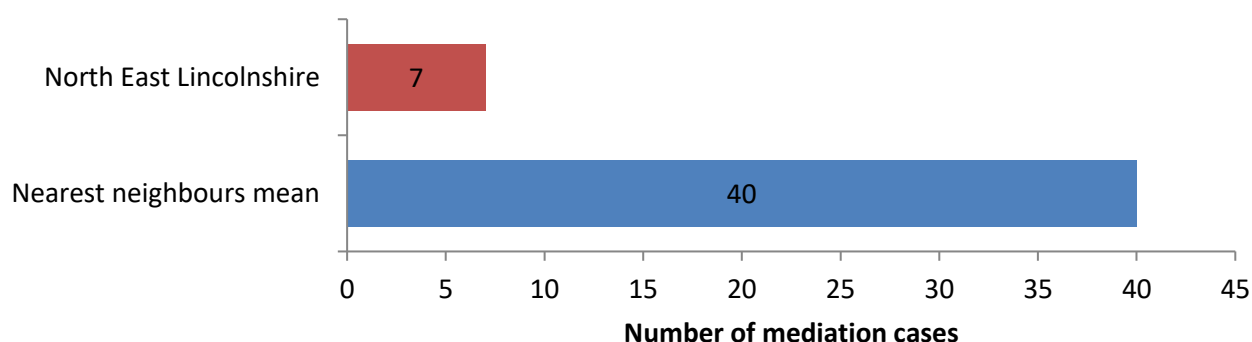
If a child's parent or the young person is dissatisfied with their EHC needs assessment or plan, they can appeal to the First-tier (SEN and Disability) Tribunal. The tribunal hears appeals against decisions made by local authorities.

11.1 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.

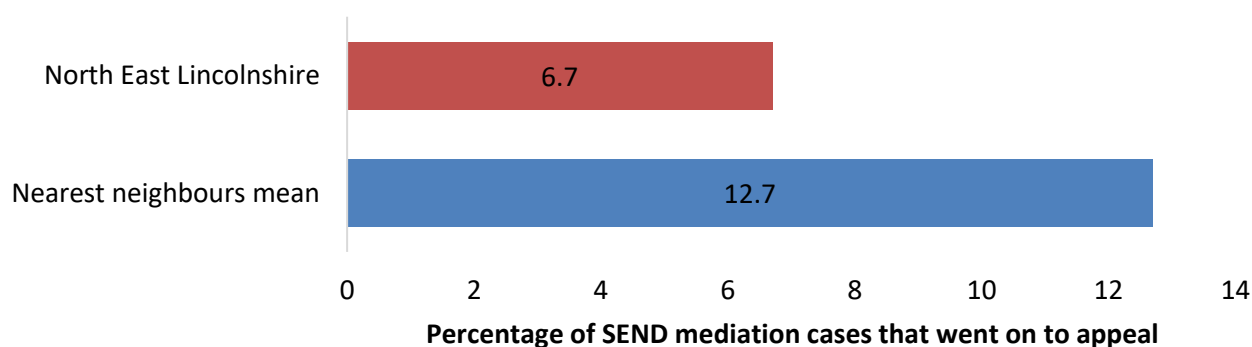
The number of mediation cases held in North East Lincolnshire during 2022 was 7, and the proportion that went on to appeal was 6.7%.

Number of SEND mediation cases that have been held, 2022



Source: Department for Education

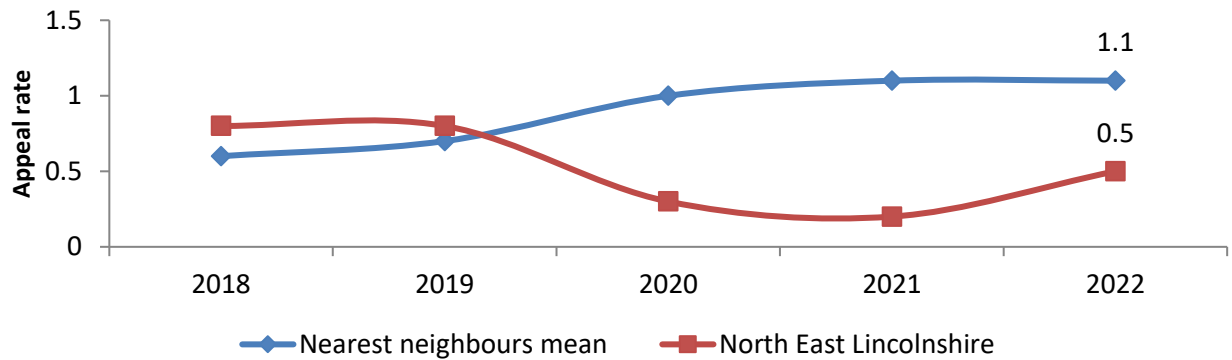
Percentage of SEND mediation cases that went on to appeal, 2022



Source: Department for Education

During 2022, there were 1,459 appealable decisions in North East Lincolnshire, from which 7 appeals were registered, giving a SEND tribunal appeal rate of 0.5%. This compares to the nearest neighbour mean of 1.1% and an overall appeal rate for England overall of 2.3%.

SEND appeals rate, 2018 to 2022



Source: Ministry of Justice

12.0 School absence

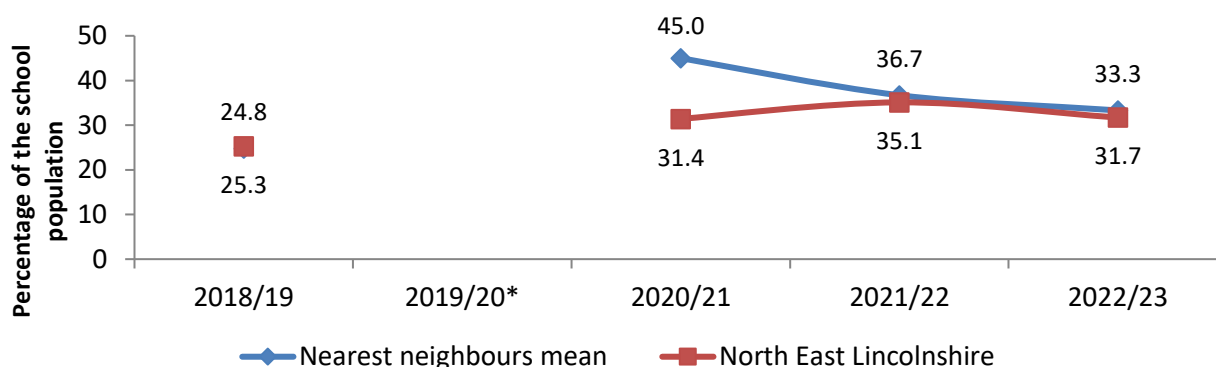
Parents of children of compulsory school age (aged 5 to 15 at the start of the school year) are required to ensure that they receive a suitable education by regular attendance at school or otherwise.

Persistent absentees are defined as pupils who have missed 10% or more of school sessions through authorised or unauthorised absence. A session is defined as half a day – morning or afternoon.

In North East Lincolnshire 31.7% of pupils with EHC plans were persistent absentees. A similar percentage of North East Lincolnshire pupils with SEN support (32.5%) were persistent absentees in 2022/23. These percentages are higher than the 20.3% of pupils with no SEN being persistent absentees.

In North East Lincolnshire 5.2% of pupils with EHC plans were severely absent pupils (missed 50% or more of school sessions). A similar percentage of North East Lincolnshire pupils with SEN support (5.1%) were severely absent pupils in 2022/23. These percentages are higher than the 1.5% of pupils with no SEN who were severely absent pupils.

SEN pupils with an EHC plan defined as persistent absentees as a percentage of the school population, 2018/19 to 2022/23



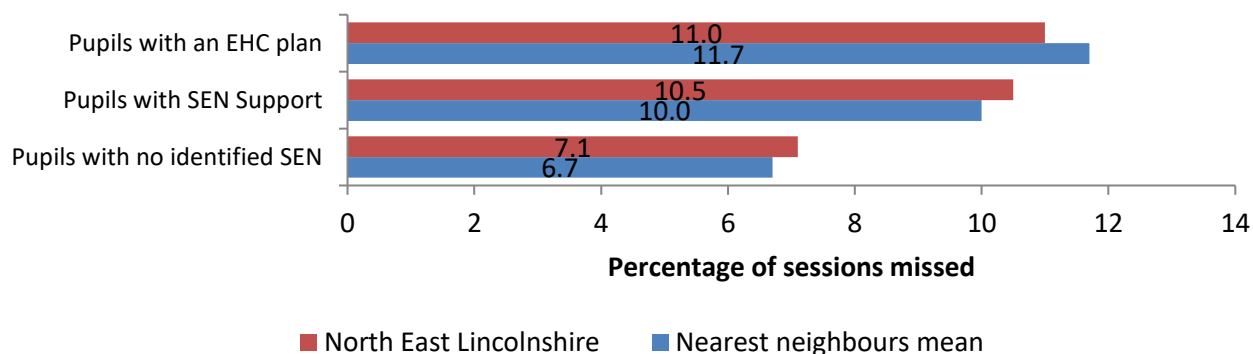
* Data not published due to COVID-19 pandemic

Source: Department for Education

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 for North East Lincolnshire show that 11.0% of sessions were missed due to overall absence from schools for SEN pupils with an EHC plan, with the nearest neighbour mean being 11.7%. 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, 2022/23



Source: Department for Education

Figures relate to state funded primary and secondary schools and includes those that are maintained, academies and special schools.

Overall absence rate by school type, North East Lincolnshire and England, 2022/23

	EHC plan	SEN support	No SEN
State-funded primary schools	9.6% (9.9%)	7.3% (7.8%)	5.4% (5.4%)
State-funded secondary schools	15.7% (14.7%)	15.0% (13.4%)	9.4% (8.1%)
Specialist schools	9.4% (12.8%)	N/A (29.3%)	N/A (62.7%)
State-funded primary, secondary and specialist schools	11.0% (12.3%)	10.5% (10.2%)	7.1% (6.6%)

England figure in ()

Source: Department for Education

Of North East Lincolnshire pupils with SEN there were also variations in overall absence by primary SEN need, ranging from 6.8% for pupils with no specialist assessment, to 23.5% for pupils with multi-sensory impairment.

13.0 School exclusions

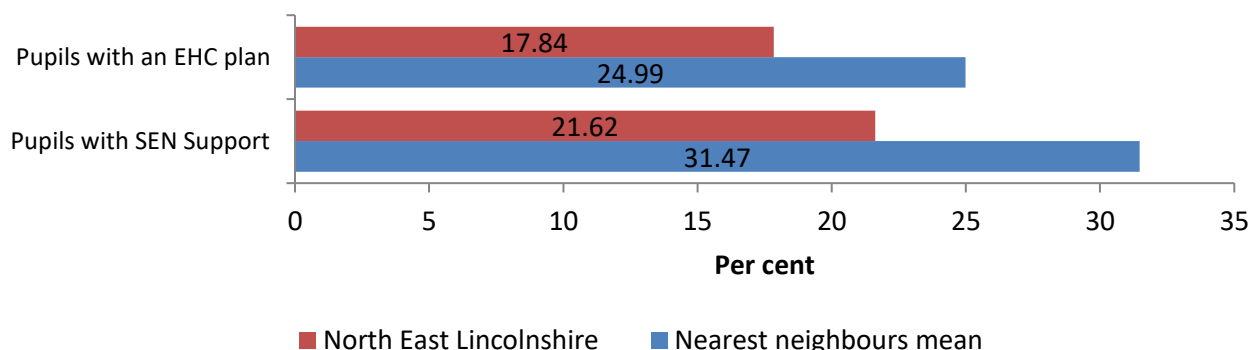
All children have a right to education. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Only the head teacher of a school (or the teacher in charge of a pupil referral unit or the principal of an academy) can exclude a pupil.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

Fixed period exclusion (suspension) 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 (n=144) and dividing it by the total number of SEN pupils with an EHC plan in the LA (n=807) - was 17.84%. This compares to the nearest neighbour mean of 24.99%.

The North East Lincolnshire fixed term exclusion rate for pupil with SEN support was higher at 21.62 (equating to 679 suspensions), whilst the fixed term exclusion rate for pupils with no SEN was much lower at 5.96.

Fixed period exclusions for SEN pupils as a percentage of the school population, 2021/22

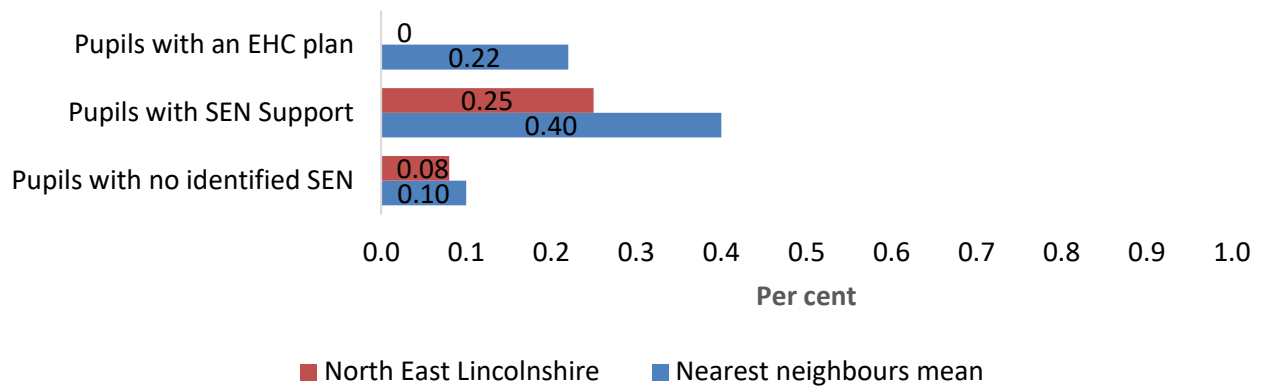


Source: Department for Education

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.

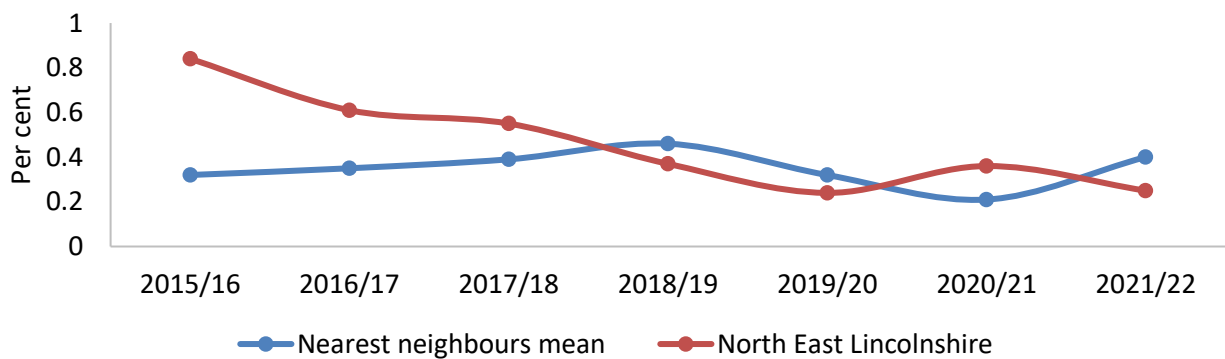
In North East Lincolnshire the permanent exclusion rates for pupils with SEN support was 0.25% (equating to 8 out of 3,141 pupils), which compares to the nearest neighbour mean of 0.40%. The number of North East Lincolnshire pupils with an EHC plan who were permanently excluded is too low to be published.

Permanent period exclusions from school as a percentage of the school population, 2021/22



Source: Department for Education

Permanent exclusions from school for pupils with SEN support as a percentage of the school population, 2015/16 to 2021/22



Source: Department for Education

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, an 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. The above figures only include permanent exclusions which have been upheld by the governing body or Independent Review Panel (IRP), and not those which are still ongoing.