





## Local area SEND inspections: one year on

---

This report provides a summary of the main findings from the first 30 local area SEND inspections. (Published October 2017)

### Main findings

- **Children and young people identified as needing SEND support had not benefited from the implementation of the Code of Practice well enough.**<sup>1</sup> These children and young people had a much poorer experience of the education system than their peers. Too often, local area leaders were not clear how their actions were improving outcomes for those children and young people identified as needing SEND support.

May 2016

All local areas will be inspected at least once within 5 years.

ning. **Local area leaders were not consistently gathering or evaluating a broad enough range of assessment information from schools and providers for those identified as needing SEND support.** Consequently, they were often unaware where there were weaknesses in the outcomes for these children and young people and had not done enough to improve them. For example, they were not always aware of the extent to which children and young people receiving SEND support were:

- securing future education, employment and training
- stepping into independent living
- progressing and attaining educationally
- attending school rather than being absent or excluded
- developing socially and emotionally, being healthy physically and mentally, or being involved in the community.

**The Timpson Review of school exclusions** also highlighted the trends that children with SEN are more likely to be excluded than their non-SEN peers. He reports that children at SEN Support are 3 times more likely to receive either a fixed period or permanent exclusion, than 'all children'.

It is well documented that there are longstanding trends that children with SEN are more likely to be excluded, both for a fixed period and permanently, than those who do not have SEN. In the most recent statistics, children with identified SEN accounted for 46.7% of all permanent exclusions and 44.9% of fixed period exclusions.<sup>56</sup> It is notable that permanent exclusion rates for children with EHC plans are around half those of children with SEN support, but they are 2.8 times more likely to receive a fixed period exclusion compared with all children. This pattern is not mirrored for those receiving SEN support, where both fixed period and permanent exclusions are issued more than 3 times as often compared with all children.

***Timpson Review  
of Exclusions***

*(May 2019)*

*Page 36*

## Funding and spending

11 We estimate that the Department provided £9.4 billion in 2018-19 specifically to support pupils with SEND. This represented 24.0% of the £39.3 billion 'dedicated schools grant' allocated to local authorities for schools. The funding mainly comprised:

- an estimated £3.8 billion of 'schools block' funding. This is a notional amount within the total funding provided for mainstream schools. It is not ringfenced but schools are expected to use the money to cover the first £6,000 of support per pupil with SEND. This requirement may incentivise schools to be less inclusive, by making them reluctant to admit or keep pupils with SEND who can be costly to support.



11<sup>th</sup> September 2019



## Effective and accurate identification of needs

21 Substantial unexplained local variation raises questions about whether pupils receive consistent support across the country. There is considerable local variation across aspects of SEND provision. For example, at January 2019: the proportion of pupils aged 5 to 15 with EHC plans ranged from 1.0% to 5.9% in different local authorities; the proportion of pupils identified as needing SEN support ranged from 7.3% to 17.1%; and the proportion of children in special schools ranged from 0.4% to 2.8%. The Department believes that the variation reflects local context and practice, but has not investigated the reasons. It has a small team of specialist advisers who support and oversee local areas, but the advisers have no powers to intervene or require local areas to respond to concerns (paragraphs 1.10, 1.11, 2.14 and 3.27).

11<sup>th</sup> Sept 2019



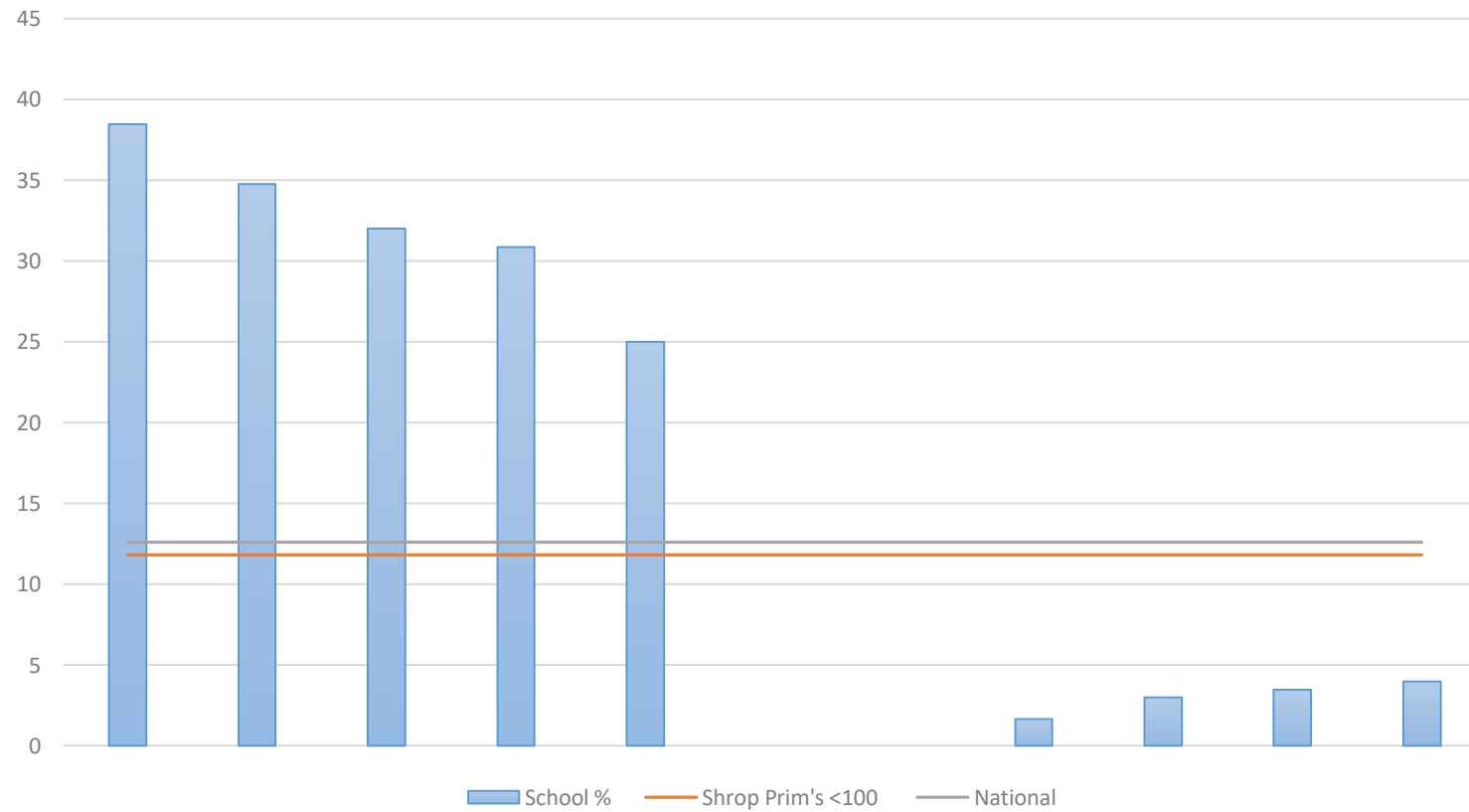
Department for Education

Support for pupils with  
special educational needs  
and disabilities in England

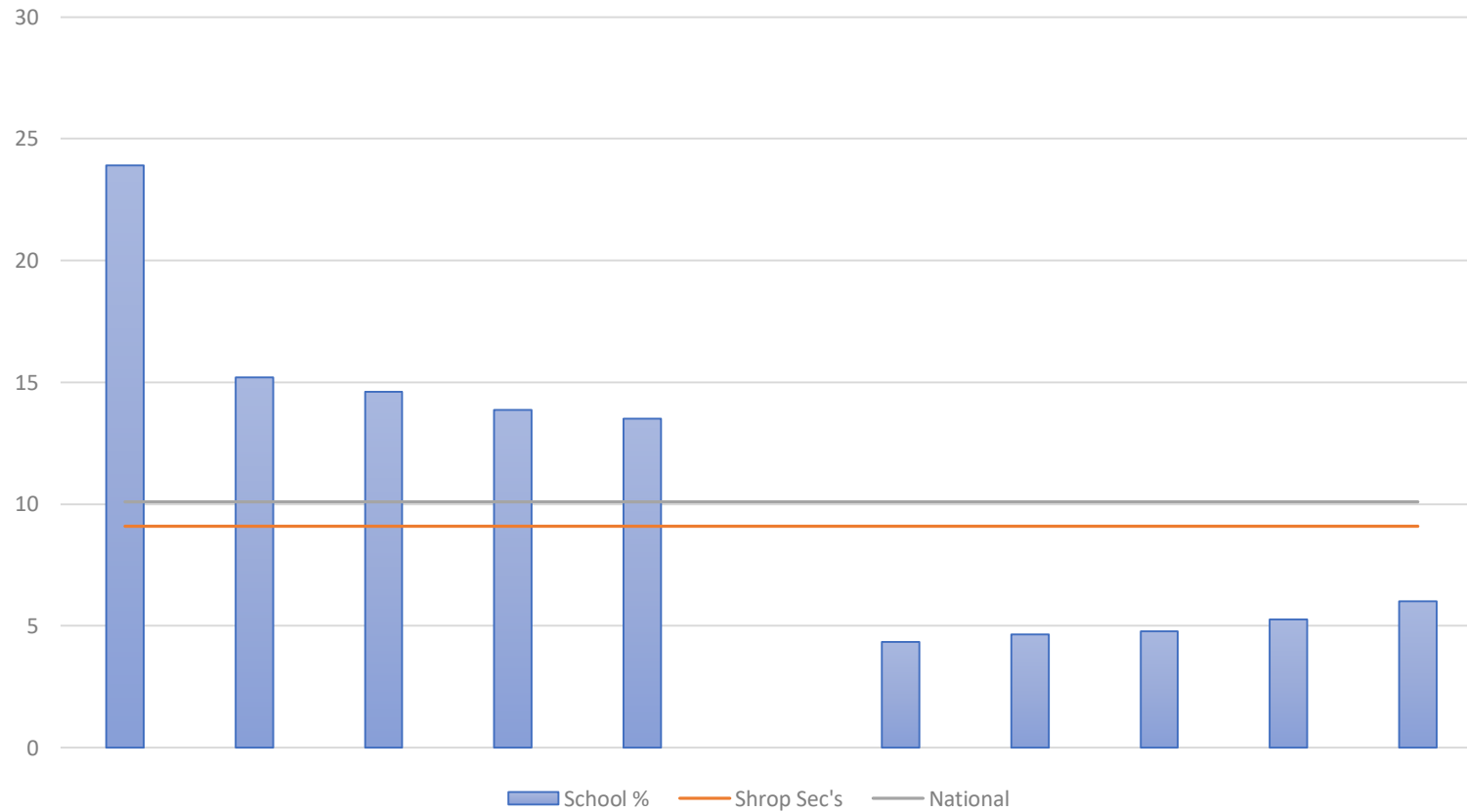
The above report highlights the variation that exists across different local authorities with regards to the identification of children with either an EHCP or at SEN Support. Overall data for Shropshire indicates that we are now fairly closely aligned to National averages:

January 2019 DfE	SEN Support	EHCP
National	11.9%	3.1%
Shropshire	11.3%	3.3%

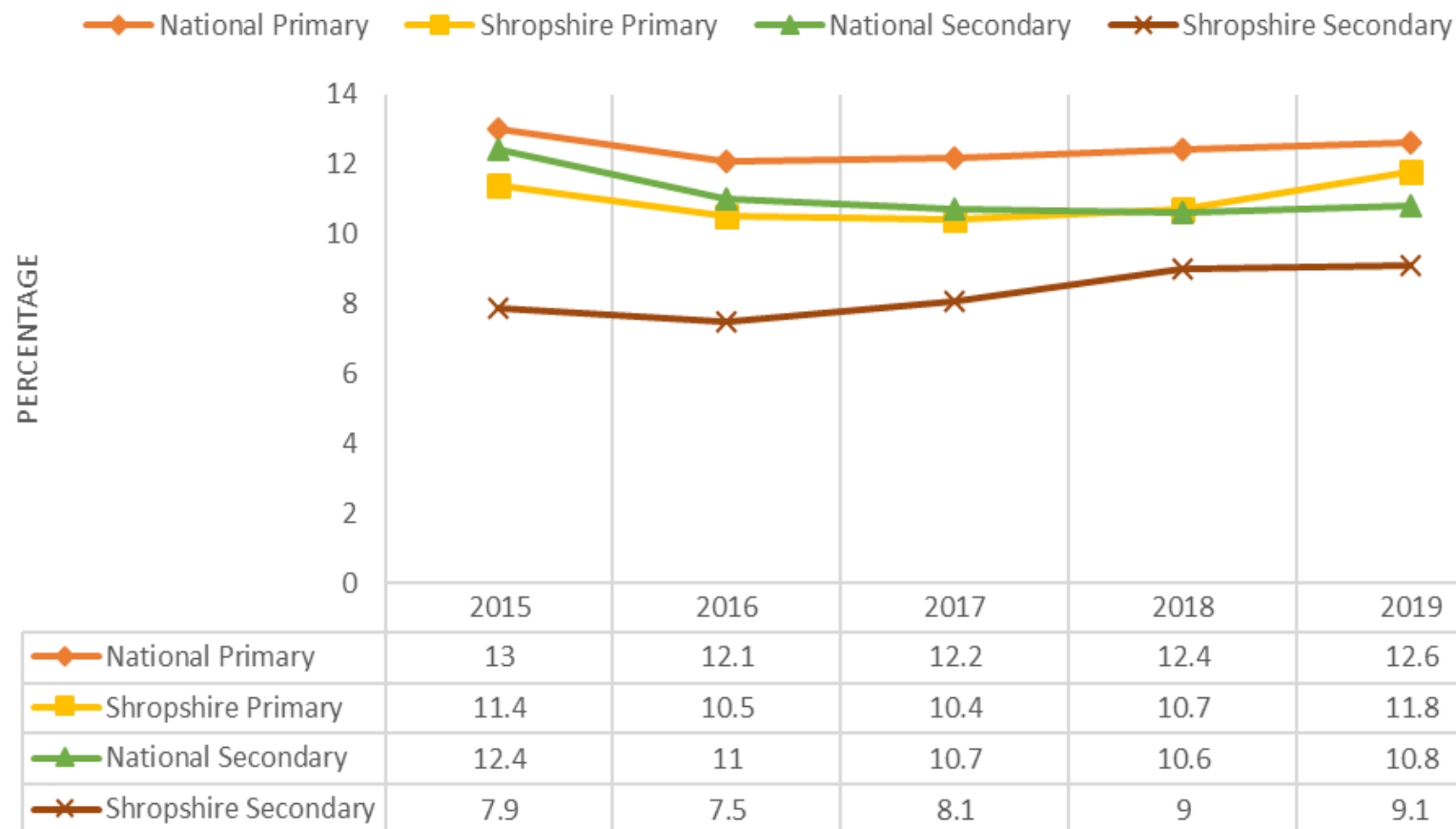
## Percentage SEN Support Top and bottom 5 Primary (all)



### Percentage SEN Support Top and bottom 5 - Secondary



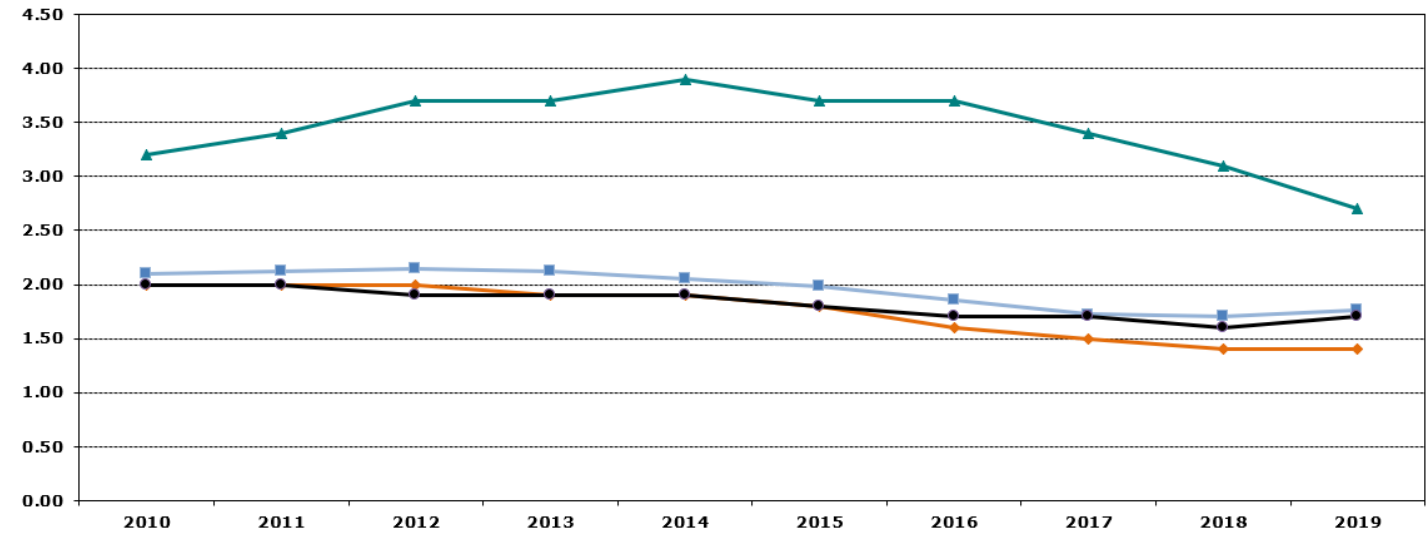
## SEN SUPPORT



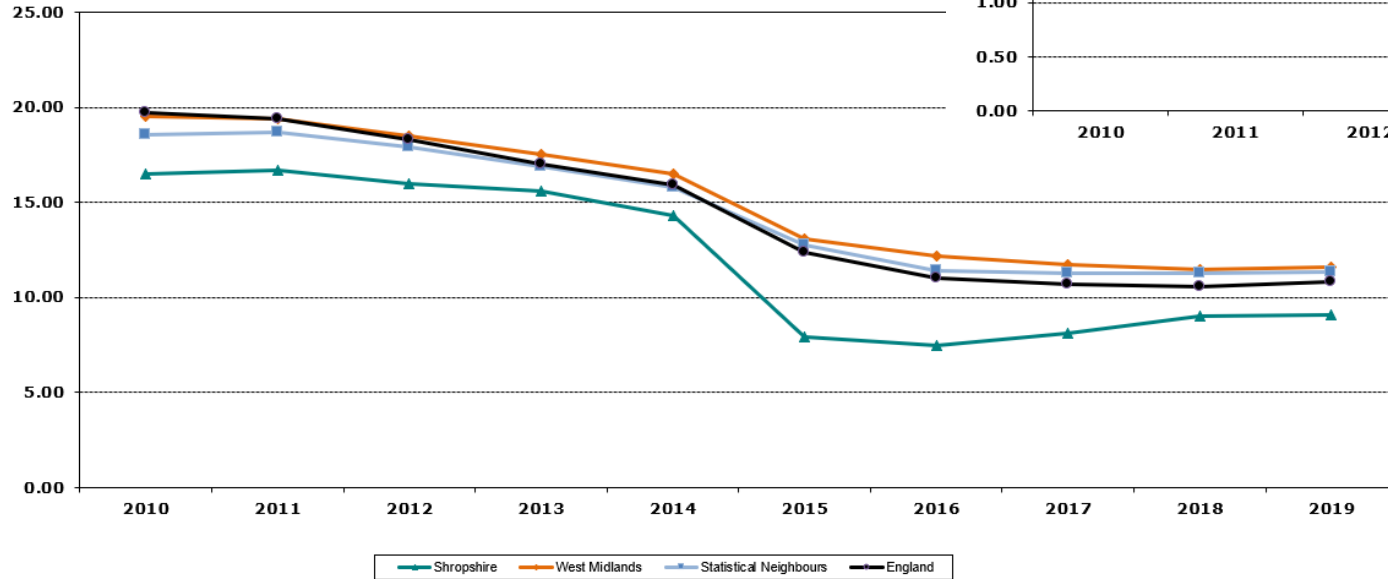




% of pupils who have statement/EHCP of SEN (secondary)



% of SEN pupils without statement/EHCP (Secondary)



## Progress for Children at SEN Support

<i>Source: LAIT/2018</i>	KS 2			KS 4
	Reading	Writing	Maths	Progress 8
National	-1.0	-1.8	-1.0	-0.43
<b>Shropshire</b>	<b>-0.4</b>	<b>-3.1</b>	<b>-0.6</b>	<b>-0.45</b>
Statistical Neighbours	-1.47	-2.41	-1.71	-0.44
National Rank (141)	52	138	68	58

The above data demonstrates that KS2 children in Shropshire at SEN Support make good progress in Reading and Maths but perform below National average in Writing. This is reflected in poor progress results in Writing for Shropshire children with no SEN (Ranked 124<sup>th</sup>).

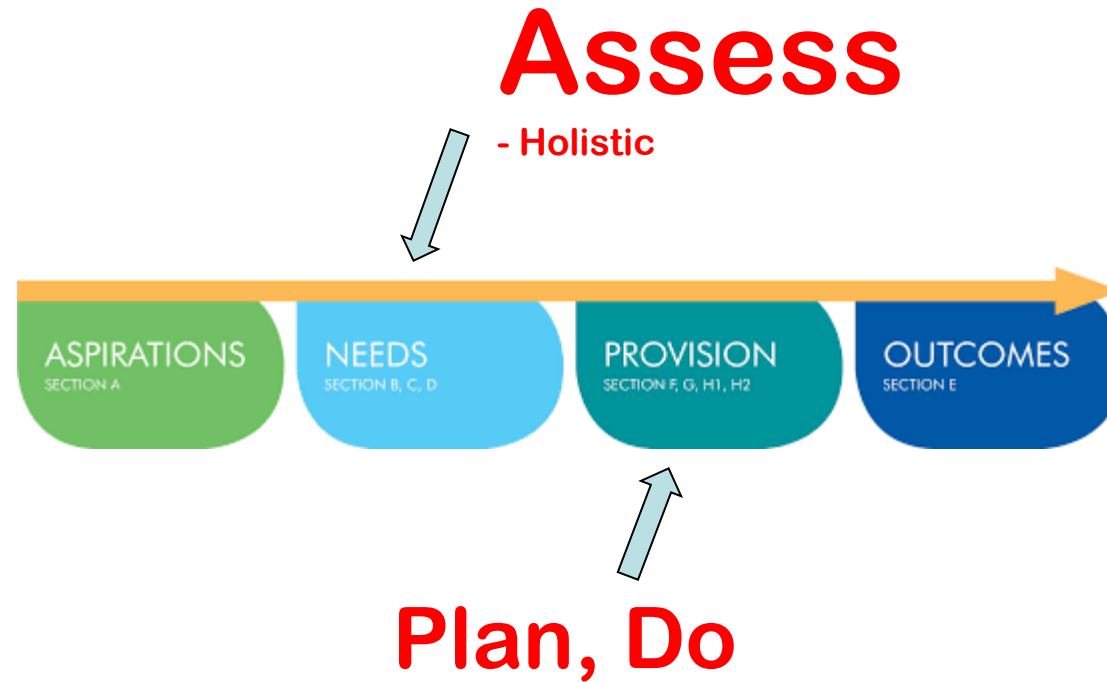
At KS4, Shropshire children with SEN Support make progress very much in-line with the National averages and our statistical neighbours.

(6.2) Every school is required to identify and address the SEN of the pupils they support. Mainstream schools must use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN.

(6.14) All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying needs at the earliest point and then making effective provision improves long-term outcomes for the child or young person.



## The Graduated Approach



Funding to support children with SEND has been identified as a priority area for the DfE.



Report  
by the Comptroller  
and Auditor General

Department for Education

Support for pupils with  
special educational needs  
and disabilities in England

### Conclusion on value for money

**22** How well pupils with SEND are supported affects their well-being, educational attainment and long-term life prospects. Some pupils with SEND are receiving high-quality support that meets their needs, whether they attend mainstream schools or special schools. However, the significant concerns that we have identified indicate that many other pupils are not being supported effectively, and that pupils with SEND who do not have EHC plans are particularly exposed.

**23** The system for supporting pupils with SEND is not, on current trends, financially sustainable. Many local authorities are failing to live within their high-needs budgets and meet the demand for support. Pressures – such as incentives for mainstream schools to be less inclusive, increased demand for special school places, growing use of independent schools and reductions in per-pupil funding – are making the system less, rather than more, sustainable. The Department needs to act urgently to secure the improvements in quality and sustainability that are needed to achieve value for money.



## Graduated Support Pathway Summary Figures:

### 172 pupils have received a GSP

- Since September 2017, there have been 242 requests for a GSP.
- Of these 242 requests 172 have been agreed: of these 172 – 6 went on to receive an EHCP.
- Of these 242 requests 70 have been declined; of these 70 – 5 went on to receive an EHCP.
  
- Of the 172 – 20 moved off a GSP in 2018 – 41 moved off in the time between Jan 19 – July 19 and 111 are subject further review set to move off their GSP in August 19 – March 2020.
- In total 104 pupils retained a GSP from 2018/2019 – 2019/2020
- Out of 149 schools within Shropshire there are 87 who have received GSP funding;
  - 80 primary
  - 7 secondary.

### GSP Top-Up 2018-2019 (Financial Year)

137 Pupils

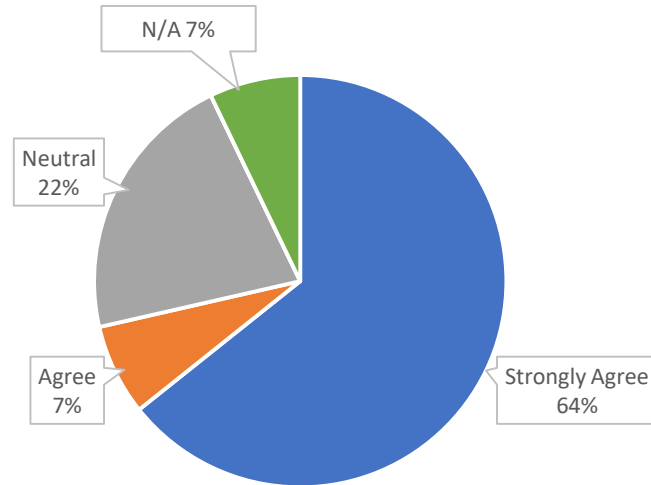
Total Yearly cost: £340,600.04

Total yearly average per-pupil: £2,486.13

Total monthly average per-pupil: £207.17

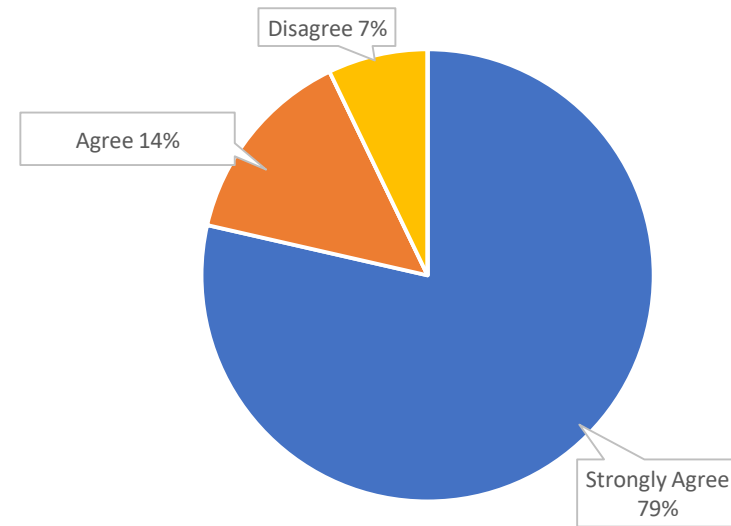


The GSP has made a positive difference to the pupil concerned



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ N/A

The GSP has enabled the school to put targeted provision in place?



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ N/A

## **Accurate identification through effective assessment**

- what are the barriers to learning?
- The assessment needs to consider a holistic response.
- Schools should consider carrying out an Early Help assessment (*Family Webstar*) to determine whether the child's reduced progress/engagement is due to factors other than an SEN.
- Are there medical needs?

## **Is the provision/intervention appropriate?**

## **Ensure parents/carers are involved in planning and reviewing the provision**

## **Measuring and monitoring holistic outcomes**

## **Focus on attendance and exclusions**

## **Develop inclusive ethos where all teachers are teachers of SEN**

