

Special Educational Needs and Disabilities Needs Assessment

September 2017

The 2017 SEND Needs Assessment aims to identify needs to influence future commissioning plans for early intervention, the future capacity and nature of special schools and the number of planned SEND educational places in Gateshead.

Background

The first Special Educational Needs and/or Disabilities (SEND) Needs Assessment was commissioned by Gateshead Council and carried out by Indigo Consultancy during March-April 2013. This work created a replicable process that the Council could use to undertake subsequent annual needs assessments of Special Educational Needs and Disabilities. The original report and appendices can be found on the council website at:

<http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/more/SEN-Needs-Assessment.aspx>

This 2017 SEND Needs Assessment outlines the following main areas:

- A summary of numbers of children with SEND aged 0-4 based on data from the Council's Early Years Assessment and Intervention Team (EYAIT).
- A summary of key SEND findings from the January 2015, January 2016 and January 2017 School Census which provides data about school-aged children in Years 1-11;
- Needs assessment trend data (2013- 2017); broken down into 'primary category of need' comparator charts against regional neighbours.
- A summary of young people aged 16-25 with an Education, Health and Care Plan (EHCP).

SEND Needs Assessment 2013-2017 - Notes on comparative trend data

The needs assessment data has been looked at longitudinally, to see how changes have developed over time. Comparative data has also been used to see how the profile of need compares with other Local Authorities. The comparative profile uses statistical neighbours as well as national and regional averages. A statistical neighbour is an Authority that has been independently determined to be similar on a range of relevant characteristics. The comparative data was looked at over a five year period from 2013 to 2017. The [DfE SEN Statistical First Release LA tables](#) (School Census data) has been used and where other data sources have been used, this is highlighted throughout.

The main source of comparative data relates to children in Year 1 to Year 11 (age 5 to 15 years) who have been determined by schools to have categories of special educational need. As categories of need do not provide a detailed description of the child and different authorities use different eligibility criteria, comparisons are indicative rather than precise.

The needs assessment considers data on children and young people at both SEN Support* and for those who have either a statement of SEN or an Education, Health and Care (EHC) Plan. The categorisation of need at SEN Support is determined by the school. The categorisation of need of pupils in Gateshead who have a statement or EHC Plan is determined following a multi-disciplinary assessment.

***From 2015 the term 'SEN Support' replaced the terms 'School Action' and 'School Action+'. The 2015, 2016 and 2017 data therefore may include pupils with statements of SEN/EHC Plans AND pupils at SEN Support. Previous to 2015, data only included pupils with statements of SEN/EHC Plans and pupils at School Action+ (i.e. it did not include pupils at School Action). The categorisation of need trend data therefore appears to show that the numbers have risen significantly between 2014-2017 however; this is because 'School Action' data may now be included where previously it wasn't.**

The needs assessment data highlights any differences in profile of SEN at Primary (Years 1-6) and Secondary (Years 7-11) schools and identifies the type of educational provision attended.

Summary – children aged 0-4 with SEND (September 2017)

Pre-school children (0-4) with identified needs can be referred, via the Education, Health and Care Panel, to the Early Years Assessment and Intervention Team. This team has been in place since January 2014 and is made up of specialist teachers, portage workers and teaching assistants.

Annual number of referrals made to the EYAIT:

September 2014 to August 2015: 123

September 2015 to August 2016: 114

September 2016 to August 2017: 153

There has been a change in the referral pattern with children being referred to the EYAIT at a younger age. In 2014-15 there were 16 x two year olds referred to the EYAIT with this increasing to 50 in 2015-16 and 72 in 2016-17. This is likely a result of increased number of children accessing nursery, integrated two year assessments and improved early identification practice.

Children in Private, Voluntary and Independent (PVI) provision can be referred from the EYAIT to the Educational Psychology Service (EPS). Around 40 per year have been referred to the EPS annually. 3 of the referrals were for EP advice; the others were for EHC Plan assessment.

Summary – January 2017 School Census SEND Findings

School-age pupils with SEND in Gateshead

In January 2017, a total of 4,398 school-age pupils in Gateshead were reported by schools to have a special educational need or disability, which equates to 15% of the school population (Years 1-11). Of these, 21% had either a statement of SEN or Education, Health and Care (EHC) Plan and 79% were categorised as 'SEN Support' (previously School Action and School Action Plus).

Pupils with either a statement of SEN or EHC Plan

The number of **pupils with either a statement of SEN or EHC Plan** has increased from 770 in 2013 to **927 in 2017** which equates to 3% of all pupils in Gateshead.

Pupils at SEN Support

The number of **pupils with SEN WITHOUT a statement of SEN/EHC Plan (SEN Support)** has significantly decreased from 4,374 in 2013 to **3,471 in January 2017**, which equates to 12% of all pupils in Gateshead. This is in line with regional and national figures.

Special school pupils

The number of pupils being taught in special schools in Gateshead has risen from 400 in 2011 to 571 in 2017, in line with regional and national figures.

Primary Category of Need Trends

The tables below compare pupils in 2015, 2016 and 2017 with either a statement or EHC Plan and those categorised as SEN Support broken down by their primary special educational need. This data is reported by schools and includes primary and secondary mainstream and special school pupils.

2015 School Census:

Primary Special Educational Need Category	Number of pupils
Moderate Learning Needs (MLD)	749
Speech, Language and Communication Needs (SLCN)	627
Social, Emotional Mental Health (SEMH)	481
Specific Learning Difficulty (SpLD)	329
Autistic Spectrum Disorder (ASD)	293
Severe Learning Difficulty (SLD)	98
Physical Disability (PD)	97
Hearing Impairment (HI)	83
Visual Impairment (VI)	33
Profound and Multiple Learning Difficulty (PMLD)	20
Total	2,810

2016 School Census:

Primary Special Educational Need Category	Number of pupils
Moderate Learning Needs (MLD)	1073
Speech, Language and Communication Needs (SLCN)	833
Social, Emotional Mental Health (SEMH)	573
Specific Learning Difficulty (SpLD)	480
Autistic Spectrum Disorder (ASD)	342
Physical Disability (PD)	113
Severe Learning Difficulty (SLD)	104
Hearing Impairment (HI)	94
Visual Impairment (VI)	46
Profound and Multiple Learning Difficulty (PMLD)	25
Total	3,683**

***Total includes pupils with EHC Plans and those at SEN Support, but excludes 'pupils with a Multi-Sensory Impairment', those at 'SEN Support with no primary need' and 'Other Difficulty'*

2017 School Census:

Primary Special Educational Need Category	Number of pupils
Moderate Learning Needs (MLD)	945
Speech, Language and Communication Needs (SLCN)	852
Social, Emotional Mental Health (SEMH)*	586
Specific Learning Difficulty (SpLD)	463
Autistic Spectrum Disorder (ASD)	379
Physical Disability (PD)	108
Severe Learning Difficulty (SLD)	99
Hearing Impairment (HI)	96
Visual Impairment (VI)	48
Profound and Multiple Learning Difficulty (PMLD)	27
Total	3603**

**Total includes pupils with EHC Plans and those at SEN Support, but excludes 'pupils with a Multi-Sensory Impairment', those at 'SEN Support with no primary need' and 'Other Difficulty'

For the past 3 years, the top four categories of need identified by schools have been:

1. **Moderate Learning Needs (MLD) – increased from 749 in 2015 to 945 in 2017**
2. **Speech, Language and Communication Needs (SLCN) – increased from 627 in 2015 to 852 in 2017**
3. **Social, Emotional and Mental Health (SEMH) – increased from 481 in 2015 to 586 in 2017**
4. **Specific Learning Difficulty (SpLD) – increased from 329 in 2015 to 463 in 2017**

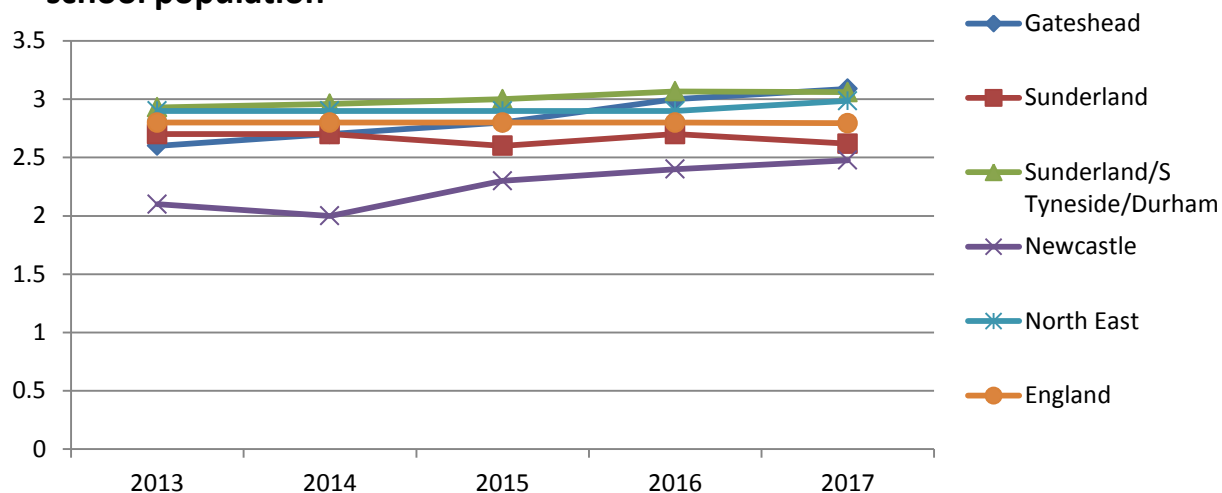
Children and young people with statements/EHC Plans (0-25 years) - categories of need

The table below highlights the primary categories of need of children and young people aged 0-25 years with either a statement/EHC Plan in September 2017.

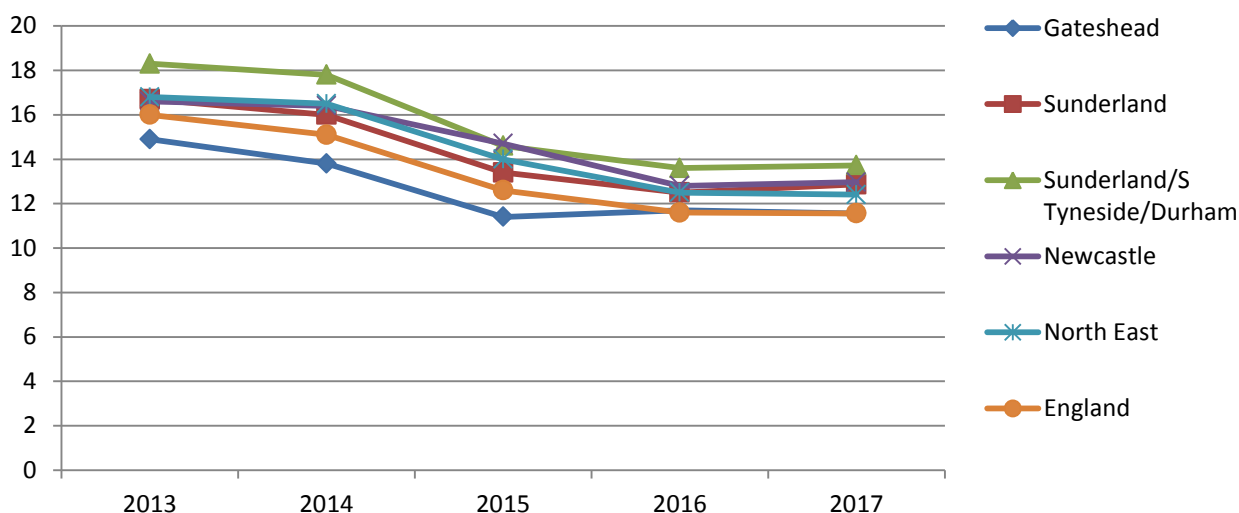
Primary Special Educational Need Category	Number
Moderate Learning Needs (MLD)	296
Autistic Spectrum Disorder (ASD)	266
Social, Emotional Mental Health (SEMH – Disruptive and disturbing behaviour)	171
Speech, Language and Communication Needs (SLCN)	128
Severe Learning Difficulty (SLD)	73
Social, Emotional Mental Health (SEMH – Attention Deficit Hyperactivity Disorder)	69
Specific Learning Difficulty (SpLD - Dyslexia)	50
Physical Disability (PD)	50
Profound and Multiple Learning Difficulty (PMLD)	26
Hearing Impairment (HI)	26
Visual Impairment (VI)	11
Social, Emotional Mental Health (SEMH – Withdrawn, isolated or depressed)	15
Specific Learning Difficulty (SpLD - Dyspraxia)	1
Multi-Sensory Impairment	1

Pupils with and without a statement of SEN or an Education, Health and Care (EHC) Plan

Pupils WITH statements of SEN/EHC Plans as a % of whole school population



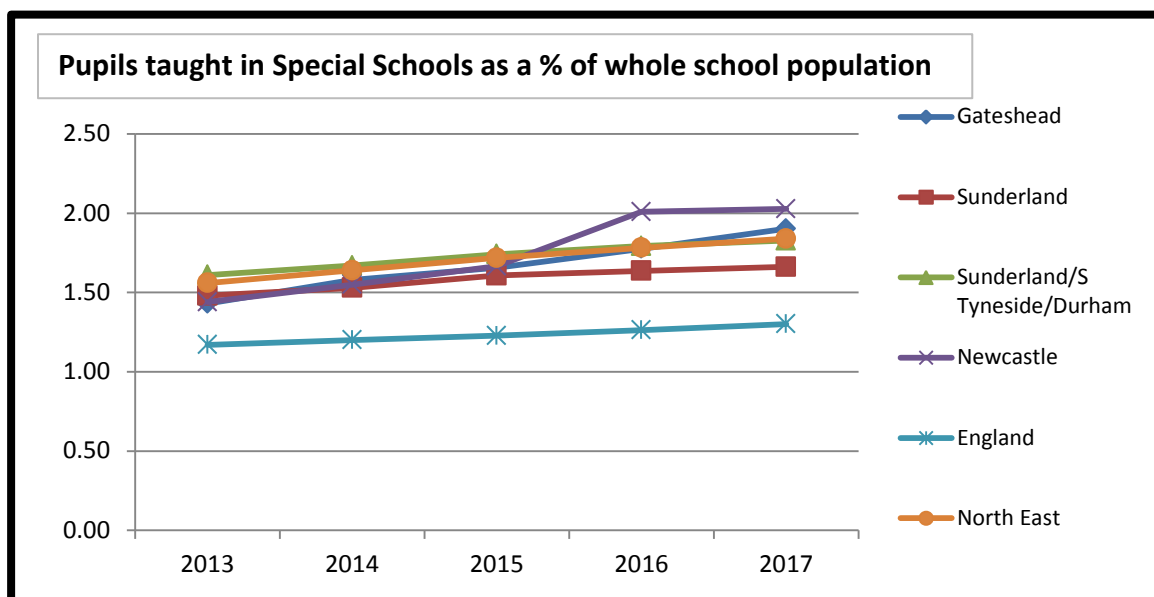
Pupils at SEN Support as a % of whole school population



Data source: [Statistical First Release \(School Census\)](#)

- 3% (927) of all pupils in Gateshead have a statement/EHC Plan (Jan 2017 School Census)
- 12% (3,471) of all pupils in Gateshead are at SEN Support (Jan 2017 School Census)

Pupils taught in special schools



Data source: [Statistical First Release \(School Census\)](#)

- In January 2015 there were 492 pupils with either a statement of SEN/EHC Plan or at SEN Support being taught in special schools in Gateshead, which had risen to 571 in January 2017. 2% of all pupils in Gateshead are taught in special schools.

The table below highlights the number of pupils taught in special schools broken down by their primary special educational need in January 2016 and January 2017.

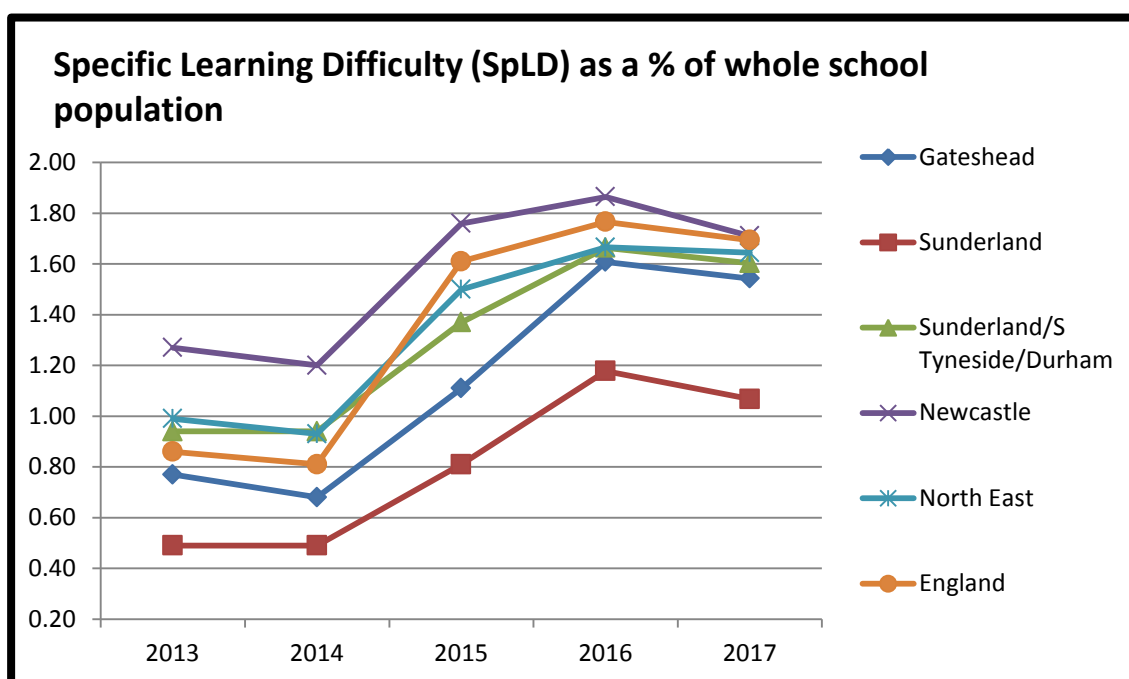
Primary Special Educational Need Category	Number of pupils (Jan 2016 School Census data)	Number of pupils (Jan 2017 School Census data)
Autistic Spectrum Disorder (ASD)	136	156 (+20)
Social, Emotional Mental Health (SEMH)*	122	129 (+7)
Moderate Learning Needs (MLD)	104	104
Severe Learning Difficulty (SLD)	93	93
Speech, Language and Communication Needs (SLCN)	32	38 (+6)
Profound and Multiple Learning Difficulty (PMLD)	21	22 (+1)
Physical Disability (PD)	7	8 (+1)
Specific Learning Difficulty (SpLD)	7	8 (+1)
Hearing Impairment (HI)	1	2 (+1)
Visual Impairment (VI)	2	2

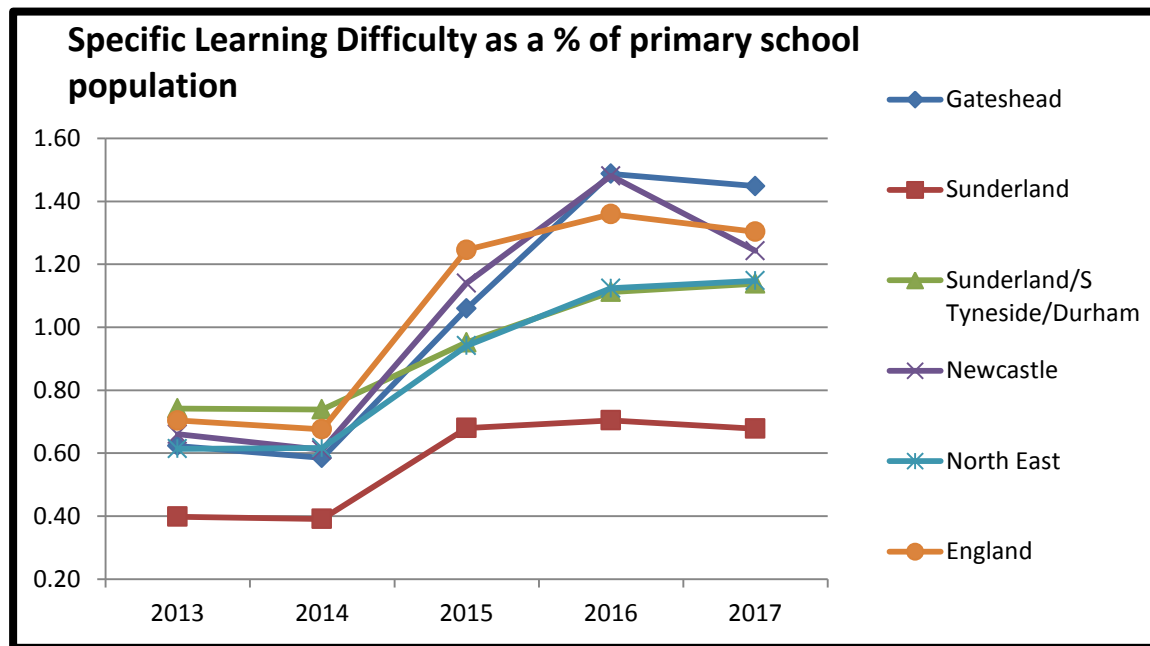
Area of need: Specific Learning Difficulty (SpLD)

What are Specific Learning Difficulties (SpLD)?

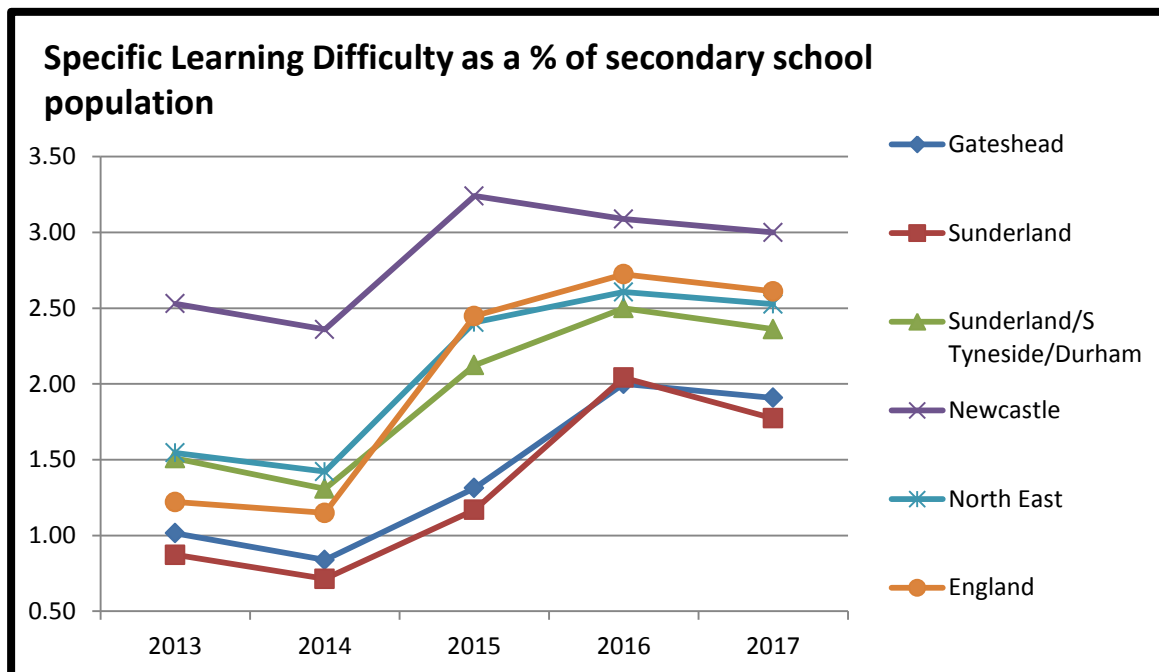
Specific learning difficulties affect one or more specific aspects of learning. It is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. It may manifest itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, co-ordination, social competence and emotional maturity. Examples of SpLD's are dyslexia, dyscalculia and dyspraxia.

- In January 2015, a total of 329 pupils were reported to have a Specific Learning Difficulty as their primary area of need. This includes primary and secondary mainstream school pupils and pupils in special schools. In January 2017 this figure had risen to 463.





- In January 2015, **170 primary mainstream school pupils** were reported to have a **Specific Learning Difficulty** as their primary area of need. In January 2017 the reported figure was **238**.



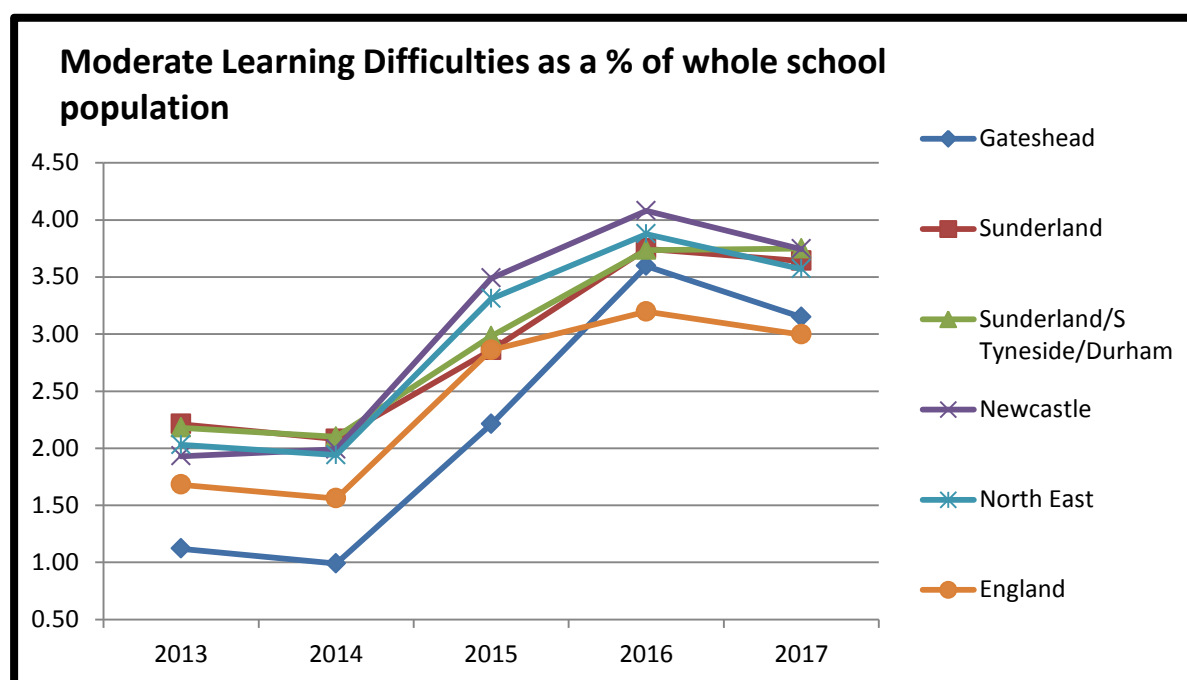
- In January 2015, **155 secondary mainstream school pupils** were reported to have a **Specific Learning Difficulty** as their primary area of need. In January 2017 the figure was **217**.

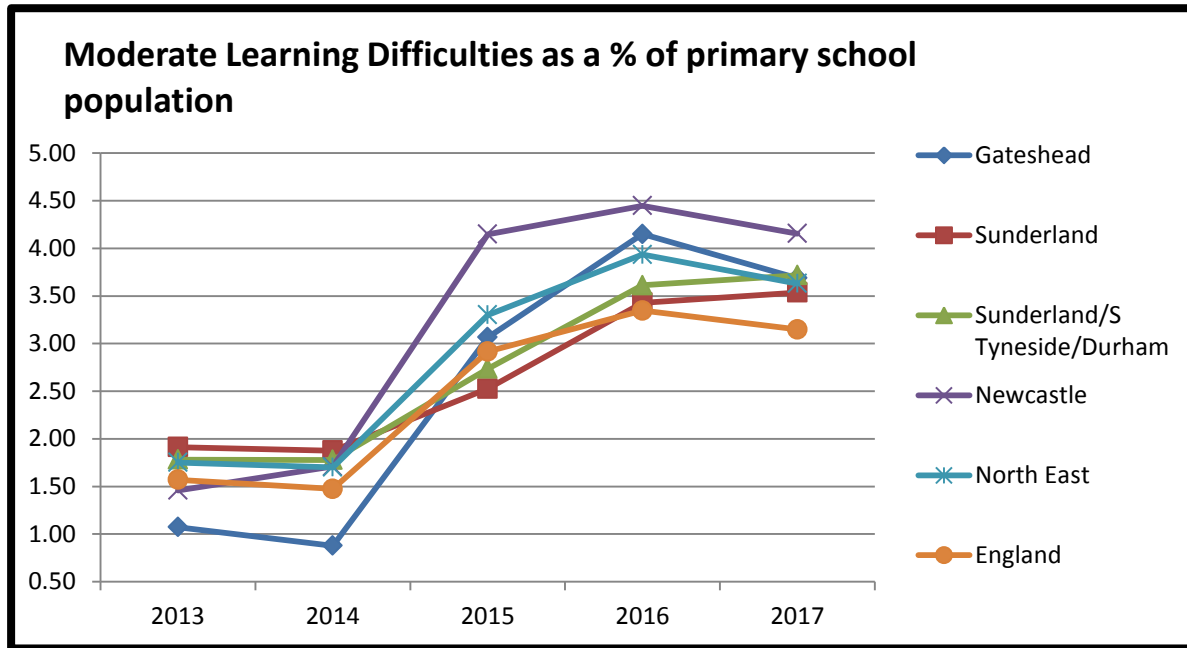
Area of Need: Moderate Learning Difficulties (MLD)

What are Moderate Learning Difficulties?

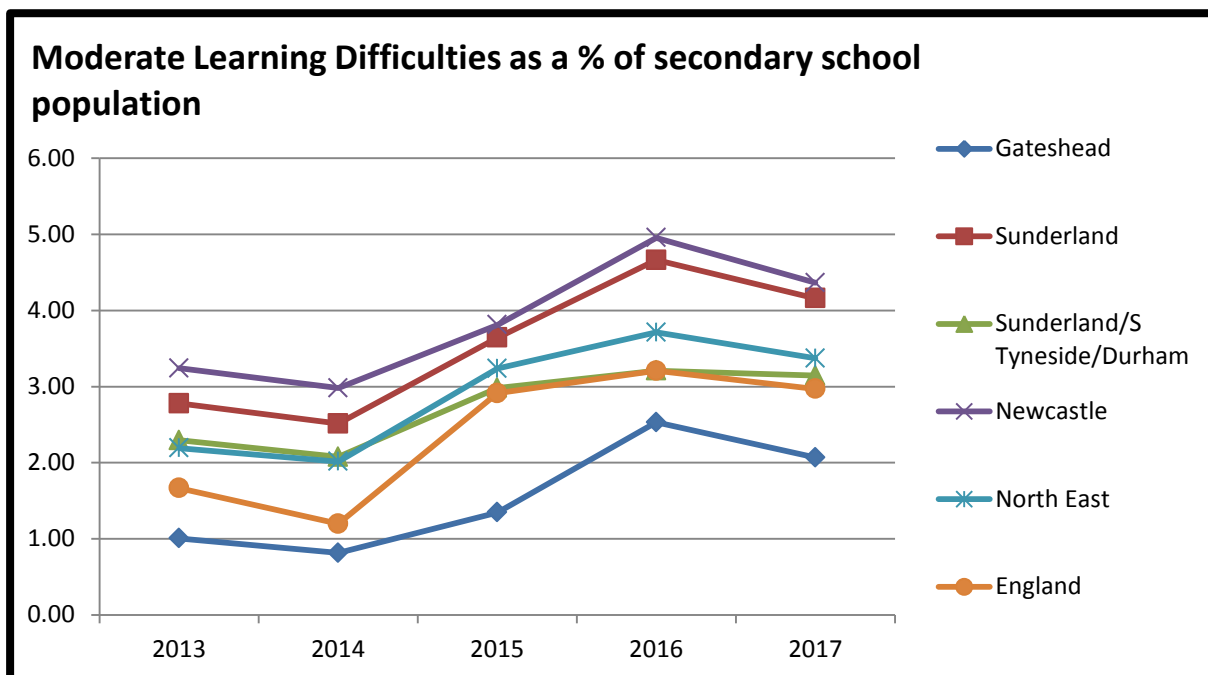
Pupils with MLD will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. They have much greater difficulty than peers in acquiring basic literacy and numeracy skills and in understanding concepts and may experience speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills. (DfE Glossary of SEN Terminology 2011)

- In January 2015, a total of 655 pupils were reported to have a Moderate Learning Difficulty as their primary area of need. This includes primary and secondary mainstream pupils and pupils in special schools. In January 2017, the figure was 945.





- In January 2015, **492** of pupils in mainstream primary school were reported to have a **Moderate Learning Difficulty** as their primary area of need. The figure was **606** in January 2017.



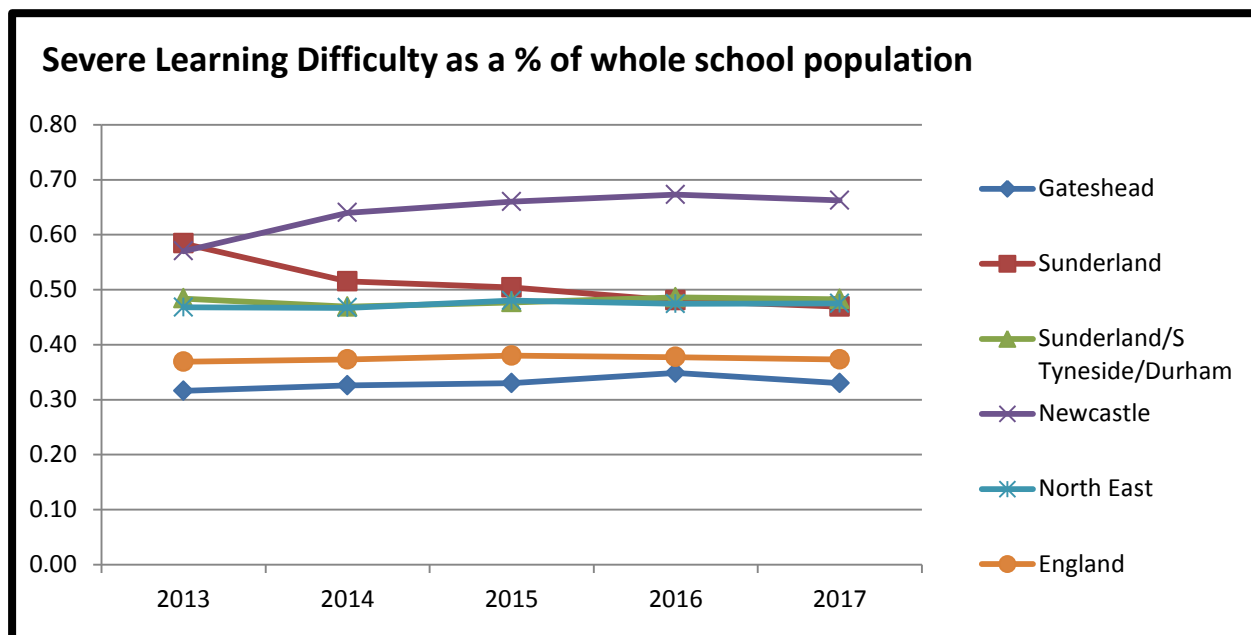
- In January 2015, **159** of pupils in mainstream secondary school were reported to have a **Moderate Learning Difficulty** as their primary area of need. This figure was **235** in January 2017.

Area of Need: Severe Learning Difficulty (SLD)

What are Severe Learning Difficulties (SLD)?

The DfE 'Glossary of special educational needs terminology' (2011) defines severe learning difficulty (SLD) as follows: Pupils with SLDs have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLDs will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

- In January 2015, a total of 98 pupils were reported to have a Severe Learning Difficulty as their primary area of need. All of these pupils were being taught in special schools. In January 2017 there were 99 pupils with SLD.



Data source: [Statistical First Release \(School Census\)](#)

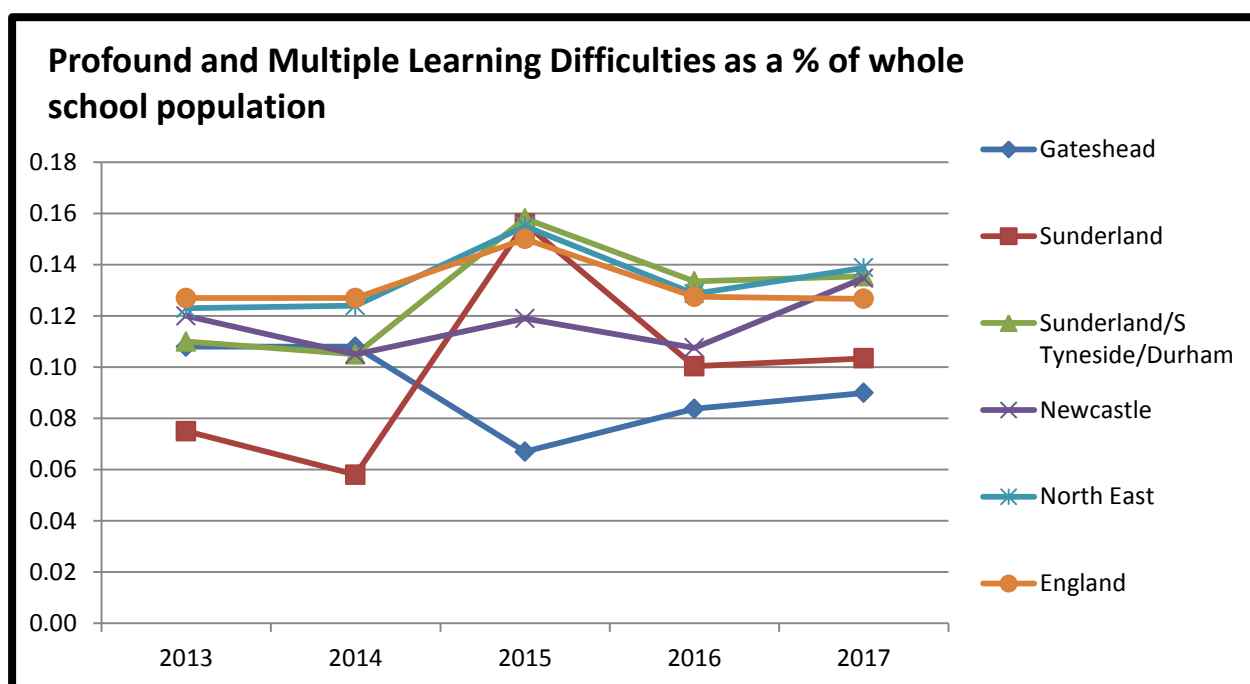
Area of need: Profound and Multiple Learning Difficulty (PMLD)

What are Profound and Multiple Learning Difficulties?

The DfE 'Glossary of Special Educational Needs Terminology' (2011) states:

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

- In January 2015, a total of **20 pupils were reported to have a Profound and Multiple Learning Difficulty** as their primary area of need. In **January 2017 the figure was 27**.



Data source: [Statistical First Release \(School Census\)](#)

Area of need: Social, Emotional and Mental Health (SEMH)

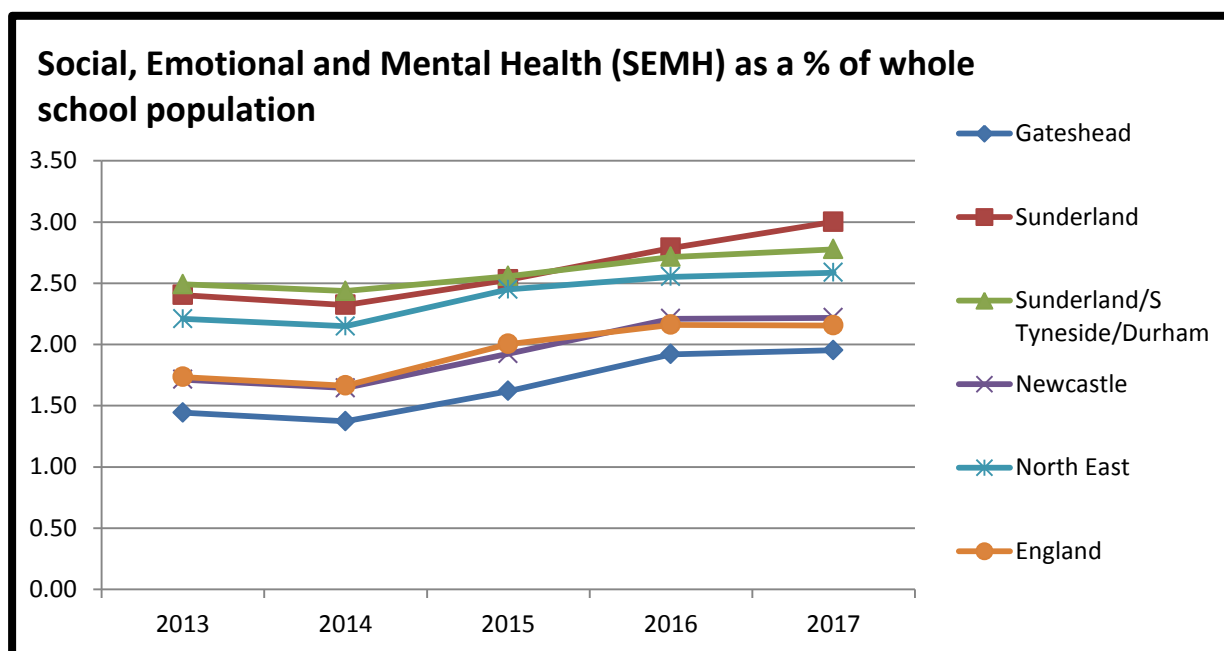
What are Social, Emotional and Mental Health needs?

NOTE: The term Social, Emotional Mental Health (SEMH) needs replaced Behaviour, Emotional and Social Difficulties (BESD) nationally to in the new SEND Code of Practice (2014).

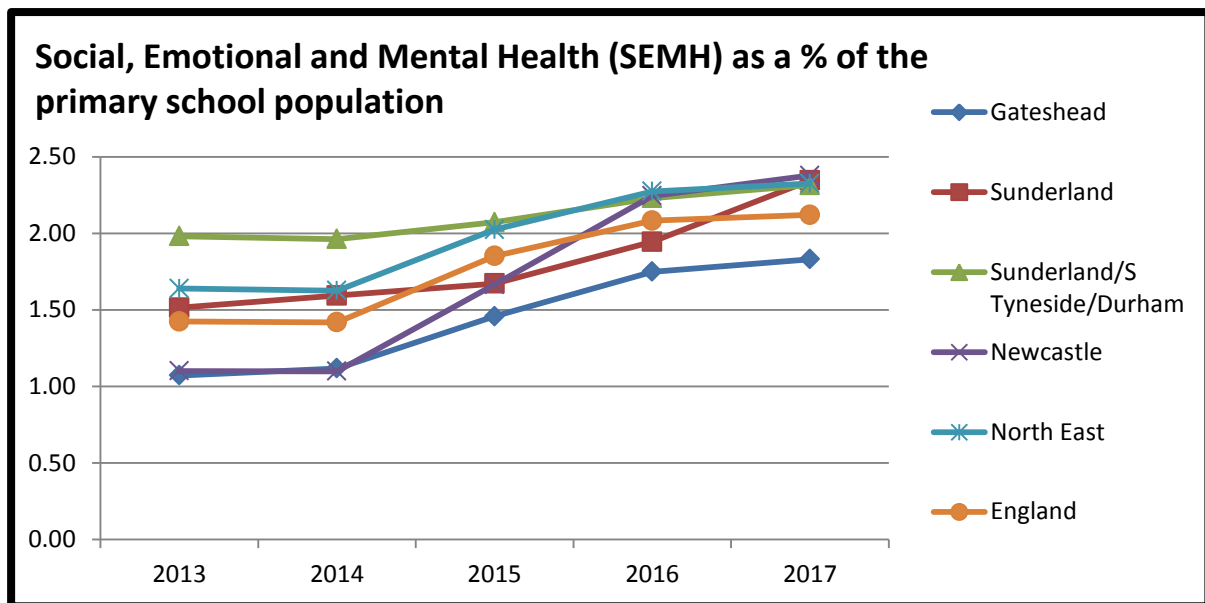
The SEN Code of Practice (2014) states:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

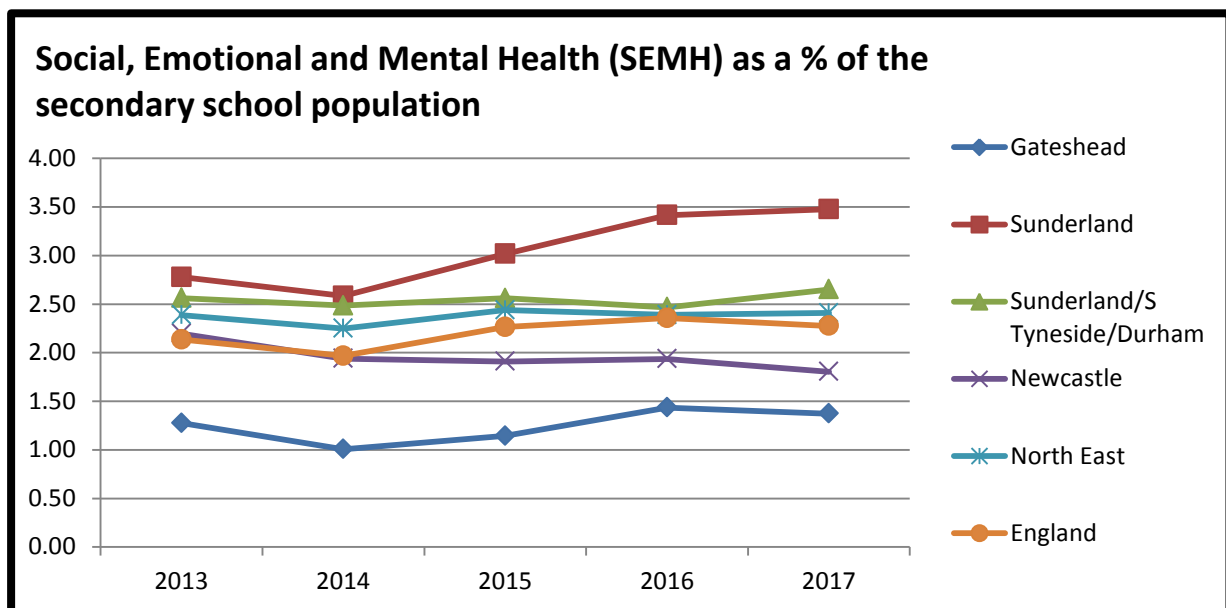
- In January 2015 a total of **481 pupils** were reported to have Social, Emotional and Mental Health issues as their primary area of need. This figure was **586** in January 2017.



Data source: [Statistical First Release \(School Census\)](#)



- In January 2015, **234 primary mainstream school pupils** were reported to have **Social, Emotional and Mental Health** as their primary category of need. This figure was **301** in January 2017.



- In January 2015, **135 secondary mainstream school pupils** were reported to have **Social, Emotional and Mental Health** as their primary category of need. There were **156 pupils** in January 2017.

Data source: [Statistical First Release \(School Census\)](#)

Area of Need: Speech, Language and Communication Needs (SLCN)

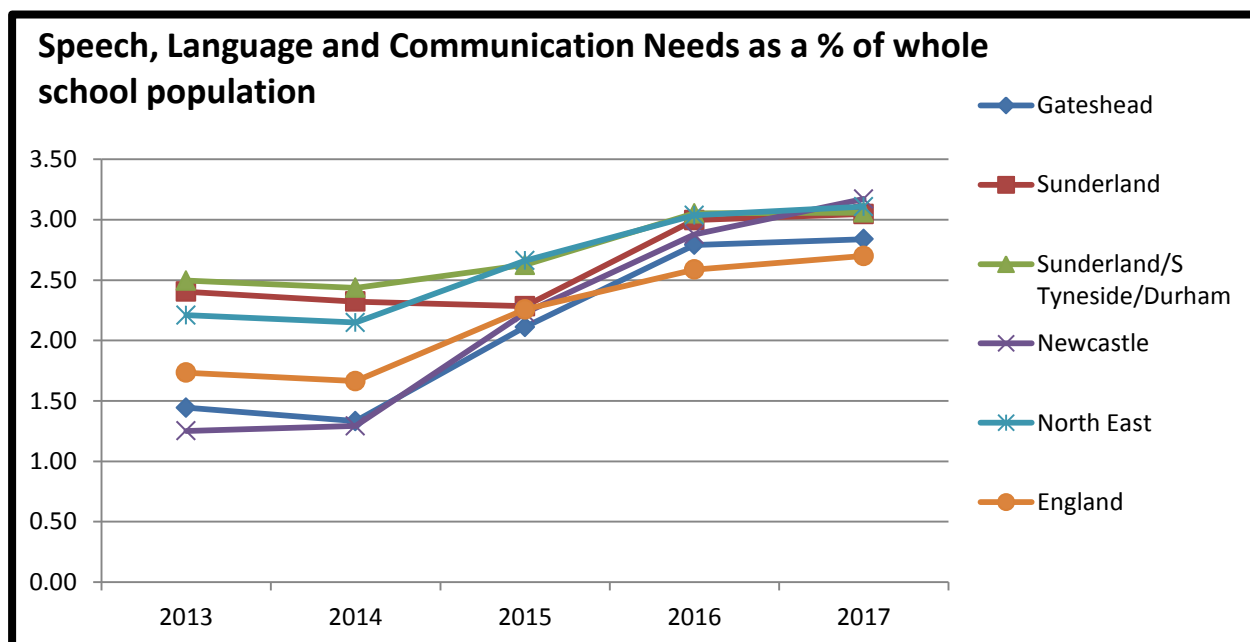
What are Speech, Language and Communication Needs (SLCN)?

According to the Bercow report (2008), speech, language and communication needs 'encompass a wide range of difficulties related to all aspects of communication in children and young people. They can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say and using language socially.'

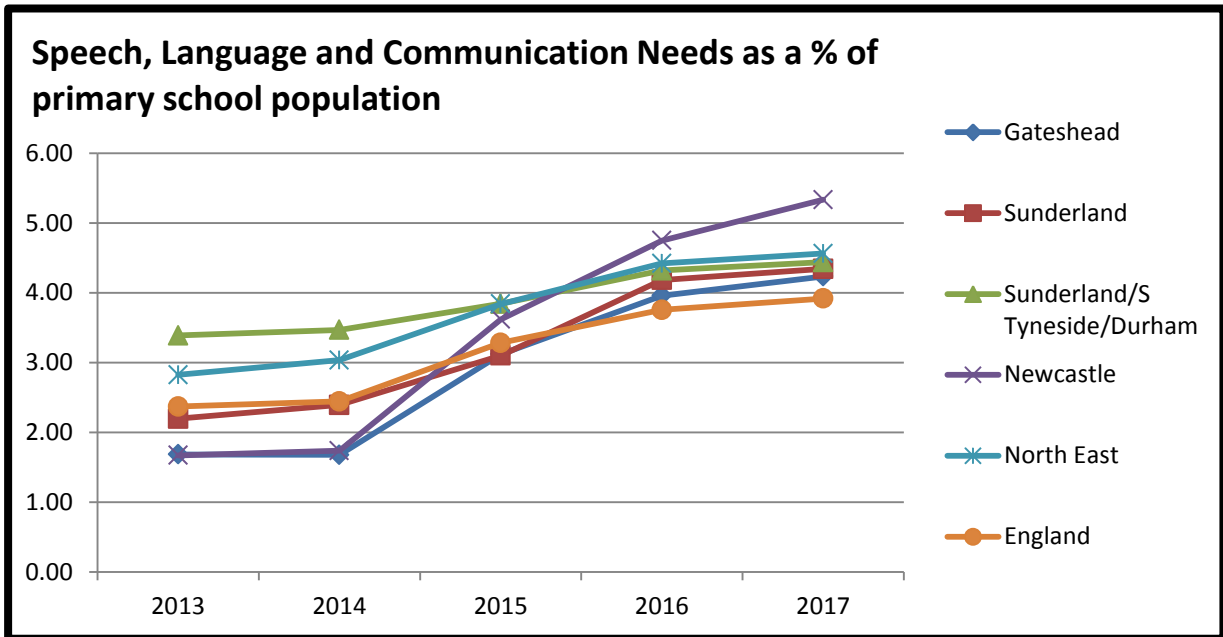
The SEN Code of Practice (2014) states:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

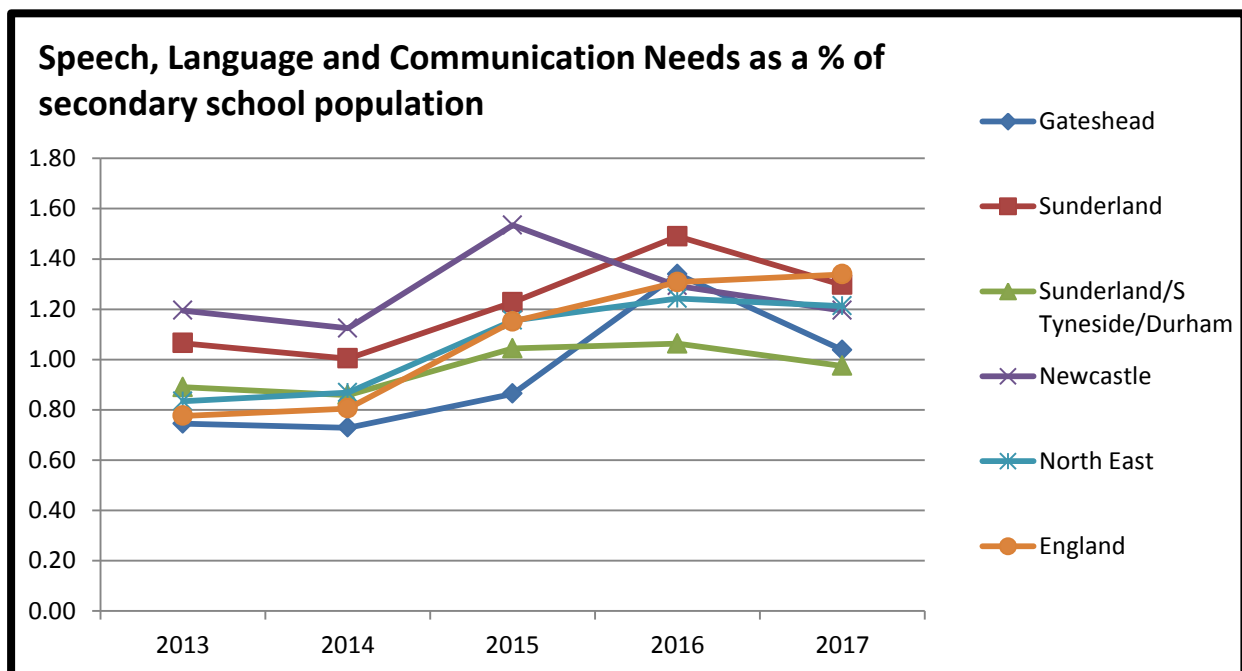
- In January 2015 a total of 627 pupils were reported to have Speech, Language and Communication Needs as their primary area of need. This figure was 852 in January 2017.



Data source: [Statistical First Release \(School Census\)](#)



- In January 2015 a total of **501 primary mainstream pupils** were reported to have **Speech, Language and Communication Needs** as their primary area of need. **The figure in January 2017 was 696.**



- In January 2015 a total of **102 secondary mainstream pupils** were reported to have **Speech, Language and Communication Needs** as their primary area of need. **The figure in January 2017 was 118.**

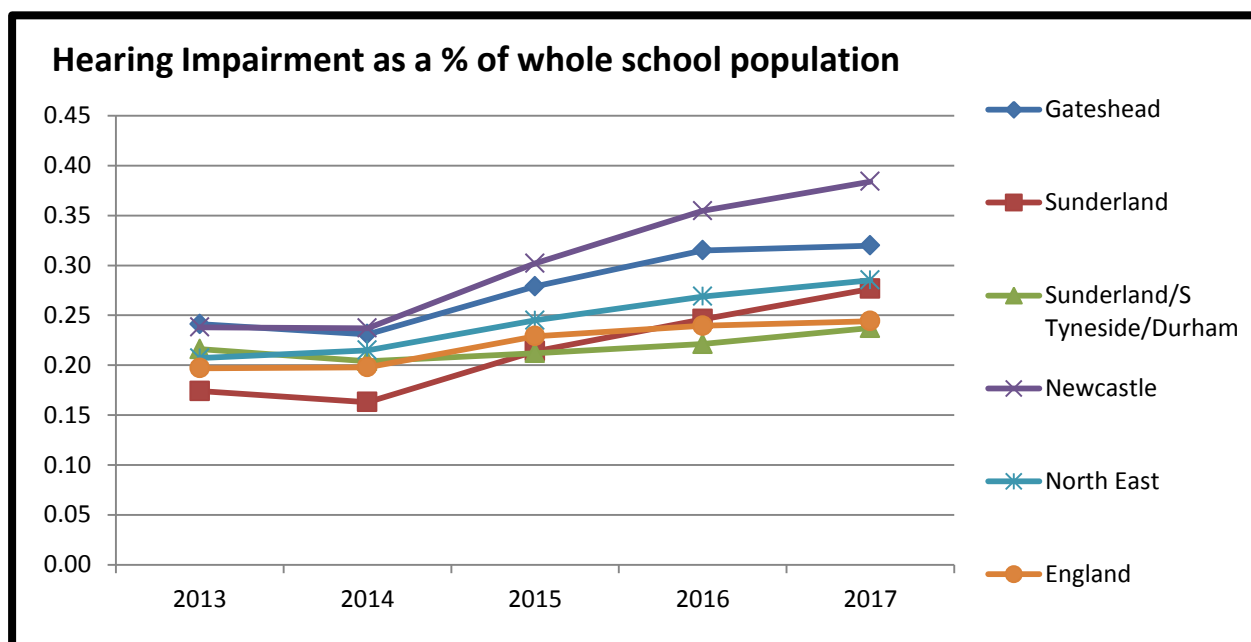
Area of Need: Hearing Impairment (HI)

What is Hearing Impairment (HI)?

The DfE Glossary of special educational needs terminology 2011 defines hearing impairment (HI) as follows: Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

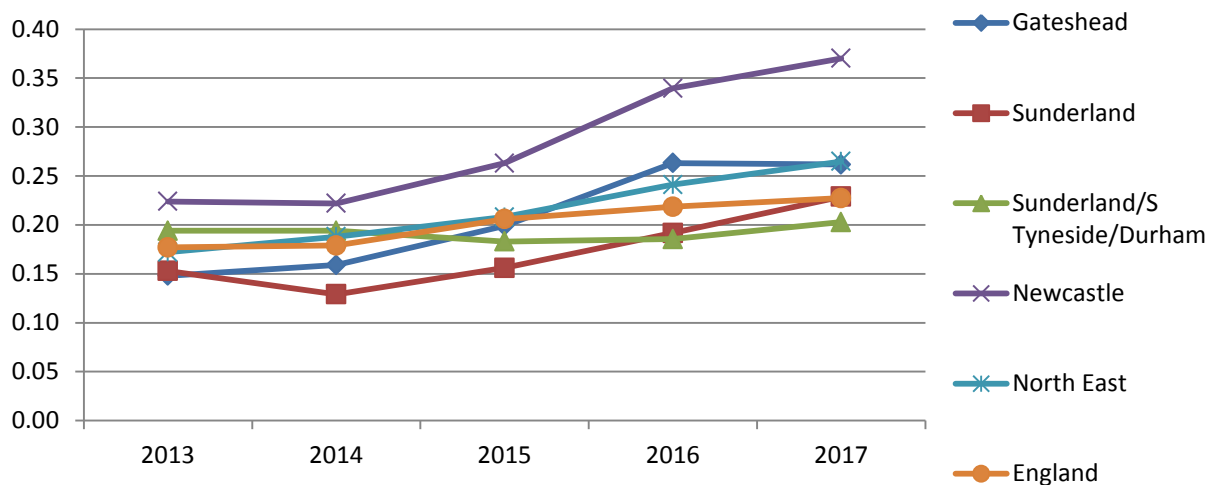
For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

- In January 2015 a total of **83 pupils** were reported to have a **Hearing Impairment** as their primary area of need. In January 2017 the figure was **96**.



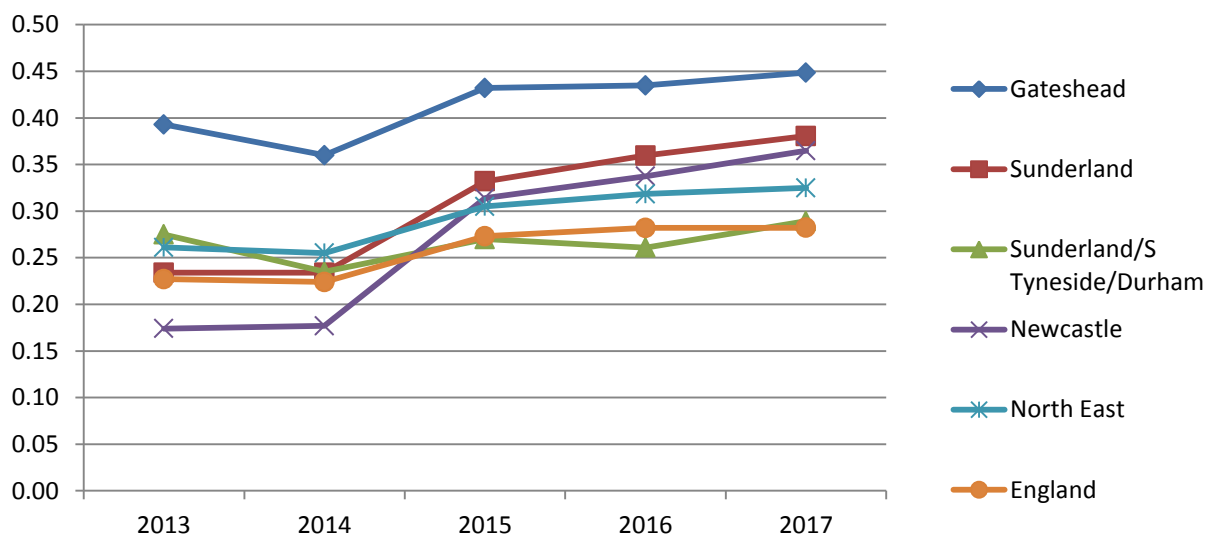
Data source: [Statistical First Release \(School Census\)](#)

Hearing Impairment as a % of primary school population



- In January 2015 a total of **32 primary mainstream school pupils** were reported to have a **Hearing Impairment** as their primary area of need. The figure in **January 2017** was **43**.

Hearing Impairment as a % of secondary school population



- In January 2015 a total of **51 secondary mainstream school pupils** were reported to have a **Hearing Impairment** as their primary area of need. The figure in **January 2017** was still **51**.

Data source: [Statistical First Release \(School Census\)](#)

Area of Need: Visual Impairment (VI)

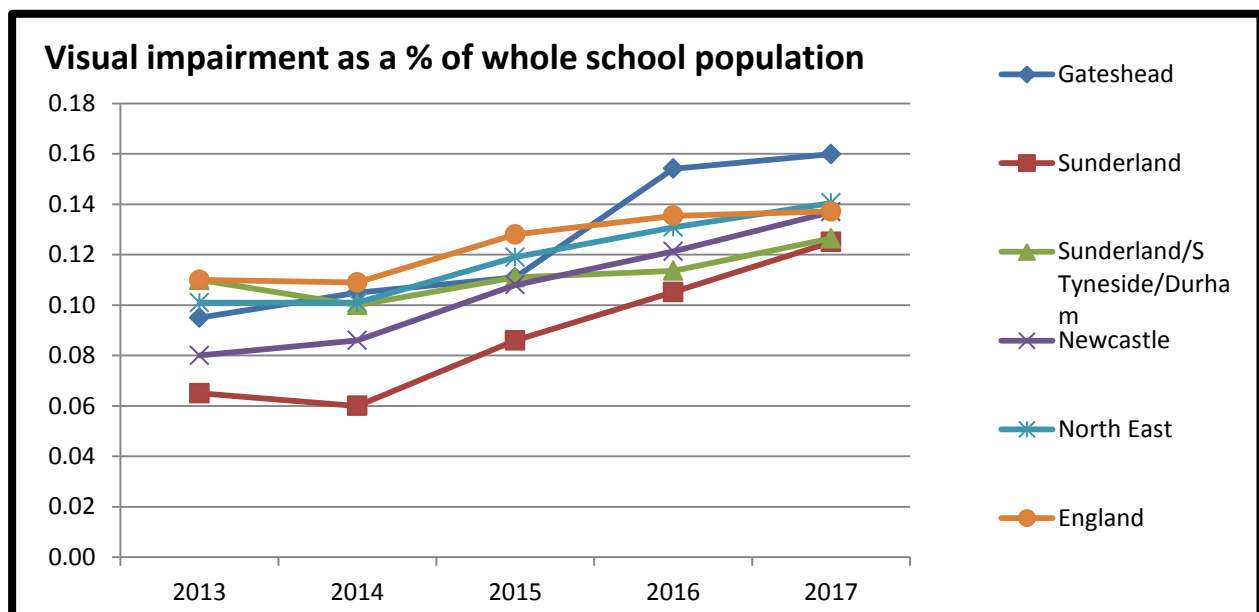
What is Visual Impairment (VI)?

Visual impairment is when someone has sight loss that cannot be fully corrected using glasses or contact lenses. A visual impairment can be the result of a number of causes including: a genetic condition, difficulties at birth, illness, trauma or accidental injury.

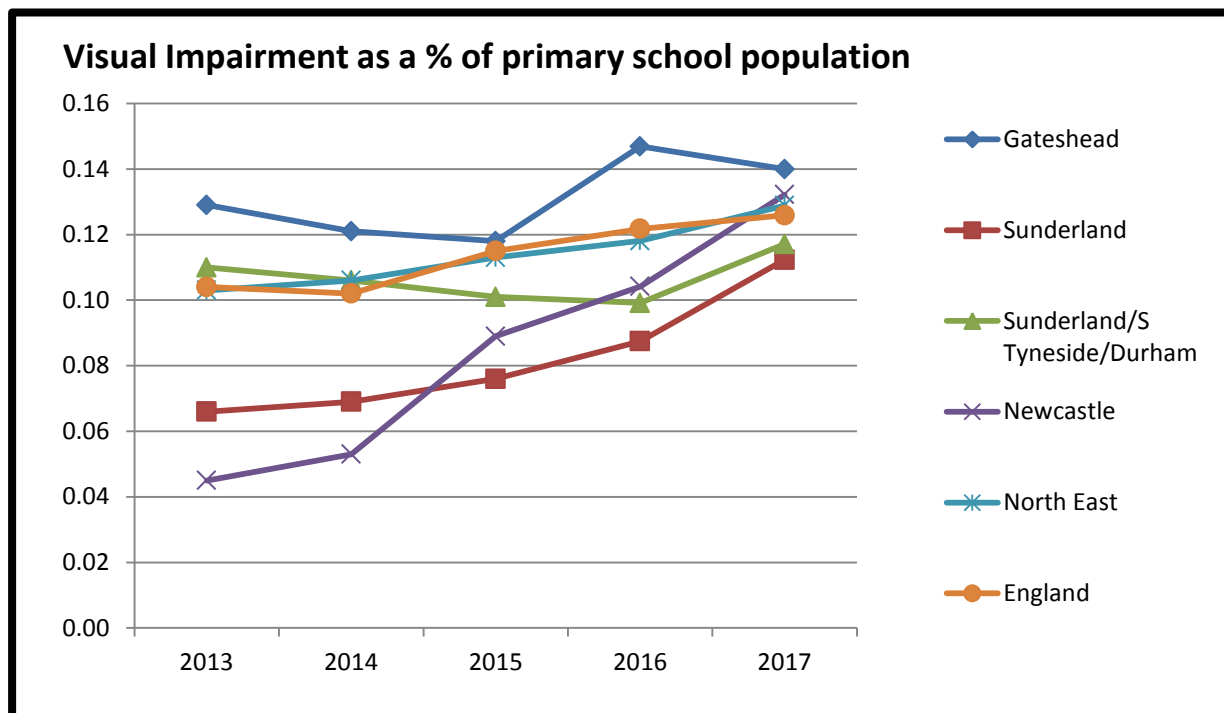
The SEN Code of Practice (2014) states:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI) will require specialist support and/or equipment to access their learning.

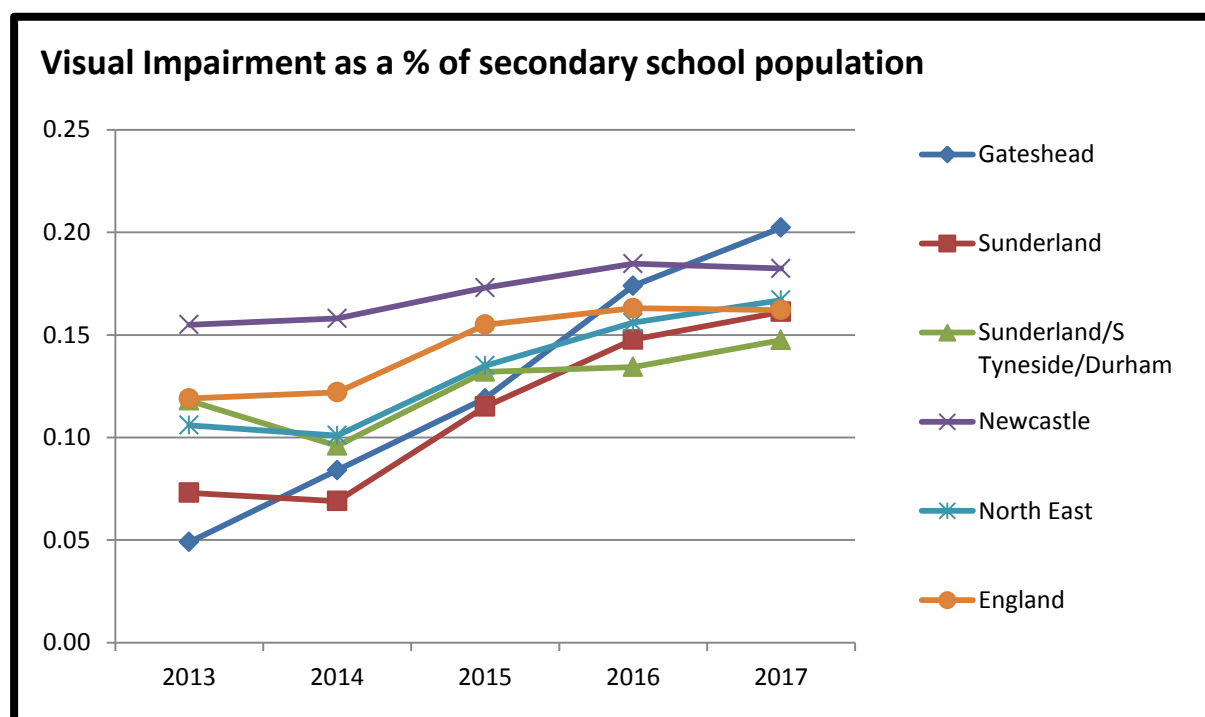
- In January 2015 a total of **33 pupils were reported to have a Visual Impairment** as their primary area of need. The figure in **January 2017 was 48**.



Data source: [Statistical First Release \(School Census\)](#)



- In January 2015 a total of **19 primary mainstream pupils** were reported to have a **Visual Impairment** as their primary area of need. The figure in **January 2017** was **23**.



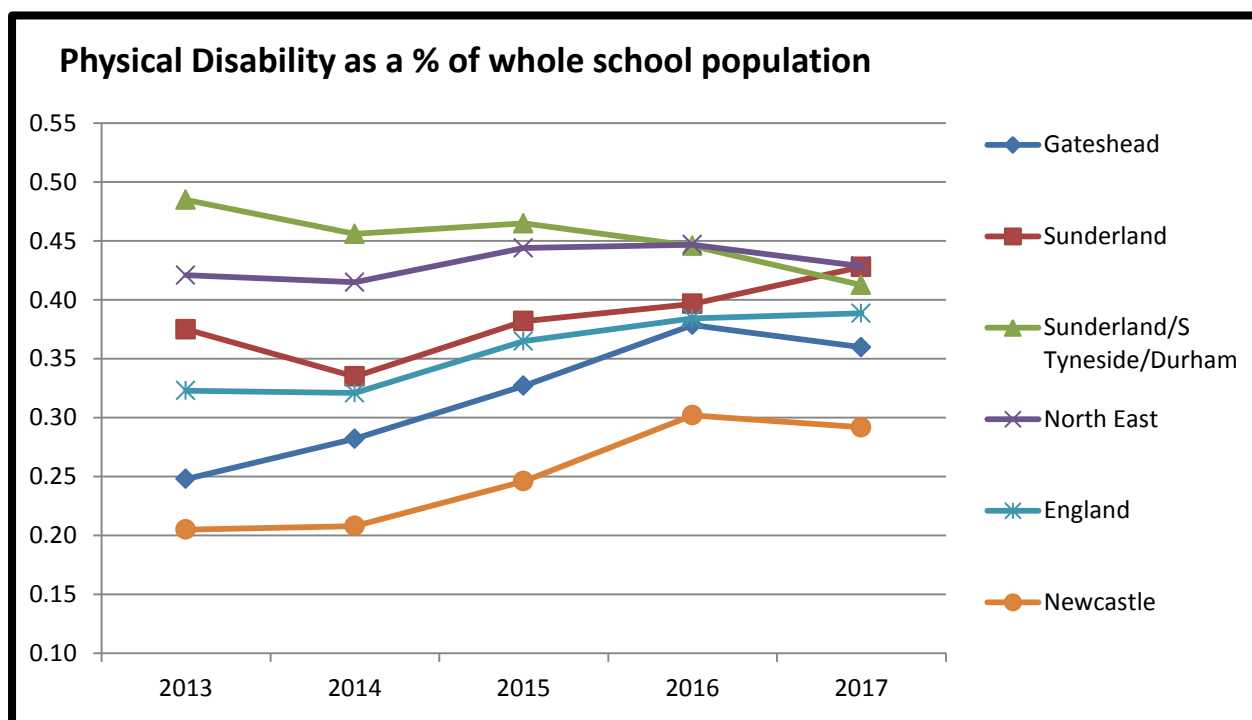
- In January 2015 a total of **14 secondary mainstream pupils** were reported to have a **Visual Impairment** as their primary area of need. The figure in **January 2017** was **23**.

Area of Need: Physical Disability (PD)

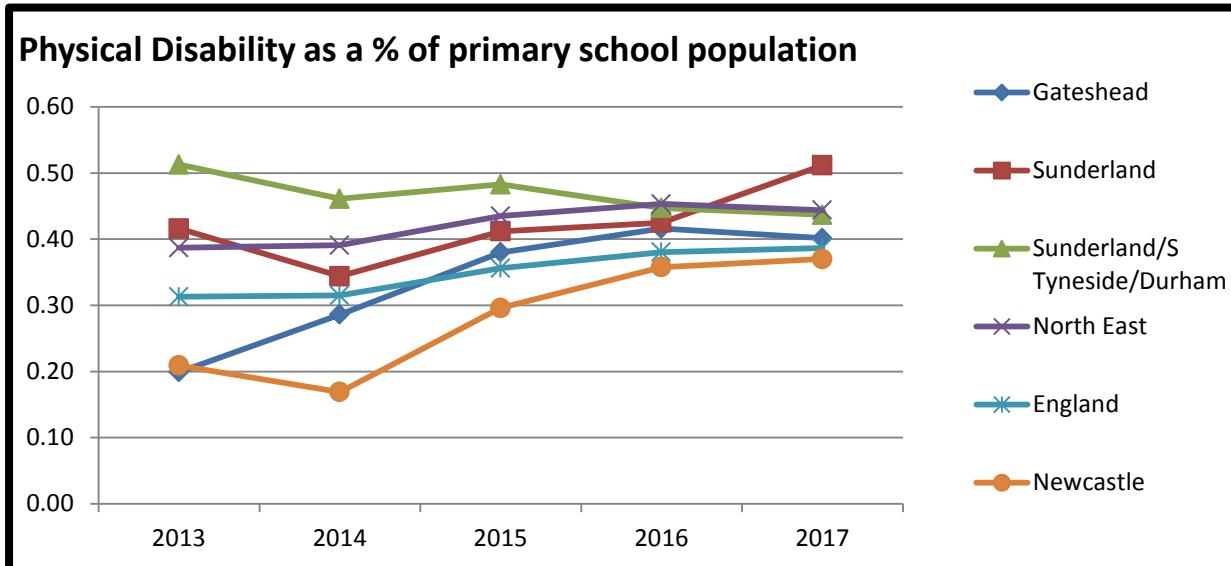
The SEN Code of Practice (2014) states:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

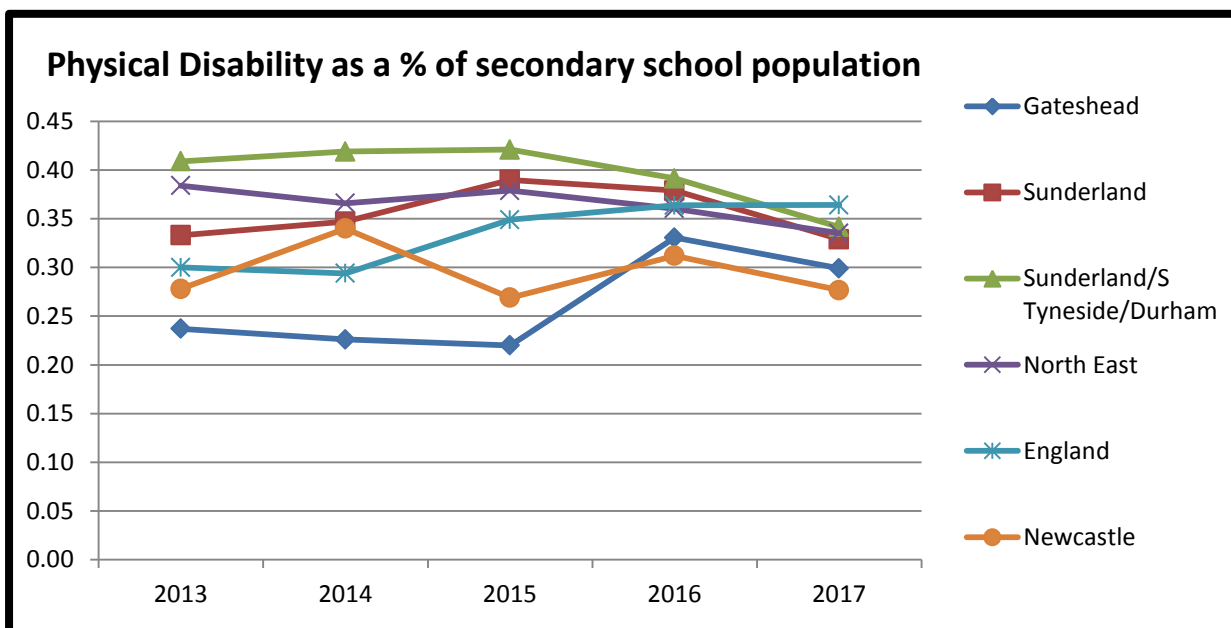
- In January 2015 a total of **97 pupils were reported to have a Physical Disability** as their primary area of need. The figure in **January 2017 was 108.**



Data source: [Statistical First Release \(School Census\)](#)



- In January 2015 a total of 61 **primary mainstream school pupils** were reported to have a **Physical Disability** as their primary area of need. The figure in **January 2017** was 66.



- In January 2015 a total of 26 **secondary mainstream school pupils** were reported to have a **Physical Disability** as their primary area of need. The figure in **January 2017** was 34.

Data source: [Statistical First Release \(School Census\)](#)

Area of Need: Autistic Spectrum Disorder (ASD)

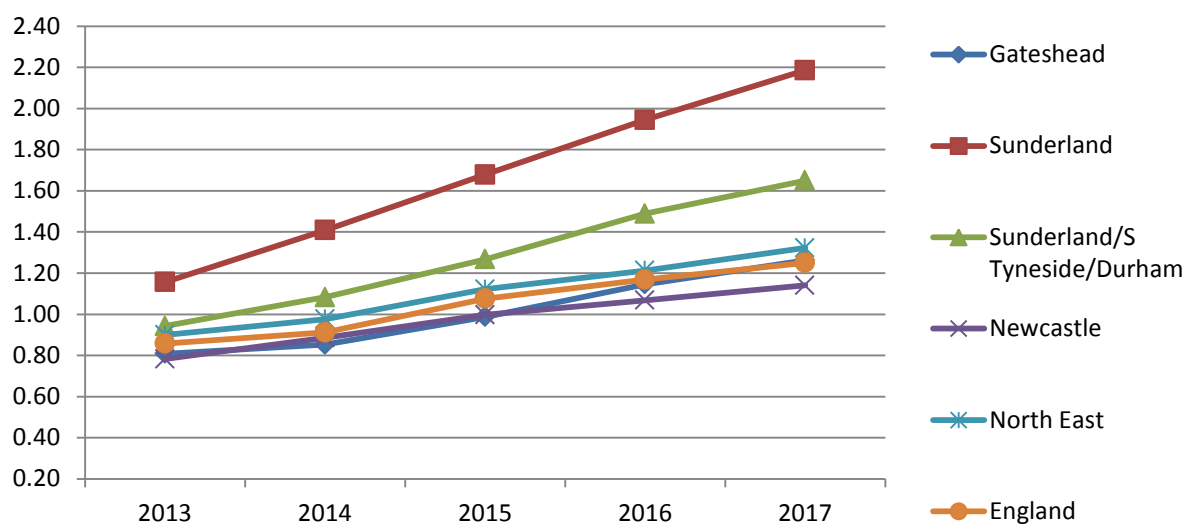
What is Autistic Spectrum Disorder (ASD)?

The SEN Code of Practice (2014) states:

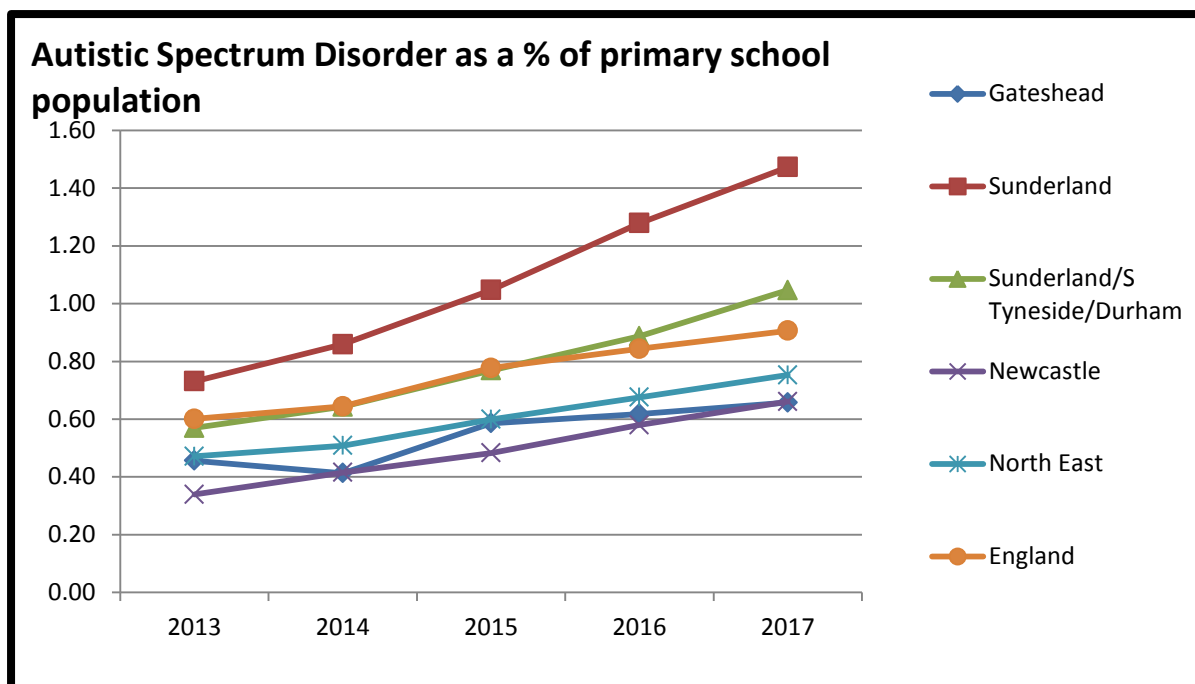
Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- In January 2015 a total of **293 pupils** were reported to have **Autistic Spectrum Disorder** as their primary area of need. In **January 2017** the figure was **379**.

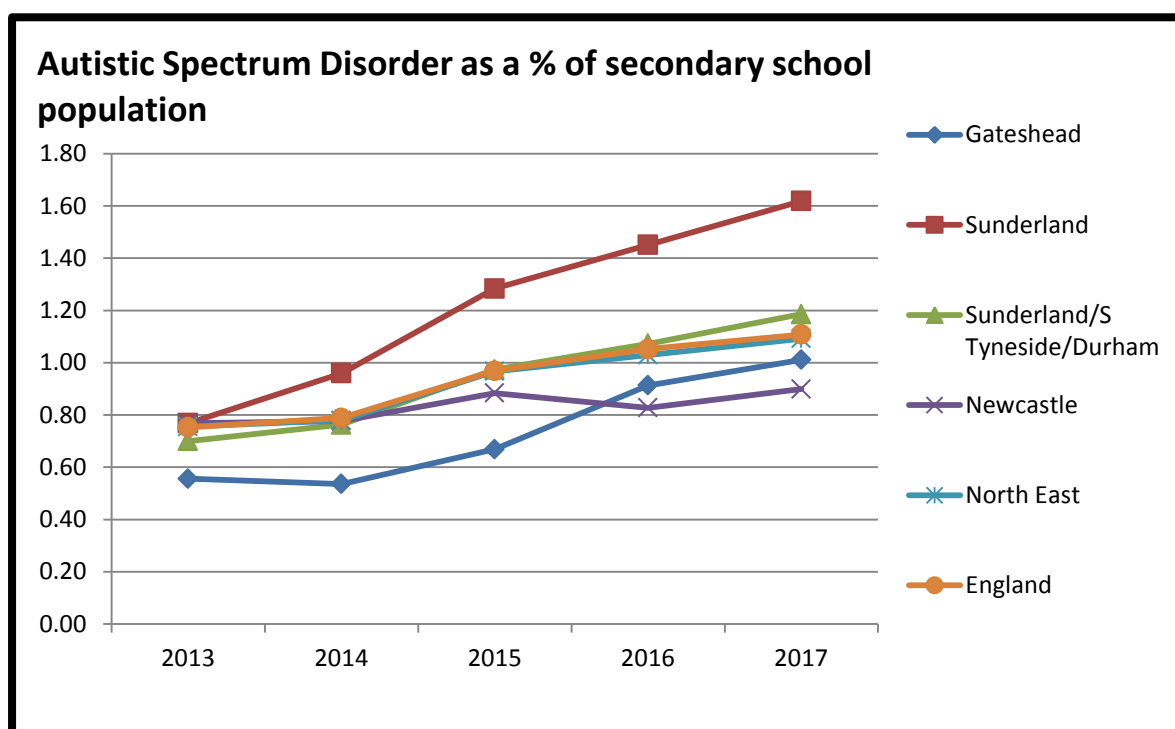
Autistic Spectrum Disorder as a % of whole school population



Data source: [Statistical First Release \(School Census\)](#)



- In January 2015 a total of **94 primary mainstream school pupils** were reported to have **Autistic Spectrum Disorder** as their primary area of need. In January 2017 the figure was **108**.



- In January 2015 a total of **79 secondary mainstream school pupils** were reported to have **Autistic Spectrum Disorder** as their primary area of need. In January 2017 the figure was **115**.

Summary – young people aged 16-25 with SEND (September 2017)

At January 2017 (SEN2 data) there were **213 young people aged 16-19 years old** and **20 young people aged 20-25 years old** in Gateshead with either a statement or EHC Plan; 233 aged 16-25 years in total.

Of those aged 16-19 with a statement/EHC Plan:

- 104 were studying at a general Further Education or tertiary college/Further Education
- 63 were studying at a special school/academy sixth form
- 18 were studying at a mainstream sixth form
- 9 were studying at an 'other Further Education' institution
- 7 were studying at a non-maintained special school
- 6 were studying at an independent special school
- 4 were in 'other arrangements' made by either the Local Authority or parents
- 2 were studying at a specialist post-16 institution

Of those aged 20-25 with a statement/EHC Plan:

- 9 were studying at a general Further Education or tertiary college/Further Education
- 6 were studying at an 'other Further Education' institution
- 5 were studying at a specialist post-16 institution

Data gathered from the Council's Preparation for Adulthood planning group highlights that as at September 2017:

- Approximately 33 young people with EHCP's plan to progress into special school sixth form provision in Sept 2018
- Approximately 18 young people with EHCP's plan to progress to a regional FE College in September 2018
- A small number of young people (less than 5) with EHCP's plan to progress to independent specialist post-16 provision in September 2018.