

# Special Educational Needs and Disabilities Needs Assessment

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**August 2016**

*The 2016 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 2016 SEND Needs Assessment (completed January 2016) outlines the following main areas:

- A summary of key SEND findings from the January 2015 and January 2016 School Census;
- Needs assessment trend data (2011- 2015); broken down into category of need trend comparator charts;
- Planning for September 2017 and September 2018.

## SEND Needs Assessment 2012-2016 - 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 2012 to 2016. 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 and 2016 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 2014-2016 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. It also identifies the numbers of pupils with SEN in each category of need in years 4 and 9 when the January 2015 and January 2016 School Census was carried out in order to aid planning for September 2017 and September 2018.

## Summary – January 2015 & January 2016 School Census SEND Findings

### **School-age pupils with SEND in Gateshead**

In January 2016, a total of **4,387 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, 20% had either a statement of SEN or Education, Health and Care (EHC) Plan and 80% 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 787 in 2011 to **843 in 2015**. (159 primary mainstream pupils, 183 secondary mainstream pupils and 501 special school pupils).

**In 2016, 891 pupils in Gateshead had either a statement of SEN or EHC Plan** (162 primary mainstream pupils, 178 secondary mainstream pupils, 526 special school pupils). This 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** has significantly decreased from 4,859 in 2010 to **3,400 in January 2015**, in line with regional and national figures (2026 primary mainstream pupils, 1242 secondary mainstream pupils and 132 special school pupils).

**In 2016, 3,496 pupils in Gateshead were categorised as 'SEN Support'** (2244 primary mainstream pupils, 1108 were secondary mainstream pupils and 4 special school pupils). This equates to 12% of all pupils in Gateshead.

### **Special school pupils**

The number of pupils being taught in special schools in Gateshead has risen from 400 in 2011 to **492 in 2015**, in line with regional and national figures. Gateshead has a higher proportion of children and young people being taught in special schools as a percentage of whole school population than England but a similar or lower proportion compared with neighbouring Local Authorities and the North East.

**In 2016, the number of pupils being taught in special schools in Gateshead had risen to 530. Of these, 526 had a statement/EHC Plan and 4 were categorised as SEN Support.**

### **Primary Special Educational Need Category Trends**

The tables below compare pupils in 2014, 2015 and 2016 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.

*Note: Some pupils previously known as 'School Action' may be counted in the 2015 and 2016 figures, as the new term 'SEN Support' includes both pupils previously at 'School Action' and 'School Action+'. Previous to 2015 only pupils with a statement or EHC Plan and those at School Action+ were included in the data. Therefore the figures in 2015 and 2016 are significantly higher in 2015 and 2016 compared to 2014.*

#### **2014 School Census:**

<b>Primary Special Educational Need Category</b>	<b>Number of pupils</b>
Social, Emotional Mental Health (SEMH)*	404
Speech, Language and Communication Needs (SLCN)	392
Moderate Learning Needs (MLD)	293
Autistic Spectrum Disorder (ASD)	251
Specific Learning Difficulty (SpLD)	201
Severe Learning Difficulty (SLD)	96
Physical Disability (PD)	83
Hearing Impairment (HI)	68
Profound and Multiple Learning Difficulty (PMLD)	32
Visual Impairment (VI)	31
<b>Total</b>	<b>1,851</b>

#### **2015 School Census:**

<b>Primary Special Educational Need Category</b>	<b>Number of pupils</b>
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
<b>Total</b>	<b>2,810</b>

\*The term Social, Emotional Mental Health (SEMH) needs replaced Behaviour, Emotional and Social Difficulties (BESD) following the publication of the [SEN Code of Practice 2014](#)

**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
<b>Total</b>	<b>3,683**</b>

*\*The term Social, Emotional Mental Health (SEMH) needs replaced Behaviour, Emotional and Social Difficulties (BESD) following the publication of the [SEN Code of Practice 2014](#)*

*\*\*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'*

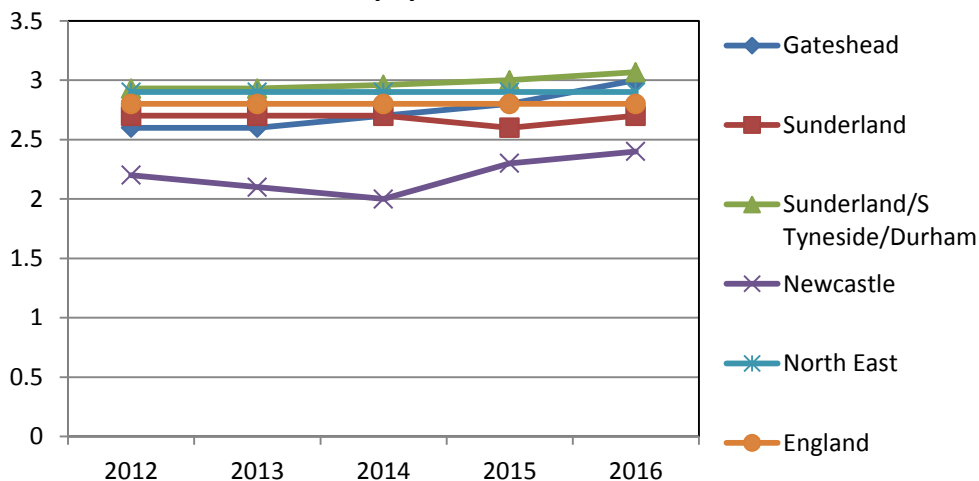
**Children and young people with statements/EHC Plans (0-25 years) - categories of need**

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 August 2016.

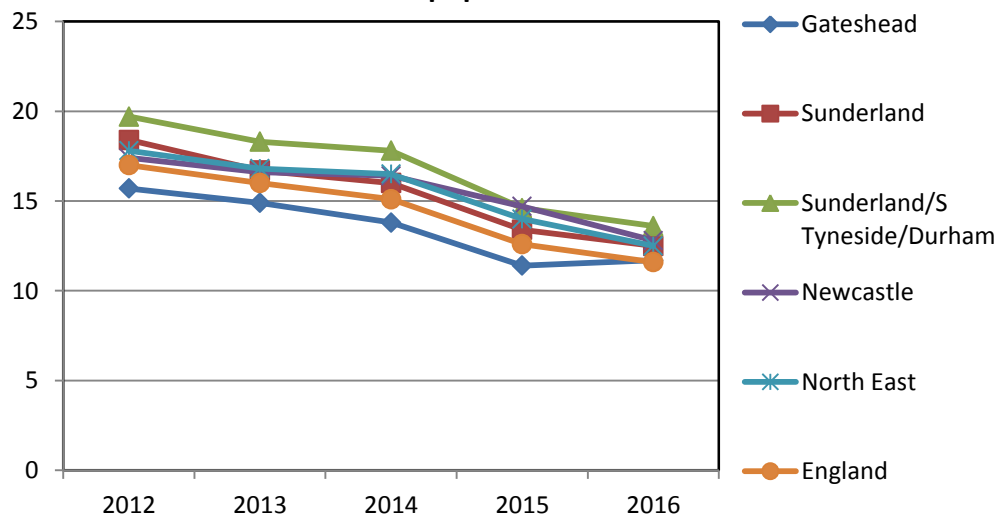
<b>Primary Special Educational Need Category</b>	<b>Number</b>
Moderate Learning Needs (MLD)	281
Autistic Spectrum Disorder (ASD)	247
Social, Emotional Mental Health (SEMH – Disruptive and disturbing behaviour)	144
Speech, Language and Communication Needs (SLCN)	110
Severe Learning Difficulty (SLD)	73
Social, Emotional Mental Health (SEMH – Attention Deficit Hyperactivity Disorder)	64
Specific Learning Difficulty (SpLD - Dyslexia)	53
Physical Disability (PD)	49
Profound and Multiple Learning Difficulty (PMLD)	28
Hearing Impairment (HI)	23
Visual Impairment (VI)	10
Social, Emotional Mental Health (SEMH – Withdrawn, isolated or depressed)	13
Specific Learning Difficulty (SpLD - Dyspraxia)	2
Multi-Sensory Impairment	1

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

**Pupils WITH a statement/EHC Plans as a % of whole school population**



**Pupils with SEN WITHOUT a statement/EHC Plan as a % of whole school population**

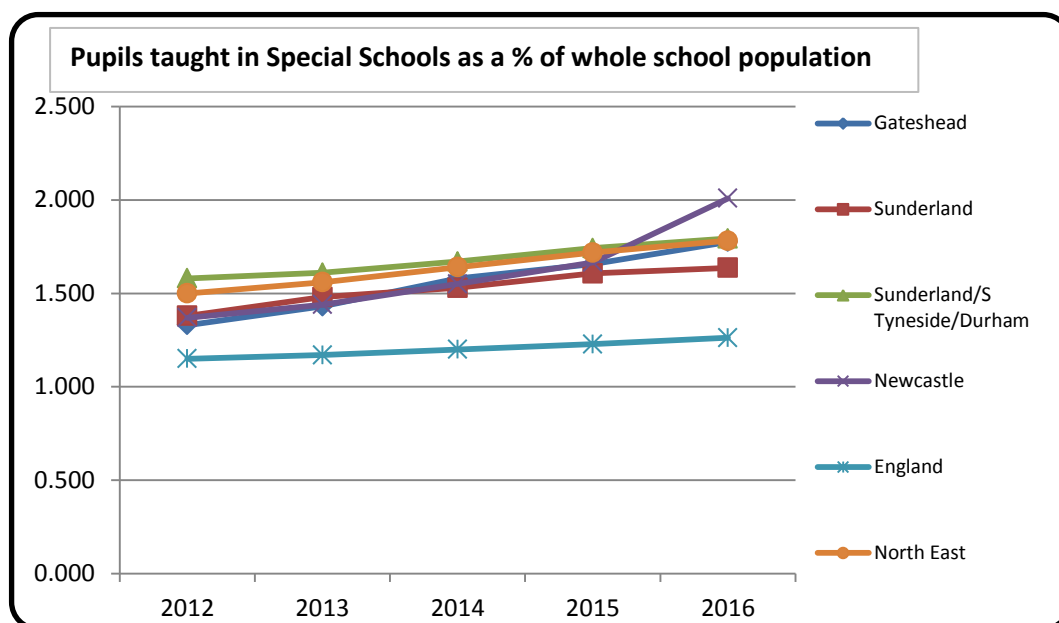


Data source: [Statistical First Release \(School Census\)](#)

- 80% (3,496) of all pupils with SEN do not have a statement/EHC Plan (Jan 2016 School Census)
- 20% (891) of all pupils with SEN have a statement/EHC Plan (Jan 2016 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 530 in January 2016.

The table below highlights pupils taught in special schools broken down by their primary special educational need in January 2015 and January 2016. *Note: data excludes 'pupils with a Multi-Sensory Impairment', those at 'SEN Support with no primary need' and 'Other Difficulty'*

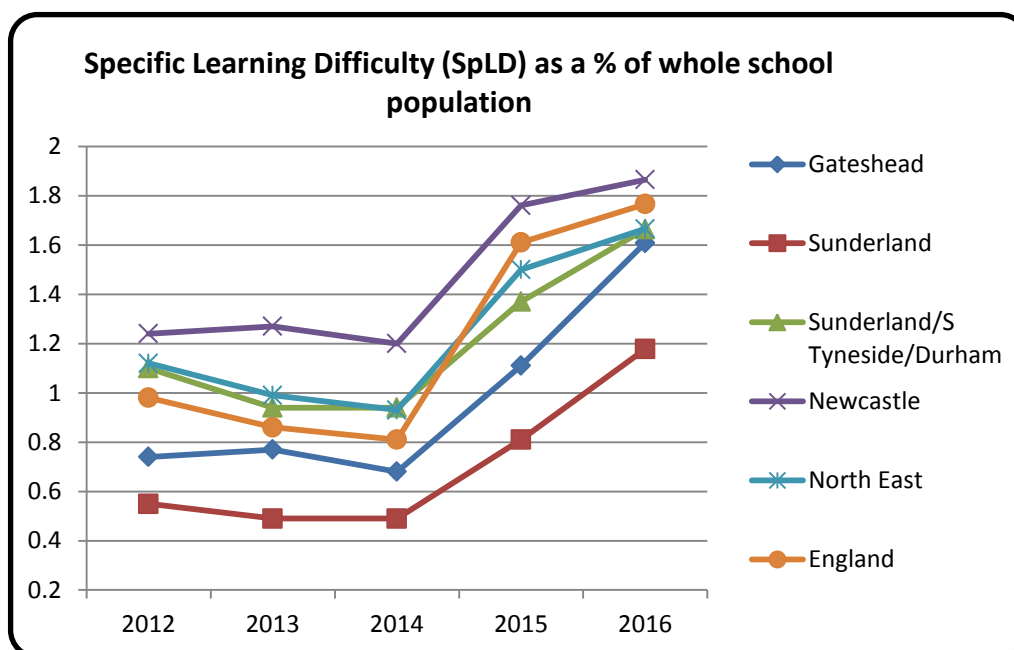
Primary Special Educational Need Category	Number of pupils (Jan 2015 School Census data)	Number of pupils (Jan 2016 School Census data)
Autistic Spectrum Disorder (ASD)	120	136
Social, Emotional Mental Health (SEMH)*	112	122
Moderate Learning Needs (MLD)	98	104
Severe Learning Difficulty (SLD)	98	93
Speech, Language and Communication Needs (SLCN)	24	32
Profound and Multiple Learning Difficulty (PMLD)	20	21
Physical Disability (PD)	10	7
Specific Learning Difficulty (SpLD)	4	7
Hearing Impairment	2	1
Visual Impairment	0	2

## Area of need: Specific Learning Difficulty (SpLD)

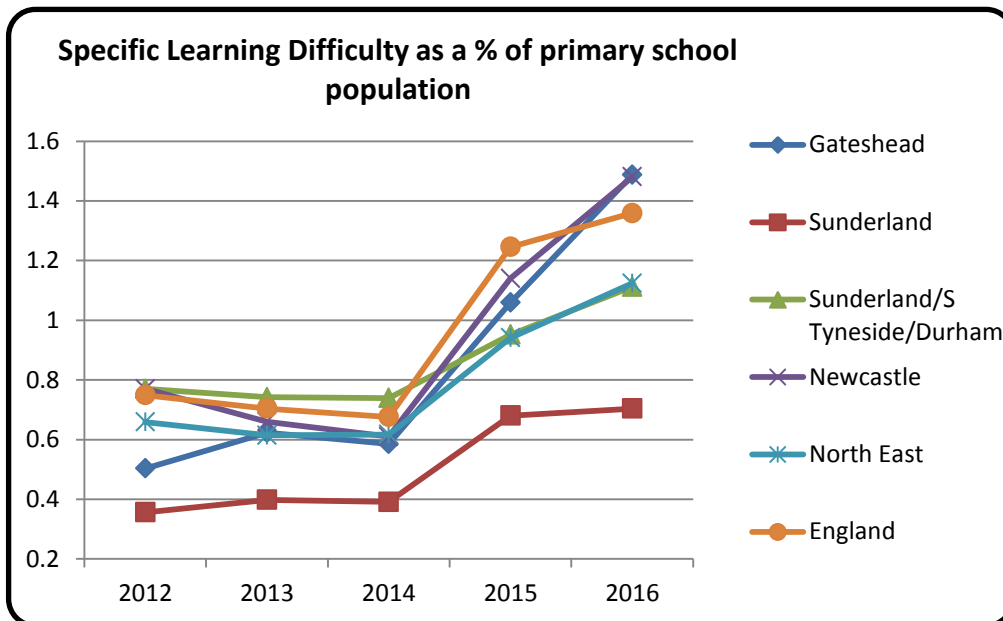
### What are Specific Learning Difficulties (SpLD)?

*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.*

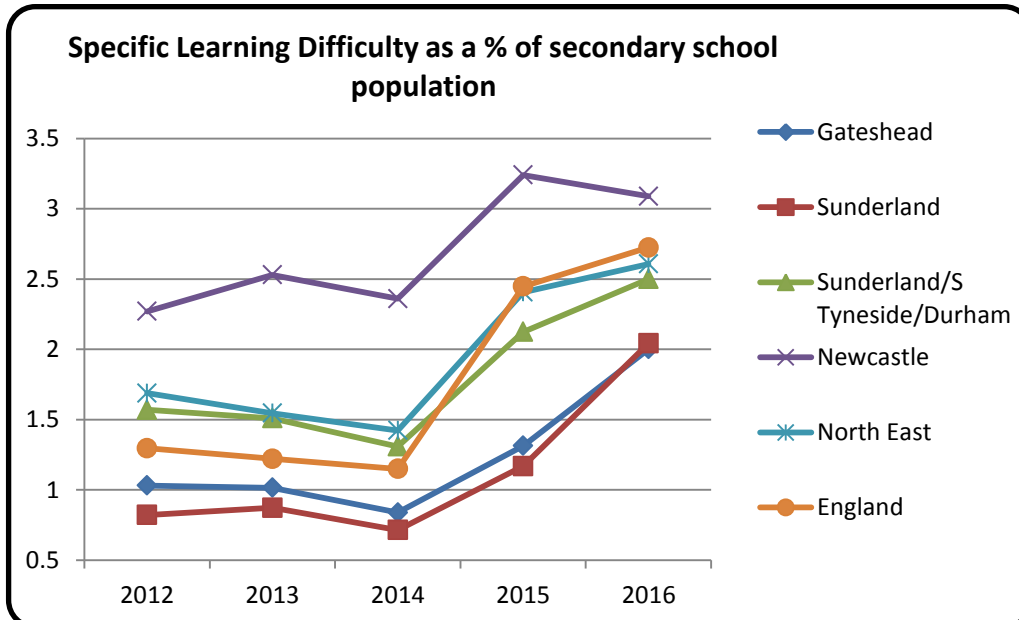
- In January 2015, a total of 329 pupils were reported to have a Specific Learning Difficulty as their primary area of need. This includes primary and secondary mainstream school pupils and pupils in special schools. In January 2016 this figure had risen to 480 (243 primary mainstream, 230 secondary mainstream and 7 special school pupils).



- In January 2015, **170 primary mainstream school pupils** were reported to have a **Specific Learning Difficulty** as their primary area of need. In **January 2016** the reported figure was **243**.



- In January 2015, **155 secondary mainstream school pupils** were reported to have a **Specific Learning Difficulty** as their primary area of need. In **January 2016** the figure was **230**.



- In January 2015, **4 pupils in special schools** were reported to have a **Specific Learning Difficulty** as their primary area of need. There were **7 pupils** reported to have a **Specific Learning Difficulty** in **January 2016**.

### Planning for September 2017 – SpLD

	Number of pupils	Type of educational provision attended
<b>All pupils with SpLD (School Census data: Jan 2015)</b>	329	170 – mainstream primary 155 – mainstream secondary 4 – special school
<b>Pupils in Year 4* with SpLD (Jan 2015)</b>	43	43 - mainstream primary
<b>Pupils in Year 9* with SpLD (Jan 2015)</b>	24	22 – mainstream secondary 1 – secondary ARMS 1 – special school

*\*Pupils in Year 4 at Jan 2015 will start secondary school in September 2017*

*\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

### Planning for September 2018 – SpLD

	Number of pupils	Type of educational provision attended
<b>All pupils with SpLD (School Census data: Jan 2016)</b>	480	243 – mainstream primary 230 – mainstream secondary 7 – special school
<b>Pupils in Year 4* with SpLD (Jan 2016)</b>	40	40 - mainstream primary
<b>Pupils in Year 9* with SpLD (Jan 2016)</b>	37	36 – mainstream secondary 1 – special school

*\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018*

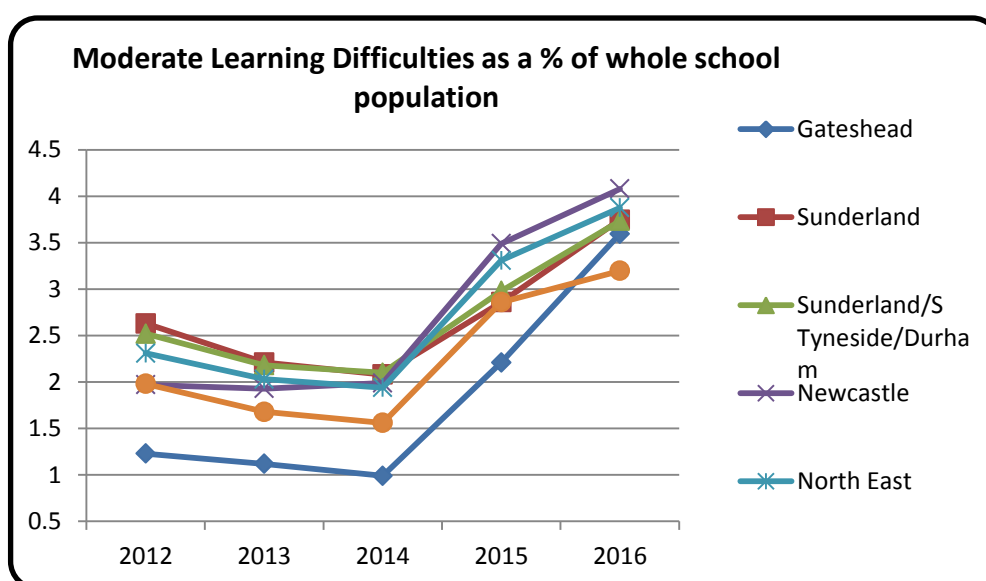
*\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

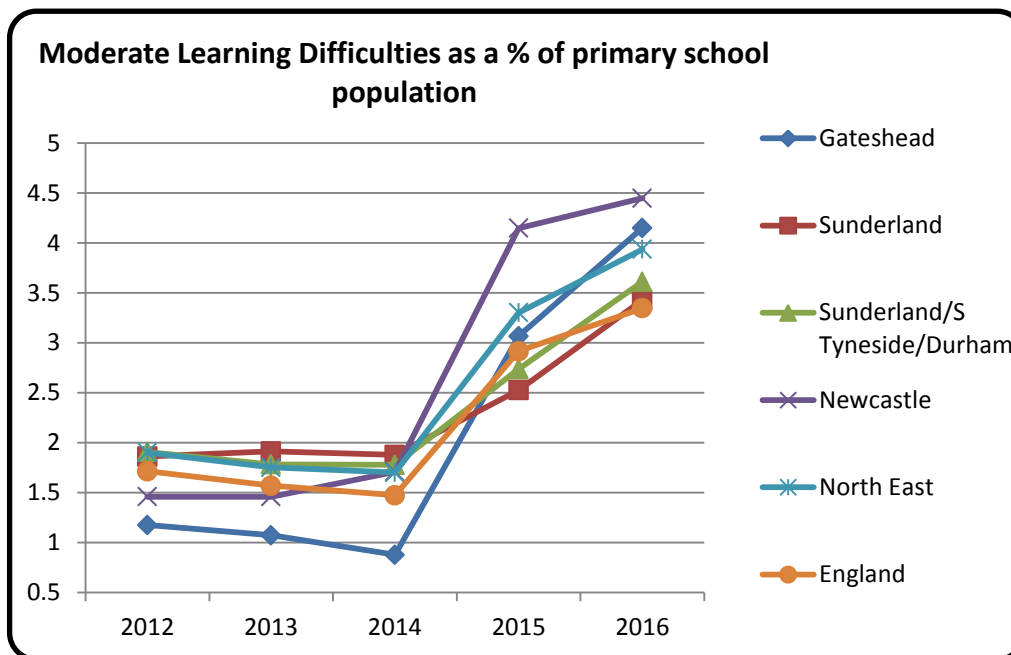
## Area of Need: Moderate Learning Difficulties (MLD)

### What are Moderate Learning Difficulties?

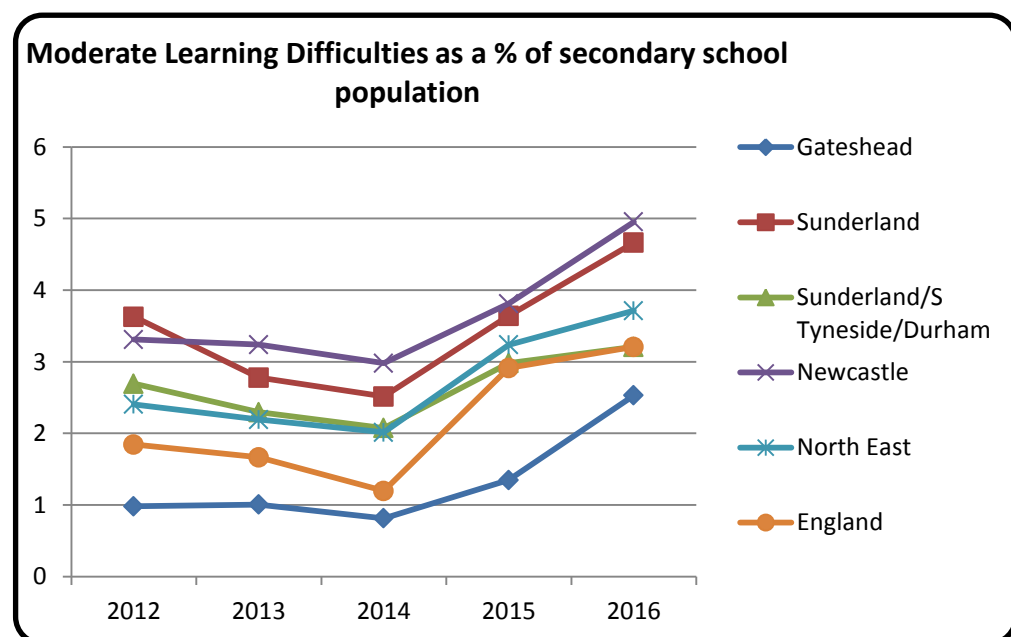
*Pupils with MLD will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. They have much greater difficulty than peers in acquiring basic literacy and numeracy skills and in understanding concepts and may experience speech and language 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 2016, the figure was 1,073 (678 primary mainstream, 291 secondary mainstream, 104 special school pupils).



- 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 **678 in January 2016**.



- 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 **291 in January 2016**.
- In January 2015, **4 pupils in special schools** were reported to have a **Moderate Learning Difficulty** as their primary area of need. In **January 2016** this figure was **104**.

### Planning for September 2017 – MLD

	Number of pupils	Type of educational provision attended
<b>All pupils with MLD (School Census data: Jan 2015)</b>	655	492 – mainstream primary 159 – mainstream secondary 4 – special school
<b>Pupils in Year 4* with MLD (Jan 2015)</b>	95	94 – mainstream primary 1 – special school
<b>Pupils in Year 9* with MLD (Jan 2015)</b>	33	17 – mainstream secondary 1 – secondary ARMS 15 – special school

*\*Pupils in Year 4 at Jan 2015 will start secondary school in September 2017*

*\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

### Planning for September 2018 – MLD

	Number of pupils	Type of educational provision attended
<b>All pupils with MLD (School Census data: Jan 2016)</b>	1,073	678 – mainstream primary 291 – mainstream secondary 104 – special school
<b>Pupils in Year 4* with MLD (Jan 2016)</b>	102	101 – mainstream primary 1 – special school
<b>Pupils in Year 9* with MLD (Jan 2016)</b>	80	62 – mainstream secondary 18 – special school

*\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018*

*\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018*

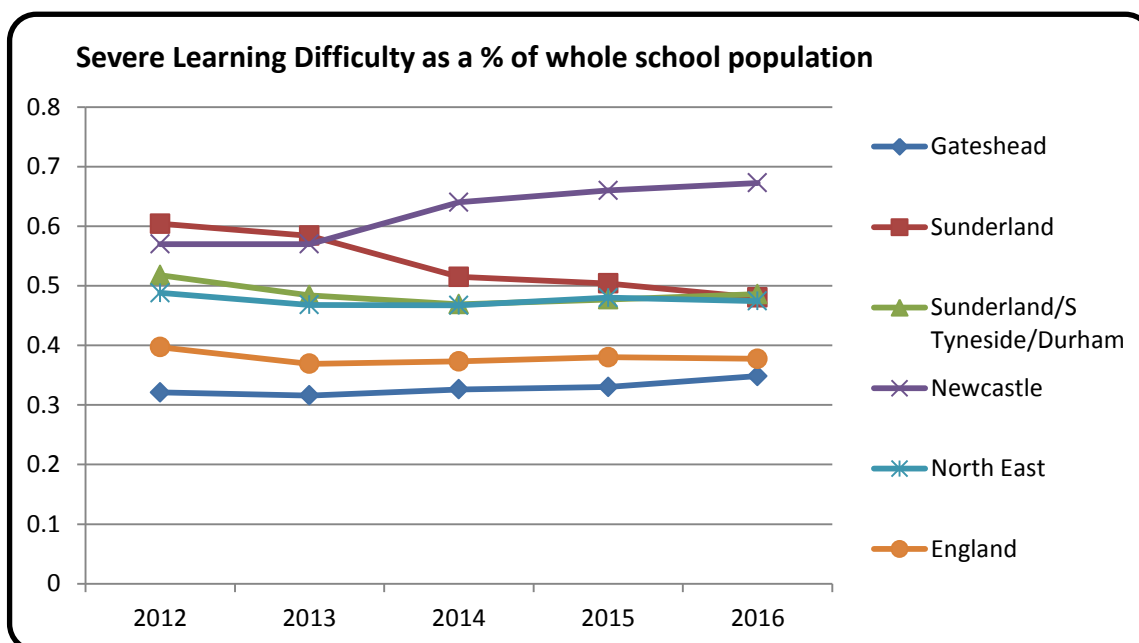
*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

## 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 2016 there were 104 pupils with SLD** (8 primary mainstream, 3 secondary mainstream and 93 special school pupils).



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



### Planning for September 2017 - SLD

	Number of pupils	Type of educational provision attended
<b>All pupils with SLD (School Census data: Jan 2015)</b>	98	98 – special schools
<b>Pupils in Year 4* with SLD (Jan 2015)</b>	0	N/A
<b>Pupils in Year 9* with SLD (Jan 2015)</b>	0	N/A

*\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017*

*\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

### Planning for September 2018 – SLD

	Number of pupils	Type of educational provision attended
<b>All pupils with SLD (School Census data: Jan 2016)</b>	104	8 – mainstream primary 3 – mainstream secondary 93 – special school
<b>Pupils in Year 4* with SLD (Jan 2016)</b>	6	6 – special school
<b>Pupils in Year 9* with SLD (Jan 2016)</b>	10	1 – mainstream secondary 9 – special school

*\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018*

*\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

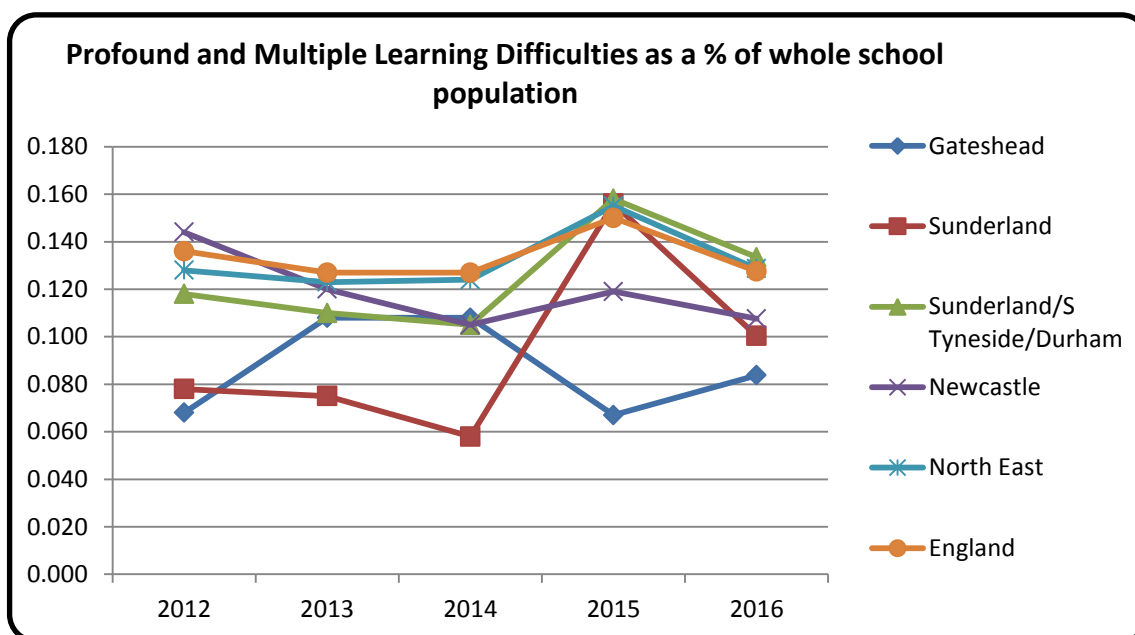
## Area of need: Profound and Multiple Learning Difficulty (PMLD)

### 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 **Severe Learning Difficulty** as their primary area of need. In **January 2016** the figure was **25**.



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

### Planning for September 2017 - PMLD

	Number of pupils	Type of educational provision attended
<b>All pupils with PMLD (School Census data: Jan 2015)</b>	20	20 – special school
<b>Pupils in Year 4* with PMLD (Jan 2015)</b>	0	N/A
<b>Pupils in Year 9* with PMLD (Jan 2015)</b>	0	N/A

*\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017*

*\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

### Planning for September 2018 – PMLD

	Number of pupils	Type of educational provision attended
<b>All pupils with PMLD (School Census data: Jan 2016)</b>	25	1 – mainstream primary 3 – mainstream secondary 21 – special school
<b>Pupils in Year 4* with PMLD (Jan 2016)</b>	1	1 – special school
<b>Pupils in Year 9* with PMLD (Jan 2016)</b>	0	N/A

*\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018*

*\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

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

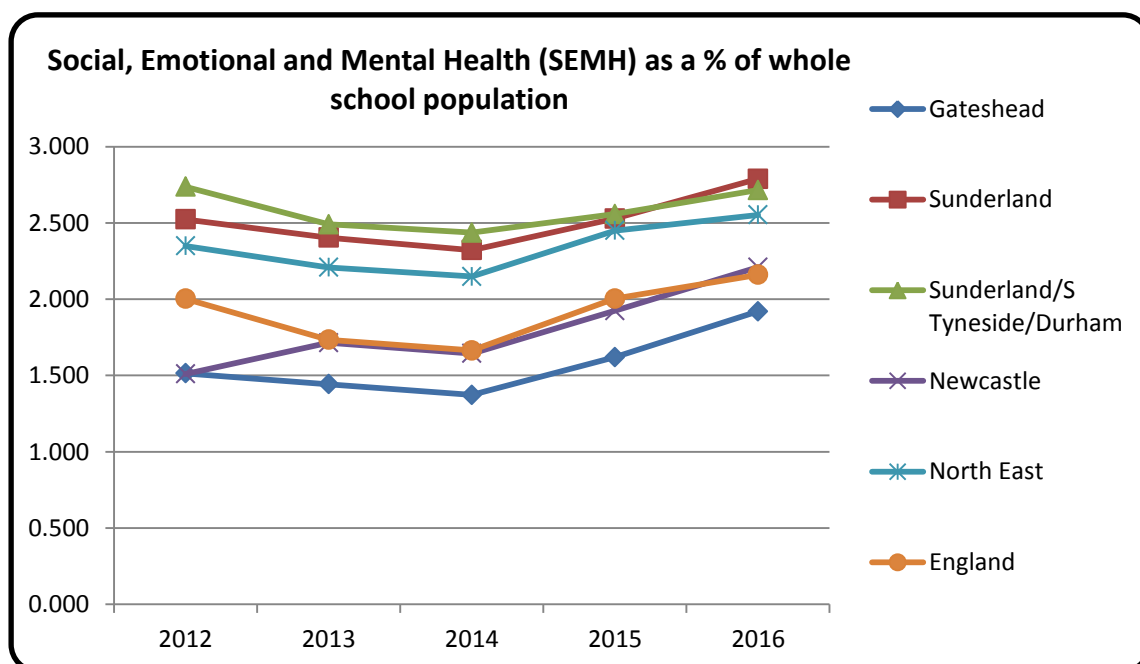
### What are Social, Emotional and Mental Health needs?

**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:

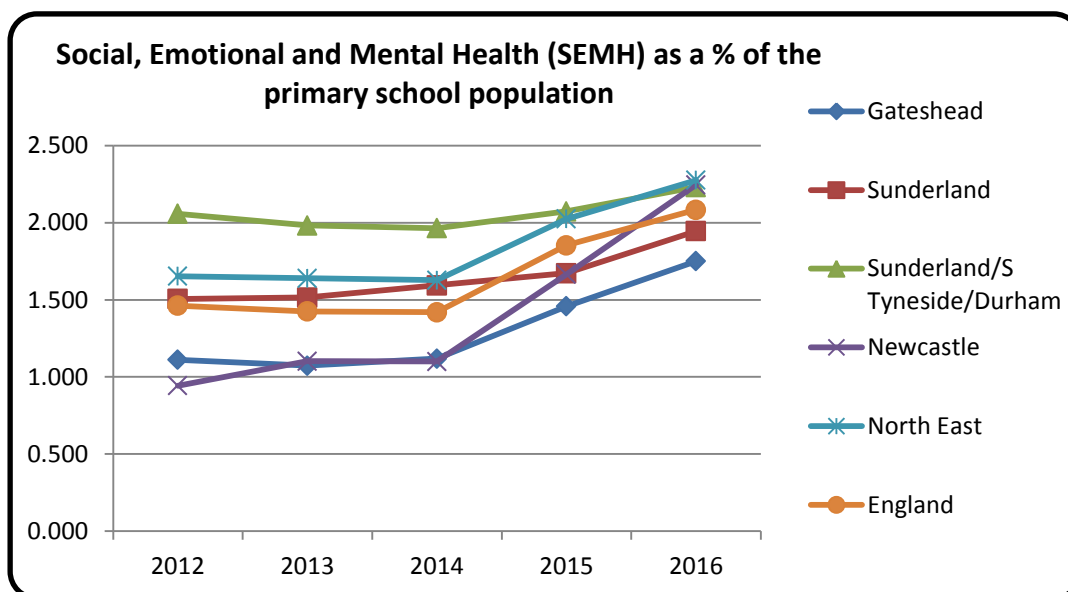
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health 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 **573 in January 2016** (286 primary mainstream, 165 secondary mainstream, 122 special school pupils).

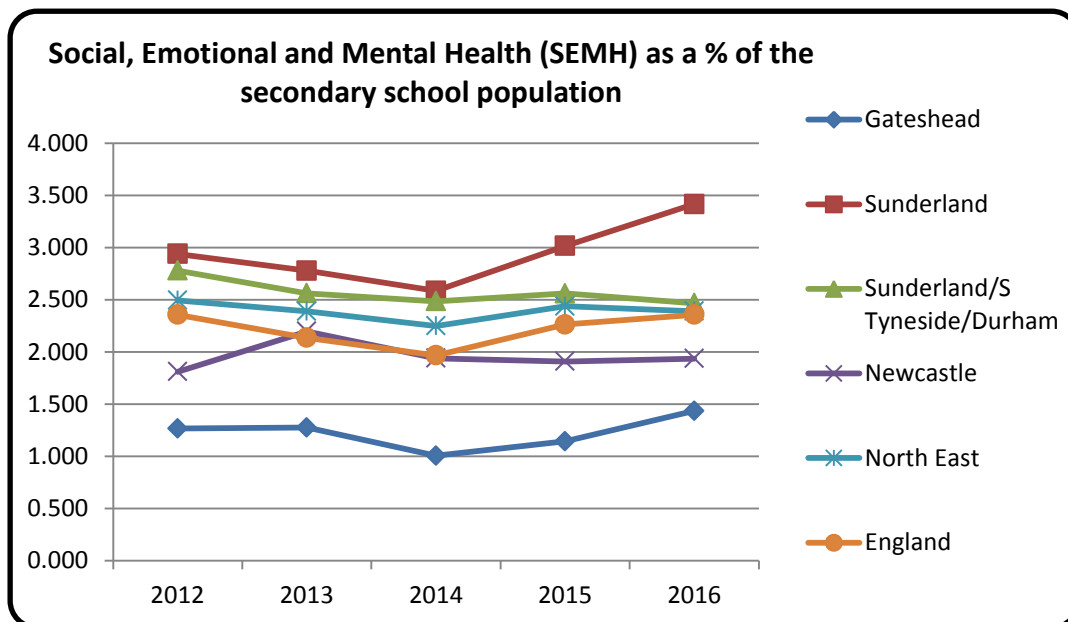


Data source: [Statistical First Release \(School Census\)](#)

- 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 286 in January 2016.



- 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 **165 pupils in January 2016.**



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

- In January 2016, **122 pupils were reported to have Social, Emotional and Mental Health as their primary area of need.**

### Planning for September 2017 - SEMH

	Number of pupils	Type of educational provision attended
<b>All pupils with SEMH (School Census data: Jan 2015)</b>	481	234 – mainstream primary 135 – mainstream secondary 112 – special school
<b>Pupils in Year 4* with SEMH (Jan 2015)</b>	45	36 – mainstream primary 9 – special school
<b>Pupils in Year 9* with SEMH (Jan 2015)</b>	42	28 – mainstream secondary 13 – special school 1 – Pupil Referral Unit

\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017

\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as at School Action and School Action+).

### Planning for September 2018 – SEMH

	Number of pupils	Type of educational provision attended
<b>All pupils with SEMH (School Census data: Jan 2016)</b>	573	286 – mainstream primary 165 – mainstream secondary 122 – special school
<b>Pupils in Year 4* with SEMH (Jan 2016)</b>	59	49 – mainstream primary 10 – special school
<b>Pupils in Year 9* with SEMH (Jan 2016)</b>	55	39 – mainstream secondary 16 – special school

\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018

\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

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

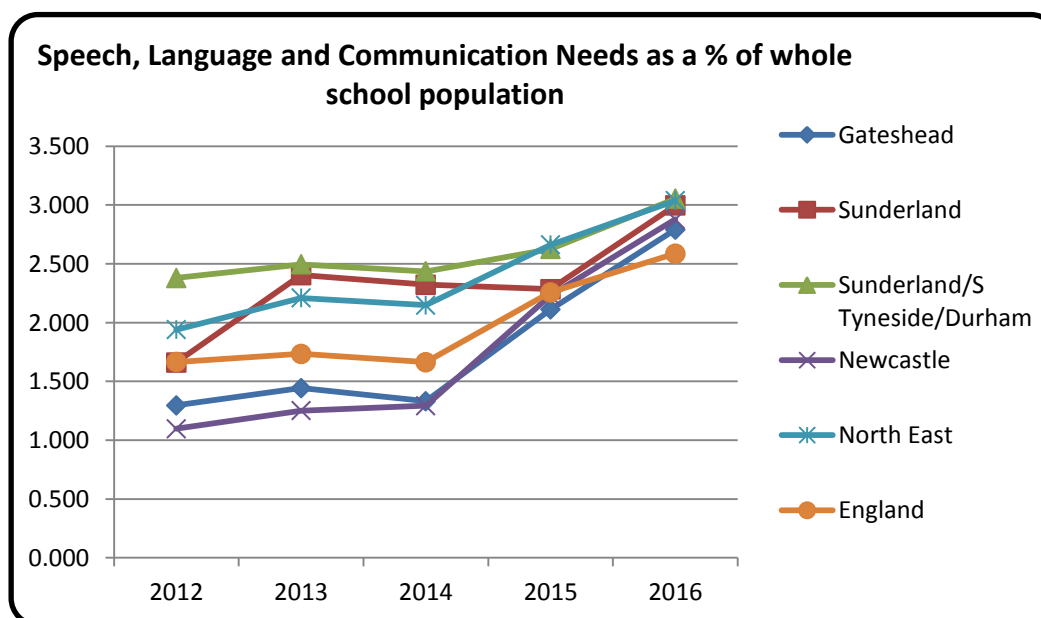
### What are Speech, Language and Communication Needs (SLCN)?

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:

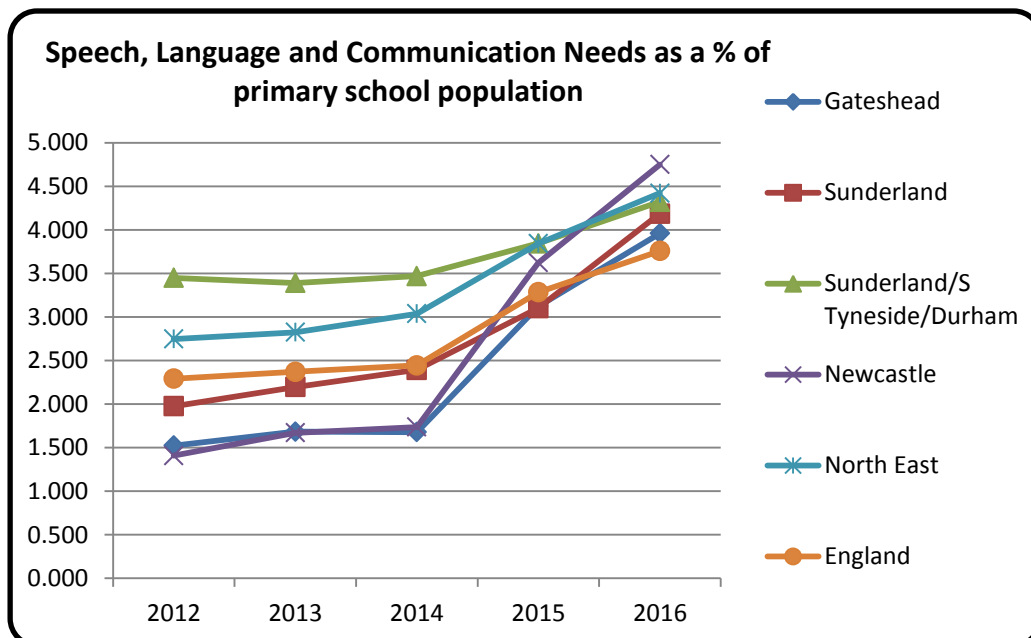
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The 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 833 in January 2016 (647 primary mainstream, 154 secondary mainstream, 32 special school pupils).

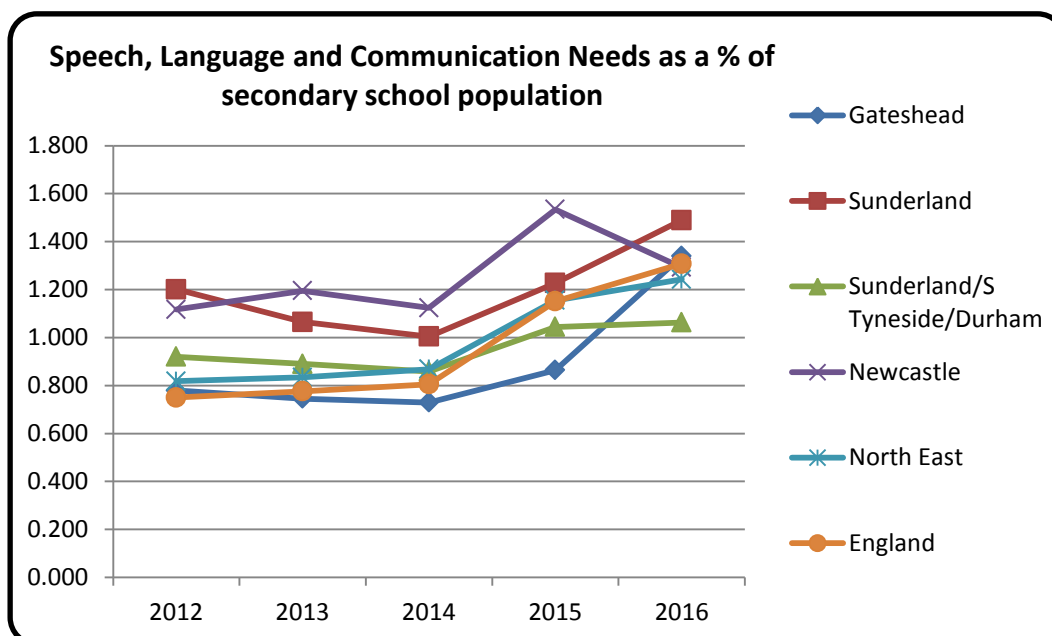


Data source: [Statistical First Release \(School Census\)](#)

- 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 2016 was 647.



- 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 2016 was 136. *Note: 2016 figures were not validated or published at March 2016.*





### Planning for September 2017 - SLCN

	Number of pupils	Type of educational provision attended
<b>All pupils with SLCN (School Census data: Jan 2015)</b>	627	501 – mainstream primary 102 – mainstream secondary 24 – special school
<b>Pupils in Year 4* with SLCN (Jan 2015)</b>	55	54 - mainstream primary 1 – special school
<b>Pupils in Year 9* with SLCN (Jan 2015)</b>	26	20 – mainstream primary 1 – secondary ARMS 5 – special school

*\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017*

*\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

### Planning for September 2018 – SLCN

	Number of pupils	Type of educational provision attended
<b>All pupils with SLCN (School Census data: Jan 2016)</b>	833	647 – mainstream primary 154 – mainstream secondary 32– special school
<b>Pupils in Year 4* with SLCN (Jan 2016)</b>	81	80 – mainstream primary 1 – special school
<b>Pupils in Year 9* with SLCN (Jan 2016)</b>	28	26 – mainstream secondary 2 – special school

*\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018*

*\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018*

*Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).*

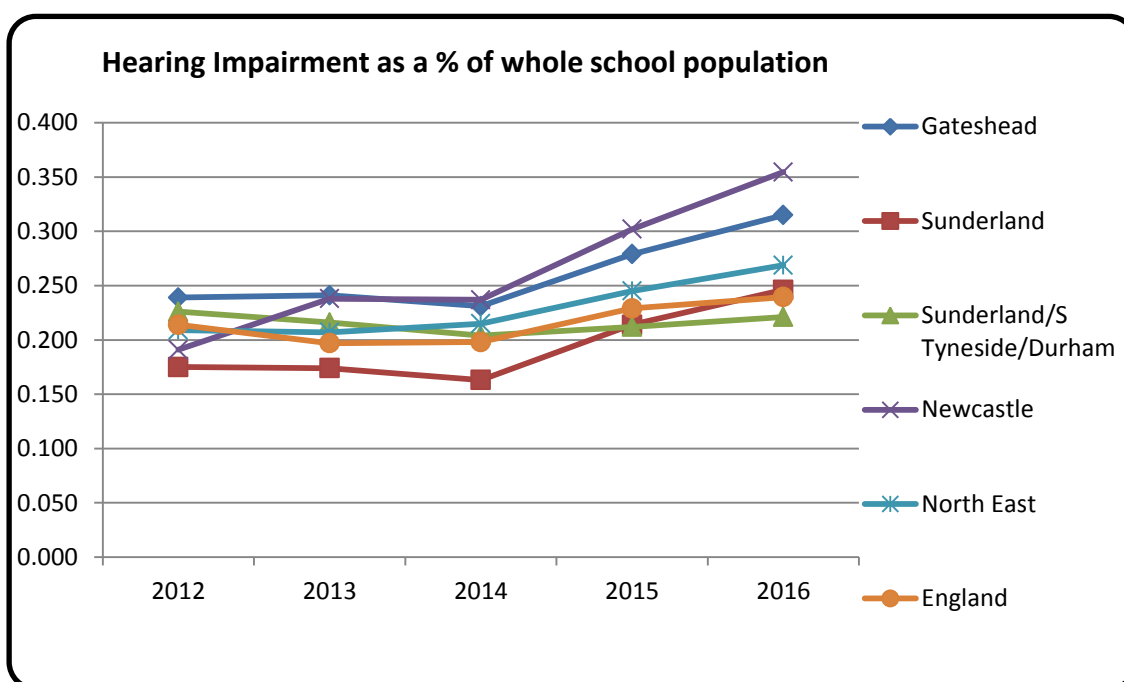
## Area of Need: Hearing Impairment (HI)

### 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.*

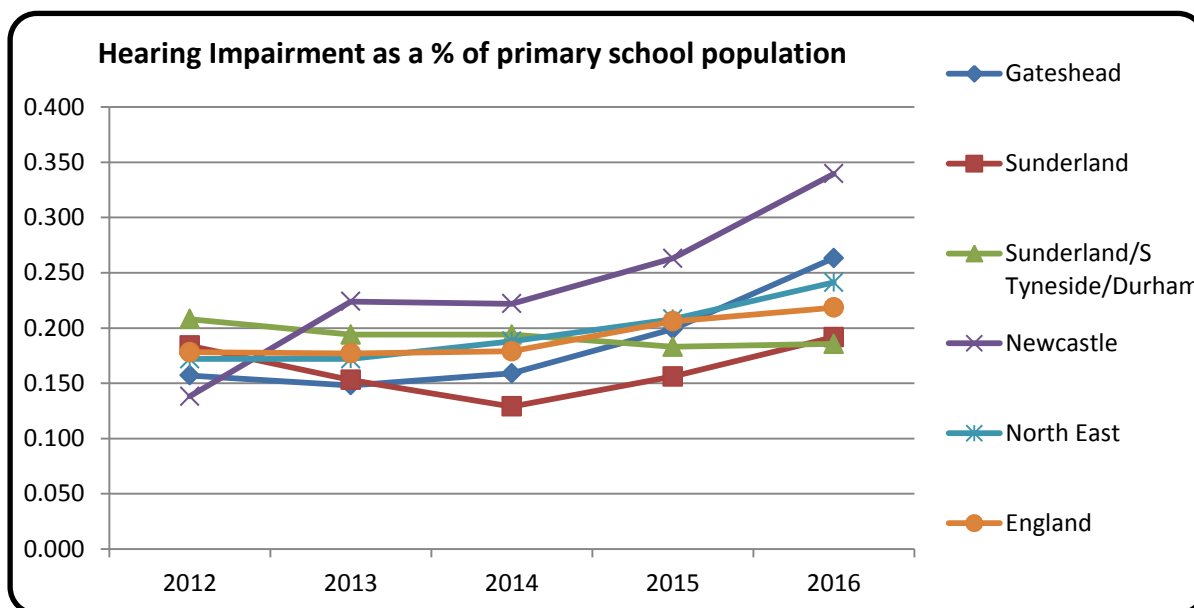
*For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. 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 2016 the figure was 94 (43 primary mainstream, 50 secondary mainstream, 1 special school pupil).**

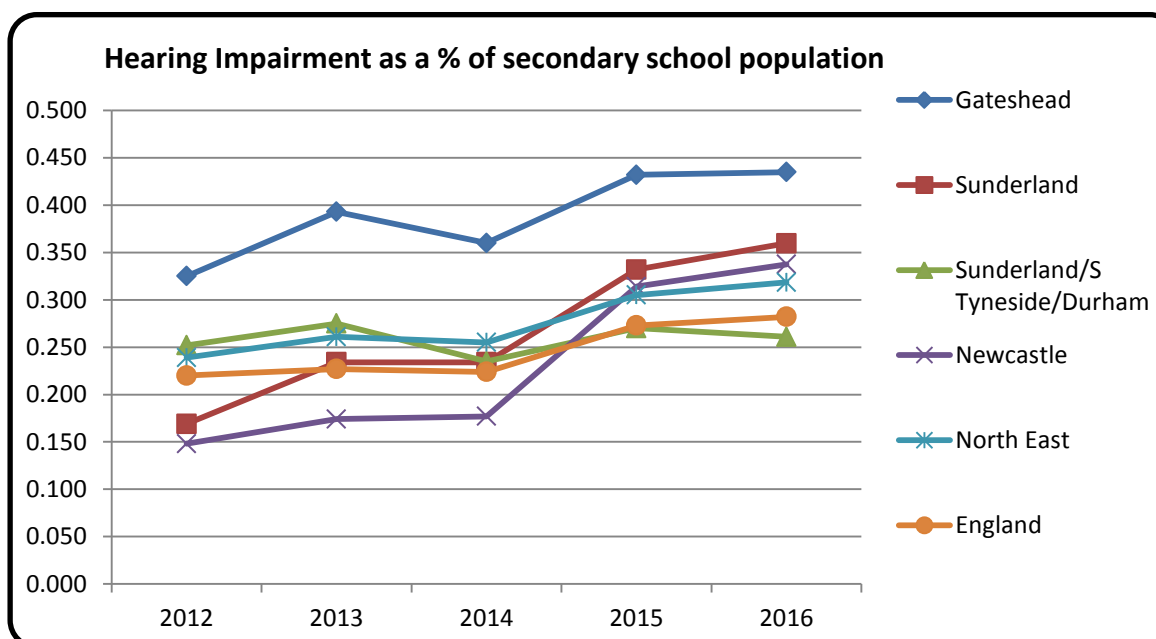


Data source: [Statistical First Release \(School Census\)](#)

- 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 2016** was **43**.



- 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 2016** was **50**.



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

### Planning for September 2017 - HI

	Number of pupils	Type of educational provision attended
<b>All pupils with HI (School Census data: Jan 2015)</b>	83	32 – mainstream primary 51 – mainstream secondary 0 – special school
<b>Pupils in Year 4* with HI (Jan 2015)</b>	2	2 – mainstream primary
<b>Pupils in Year 9* with HI (Jan 2015)</b>	3	3 – mainstream secondary

\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017

\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

### Planning for September 2018 – HI

	Number of pupils	Type of educational provision attended
<b>All pupils with HI (School Census data: Jan 2016)</b>	94	43 – mainstream primary 50 – mainstream secondary 1 – special school
<b>Pupils in Year 4* with HI (Jan 2016)</b>	8	8 – mainstream primary
<b>Pupils in Year 9* with HI (Jan 2016)</b>	10	10 – mainstream secondary

\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018

\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

## Area of Need: Visual Impairment (VI)

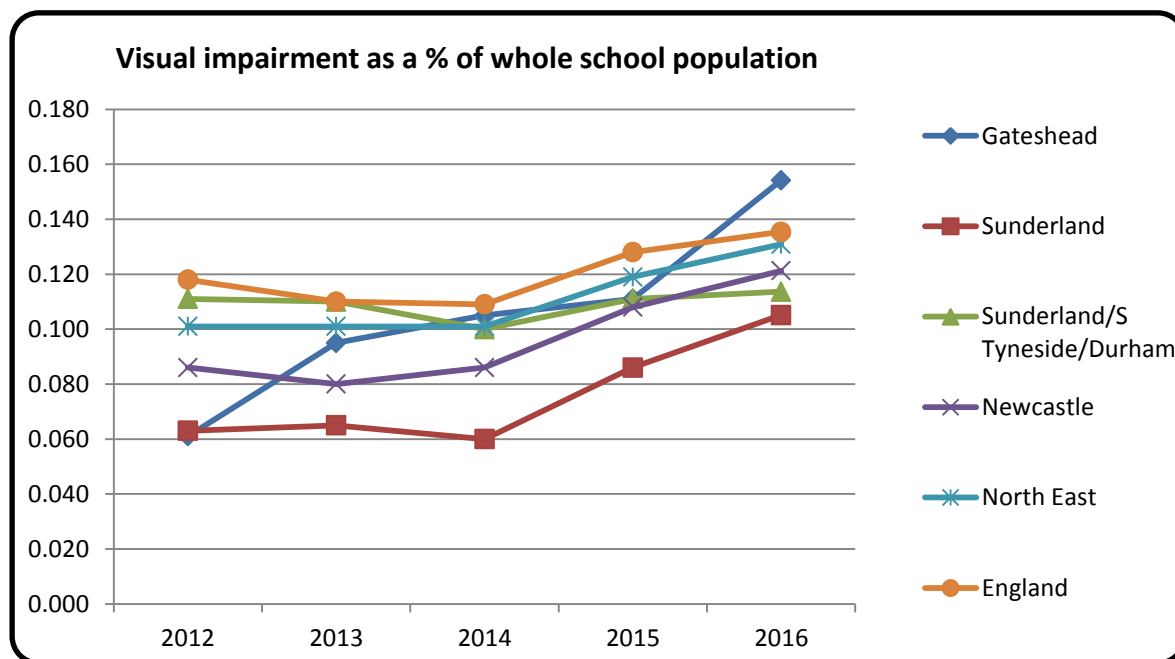
### What is Visual Impairment (VI)?

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:

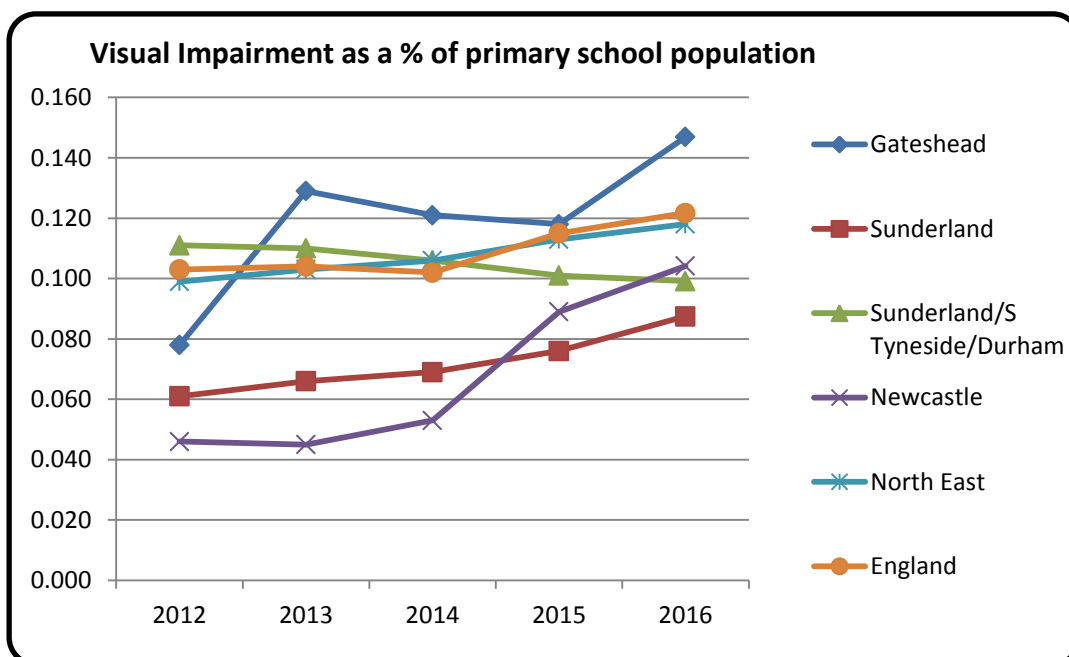
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual 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 2016 was 46 (24 primary mainstream, 20 secondary mainstream, 2 special)**.

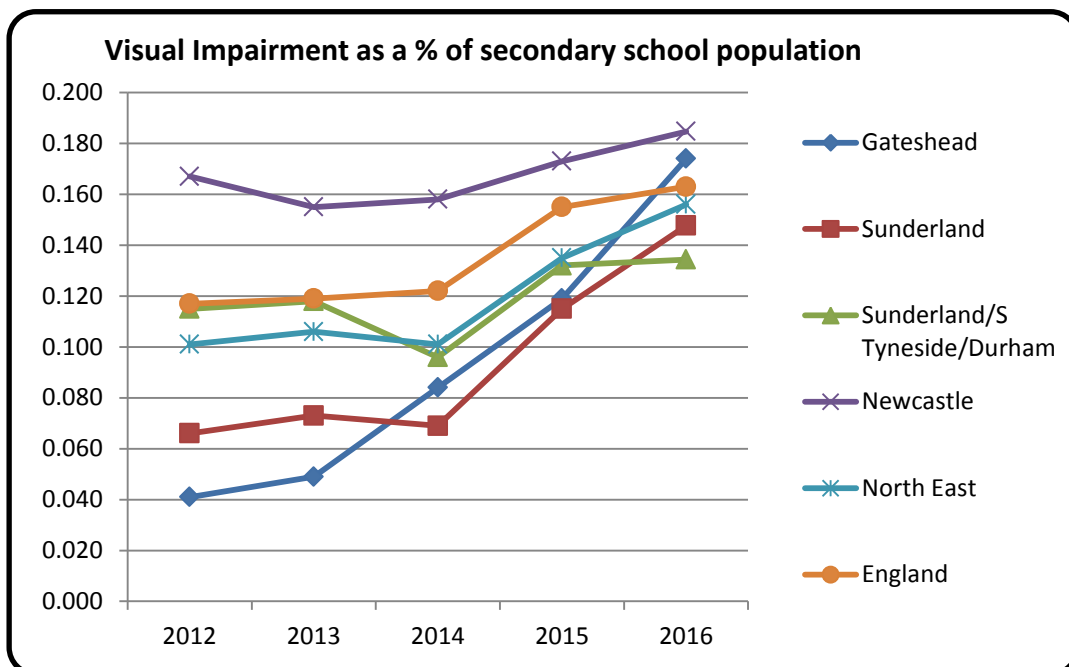


Data source: [Statistical First Release \(School Census\)](#)

- 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 2016 was 24**.



- 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 2016 was 20**.



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

### Planning for September 2017 – VI

	Number of pupils	Type of educational provision attended
<b>All pupils with VI (School Census data: Jan 2015)</b>	33	19 – mainstream primary 14 – mainstream secondary 0 – special school
<b>Pupils in Year 4* with VI (Jan 2015)</b>	3	3 – mainstream primary
<b>Pupils in Year 9* with VI (Jan 2015)</b>	2	2 – mainstream secondary

\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017

\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

### Planning for September 2018 – VI

	Number of pupils	Type of educational provision attended
<b>All pupils with VI (School Census data: Jan 2016)</b>	46	24 – mainstream primary 20 – mainstream secondary 2 – special school
<b>Pupils in Year 4* with VI (Jan 2016)</b>	5	5 – mainstream primary
<b>Pupils in Year 9* with VI (Jan 2016)</b>	2	2 – mainstream secondary

\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018

\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018

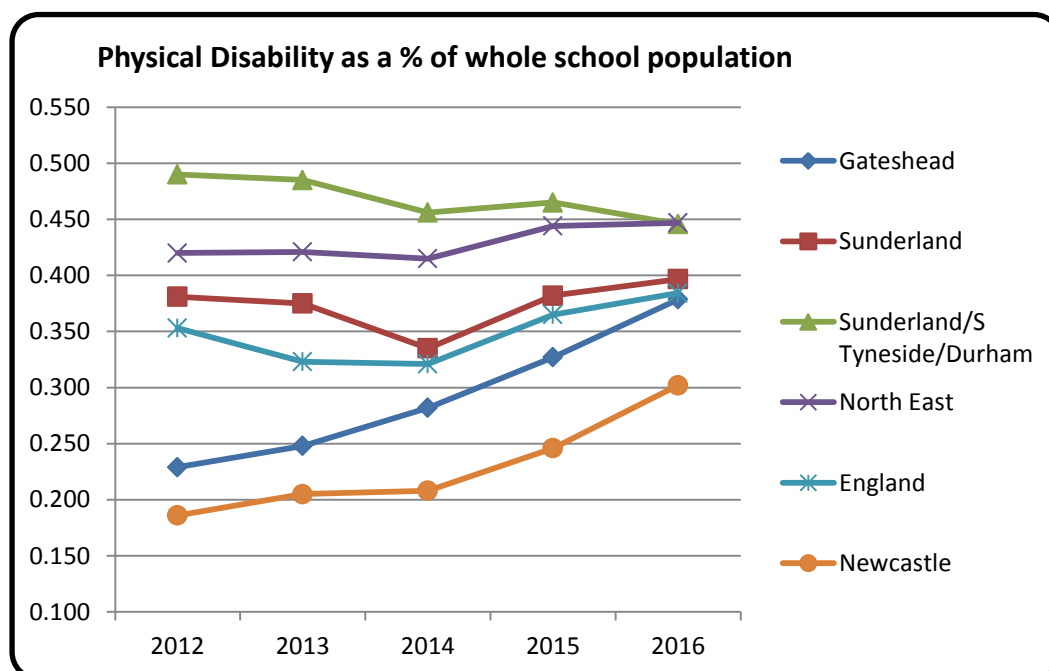
Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

## 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.*

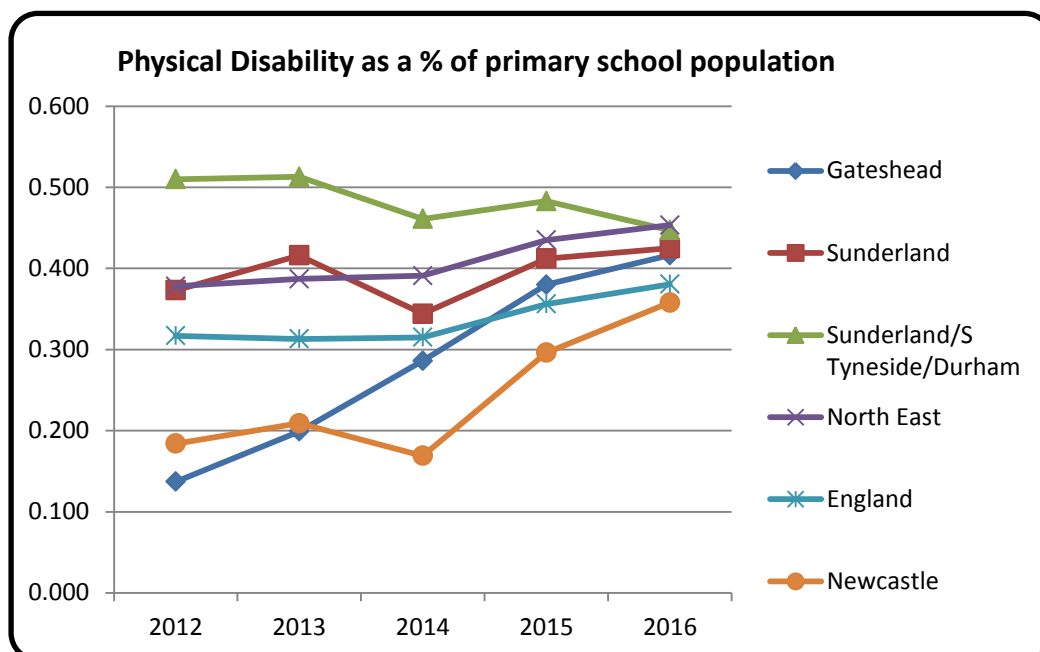
- In January 2015 a total of **97 pupils were reported to have a Physical Disability** as their primary area of need. The figure in **January 2016 was 113** (68 primary mainstream, 38 secondary mainstream, 7 special school pupils).



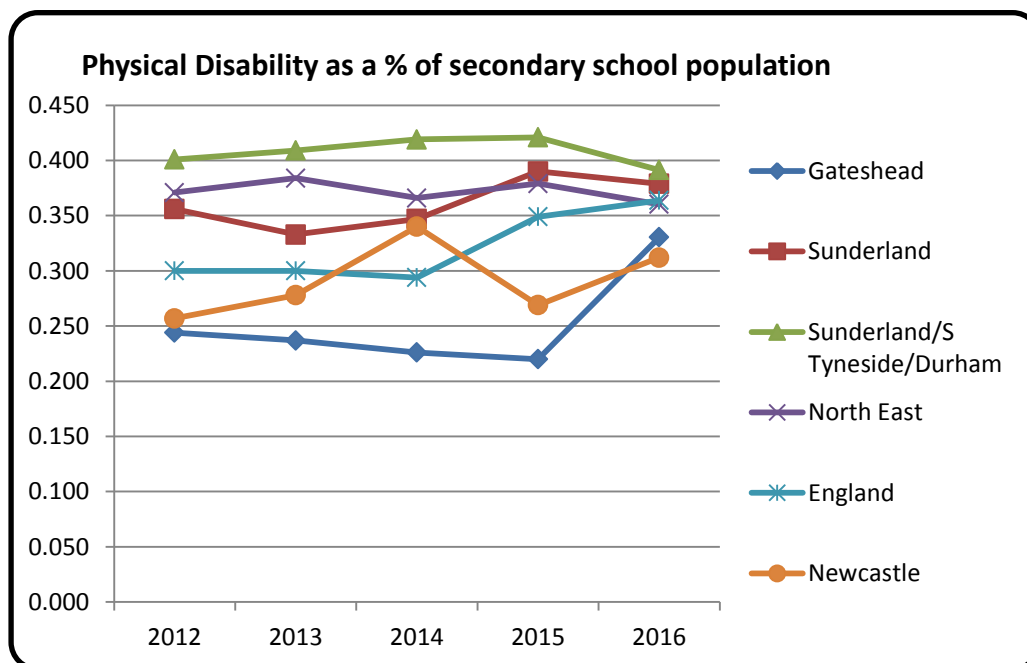
Data source: [Statistical First Release \(School Census\)](#)



- 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 2016** was 68.



- 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 2016** was 38.



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

### Planning for September 2017 – PD

	Number of pupils	Type of educational provision attended
<b>All pupils with PD (School Census data: Jan 2015)</b>	97	61 – mainstream primary 26 – mainstream secondary 10 – special school
<b>Pupils in Year 4* with PD (Jan 2015)</b>	9	8 – mainstream primary 1 – special school
<b>Pupils in Year 9* with PD (Jan 2015)</b>	3	2 – mainstream secondary 1 – special school

\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017

\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

### Planning for September 2018 – PD

	Number of pupils	Type of educational provision attended
<b>All pupils with PD (School Census data: Jan 2016)</b>	113	68 – mainstream primary 38 – mainstream secondary 7 – special school
<b>Pupils in Year 4* with PD (Jan 2016)</b>	6	6 – mainstream primary
<b>Pupils in Year 9* with PD (Jan 2016)</b>	4	3 – mainstream secondary 1 – special school

\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018

\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

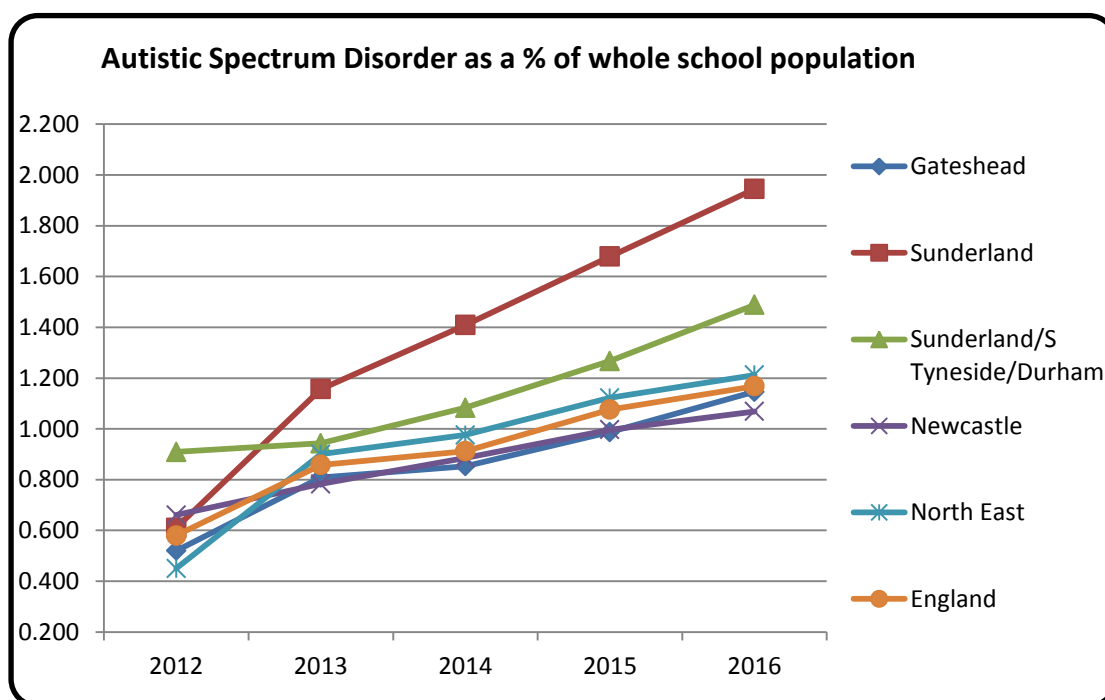
## Area of Need: Autistic Spectrum Disorder (ASD)

### What is Autistic Spectrum Disorder (ASD)?

*The SEN Code of Practice (2014) states:*

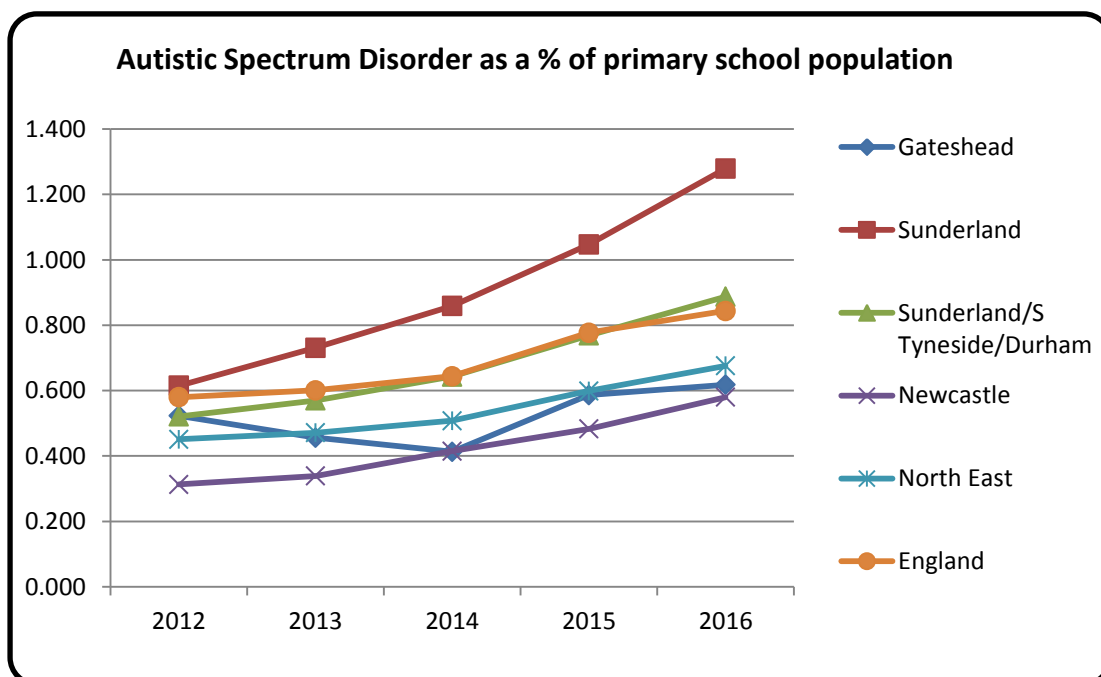
*Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

- In January 2015 a total of **293 pupils were reported to have Autistic Spectrum Disorder** as their primary area of need. In **January 2016 the figure was 342** (101 primary, 105 secondary mainstream, 136 special school pupils).

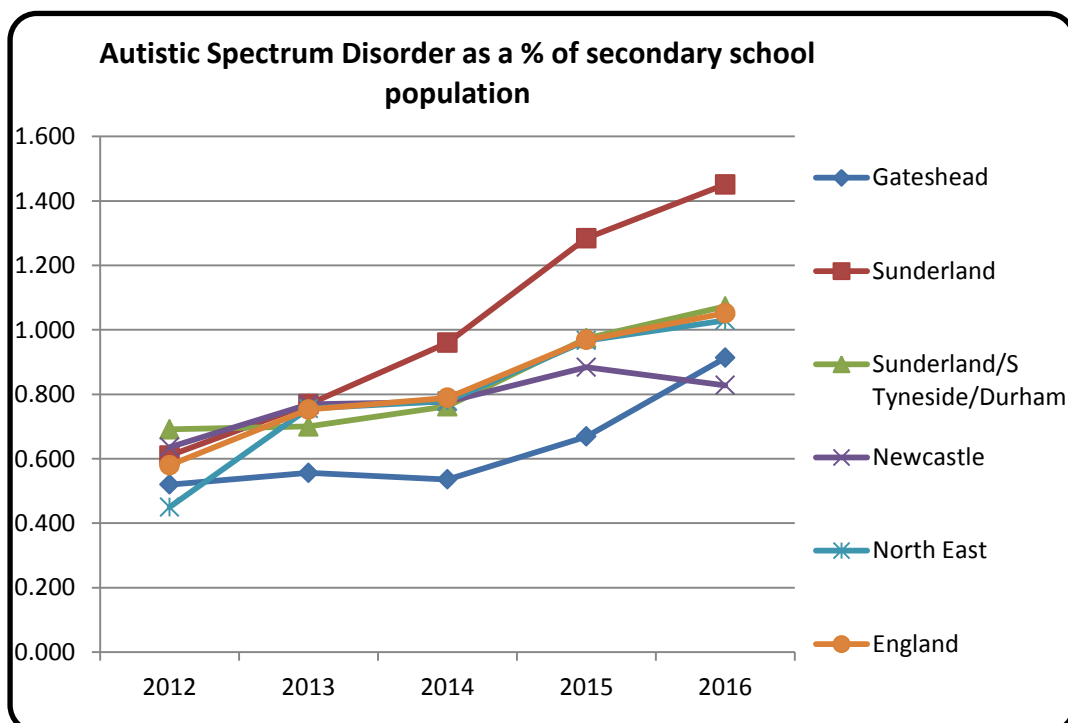


Data source: [Statistical First Release \(School Census\)](#)

- 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 2016 the figure was **101**.



- 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 2016 the figure was **105**.



### Planning for September 2017 – ASD

	Number of pupils	Type of educational provision attended
<b>All pupils with ASD (School Census data: Jan 2015)</b>	293	94 – mainstream primary 79 – mainstream secondary 120 – special school
<b>Pupils in Year 4* with ASD (Jan 2015)</b>	24	13 – mainstream primary 11 – special school
<b>Pupils in Year 9* with ASD (Jan 2015)</b>	28	14 – mainstream secondary 14 – special school

\*Pupils in Year 4 at Jan 2015 will **start** secondary school in September 2017

\*Pupils in Year 9 at Jan 2015 will begin further education, training or employment in September 2017

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).

### Planning for September 2018 – ASD

	Number of pupils	Type of educational provision attended
<b>All pupils with ASD (School Census data: Jan 2016)</b>	342	101 – mainstream primary 105 – mainstream secondary 136 – special school
<b>Pupils in Year 4* with ASD (Jan 2016)</b>	16	9 – mainstream primary 7 – special school
<b>Pupils in Year 9* with ASD (Jan 2016)</b>	33	20 – mainstream secondary 13 – special school

\*Pupils in Year 4 at Jan 2016 will start secondary school in September 2018

\*Pupils in Year 9 at Jan 2016 will begin further education, training or employment in September 2018

Figures in the table above include pupils with either a statement/EHC Plan and pupils at SEN Support (SEN Support includes pupils previously categorised as School Action and School Action+).