



Audit report

Children with Special Educational Needs and/or disabilities in PVI settings and schools in Gateshead - Early Years (aged 0-5 years).

October 2017

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This Audit Report was produced by educationGateshead. If you need any more information or would like to talk to someone about the issues raised in this report please contact Melanie Vincent:

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Background

A questionnaire was sent out to all schools and PVI settings with children in the Early Years Foundation Stage in July 2017. 45% of schools and 80% of PVI settings responded, giving an overall response rate of 63%. This report is based upon the data given in these returns.

Data was collected regarding the number of children identified with SEND and their age, gender, primary type of need and stage on the Code of Practice. The aim of this audit was to assist in the process of early identification and intervention, and future planning in Gateshead.

Legislation and national context

The Code of Practice (SEN Code of Practice, 2014) provides guidance to help schools and settings accurately identify children with SEND. The replacement of the terms School Action and School Action Plus have been replaced by SEND Support nationally.

Pupils with SEND are currently categorised as follows:

- SEND support - extra or different help is given from that provided as part of the school or setting's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists.
- A pupil has an Education, Health and Care (EHC) plan when a formal assessment has been made. A document is in place that sets out the child's needs and the extra help they should receive.

This audit considers data on children at both SEND Support and for those children who have an Education, Health and Care (EHC) Plan. The categorisation of need at SEND Support is determined by the school or setting. The categorisation of need of pupils in Gateshead who have a statement of special educational needs or EHC Plan is determined following a multi-disciplinary assessment.

All national data quoted is from Schools Census data in : Statistical First Release: SFR 37/2017, Department for Education. Special Educational Needs in England: January 2017.

All figures and percentages given in this audit are rounded to the nearest whole number where appropriate.

Local Context and Findings

This analysis is representative of a total number of 1931 children in schools and 2894 children in PVI settings, giving a total of 4825 children. This analysis does not include any children receiving early years specialist provision. All percentages in this report are based upon these figures.

This analysis is representative of the following number of children:

0-2 years 499 children
2-3 years 1067 children

3- 4 years 2204 children
4-5 years 1055 children

Out of the responses received, 750 children (16%) were identified as having SEND: 14% in PVI settings and 18% in school settings.

93% of these children were SEND Support, (including 7% of children who were undertaking EHC assessments) and 7% had an EHC Plan.

The following table gives data from the School Census 2017:

	Total number of pupils	Pupils with EHC (Single) Plan	Pupils with SEND Support	Total pupils with SEND
England	8,669,080	242,184 2.8%	1,002,069 11.6%	1,244,253 14.4%
NORTH EAST	400,695	11,963 3%	49,693 12.4%	61,656 15.4%
Gateshead	30,015	927 3.1%	3,471 11.6%	4,398 14.7%
This audit	4825	53 1%	697 15%	750 16%

Table 15: All schools - number of pupils with Special Educational Needs (SEN), based on where the pupil attends school.

All PVI settings and schools data and analysis

Seventy-four out of 122 schools and settings returned the questionnaire giving a return rate of 61%. The sample is representative of 4825 children of the following ages:

0-2 years old	499 children
2-3 years old	1067 children
3-4 years old	2204 children
4-5 years old	1055 children

In this sample a total 750 (16%) children were identified with SEND.

In this audit in all PVI settings and schools:

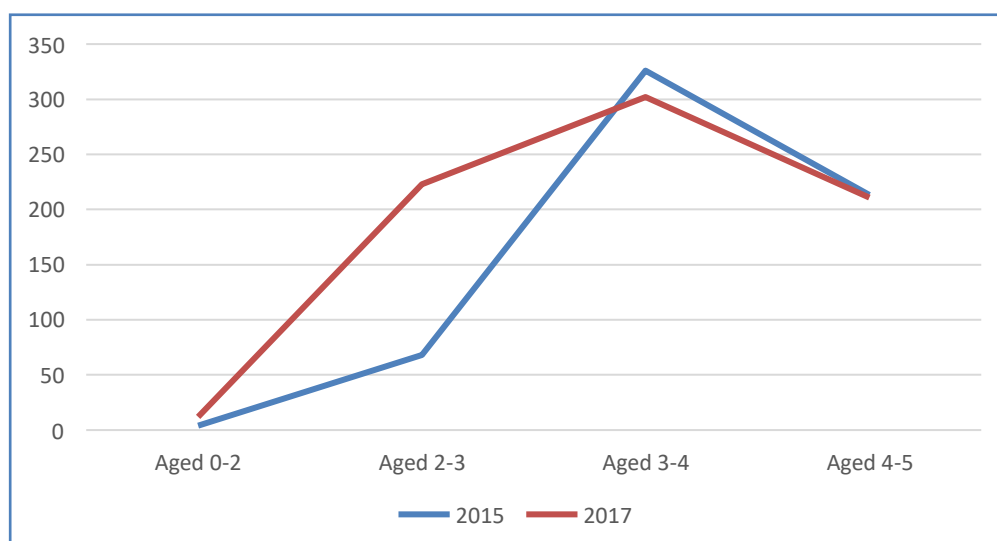
12 children (2%) of all 499 children aged 0-2 years were identified as having SEND.
 231 children (22%) of all 1067 children aged 2-3 years were identified as having SEND.
 296 children (13%) of all 2204 children aged 3-4 years were identified as having SEND.
 211 children (20%) of all 1055 children aged 4-5 years were identified as having SEND.

The age (%) of all children identified with SEND in all PVI settings and schools in Gateshead

	Gateshead Audit 2015	Gateshead Audit 2017	National Data 2017 *
Aged 0-2	1%	2%	1%
Aged 2-3	11%	31%	11%
Aged 3-4	53%	39%	36%
Aged 4-5	35%	28%	52%

* Table B: State-funded primary schools. Number of pupils by age and primary type of need – ages 0-5

Number of children by age identified with SEND by comparison in 2015 and 2017 in Gateshead.



Data and area of need – all schools and settings

National data illustrates that in children aged 0-5 years identified with SEND the three most frequent types of need are Speech, Language and Communication (55%), Social, Emotional and Mental Health (10%) and Moderate Learning Difficulties (9%).*

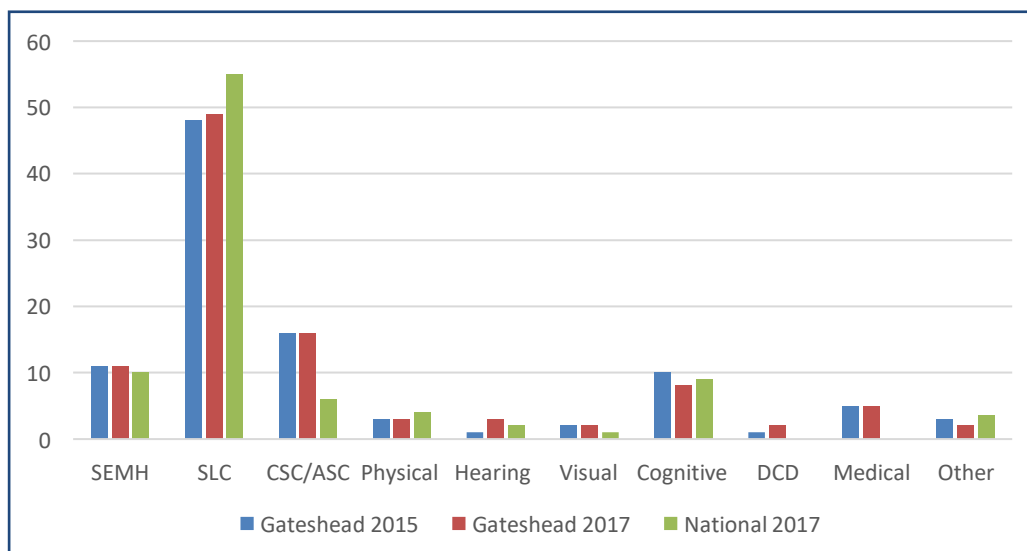
Data from this audit in Gateshead highlights Speech, Language and Communication (49%), Complex Social Communication / Autistic Spectrum Conditions (16%) and Social, Emotional and Mental Health (11%) as the three main areas of need. Data from the 2015 audit in Gateshead is also very similar.

Prevalence of children by area of need and age with SEND in all Gateshead schools and settings.

	Aged 0-2	Aged 2-3	Aged 3-4	Aged 4-5	Total number of children identified with SEND and percentage – Gateshead 2017.	Percentage of all children identified with SEND – National*
Social, Emotional and Mental Health	1	25	20	33	79 11%	10%
Speech, Language and Communication	1	108	158	100	367 49%	55%
Complex, Social Communication / ASC	0	34	54	28	116 16%	6%
Physical	3	6	9	7	25 3%	4%
Sensory – Hearing	0	3	8	11	22 3%	2%
Sensory – Visual	1	3	5	4	13 2%	1%
Cognitive / Developmental Delay	0	28	14	17	59 8%	9%
Developmental Coordination Difficulties	1	8	3	4	16 2%	No data
Medical	4	11	21	5	41 5%	No data
Other	1	5	4	2	12 2%	3.5%
Total	12	231	296	211	750	

* Table B: State-funded primary schools. Number of pupils by age and primary type of need – ages 0-5.

Percentage of children identified with SEND in all Gateshead schools and settings by area of need.

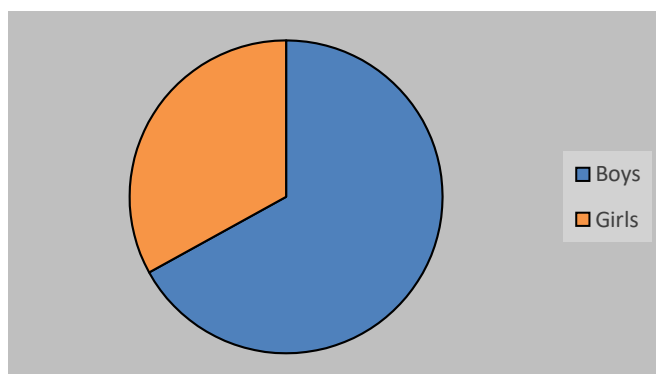


Data and Gender – all schools and settings

Out of the children identified with SEND in this audit, 503 were boys (67%) and 247 (33%) were girls.

This is a slight change from the 2015 audit in Gateshead, which showed that 72% of children identified with SEND were boys and 28% were girls. Nationally, among the children aged 0-5 years identified with SEND 70% were boys and 30% were girls.*

Children identified with SEND in all PVI settings and schools in Gateshead by gender.

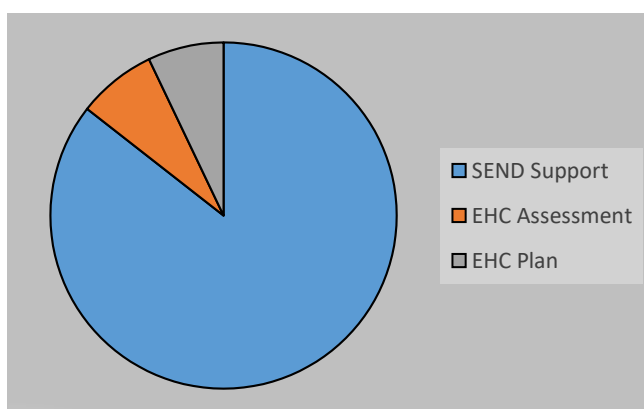


Data and stage of identification and intervention - all

Out of the 750 children identified with SEND in all schools and PVI settings 697 children (93%) were at SEND support, (including 55 children (7%) undertaking a SEND assessment) and 53 (7%) had an Education, Health and Care Plan. This is a very similar pattern to the last audit in Gateshead in 2015.

Nationally, 91% of children aged 0-5 years identified with SEND were at SEND support stage and 9% had an Education, Health and Care Plan.*

Children identified with SEND in all PVI settings and schools in Gateshead by stage on Code of Practice.



* Table 3: State funded primary schools. Number of pupils with SEN by age and gender – aged 0-5 years.

School data and analysis

Thirty-two out of 70 schools returned the questionnaire giving a return rate of 45%. The sample is representative of 1931 children of the following ages:

Nursery 876 children

Reception 1055 children

In this sample a total 345 (18%) children were identified with SEND.

Number of children identified with SEND:

Nursery 134

Reception 211

Total 345

18% children of all Nursery and Reception children in Gateshead schools have been identified with SEND. 15% of all Nursery aged children were identified with SEND and 20% of all Reception aged children.

National data shows that 8% of children who are nursery and reception aged in primary schools have been identified with SEND *

In the last in Gateshead in 2015, 16.3% of children in nursery and reception classes were identified with SEND.

The age (%) of children identified with SEND in schools in Gateshead.

	Gateshead Audit 2015	Gateshead Audit 2017	National Data 2017 *
Nursery aged children	43%	39%	23%
Reception aged children	57%	61%	77%

** Table 4: State funded primary schools. Number of pupils with SEN by national curriculum and year group. Nursery years 1 and 2 and Reception.*

Data and area of need – schools

National data illustrates that in children aged 0-5 years identified with SEND the three most frequent types of need are Speech, Language and Communication (55%), Social, Emotional and Mental Health (10%) and Moderate Learning Difficulties (9%). *

Data from this audit in school settings in Gateshead highlights Speech, Language and Communication (46%), Complex Social Communication / Autistic Spectrum Conditions (16%) and Social, Emotional and Mental Health (12%) as the three main areas of need. Data from the 2015 audit in Gateshead is also very similar.

Prevalence of children by area of need and age with SEND in Gateshead school settings.

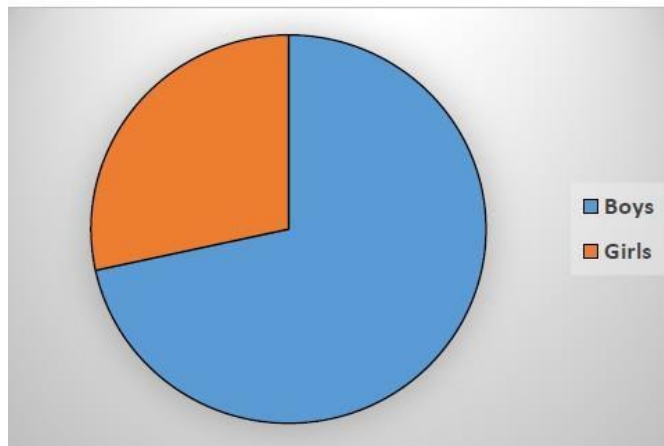
	Nursery	Reception	Total	% of total number of children registered with SEND in Gateshead schools	National % total number of children with SEND in all Schools Nursery 1 and 2 and Reception*
Social, Emotional and Mental Health	10	33	43	12%	10%
Speech, Language and Communication	58	100	158	46%	60%
Complex, Social Communication/ ASC	28	28	56	16%	6%
Physical	6	7	13	4%	3%
Sensory - Hearing	6	11	17	5%	2%
Sensory - Visual	2	4	6	2%	1%
Cognitive/Developmental Delay	10	17	27	8%	7%
Developmental Coordination Difficulties	3	4	7	2%	No data
Medical	9	5	14	4%	No data
Other	2	2	4	1%	3.5%
Total	134	211	345		

* From Table E: State-funded primary, secondary and special schools. Number of pupils with SEN by national curriculum year group and primary type of need. Nursery years 1 and 2 and Reception.

Data and Gender - schools

Out of the children identified with SEND in this analysis in schools 247 were boys (72%) and 98 (28%) were girls. This is in line with national trends and similar to the data collected in the previous audit of 71% boys and 29% girls.

Children identified with SEND in schools in Gateshead by gender.



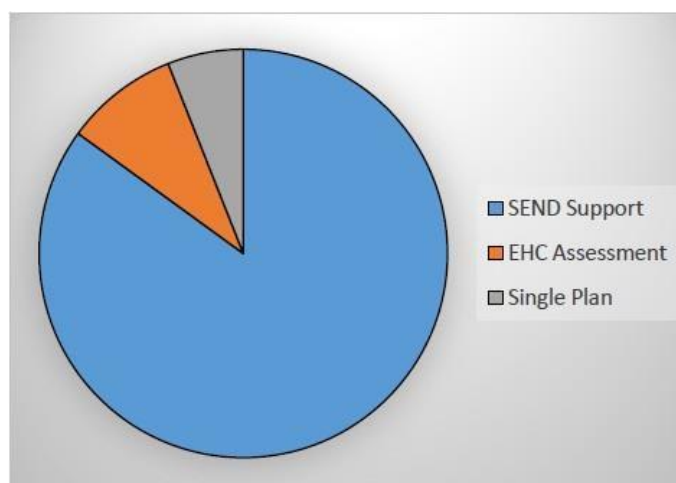
Data and stage of identification and intervention - schools

Out of the 345 children identified with SEND in schools 321 children (93%) were at SEND support, (including 27 children (9%) undertaking a SEND assessment) and 24 (7%) had an Education, Health and Care Plan. Since 2015, the number of children who have been identified with SEND and undertaking a SEND assessment in Gateshead schools has increased by 4%.

Nationally, 91% of children aged 0-5 years identified with SEND were at SEND support stage and 9% had an Education, Health and Care Plan.*

* Table 4: State funded primary schools. Number of pupils with SEN by national curriculum year group. Nursery years 1 and 2 and Reception.

Children identified with SEND in all schools in Gateshead by stage on Code of Practice.



PVI data and analysis

Forty-five out of 52 settings responded giving a response rate of 80%. This sample included a total of 2894 children of the following ages:

499 0-2 year olds 1067 2-3 year olds 1328 3-4 year olds

In this sample a total 405 (14%) children were identified with SEND.

In this audit in PVI settings:

12 children (2%) of all 499 children aged 0-2 years were identified as having SEND

231 children (22%) of all 1067 children aged 2-3 years were identified as having SEND

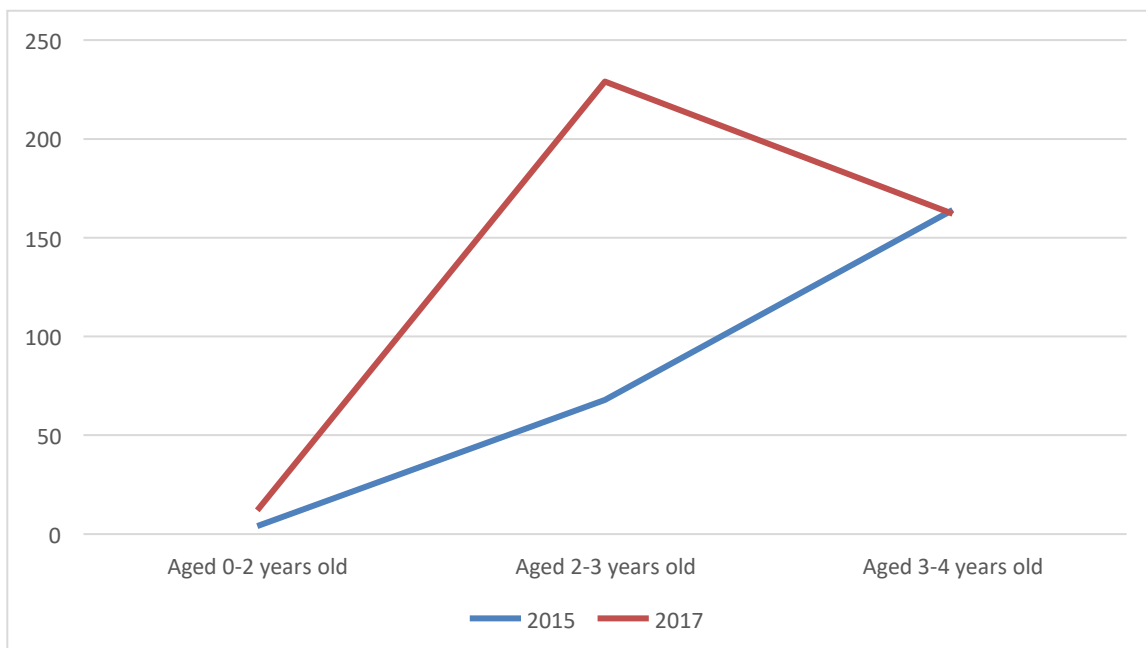
162 children (12%) of all 1328 children aged 3-4 years were identified as having SEND

Age (%) of children identified with SEND in all PVI settings in Gateshead

	Gateshead Audit 2015	Gateshead Audit 2017	National Data 2017 *
Aged 0-2	2%	3%	2%
Aged 2-3	29%	57%	23%
Aged 3-4	69%	40%	75%

* Table B: State-funded primary schools. Number of pupils by age and primary type of need – ages 0-5

Number of children identified with SEND by age in comparison in 2015 and 2017 in Gateshead PVI settings.



It should be noted that out of 140 children aged 2-3 years old in pre-school settings, 74 children (52%) were identified as having SEND. This is a huge increase since the last audit and quite different from the national figure of 23%.

Data and Area of Need – PVI settings

National data illustrates that in children aged 0-4 years identified with SEND the three most frequent types of need are Speech, Language and Communication (59%), Social, Emotional and Mental Health (9%) and Moderate Learning Difficulties (6.5%). *

Data from this audit in Gateshead highlights Speech, Language and Communication (52%), Complex Social Communication / Autistic Spectrum Conditions (15%) and Social, Emotional and Mental Health (9%) as the three main areas of need.

Data from the 2015 audit in Gateshead is slightly different highlighting Speech, Language and Communication (55%), Complex Social Communication / Autistic Spectrum Conditions (11%) and Cognitive / Moderate Learning Difficulties (11%) as the three main areas of need.

Prevalence of children by area of need and age with SEND in all Gateshead PVI settings.

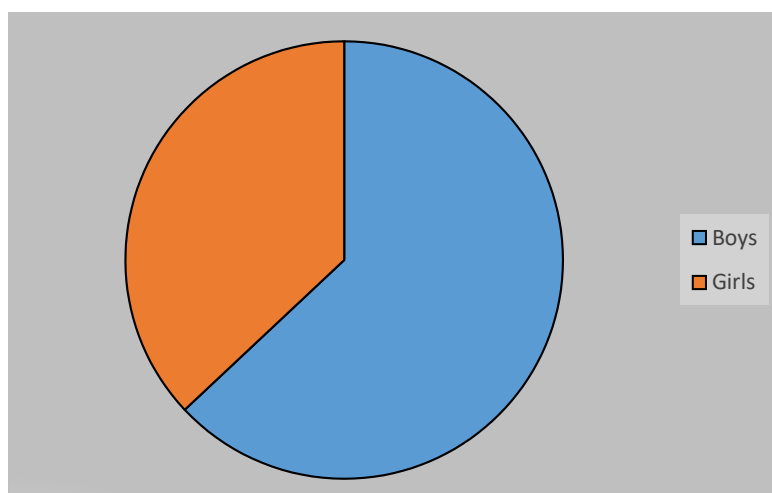
	Aged 0-2	Aged 2-3	Aged 3-4	Total	% of total number of children registered with SEND in Gateshead PVI settings	National % total number of SEND children aged 0-4 years
Social, Emotional and Mental Health	1	25	10	36	9%	9%
Speech, Language and Communication	1	108	100	209	52%	59%
Complex, Social Communication / ASC	0	34	26	60	15%	6%
Physical	3	6	3	12	3%	4%
Sensory – Hearing	0	3	2	5	1%	2%
Sensory – Visual	1	3	3	7	2%	1%
Cognitive / Developmental Delay	0	28	4	32	8%	6.5%
Developmental Coordination Difficulties	1	8	0	9	2%	No data
Medical	4	11	12	27	7%	No data
Other	1	5	2	8	2%	3.5%
Total	12	231	162	405		

* Table B: State-funded primary schools. Number of pupils by age and primary type of need – ages 0-5.

Data and Gender - PVI settings

Out of the children identified with SEND in PVI settings in this analysis 256 were boys (63%) and 149 (37%) were girls. This is slightly different to national trends and the data collected in the previous audit if 74% boys and 26% girls. Nationally among the children aged 0-4 years identified with SEND 70% were boys and 30% were girls.

Children identified with SEND in all PVI settings in Gateshead by gender.

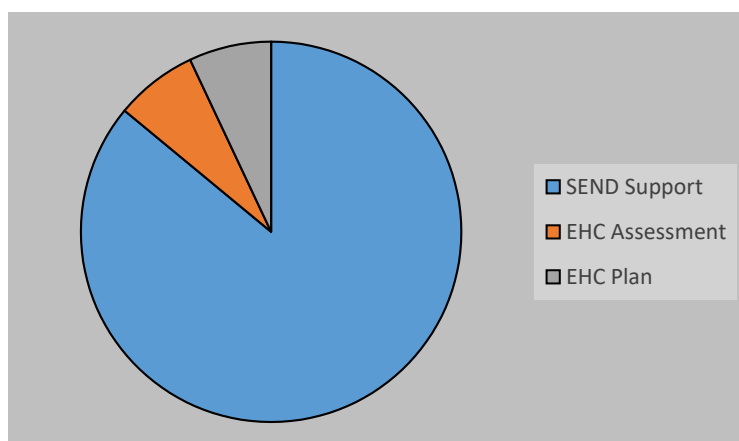


Data and stage of identification and intervention – PVI settings

Out of the 405 children identified with SEND in schools 376 children (93%) were at SEND support, (including 28 children (7%) undertaking a SEND assessment) and 29 (7%) had an Education, Health and Care Plan. Since 2015, the number of children undertaking a SEND assessment in Gateshead has decreased by 6%.

Nationally, 91% of children aged 0-4 years identified with SEND were at SEND support stage and 9% had an Education, Health and Care Plan.*

Children identified with SEND in all PVI settings in Gateshead by stage on Code of Practice.



* Table 3: State funded primary schools. Number of pupils with SEN by age and gender – aged 0-5 years.

Summary

- Out of a total 4825 children identified in this audit, 750 were identified as having SEND (16%). This is an increase of 139 (1%) children from 2015. This percentage is higher than the current national average (14.4%) and higher than Gateshead's average of 14.7%.
- 93% of the children identified with SEND in this audit were at the SEND Support Stage and a further 7% held an Education, Health and Care Plan. National data shows 91% of children identified with SEND are at SEND Support and a further 9% hold an Education, Health and Care Plan (all ages).
- Data in Gateshead shows that in the children identified with SEND, 2% of children are aged 0-2, 31 % are aged 2-3 years, 39% are aged 3-4 years and 28% are aged 4-5 years.
- Out of the 405 children identified with SEND in PVI settings, 57% were aged 2-3 years old. This is an increase of 28% from the audit in 2015.
- National data for children aged 0-5 years shows the most frequent types of need as Speech, Language and Communication, Social, Emotional and Mental Health and Moderate Learning Difficulties.

Data from the Early Years Foundation Stage in Gateshead schools and settings highlights Speech, Language and Communication, Social, Emotional and Mental Health and Social Communication / Autistic Spectrum Conditions as the three main areas of need.

- Speech, Language and Communication continues to be the highest need at 49% of children identified with SEND.
- Out of the children identified with SEND in this analysis 67% were boys and 23% were girls. This is slightly different from national trends and data collected in the previous audit in Gateshead.
- Since the last audit in 2015, children identified at SEND Support have fallen by 1%.
- Since the last audit in 2015, children with an Education, Health and Care Plan have risen by 1%.
- 245 children (33%) of the children identified in this audit received support from the Early Years Assessment and Intervention Team.

Recommendations

- To continue to target a proportionate amount of resources to Gateshead Early Years PVI settings and schools given that this audit has illustrated that practitioners have identified 16% of children as having SEND.
- For the Local Authority to continue to work with settings and schools to promote early identification and intervention for children with SEND.
- As the audit has highlighted a rising number of 2 year olds being identified with SEND, to continue to target a proportionate amount of resources and support to Gateshead Early Years PVI settings delivering two year old provision.
- To target training to pre-schools delivering provision for 2 year olds.
- As this audit has identified that the highest proportion of children are at the SEND support stage, to continue to target proportionate resources, intervention and support to this group of children.
- As Speech, Language and Communication is the most common primary need in the Early Years in Gateshead, to therefore consider targeting resources, support and training in this area.
- To continue to target resources, support and training to schools and settings in the areas of Social, Emotional and Mental Health and Autistic Spectrum Conditions, given that they continue to be high areas of need.