

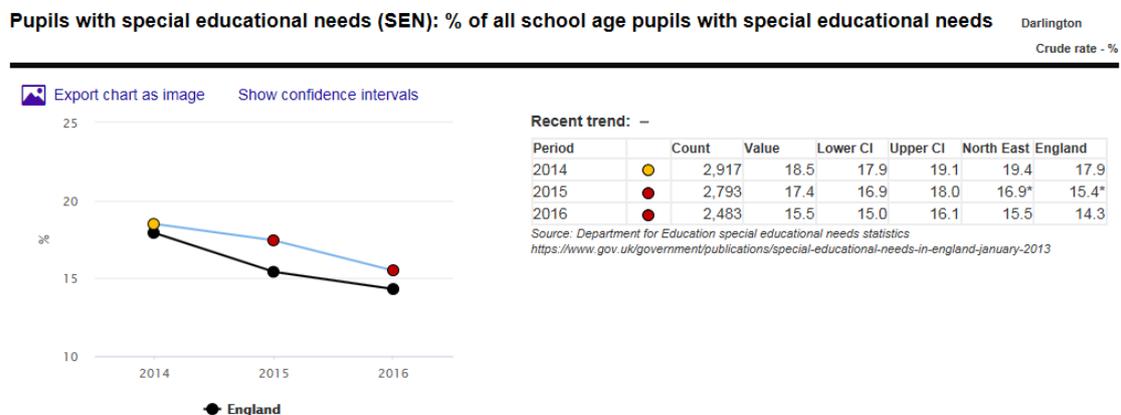
JSNA-Children with SEND and learning disabilities/impairments

Summary

The number of pupils with special educational needs continues to decline...

The number of pupils with special educational needs in Darlington has reduced from 2,793 in 2015 to 2,483 in 2016. This has also reduced as a percentage of all school aged children from 17.4% in 2015 to 15.5% in 2016. The percentage of children with special education needs in Darlington has consistently been greater than England (14.3% in 2016) although similar to the North East. (15.5% 2016). The rate of reduction in Darlington has not been as great as England over the same period.

Graph 1



The reduction is due to a continuing decline in the number of pupils with special educational needs without a statement or education, health and care (EHC) plan.

...but the percentage of pupils with a statement or EHC plan remains static.

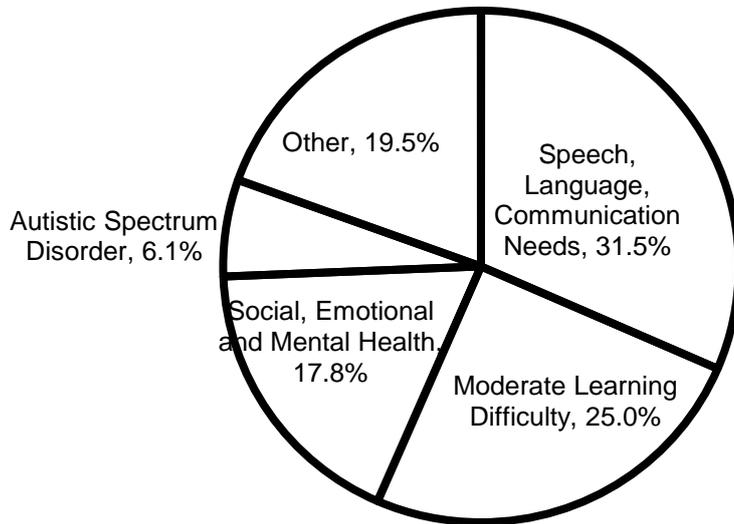
486 pupils have a statement of special educational needs or EHC plan. This is an increase of 12 since 2015, but remains equal to 2.9% of the total pupil population.

2079 pupils are on SEN support. This is equal to 12.8% of the total pupil population. This is greater than England (11.8%) and the North East (12.5%).

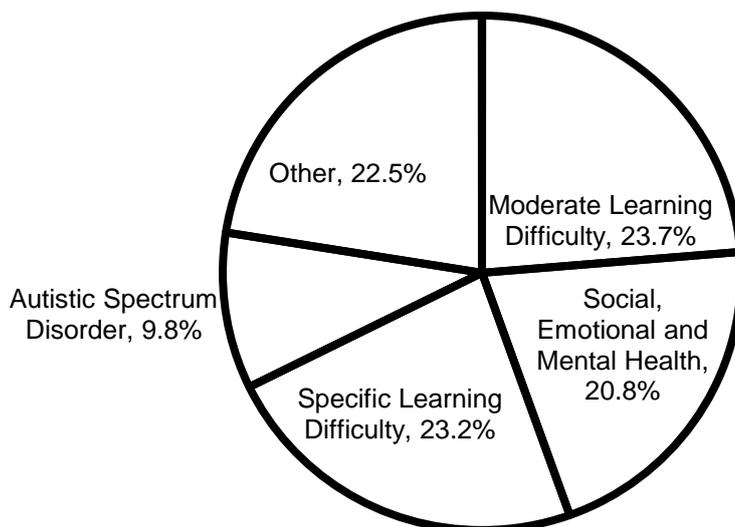
The most common primary types of needs have remained the same as in 2015.

Graph 2

**Top Three Most Common Primary Needs (Primary Pupils) plus
Autistic Spectrum Disorder-Darlington**



**Top Three Most Common Primary Needs (Secondary Pupils)
Plus Autistic Spectrum Disorder-Darlington**

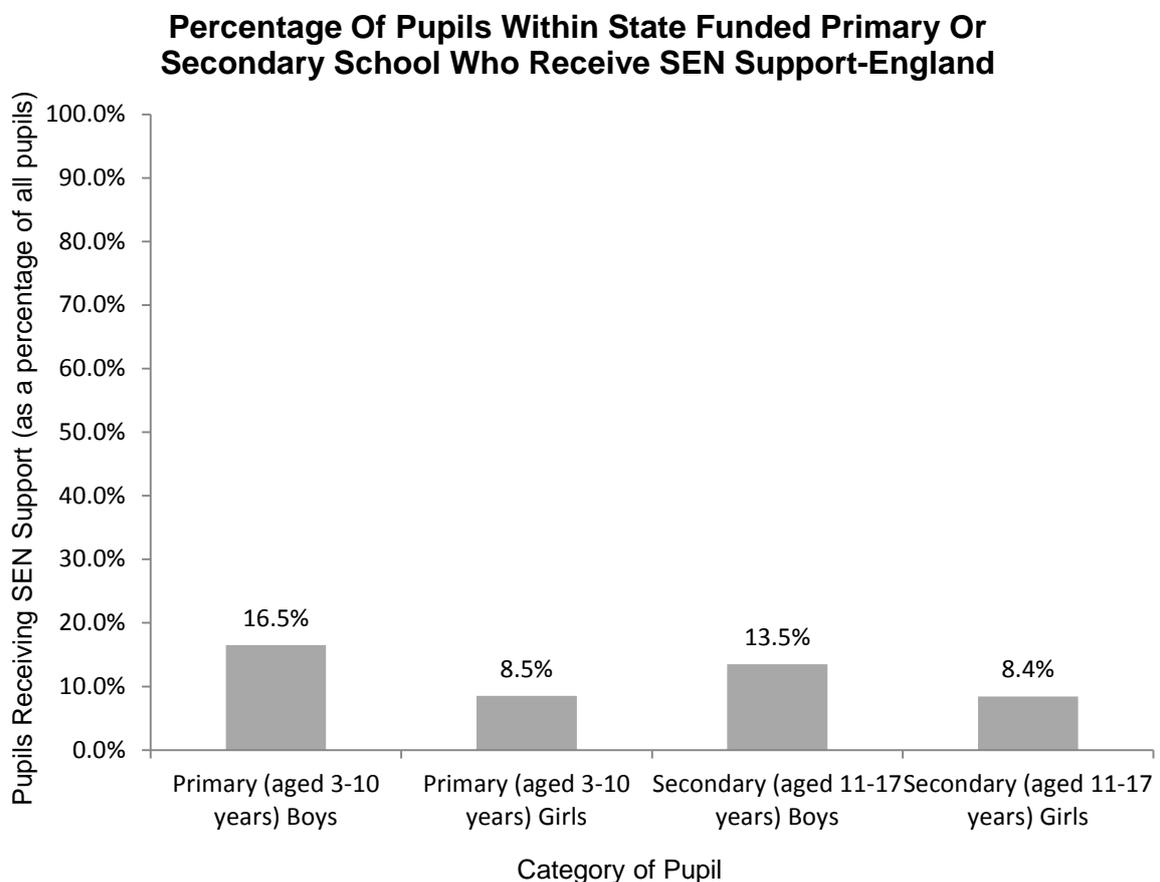


What are the key issues?

There are gender, age and ethnic inequalities in the prevalence of SEND in the population. Boys are around twice as likely to require SEN support or have a Statement or EHC plan as Girls in all ages.

The proportion of those school aged children who require SEN support and who have a Statement or EHC plan peaks at round age 10 in England with 14.7% of all pupils requiring SEN support and 1.9% having a Statement or EHC plan at this age. This decreases steadily throughout secondary school with the proportions of those aged 17 years requiring SEN support being at 4.6% and those with a Statement or EHC plan at 0.8%.

Graph 3



In England, the Gypsy Roma and Irish Traveller community forms the single largest ethnic group in terms of those with SEN and those with a Statement or EHC. This group represents 45.2% of all those who are identifying as ethnically White with SEN and 7.2% of all those identifying as ethnically white who have a Statement or EHC. The next largest ethnic groups in terms of SEN and with a Statement or EHC are those who identify as Black Caribbean or African with 34.4% with SEN and 7.1% with a Statement or EHC.

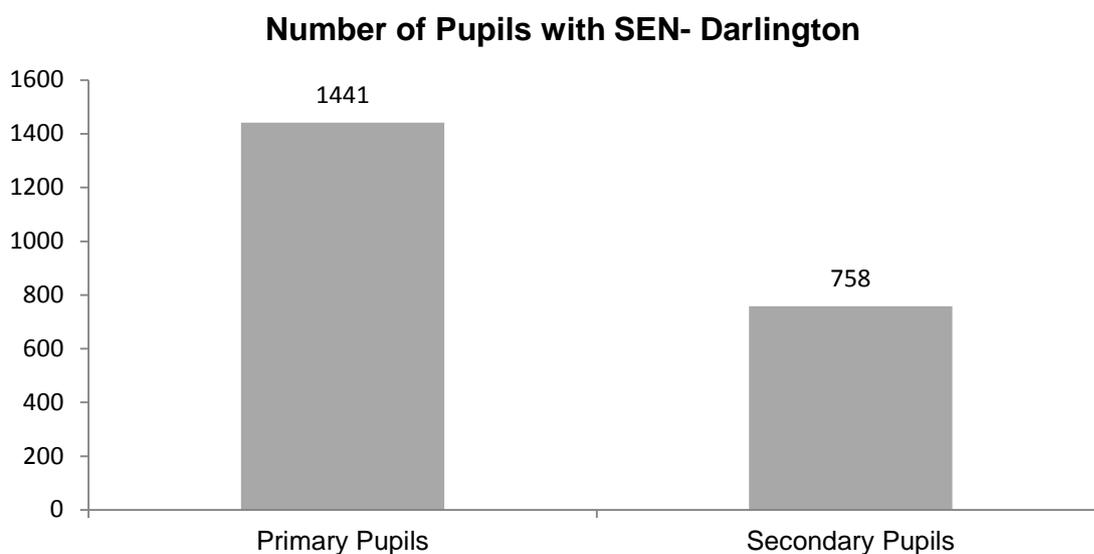
Who is at risk, and why?

The prevalence of SEND is not equally distributed in the population. There are certain risk factors that can contribute to the likelihood of the incidence of a child being born with a condition resulting in them having special educational needs or a disability (SEND) that would categorise them as requiring help and support under the Department for Education and Department of Health guidance (SEND code of practice: 0 to 25 years 2015). This can include a number of different factors including lifestyle and behaviour choices that affect foetal development. This can include smoking, alcohol and substance misuse during pregnancy. Other factors such as genetics and access to obstetric and maternity care can also have an influence on the likelihood of a child being born with a condition that results in the child having special educational needs or a disability. These risks can be reduced through identification, information and targeted support for pregnant women around smoking, alcohol and substance misuse, timely and effective screening both before and during pregnancy for a range of genetic and other disorders with appropriate counselling and intervention and booking with a midwife as early in pregnancy as possible with an agreed labour and birthing plan.

Age

Primary School Children are more likely to require SEN Support or have a Statement or EHC plan when compared to young people in Secondary Schools. The overall prevalence of pupils with SEN in the primary school population with SEN at 15.4% is greater than the prevalence in the secondary school population at 11.9%. However, the graph below shows in terms of actual numbers that there are nearly half the number of pupils with SEN in secondary school (758) compared to primary school pupils (1441).

Graph 4



The age profile of those requiring SEN support changes with age, with low prevalence of SEN support provided and those with Statements and EHC plans increasing steadily from age 4 and peaking at aged 10 years, then declining over the teenage years. The prevalence of categorised need also follows this pattern, however the needs change with age with Speech Language and Communication representing 31.5% of all categorised need in primary school children but for secondary school aged children the proportion of those categorised as having Speech, Language and Communications Needs in Darlington falls to just 7.7%, a fourfold decrease. There not a significant difference between the prevalence of pupils being placed in resourced provision between primary and secondary school age.

Table 1 shows the top five categories of need, by primary type, for pupils with special educational needs (ranked highest to lowest) for both Primary and Secondary school pupils in Darlington in 2016.

Table 1

	Primary School Pupils	Secondary School Pupils
1.	<i>Moderate Learning Difficulty</i>	<i>Moderate Learning Difficulty</i>
2.	<i>Speech, Language and Communication Needs</i>	<i>Specific Learning Difficulty</i>
3.	<i>Social, Emotional and Mental Health</i>	<i>Social, Emotional and Mental Health</i>
4.	<i>Specific Learning Disability</i>	<i>Autistic Spectrum Disorder</i>
5.	<i>Autistic Spectrum Disorder</i>	<i>Speech, Language and Communication Needs</i>

Poverty

In England, pupils with SEN are 2 ¼ times more likely to be eligible for Free School Meals (26.6%) than those pupils without SEN (11.8%). In the UK, disabled children experience higher levels of poverty and personal and social disadvantage than other children, and have been found to be more likely to live with low-income, deprivation, debt and poor housing, particularly disabled children from black/minority ethnic/mixed parentage groups and lone-parent households

Many children and young people who have SEN may have a disability under the Equality Act 2010. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Children and young people with SEND may face complex challenges as a result of their particular needs and the barriers that they face in society.

Gender

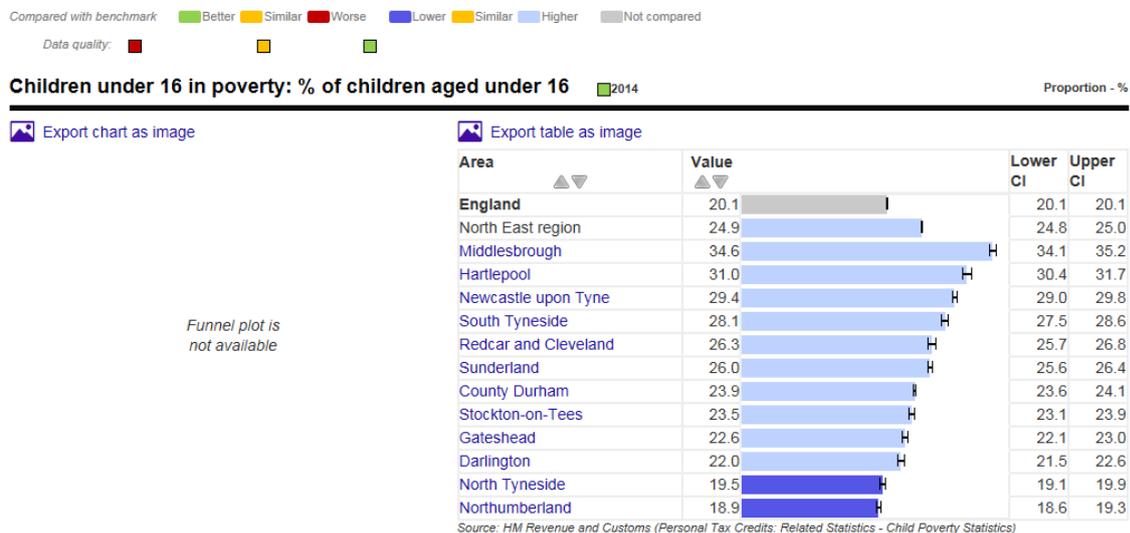
There are gender inequalities in those with Special Educational Needs. In primary aged children the prevalence of those requiring SEN Support is nearly double in boys (16.5%) as found in girls (8.5%). For secondary aged children this ratio is not as great; however there are proportionally more boys (13.5%) who require SEN support than girls (8.4%), as shown in *Graph 3*.

Socioeconomic

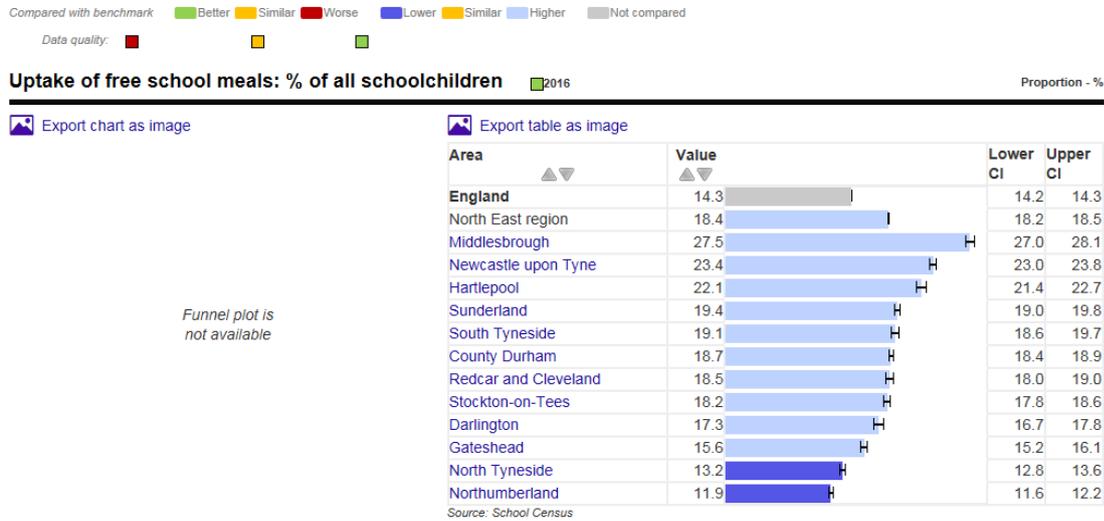
In the UK, disabled children experience higher levels of poverty and personal and social disadvantage than other children, and have been found to be more likely to live with low-income, deprivation, debt and poor housing, particularly disabled children from black/minority ethnic/mixed parentage groups and lone-parent households (Blackburn et al., 2010).

Darlington has significant burden of child poverty with a higher proportion of children under 16 years living in poverty (22%) compared to England (20.1%). The proportional uptake of Free School Meals in Darlington is also higher in Darlington (17.3%) than England (14.3%)

Graph 5



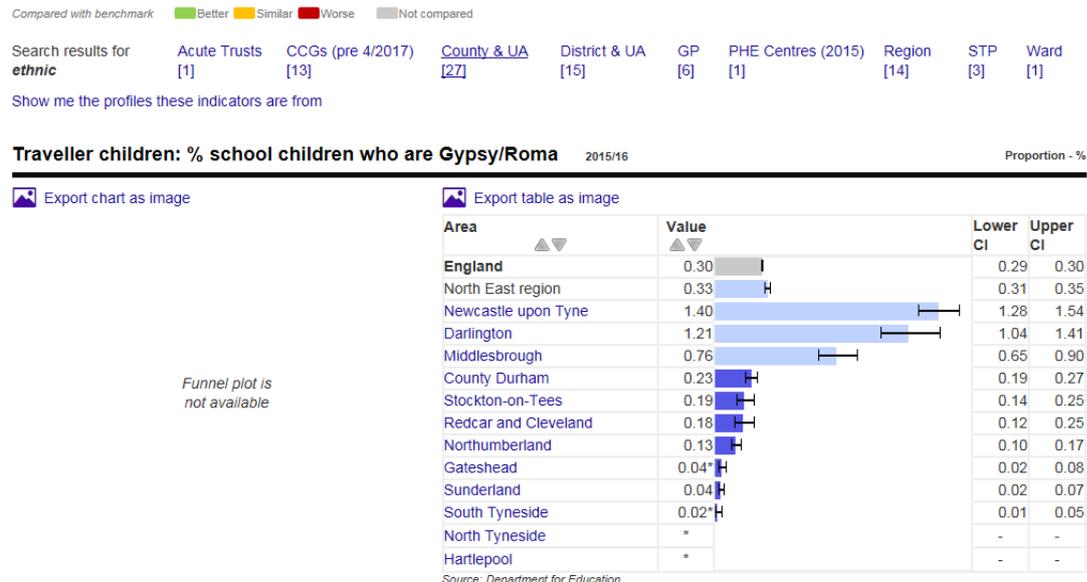
Graph 6



Ethnicity

Darlington has a significantly larger proportion of school children who identify as Travellers (1.21%) compared to England (0.30%) and the North East (0.33%). Darlington proportionally has around 4 times greater a proportion of school children identifying as Travellers.

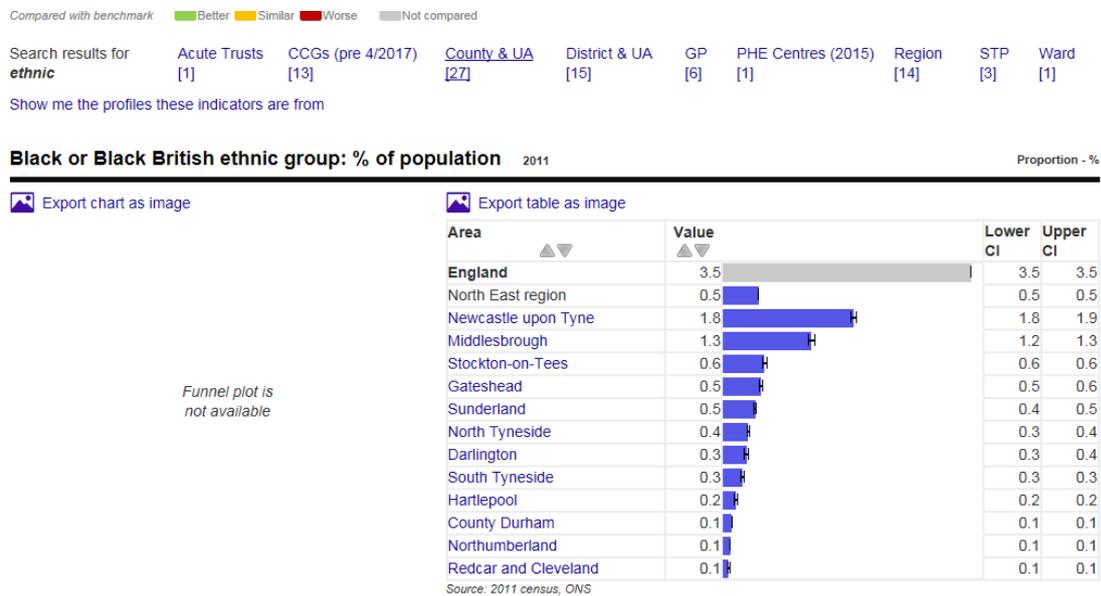
Graph 7



Those who identify as Black Caribbean or African represent the next largest ethnic groups in terms of SEN and with a Statement or EHC with 34.4% with SEN and 7.1% with a Statement or EHC. Darlington has a significantly smaller proportion of its

population identifying as Black(0.3%) when compared to England (3.5%). Proportionally this population in Darlington is over 11 times smaller than England.

Graph 8



What is the level of need in the Darlington population?

Primary School Pupils

In primary schools in Darlington for those pupils with a Special Educational Need in 2016 the largest identified category of need is Speech and Language and Communication at 31.5%. In 2016 this was around 454 individuals.

The next largest identified category of need was Moderate Learning Difficulty at 25% with 360 individuals and the next largest category of identified need being Social Emotional and Mental Health at 17.8% with 257 individuals. These proportions are largely similar to both England and the North East.

The category of need where Darlington was most different was in *Other Difficulty/Disability*, where Darlington had around 4 times the proportion of primary school pupils with this category of need when compared to England and the North East. In Darlington the proportion of pupils with Multi-Sensory Impairment was 6 times as great as England and 4 times as great as the North East.

In terms of primary school pupils the proportion of those categorised with Profound & Multiple Learning Difficulty and Severe Learning Difficulty was comparable to England and the North East with 4 pupils being categorised with Profound & Multiple Learning Difficulty and 8 pupils categorised with Severe Learning Difficulty. The proportion of those categorised with Autistic Spectrum Disorder at 6.1% was

comparable to England at 6.3% but greater than the North East average at 4.6%. In Darlington this meant that 88 pupils have been categorised with Autistic Spectrum Disorder in Primary Schools.

The proportion of these categorised as receiving SEN support but no specialist assessment of type of need in Darlington is low (1.9%) when compared to England (4.1%) and the North East (3.9%). This might indicate that a greater proportion of those receiving SEN support are assessed or that the assessment process is more robust compared to England and the North East.

Secondary School Pupils

In Secondary Schools in Darlington for those pupils with a Special Educational Need in 2016 the largest identified category of need was those categorised as having a Moderate Learning Difficulty, which at 23.7% was similar to the proportion in Primary Schools. This represents 180 individuals. There was a lower proportion in Darlington when compared to England (25.2%) and the North East (28.6%). The next category of need with the greatest proportion identified was those with Specific learning Difficulty at 23.2%, representing 176 individuals. This was significantly different to Primary School aged children. This proportion was similar to England and the North East. Those categorised with Social Emotional and Mental Health Needs represented 20.4% of the secondary school pupils with Special Educational Need, comprising of 158 pupils. This was an increase of 2.6% proportionally but a reduction of 99 in terms of number of pupils. This was slightly higher than England (18.5%) and the North East (18.5%).

The category of need where Darlington showed the most difference in secondary school pupils was those categorised with Multi-Sensory Impairment with the proportion in Darlington (0.4%) being 4 times greater than both England and the North East (0.1%). This represents 3 pupils in Darlington.

In 2016 there were no pupils of in secondary school who were categorised as having Profound & Multiple Learning Difficulty in 2016. The proportion of those categorised as having Speech, Language and Communications Needs in Darlington was 7.7%, representing 58 pupils in 2016. This was a proportional reduction of 23.8% from primary school and a reduction of 396 individuals.

Similar to the those in primary school, the proportion of these categorised as receiving SEN support but no specialist assessment of type of need in secondary schools in Darlington is low (1.2%) when compared to England (6.6%) and the North East (5.9%).

Those requiring resourced provision primary and secondary compared to England and NE

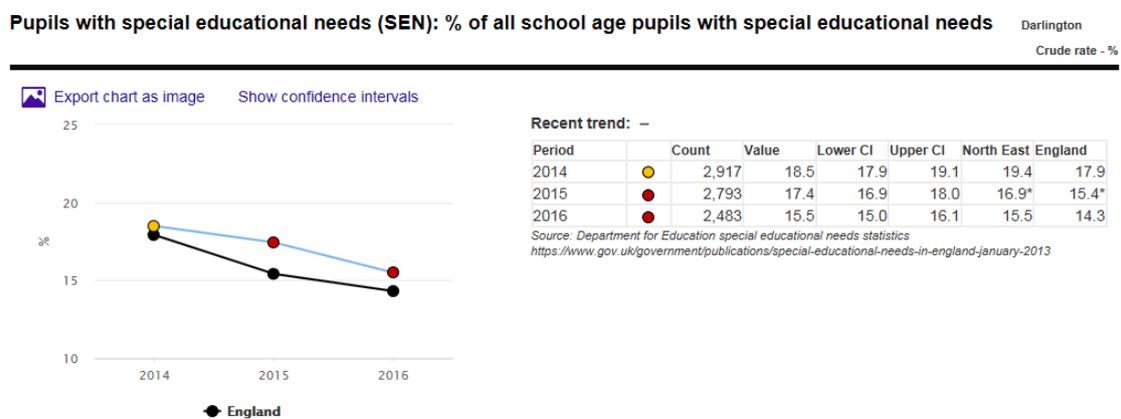
In Darlington the proportion of those pupils with SEN support and for those with a Statement or EHC plan who are placed in resourced provision in Primary and

secondary Schools in Darlington is approximately similar to England and the North East however the numbers are relatively small. There not a significant difference between the prevalence of pupils being placed in resourced provision between primary and secondary school age. There is a higher prevalence of placements in resourced provision in those pupils with a Statement or EHC plan.

Trends

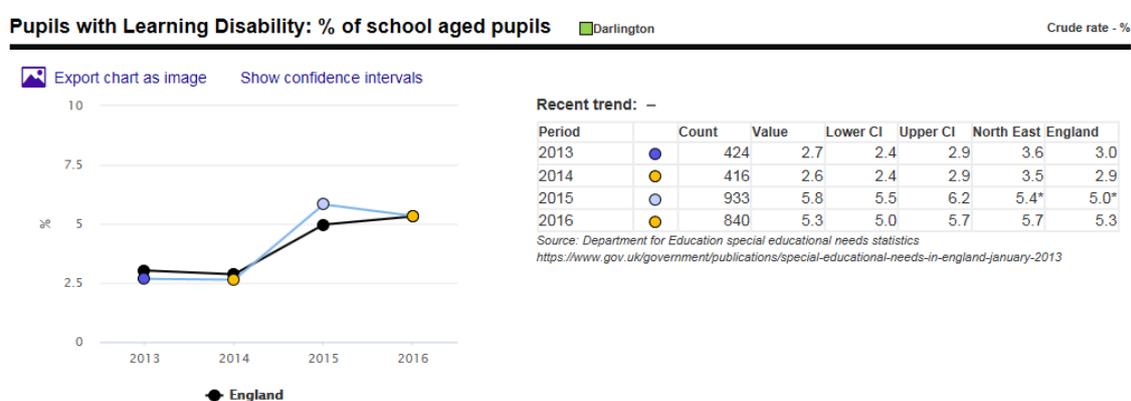
There is an overall downward trend for those being identified with SEN. The rate or percentage of school aged pupils with SEN in Darlington is greater than England but similar to the North East, however Darlington shows a similar downward trajectory but the rate of reduction has been slower than England.

Graph 9



The rate of school aged pupils with a Learning Disability has increased for both England and Darlington. Darlington has a similar rate of increase as both England and the North East and has a similar proportion of school aged children with a learning disability compared to England and the North East.

Graph 10



Attainment

Early Years Foundation Stage Profile (EYFSP)

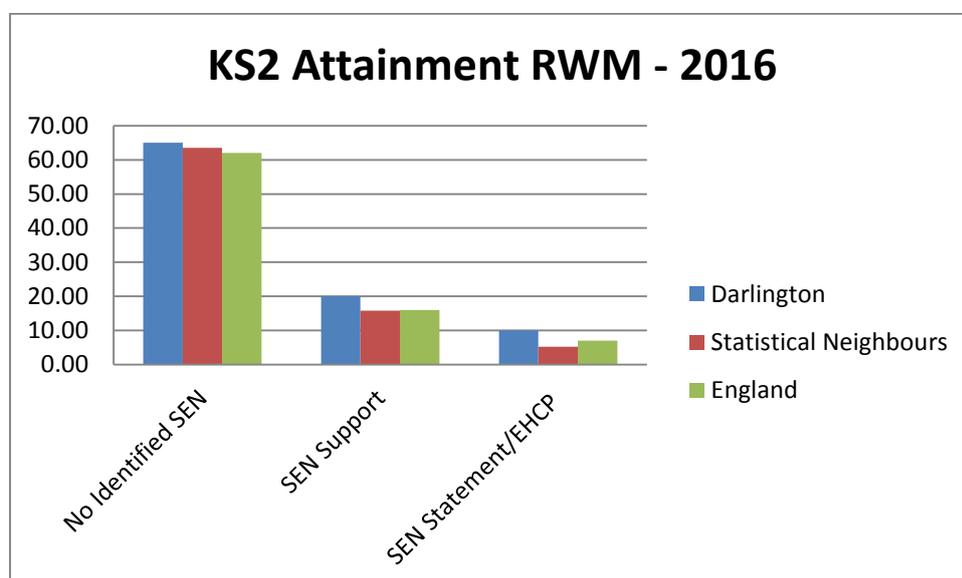
22.6% of pupils with SEN achieved a good level of development in 2015/16; this is 51.4 percentage points lower than pupils without SEN (74%). (A new Foundation Stage Profile was introduced in 2012/13 and data for earlier years is not comparable).

Key Stage 1

Pupils with SEN performed significantly worse than pupils without SEN in 2015/16, the attainment gap is largest in writing (57.1 percentage points), and smallest in science (46.8 percentage points).

Key Stage 2

Attainment in reading, writing and mathematics in 2016 for those with SEN is significantly below that for those without SEN. However for those with identified SEN support or a SEN Statement or EHCP performance in Darlington was better than the statistical neighbour average and the England average.

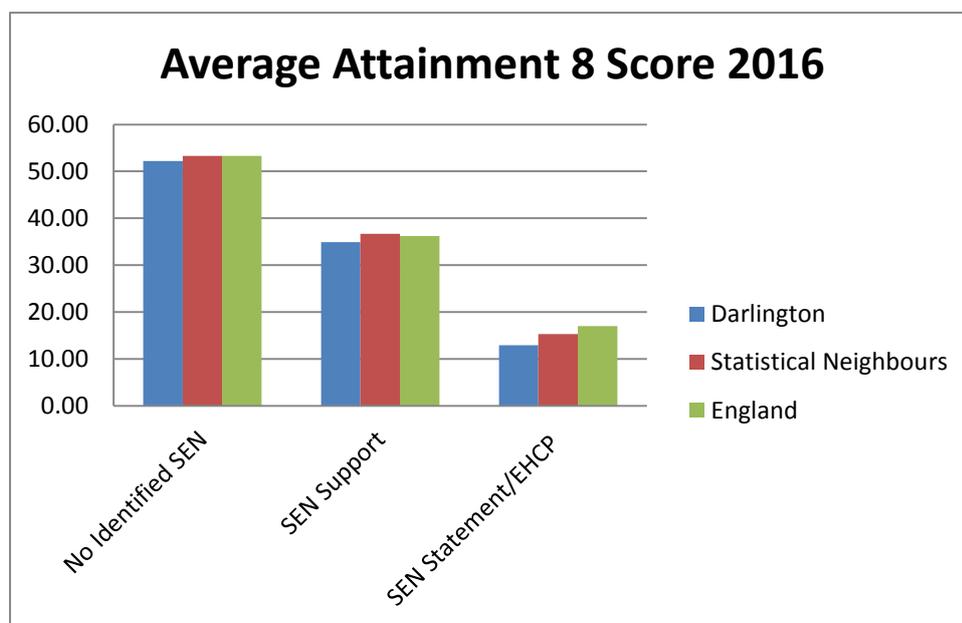


Key Stage 4

New attainment indicators were introduced in 2015/16 at Key Stage 4 – Attainment 8 and Progress 8. In 2016 the Attainment 8 score for those without SEN was 52.2,

compared with 34.9 for those with SEN support needs and 12.9 for those with a statement or EHCP.

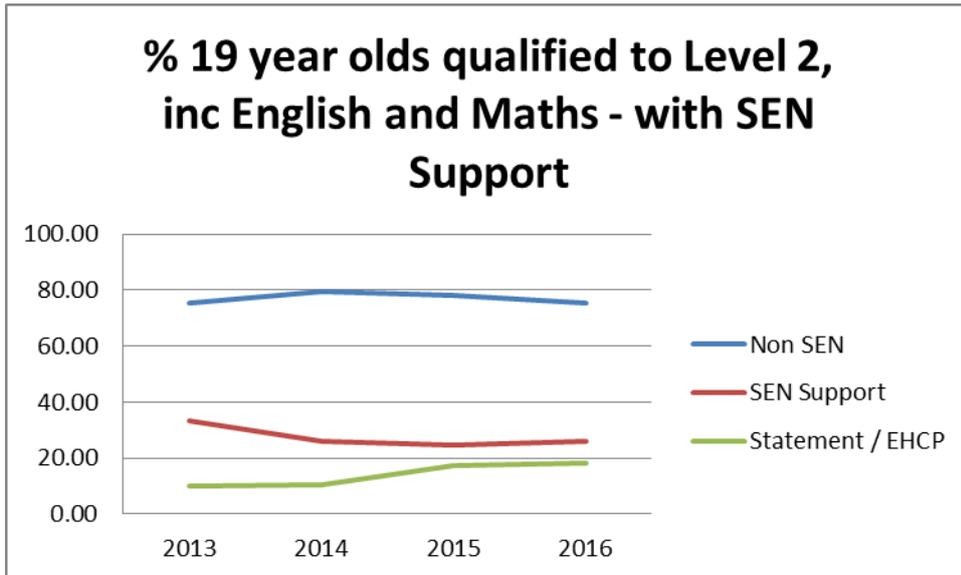
The Progress 8 score for those without SEN was -0.28, compared with -0.82 for those with SEN support needs and -1.43 for those with a statement or EHCP. The average Progress 8 score is 0.



Post 16 – Attainment by Age 19

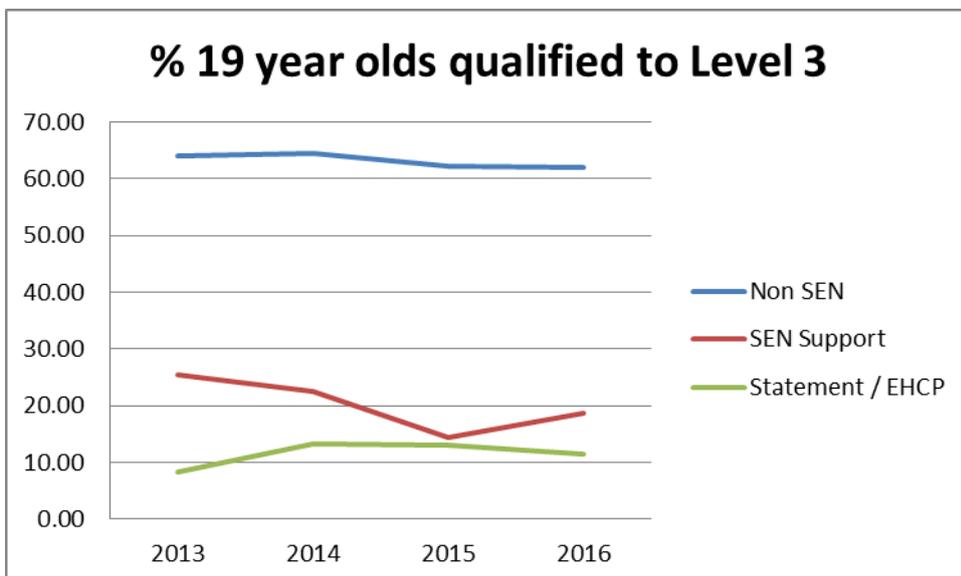
Attainment at Level 2, including English and maths, by age 19, has improved for those with SEN support and Statements / EHCPs, whilst there has been a decline for those without SEN.

Performance at Level 2 for those with statements / EHCPs at 18.20%, is above that of statistical neighbours (12.33%) and the England average (15.30%). However, for those with SEN support needs, at 26.20%, it is well below statistical neighbours (36.64%) and the England average (37.00%).



Attainment at Level 3 by age 19, has declined those with SEN support and Statements / EHCPs, as well as for those without SEN.

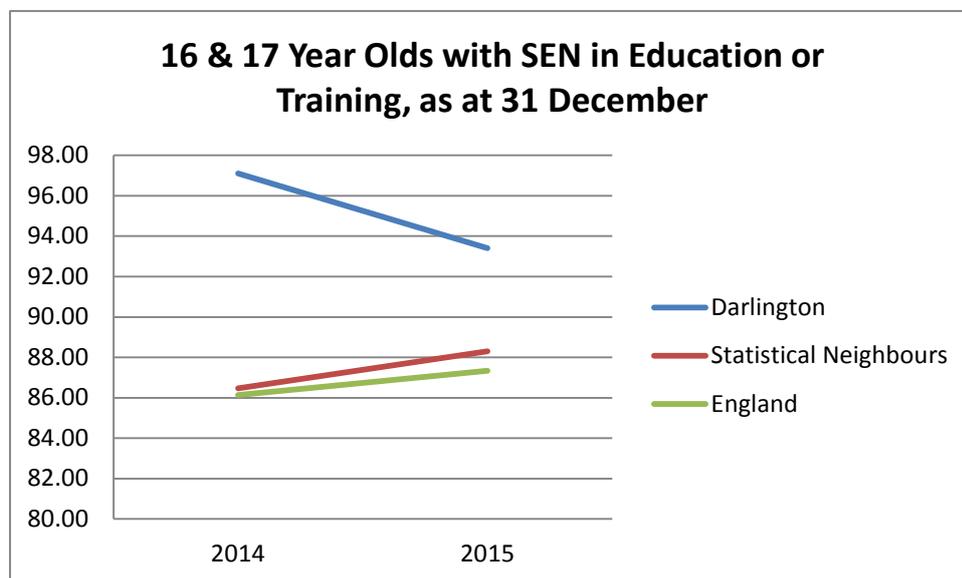
Performance at Level 3 for those with statements / EHCPs at 11.40%, is just above that of statistical neighbours (11.34%) but below the England average (13.70%). For those with SEN support needs, at 18.80%, it is well below statistical neighbours (27.78%) and the England average (31.20%).



Preparation for Adulthood

Participation for 16 and 17 year olds

At 31 December 2015 93.4% of 16-17 year olds with SEN (110 young people) who were resident in Darlington were in education and training compared with 88.30% for our statistical neighbours and the England average of 87.34%. In 2015 it was 97.1% (70 young people).



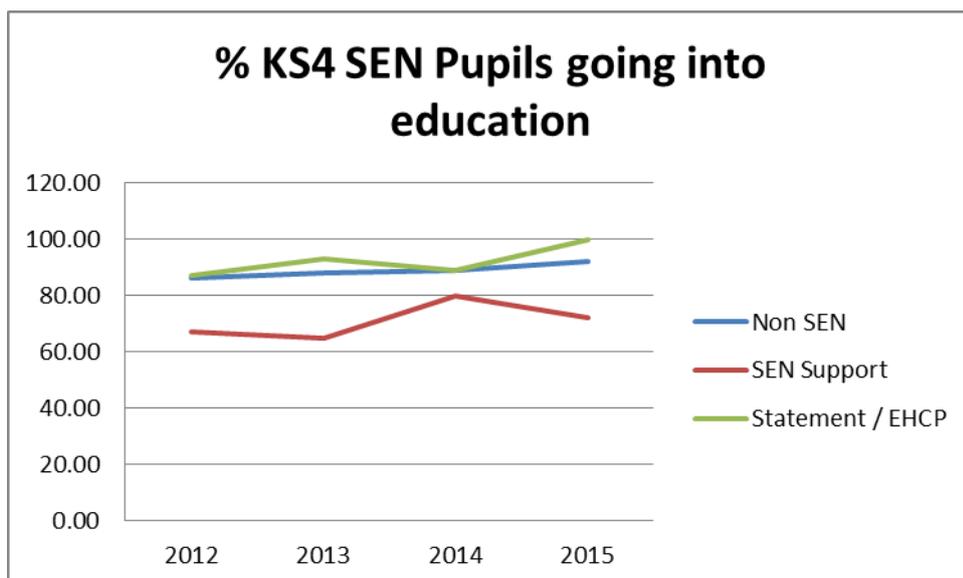
Participation in Further Education

In 2015/16 academic year 468 Darlington resident learners in mainstream Further Education (FE), aged under 19, self-declared a learning difficulty or disability (LDD). This was 20.7% of the total FE cohort. Part year data for 2016/17 (to February 2017) shows that the percentage of those declaring a LLD has risen to 23.0%.

In 2015/16 academic year 121 Darlington resident learners in mainstream Further Education (FE), had a Learning Difficulty Assessment or an EHC plan. This was 5.36% of the total FE cohort. Part year data for 2016/17 (to February 2017) shows that the percentage of those having a Learning Difficulty Assessment or an EHC plan fell to 5.12% (103 learners). Source: 16-18 ESFA Funded Residency Data & MI Report – June 2017.

Destinations

In 2015 100% of pupils with a statement or EHCP went into a sustained destination after completing Key Stage 4, compared with 92% of non-SEN pupils and only 2% of those with SEN support.



Absence and Exclusions

Absence

Absence data for the full year (2015/16) shows that for KS1, absence rates for Darlington pupils was in line with national rates (4%). Pupils with SEN Support missed slightly more sessions (5% in Darlington; which was lower than the national SEN Support rate of 6%). Pupils with an EHCP or Statement were most likely to be absent from school, although the rate in Darlington (8%) was in line with the national rate for similar pupils. 21% of pupils with EHCP / Statement were persistently absent in 2015/16 in Darlington (27% national), compared with 10% for pupils on SEN Support (14% national) and 6% for pupils without SEN (Darlington and National).

Rates of absence at KS2 are similar to those at KS1, however Darlington pupils with SEN were more likely to be persistently absent than similar pupils nationally at KS2. Absence rates for pupils with SEN Support were 6% in Darlington, which was slightly higher than the national rate of 5%. Darlington pupils were also more likely to be persistently absent at 12% compared to 10% nationally. For pupils with an EHCP / Statement, Darlington pupils missed fewer sessions than similar pupils nationally (6% compared to 7%), although those that were absent were more likely to be persistently absent (21% compared to 18% nationally). Similar to KS1, pupils with no SEN at KS2 missed the least sessions, at a 4% absence rate (in both Darlington and nationally).

Problems with absence levels generally escalate at senior school and by KS2 for the academic year 2015/16, Darlington pupils missed on average 7% of sessions. This compares unfavourably with other pupils nationally (6%). The persistently absent rates are also greater at KS4 than both KS1 and KS2, with Darlington pupils being

more likely to be considered persistently absent than their peers nationally (20% compared to 15%). Similarly to both KS1 and KS2 pupils, KS4 pupils with SEN missed more sessions than those without SEN (SEN Support 11%, EHCP / Statement 8% and non-SEN 7%). However, the pupils with SEN on average, were not absent more than their peers nationally. Data available indicates that although the absence rates aren't particularly higher, it is the persistently absent rates where Darlington pupils are over represented. 35% of pupils with SEN Support were persistently absent (31% nationally) and 18% for pupils with no SEN (12% nationally). Pupils with EHCP / Statements had a persistently absent rate of 22%, which was less than the 28% for the national average.

Permanent Exclusions

There were no permanent exclusions for any pupils in Darlington for the academic year 2015/16.

Fixed Term Exclusions

In the academic year 2015/16 there were 671 periods of fixed-term exclusion (FTE) recorded for Darlington, which applied to 358 individual pupils (the rate for one or more FTEs was 2.24% with an average of 3.8 days lost per excluded pupil). Pupils with SEN accounted for just less than half of all FTEs in 2015/16 (48%). 5.45% of pupils with SEN received one or more fixed period exclusion in 2015/16 (5.89% for pupils with SEN Support, 2.54% for pupils with an EHCP / Statements). In contrast the rate of one or more fixed term exclusions for pupils with no SEN was 1.45%. The average days lost was also higher for pupils with SEN (10.28 days compared with 7.37 days for pupils without SEN).

What services are currently provided?

The services provided for children with SEND are set out in [Darlington's Local Offer for children with SEND](#), which is one of the requirements of the Children and Families Act 2014. The Local Offer sets out all of the services available to parents and carers of children with SEND and young people with SEND, including mainstream, targeted and specialist services. This Local Offer is updated regularly and provides detail and contacts for services. Key services cover:

- Schools, including mainstream and special schools, plus details of the SEN provision that each school offers;
- Links to adults services;

- Family services including information and guidance on a range of support services including finance, health, behaviour, parenting, relationships and family leisure activities;
- Support for parents and young people, with help to find the right advice and support at the times when they need it most;
- Care services to support children and young people throughout their early years and into adulthood;
- A wide range of specialist health care available;
- Early years and childcare;
- Transition to school;
- Preparing for adulthood and support to help young people find work and live independently

For 2017/18 academic year the local authority has commissioned high needs places at the following institutions:

Institution	Pre-16	Post 16
Marchbank Free School (Special)	42	0
Beaumont Hill Academy (Special)	252	28
Heathfield Primary (Resource Base)	16	0
Mount Pleasant Primary (Resource Base)	20	0
Northwood Primary (Resource Base)	9	0
Hurworth School (Secondary Resource Base)	14	0
Darlington College	0	86
Darlington Borough Council	0	3

Queen Elizabeth Sixth Form college	0	2
Home and Hospital Teaching Service	20	0
Rise Carr College (PRU)	40	0

Source: [High Needs: Allocated Place Numbers](#)

Preventative services are also provided but are largely aimed at reducing the incidence of those conditions that can lead to a child requiring support for Special Educational Needs or Disability. These include:

- Screening – ante-natal, new-born ,
- Developmental checks in the first months and years of life.
- Smoking Cessation Services
- Alcohol Screening and Specialist treatment services

What is the projected level of need?

The numbers of children in Darlington’s population is expected to remain static over the coming years. Previous years data shows that the proportion of children and young people with SEN needs or those with a Statement or EHC plan has shown a downward trajectory overall. The overall proportions of the categories of needs identified within this population have remained relatively statistic year to year. In terms of the category of need in the population, historical data indicates that these will likely remain largely stable and static with *Moderate Learning Difficulty* remaining the most prevalence category of need for Primary and Secondary school aged children.

The proportion of deliveries to mothers from Black and Minority Ethnic (BME) groups in Darlington is significantly lower than England and the North East region and the rate is decreasing.

Those modifiable factors which can contribute to the development of SEND in children in Darlington are also reducing; smoking prevalence in pregnancy is on a downward trajectory, low birth weight babies as an indicator of gestational problems and an indicator of future health needs and disability, is down but historically been

similar to England. Screening rates in pregnancy and for neonates have been historically high and generally improving.

The significant challenges in Darlington are social, cultural and economic. The proportion of children and young people living in poverty is increasing and there is evidence of an increasing impact of alcohol on the population in Darlington. The differential impact on specific ethnic minorities, particularly the Traveller community is another key challenge in Darlington. There are particular challenges in relation to access to and provision of education services to this community. There are higher rates of children being educated in settings other than school such as home schooling, due to cultural and social reasons within this community. With Darlington having such a significantly greater proportion of the population identifying as Travellers, and the high proportional prevalence of SEN needs within this community, and the transient nature of sections of this community, this presents challenges to ensure that this community has equitable access to services and that services are accessible to families and children from this community.

With the reducing rates and the identified category of needs largely moderate to low the main issues for Darlington will be to work effectively with partners to ensure that the planning, commissioning and provision of local services are responsive and effective in their early identification timely assessment of need and the planned provision of personalised support across organisational boundaries with no barriers to children and families affected.

There is nothing in the historical data or from local or national intelligence to indicate that there is a projected increase in SEN or disability in children and young people either that they are born with or acquire so it is expected that Darlington like England will continue to see a steady reduction in those with SEND needs.

What needs might be unmet?

There is a risk that services are not sensitive or responsive to the needs of the two ethnic minority populations with the greatest burden of disease and need in relation to SEN. The language and cultural barriers to engaging or accessing services may result in needs not being identified early, robust and thorough assessments being carried out and appropriate support or services being provided or accessed by individuals from these communities.

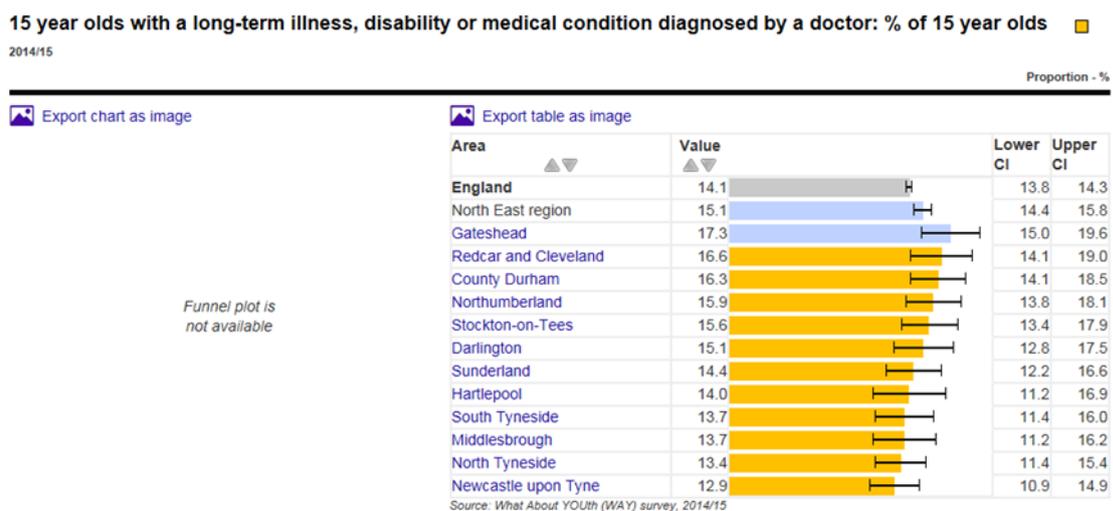
The Traveller community is over represented in the SEN population in proportion to the size of the population. This combined with the larger numbers of Traveller children in Darlington will likely result in a greater demand from this community on local services. This also means that the Traveller community has a disproportionate burden from SEN when compared to the wider community in Darlington and is experiencing a significant health inequality.

The Black community is also over represented in the SEN population in proportion to the size of the population. The relatively small size of the Black community in Darlington will likely mean that there will not be large numbers in contact with services in Darlington with a smaller demand from this community on local services. Like the Traveller community the Black community in Darlington has a disproportionate burden from SEN and is experiencing a significant health inequality.

Services, assessment and provision of support are designed around school settings. The data tells us that SEN support peaks at around age 10 (Year 5). Those not in mainstream education or in settings other than school may not be identified or assessed at an early stage. They may also find it difficult to access services provided in specific settings.

Those children and young people who have been diagnosed by a doctor with a long term illness, disability or medical condition may be at risk of not having their needs identified, having a timely assessment and accessing support or other services. This may be due to lack of communication between health services, educational settings and social care. Those who receive a diagnosis with a condition which may contribute to SEN when older may not be provided with information regarding assessment for support or other services. Some children due to their illness, disability or medical condition may not be in mainstream education or in settings other than school. They have similar risks and issues to any other child that may be educated in other settings other than school.

Graph 11



What evidence is there for effective intervention?

Related legislation and guidance:

- **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

NICE Guidance:

- **CG72 Attention deficit hyperactivity disorder:** diagnosis and management, 2013

www.nice.org.uk/guidance/cg72

- **CG128 Autism in under 19's:** recognition, referral and diagnosis, 2014

www.nice.org.uk/guidance/cg128

- **CG17 Autism in under 19's:** support and management, 2013

www.nice.org.uk/guidance/cg170

- **QS51 Nice quality standard for autism**

<http://guidance.nice.org.uk/QS51>

- **CG 145 Spasticity in children and young people with non-progressive brain disorders:** management of spasticity and co-existing motor disorders and their early musculoskeletal complications.

www.nice.org.uk/nicemedia/live/13803/60023/60023.pdf

- **Challenging behaviour and learning disabilities:** prevention and interventions for people with learning disabilities who have behaviour challenges, May 2015

www.nice.org.uk/guidance/ng11