Children and young people with Special Educational Needs and Disability

Children and young people with Special Educational Needs and Disability (SEND) can have these needs met through “SEN Support” arrangements, which are identified and implemented by the early years provision, school or college they attend. If the child or young person's needs cannot be met through these arrangements, an Education, Health and Care Plan (EHCP) should be produced, detailing how their education, health and care needs will be met. EHCPs and SEN Support continue for school leavers with SEN who are accessing any form of education/training up to age 25. Children and young people with a disability and/or health or social care needs who do not have Special Educational Needs are not included in the scope of this JSNA section.

Key messages

- Work is needed to further improve robust recording of needs, in particular to:
  - review recording of numbers of children and young people on SEN Support to ensure all those with special educational needs are identified and recorded accurately
  - ensure categories of need for all children and young people with SEND are accurate. For example, a piece of work will be done with our 2 special schools to understand the detail behind the low level of Profound and Multiple Learning Difficulty (PMLD) identified.
- Recording will be improved in schools through implementation of the graduated response from quality first teaching through to specialist provision to ensure that needs are correctly identified and met effectively. Developing the current panel and review processes will ensure that this continues to improve.
- There is work underway to improve the availability of the right type of SEN places and provision in the right areas of Cheshire East. The school age work undertaken aims to reduce the number of pupils attending specialist provision outside Cheshire East.
- Work is progressing to identify how best to measure outcomes. There is also a need to develop a preparing for adulthood policy and vision and to review the post 16 provision with a focus on the post 19 offer for young people locally.

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5,457 children and young people aged 0-25 year olds have a SEN identified in Cheshire East including:

- 337 aged 0-4 years (SEN Support: 296 EHCP: 41)
- 5,002 aged 5-18 years (SEN Support: 3,270 EHCP: 1,732)
- 118 aged 19-25 years (EHCP*)

*SEN Support data for 19-25 year olds not currently available
Unfortunately due to the lack of independent national prevalence rates for all the primary needs within the literature for this age group, the England rate from School Census 2016 has been used for most need categories. Comparing local SEN recording to estimated prevalence rates from literature or to England School Census rates highlights under recording within some groupings in Cheshire East. For example, Moderate Learning Difficulty (MLD); 37% of those expected to have MLD based on research have been identified locally compared with 86% nationally. Based on England School Census rates: 69% of those expected to have Social, Emotional and Mental Health Needs in Cheshire East have been identified as having SEN and 59% of those expected to have Speech, Language and Communication Needs. However under identification may occur for several reasons:

- variation in local assessment and classification process
- geographical variations in prevalence rates due to variations in SEN determinates
- the severity of the condition(s) and whether Special Educational Needs are present
- the ability of the educational setting and pupil to manage without requiring additional support through the SEND process

Unfortunately due to the lack of independent national prevalence rates for all the primary needs within the literature for this age group, the England rate from School Census 2016 has been used for most need categories. Comparing local SEN recording to estimated prevalence rates from literature or to England School Census rates highlights under recording within some groupings in Cheshire East. For example, Moderate Learning Difficulty (MLD); 37% of those expected to have MLD based on research have been identified locally compared with 86% nationally. Based on England School Census rates: 69% of those expected to have Social, Emotional and Mental Health Needs in Cheshire East have been identified as having SEN and 59% of those expected to have Speech, Language and Communication Needs. However lower identification may occur for several reasons:

- variation in local assessment and classification process
- geographical variations in prevalence rates due to variations in SEN determinates
- the severity of the condition(s) and whether Special Educational Needs are present
- the ability of the educational setting and pupil to manage without requiring additional support through the SEND process

Numbers of pupils with Profound and Multiple Learning Difficulty (PMLD) identified is considerably lower than the expected prevalence, 37% compared with what looks like over identification of 108% nationally. This may be that the prevalence rate used from a literature search is now too low (Emerson and Hatton, 2008) or that the classification at assessment is incorrect and children have been classified with a different primary need (e.g. Severe Learning Difficulty (SLD)).
How effective is the local area at identifying children and young people with SEN?

When we look at the split of SEN support to EHCP/SEN Statement, Cheshire East has a higher proportion of identified pupils on EHCP/SEN Statements. This suggests that the unidentified proportion is the children requiring only additional support from their school (SEN support). This could partly be explained by the fact that for many schools in Cheshire East the first 5 hours of support is met from Quality First Teaching. There is different practice between schools in Cheshire East and across the country. More work maybe necessary to ensure that schools identify pupils and that sufficient support is given to enable these pupils to meet their potential in a mainstream setting.

The difference in PMLD is more difficult to explain as you would expect the majority of children and young people with these conditions to require a higher level of additional support to meet their potential. Here the number on EHCP/SEN Statement is lower than expected. The split between SLD and PMLD is not what we would expect in that we would expect the percentage of those identified as PMLD to be significantly higher, especially given the number of special school places taken. This suggests that pupils’ needs are not being categorised accurately which raises the question of whether their needs are being met effectively.

The chart below shows the most common needs for pupils identified as having SEN in Cheshire East. While Autism Spectrum Disorder is the most common need for pupils with an EHCP/SEN Statement, it is not the most common need when pupils on SEN Support are also considered. Speech, Language and Communication Needs is the most common need (18% of all pupils identified as having SEN).

![Diagram of SEN needs]

- **Speech, Language and Communication Needs**: 18%
- **Social, Emotional and Mental Health**: 17%
- **Specific Learning Difficulty**: 16%
- **Moderate Learning Difficulty**: 15%
- **Autistic Spectrum Condition**: 11%
- **Other Difficulty/Disability**: 5%
- **Severe Learning Difficulty**: 5%
- **Support but no specialist assessment of need**: 4%
- **Physical Disability**: 4%
- **Hearing Impairment**: 2%
- **Visual Impairment**: 1%
- **Profound and Multiple Learning Difficulty**: 1%
- **Multi-Sensory Impairment**: 0%
- **Medical**: 0%

Source: Statement/EHCP - Local data set as at January 2017
SEN support - Local Census data set as at January 2016
Gender

Nearly three quarters of those with an EHCP/Statement are boys (73%, 1,384) and only 505 (27%) were girls. This matches the national picture (73% boys, 27% girls). This differential reflects the gender specific prevalence rates of some of the specific needs. For example, a third of these boys are diagnosed with ASC as their primary need (27%, 384), which shows a 5:1 ratio. It is thought that autism may be harder to diagnose and presents differently in women than men. Various studies, together with anecdotal evidence have come up with men/women ratios ranging from 2:1 to 16:1. More detail of this gender difference is given in the Autism JSNA. For girls the largest need identified was Severe Learning Difficulty (24%, 122). More boys also receive SEN support (65%, 2283). Here Specific Learning Difficulty and Speech, Language and Communication are the highest need, 22% of boys with SEN support, followed by and Social, Emotional and Mental Health (18%).

Ethnicity

Within Cheshire East the ethnic breakdown of pupils with an identified SEN is very similar to that of the underlying pupil population (taken from the School Census 2016). The percentage of pupils with SEN classified as Gypsy/Roma, Mixed / Dual Background and Black or Black British are all slightly higher than in the general pupil population, whereas White, Chinese and Asian are slightly lower. Nationally, special educational needs remain most prevalent in Travellers of Irish Heritage and Gypsy/Roma pupils; locally this is the same with 17% and 16% respectively, although the actual numbers are small.
Of the pupils identified with a Statement or EHCP, 29% were aged 5-10, 33% aged 11-14 and 30% aged 15-18. Only 2% were in the early age group of age 2-4 and 6% were aged 19 and over. The distribution shows that identification increases by age from starting in reception and peaking at age 12. Autistic Spectrum Condition is the most common primary need across all the age groupings, except 15-18 where Social, Emotional and Mental Health becomes the highest primary need. Fewer children are recorded as receiving lower level support (SEN support) within the secondary school setting (age 11 to 16) with no 17 or 18 year olds recorded as receiving SEN Support. It is unclear whether secondary school pupils are not being recorded as receiving SEN Support in the school census or whether their needs are not being met effectively. Young people attending colleges or other forms of education provision are also not included in the SEN Support figures as data from these providers are not currently available.

SEN support data were collated from two separate systems; a further 72 children aged 2-4 receiving the equivalent of SEN support were identified within the Early Years system. The age distribution of the collated data is shown in the graphs below. 64% were aged 5-10, 23% aged 11-14 and 5% aged 15-18. 8% were in the early years, this includes 12 children identified within the Early Years system undergoing an education, health and care assessment, which may result in an EHCP. This figure will continue to grow as needs continue to be identified much earlier. Historically, SEN assessments were not carried out for children in early years, with needs only starting to be identified from Reception. This policy changed in summer 2016. A targeted package of training and support focusing on Communication and Language is delivered to settings and schools (including maintained nurseries) based in an area of deprivation. The includes the use of the WellComm Screening Tool, to enable the early identification of children with communication and language needs and to provide the appropriate support. The data model showing identification levels of children aged 2-4 is shown in Appendix 4.

### Pupils with SEN support or Statement/EHCP by age

<table>
<thead>
<tr>
<th>Age</th>
<th>SEN support</th>
<th>Statement/EHCP</th>
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<td>24</td>
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</tbody>
</table>

Source: Statement/EHCP - Local data set as at January 2017
SEN support - Local Census data set as at January 2016
Early Years Local dataset as at February 2017

### % with Statement/EHCP by age group

- Age 2-4: 118 (6%)
- Age 5-10 (KS1 and 2): 573 (30%)
- Age 11-14: 543 (29%)
- Age 15-18: 616 (33%)
- Age 19+: 41 (2%)

Source: Local data set as at January 2017 and Early Years as at February 2017

### % with SEN support by age group

- Age 2-4: 161 (5%)
- Age 5-10 (KS1 and 2): 295 (8%)
- Age 11-14: 817 (23%)
- Age 15-18: 2292 (64%)
- Age 19: 118 (2%)

Source: Local data set as at January 2017 and Early Years as at February 2017
Robust historic trend data for pupils living in Cheshire East are not available and so the following analysis relates to pupils attending schools within Cheshire East. The 436 pupils with EHCPs/statements who live in Cheshire East and are educated outside the borough are therefore not included and neither are young people with EHCPs/statements who have left school. According to the School Census 2016, 5095 pupils (around 1 in 10) within Cheshire East schools have a SEN identified; the majority (76%) of these will receive additional or extra support from their school (SEN support). The proportion of pupils who have been assessed as having higher or more complex needs and are on an EHC plan assessment has remained fairly stable over time and is currently 2.3% of all SEN.

The 436 pupils with EHCPs/statements who live in Cheshire East and are educated outside the borough are therefore not included and neither are young people with EHCPs/statements who have left school. According to the School Census 2016, 5095 pupils (around 1 in 10) within Cheshire East schools have a SEN identified; the majority (76%) of these will receive additional or extra support from their school (SEN support). The proportion of pupils who have been assessed as having higher or more complex needs and are on an EHC plan assessment has remained fairly stable over time and is currently 2.3% of all SEN.

The overall number and proportion of pupils with special educational needs attending Cheshire East schools has been in decline since 2010. There was a steep decrease in January 2015 when the numbers dropped from 8,040 (14.9%) in January 2014 to 5,796 (10.7%). There was a further decrease in January 2016 to 9.3% (5,095). This mirrors the national picture, 21.1% decreasing to 14.4% and reflects a decrease in pupils identified as requiring SEN Support. Based on current local trend SEN prevalence would be predicted to reduce unrealistically by 2020, especially as identification through SEN support is considerably lower locally (7% of pupils) than for England (11.6% of pupils). This being the case we would anticipate a rise in prevalence over the next couple of years while local SEN support rates increase in line with England levels, followed by rates plateauing. Numbers would then purely rise because of increasing pupil numbers. This overall decline is not representative of all primary needs. For example, Autistic Spectrum Condition has shown a steady rise both locally (0.58% to 0.77%) and nationally (0.81% to 1.26%), whether this represents an increased rate of diagnosis due to increased awareness or a real increase in the prevalence of the disorder is unknown.

There are several determinates of SEND including factors that cannot easily be measured or moderated, such as genetics. However, it is important to take into consideration determinates of SEND that can be measured and moderated when modelling future needs e.g. low birth weight, maternal age, substance misuse and smoking during pregnancy. Advancements in early Fetal Anomaly Screening and uptake rates may also impact some SEN numbers in the future; some countries have seen a reduction in specific conditions following increased termination rates after prenatal diagnosis.
The current education provision split varies across the different primary needs for SEN. Below is the example of Moderate Learning Difficulty (MLD) for 5-18 year olds; the full model showing all needs for 5-18 year olds is in Appendix 3.

Of the 779 pupils identified locally with Moderate Learning Difficulty, 69% (535) are on SEN support. The remaining 31% (244) have a EHCP/SEN statement.

A higher percentage have a statement/EHCP in Cheshire East compared to England where only 11% have a statement/EHCP and 89% are on SEN Support. (England % in brackets)

Of those with a statement/EHCP
172 pupils (70%) are educated within Cheshire East establishments
28% (68) are educated outside Cheshire East.

31% are educated in Special schools
This is 10% of all SEN pupils identified with MLD, higher than England at 6%.

It is highly likely that some of these pupils could be educated within mainstream schools although further investigation is required as to whether they have more complex needs.

Comparisons with the national data become difficult at this establishment level, as we are looking at subsets of those who have been granted an EHCP/SEN Statement and the ratio of SEN support to EHCP may be very different nationally. Further work is needed to understand whether some of these pupils could be educated within mainstream schools with SEN support or whether they have more complex needs.

The proportion of pupils who are attending special schools is higher locally for:
- Pupils with Social, Emotional and Mental Health (SEMH); 50% of those with an EHCP/statement (or 19% of all SEN pupils identified with SEMH compared to 7% nationally)
- Pupils with a Physical Disability (PD); 33% of those with an EHCP/statement (or 22% of all SEN pupils identified with PD compared to 11% nationally)

The proportion of pupils who are attending special schools is lower locally for:
- Pupils with a Severe Learning Difficulty (SLD); 62% of those with an EHCP/statement (or 60% of all SEN pupils identified with SLD compared to 79% nationally)
- Pupils with a Profound & Multiple Learning Difficulty (PMLD); 62% of those with an EHCP/statement (or 52% of all SEN pupils identified with PD compared to 81% nationally)
Post 16 provision: There are 3 Further Education colleges in Cheshire East; Reaseheath, South Cheshire College and Macclesfield College. There is also Education Funding Agency funded provision of study programmes through training providers including Total People. There are currently 133 young people with EHCPs in further education placements, 30 young people in Independent Specialist Provision (ISP) placements and 19 young people within training and employment via apprenticeships / study programmes.

Currently a proportion of pupils are being educated in special schools outside Cheshire East due to a lack of capacity in Cheshire East resource provision and special schools. The ambition is to increase SEND provision across the continuum in Cheshire East. The sufficiency statement has been produced in parallel to development of this JSNA section.

Post 16 provision: Through the post-16 network of providers, work is starting on assessing the sufficiency of post 16 placements and the links with adult social care provision. We have a small number of young people in supported internships across Cheshire East and this is an area we are wanting to increase and develop for the local offer of provision.

### Current and future education provision for children and young people with SEND

80% of 2-4 year olds accessing their Free Early Education Entitlement (FEEE) attend private, voluntary and independent provision and 20% attend mainstream or special schools. The type of provision attended by the 2-4 year olds with an EHCP/Statement (including those in Reception) is shown in Appendix 4. All 5-18 year old pupils on SEN Support are educated in mainstream schools and 52% of those with EHCPs/Statements are educated in mainstream provision without needing support in a resource base. The table below shows the resource provision and special schools within Cheshire East and Appendix 5 maps the provision and journeys of pupils.

<table>
<thead>
<tr>
<th>Name of Resource Provision</th>
<th>Location (Town)</th>
<th>Post Code</th>
<th>Specialist Primary Need Designation</th>
<th>Places</th>
<th>Age Range of school</th>
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<td><strong>Name of Specialist Provision</strong></td>
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<td>Post Code</td>
<td>Specialist Primary Need Designation</td>
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<td>Age Range of school</td>
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<td>Park Lane School</td>
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<td>Springfield School</td>
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<td>5 - 19 years</td>
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</table>

SEND JSNA (page 8 of 17)
The Cheshire East Local Offer for Special Educational Needs or Disability (SEND) includes information about the support and provision that families can expect from a wide range of agencies for children and young people with SEND from birth to 25 years old. The Cheshire East Local Offer is part of Live Well Cheshire East, which covers education, health, care and community services and support for residents of all ages. The Local Offer covers support and provision for children and young people with and without an Education, Health and Care Plan or Statement of Special Educational Need, and is set out in one place so families and professionals have access to the same information. A selection of the Local Offer navigation categories are shown below, with a summary of currently available provision and support:

**Education**
- Variety of maintained and PVI* early years providers with a named linked health professional
- 150 Mainstream Schools with a growing number delivering Emotionally Healthy Schools programme
- 1 Universal Technical College and 1 nursery school
- 10 Resource Provisions and 5 Special Schools
- Post-16 education and training providers
- Alternative education providers (arranged on an individual basis, as required)
- Local Authority Services:
  - Early Years and Childcare Team
  - SEND Team
  - Educational Psychology Service
  - Sensory Inclusion Service (HI/VI)
  - Cheshire East Autism Team (CEAT)
  - Youth Support Service (YSS)
- Additional education support services in the community, voluntary and private sectors, including services to support home education

**Health**
- Universal and specialist services commissioned by Public Health:
  - School nursing and special school nursing
  - Health visiting/Family Nurse Partnership
- Universal and specialist services commissioned by NHS Eastern Cheshire and NHS South Cheshire Clinical Commissioning Groups e.g.:
  - Physiotherapy/Occupational Therapy/Speech and Language Therapy
  - Paediatricians/dieticians/nursing services
  - Mental Health Services (see Mental Health JSNA for detailed information)
  - Primary care (e.g. GPs)
- See Autism JSNA for more information on referral and diagnosis pathways.

**Care**
- Short breaks are offered through targeted and specialist provision.
  - **Targeted short breaks:**
    - 8 commissioned providers
    - Early Help Individual Payments (EHIPs)
  - **Specialist short breaks:**
    - Assessment completed by a social worker or via a Common Assessment Framework (CAF) completed by a Family Support Worker might result in:
      - direct payments, and/or
      - overnight support from 1 of 4 specialist foster carers
- **Local Authority Services:**
  - Children with Disabilities Team
  - Child in Need/Child Protection Teams
  - Children and Family Centres
  - Adult SMART teams
  - Adult Learning Disability Team

**Childcare**
- Universal offer of over 650 local providers of childcare, including maintained nurseries and PVI providers (childminders, pre schools, day nurseries, holiday playschemes and out of school clubs). 302 are contracted with the Council to provide children’s Free Early Education Entitlement. Information on individual providers, including their experience with SEND, is available via the Family Information Service childcare directory.

**Advice and Support**
- Variety of local advice and support services from community and voluntary sector, including:
  - Cheshire East Parent Carer Forum
  - Cheshire East Information, Advice and Support (CEAIS)
  - Parent Carer Information and Support Service (Cheshire and Warrington Carers Trust)

**Getting Around**
- The provision of transport to/from education provider is based on an individual assessment of need, and is arranged by Transport Service Solutions.

As part of a gap analysis, work is required to assess whether the current range of services covers the entire 0-25 age range, particularly for individuals aged 16-25 years, and whether there are any geographical gaps.
Feedback from families:
In October 2016, a number of consultation events were held to gather feedback from parent carers of children with Special Educational Needs and/or Disabilities (SEND) on their experience of local SEND support, services and processes. Over 600 pieces of feedback were received from more than 100 parent carers. Issues identified related to culture and communication, capacity and clarity and consistency.

Culture and communication: Parents felt that improvements were needed in relationships and communication between Local Authority staff (both education and social care), education providers (including teaching staff and SENCOs) and families. Individuals reported issues with a lack of trust and/or understanding of each other’s position or priorities.

Capacity: Parents identified a need to increase the number of suitable places in Cheshire East educational settings to prevent their children travelling long distances on a daily basis. There is also a need to improve access to support services such as the Cheshire East Autism Team and Sensory Inclusion Service. In addition, parents felt that staff within education settings, such as SENCOs, Teaching and Teaching Assistants, would benefit from additional training to increase their understanding, awareness and experience of SEND. Some parents had experienced delays in assessment processes, including the Education, Health and Care (EHC) needs assessment and diagnostic ASD assessments.

Clarity and consistency: One of the biggest areas of concern for parents related to the level of support that was put in place for children within their educational setting (e.g. school). Although some parents claimed to have good experiences of support within school, it was clear that was not consistent across all of Cheshire East and was often dependent of the experience, knowledge or attitude of the teaching staff involved. In addition, parents were confused about the level of support that should be in place within educational settings for different needs, and were unclear when an application for an EHC needs assessment would be appropriate.

Tribunals/appeals:
The themes identified through the consultation events described above are reflected in the increase in Tribunals lodged by parent/carers. For example, refusals by the council to undertake a needs assessment are being generated as a result of a lack of clarity and consistency in the Education, Health and Care needs assessment process. This has led to a number of agreements to concede and undertake the assessment although this has contributed to the culture and communication issues.

In response to these issues, the council are developing a SEND toolkit which will include a graduated response from Quality First Teaching (all teachers) through to highly specialist input. This will provide clarity and consistency in relation to requests for Education, Health and Care needs assessments. Where we have agreed to undertake a needs assessment, we are introducing a new child and person-centred co-produced 20 week process. This means parents and young people will be involved from the start of the process.

Implementing the graduated response via the SEND toolkit will create more capacity in mainstream schools to meet needs and the sufficiency work will create more specialist placements in Cheshire East. Both these strands of work will start to address the capacity issues identified.
How well are children and young people with SEND achieving their potential?

There is significant ongoing work to develop the capacity of the council’s ICT Systems to be able to provide meaningful and accurate management information that can be used to manage the day to day business of SEND but also to predict needs and monitor progress with confidence. This is hindered by the fact that data is held in numerous systems.

**Early Years**

The development of children in early years is measured using the Early Years Foundation Stage Profile at the end of Reception. A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and numeracy is classed as having a good level of development. In Cheshire East, 71% of all children achieved a good level of development in 2015/16 which was above the national figure (69%). The percentage of pupils with SEND who achieved a good level of development was higher in Cheshire East than England for pupils with an EHCP or Statement (11% in Cheshire East compared to 4% nationally) but was lower for pupils on SEN Support (19% in Cheshire East compared to 26% nationally). The proportion of pupils with no SEN identified who achieved a good level of development was the same in Cheshire East compared to England (75%).

Cheshire East Council is planning to consult with local providers on the collection of termly progress data to monitor outcomes for children in the early years receiving SEN Support and those with an EHCP. The council is also introducing the Cheshire East 8 stages of assessment, which links the Healthy Child Programme, via the parenting journey, to settings and schools. Health visitors use the Ages and Stages questionnaire to monitor the development of children while all settings have to complete a progress check at age 2. This statutory assessment is shared with the health visiting service via the integrated review at age 2.

**Preparing for Adulthood** is nationally recognised terminology to capture the pathways for young people in transition. It is a statutory requirement that Annual EHC reviews from Year 9 (until aged 24 if in education/training), place a focus on Preparing for Adulthood, but in reality work begins on this at an earlier age in many school settings. Preparing for Adulthood has 4 main outcomes of success these are:

- Employment pathway
- Independent living pathway
- Community participation pathway
- Health pathway

The multi agency PfA (preparing for adulthood group) are developing the outcome framework to start to measure progress to achieving success in the above and answer the question ‘what does good look like?’. We will also be tracking the destinations of young people to look at what provision the young people take up following education and training. This is a large piece of work and we are only at the beginning of identifying what is required and what data and methods we have in place for measuring success.

---

1 Data source: DfE Statistical First Release 50 (2015-16)
Improve identification and data recording:

- Work with early years providers and schools to implement a consistent approach to the graduated response to identifying, recording and meeting needs
- Joint work with health professionals including close partnership working between early years and the health visiting service in early assessments to ensure early identification of children and the provision of additional support with a focus on children not accessing Free Early Education Entitlement (FEEE)
- Work with schools, colleges and other relevant post 16 providers to identify pupils and young people requiring SEN Support
- Improve identification of children and young people with a disability and an EHCP plan
- Improve monitoring of how well needs are being met and how well children and young people with SEN are achieving their potential. A piece of research is being undertaken to determine how best to measure outcomes and a framework will be developed.

Develop provision:

- Develop the capability of all mainstream settings to effectively meet the special educational needs of their pupils
- Undertake a post 16 sufficiency assessment for young people with SEN
- Work with schools and post-school providers to develop alternative options to help young people achieve their potential and prepare for adulthood, especially where GCSEs are not the best option (e.g. develop courses of life-skills training covering areas such as finances, cookery, travel, interview skills)
- Joint work between social workers, family support workers and the SEN Team to improve EHCP outcomes
- Consideration is being given to developing a short breaks team that will work alongside the Children with Disabilities Team. Targeted short breaks are being recommissioned to launch a new short breaks local offer from September 2017

Further information:

JSNA sections:
- Children and young people’s mental health JSNA
- Autism Spectrum JSNA
SEN Sufficiency Statement

References:
Appendix 1: Glossary

Glossary:

EHCP  Education, Health and Care Plan
EYFS  Early Years Foundation Stage
EYFSP  Early Years Foundation Stage Profile
SEND  Special Educational Needs and Disability
PVI nurseries  Private, Voluntary and Independent nurseries
PfA  Preparing for Adulthood

SPLD  Specific Learning Difficulty
MLD  Moderate Learning Difficulty
SLD  Severe Learning Difficulty
PMLD  Profound and Multiple Learning Difficulties
SEMH  Social Emotional and Mental Health Difficulties
SLCN  Speech, Language & Communication Needs
HI  Hearing Impairment
VI  Visual Impairment
MSI  Multi-sensory Impairment
PD  Physical Disability
ASC  Autism spectrum condition
OTH  Other Difficulty/Disability
NSA  Support but No Specialist Assessment of need

Early Years categories of need:

• **Communication and interaction** includes speech, language and communication needs (SLCN) and Autism spectrum condition (ASC)
• **Cognition and learning** includes specific learning difficulties (SPLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)
• **Social, emotional and mental health difficulties (SEMH)**
• **Sensory and/or physical needs** includes visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD)
### Appendix 2: Prevalence of need 5-18 age group

Where pupils on EHCP have multiple needs recorded, they are included more than once; in all relevant need categories.

<table>
<thead>
<tr>
<th>Need Type</th>
<th>Estimated Numbers Calculated from National School Census Prevalences or Literature Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPLE</td>
<td>1039</td>
</tr>
<tr>
<td>MLD</td>
<td>2107</td>
</tr>
<tr>
<td>SLD</td>
<td>272</td>
</tr>
<tr>
<td>PMLD</td>
<td>67</td>
</tr>
<tr>
<td>SEMH</td>
<td>1271</td>
</tr>
<tr>
<td>SLCN</td>
<td>1523</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need Type</th>
<th>Figures from Local Dataset as at 09/01/17, 5-18 age group, Cheshire East Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI</td>
<td>141</td>
</tr>
<tr>
<td>VI</td>
<td>80</td>
</tr>
<tr>
<td>MSI</td>
<td>16</td>
</tr>
<tr>
<td>PD</td>
<td>226</td>
</tr>
<tr>
<td>ASC</td>
<td>883</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need Type</th>
<th>Figures from Local Dataset for School Census 2016 Submission, 5-18 age group, Pupils in Cheshire East Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH</td>
<td>379</td>
</tr>
<tr>
<td>NSA</td>
<td>248</td>
</tr>
</tbody>
</table>

#### Data Sources:
- Estimated numbers calculated from national school census prevalences or literature review (for MLD, SLD, PMLD, and ASD)
- Figures from local dataset as at 09/01/17, 5-18 age group, Cheshire East residents
- Figures from local dataset for School Census 2016 submission, 5-18 age group, pupils in Cheshire East schools

#### Totals:
<table>
<thead>
<tr>
<th>Expected Prevalence</th>
<th>Numbers on SEN Support: EHCP/Statement</th>
<th>Numbers with an EHCP/SEN Statement</th>
<th>Numbers with identified SEN</th>
<th>SEN Identified as % of Expected Prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,252</td>
<td>3,270</td>
<td>1,929</td>
<td>5,199</td>
<td>63%</td>
</tr>
</tbody>
</table>

---

**Estimated Numbers and Prevalences**

- **SPLE:** 1039
- **MLD:** 2107
- **SLD:** 272
- **PMLD:** 67
- **SEMH:** 1271
- **SLCN:** 1523

- **HI:** 141
- **VI:** 80
- **MSI:** 16
- **PD:** 226
- **ASC:** 883

- **OTH:** 379
- **NSA:** 248

### Percentages

- **SPLE:** 19%
- **MLD:** 81%
- **SLD:** 63%
- **PMLD:** 37%
- **SEMH:** 10%
- **SLCN:** 12%

- **HI:** 20%
- **VI:** 80%
- **MSI:** 118%
- **PD:** 95%
- **ASC:** 65%

- **OTH:** 25%
- **NSA:** 11%

### Prevalences

- **SPLE:** 1039
- **MLD:** 2107
- **SLD:** 272
- **PMLD:** 67
- **SEMH:** 1271
- **SLCN:** 1523

- **HI:** 141
- **VI:** 80
- **MSI:** 16
- **PD:** 226
- **ASC:** 883

- **OTH:** 379
- **NSA:** 248

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*SEN identified as % of expected prevalence*
Appendix 3: School type for pupils with an EHCP or Statement
5-18 age group

Pupils are only included in one need category for the school type analysis. Therefore numbers will not match the prevalence analysis. Where multiple needs are recorded, pupils are assigned to need categories in alphabetical order, not necessarily by primary need.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>811</td>
<td></td>
<td>535</td>
<td></td>
<td>7</td>
<td></td>
<td>4</td>
<td></td>
<td>534</td>
<td></td>
<td>603</td>
<td></td>
</tr>
<tr>
<td>4%</td>
<td>(6%)</td>
<td>31%</td>
<td>(11%)</td>
<td>97%</td>
<td>(90%)</td>
<td>16%</td>
<td>(8%)</td>
<td>38%</td>
<td>(15%)</td>
<td>72%</td>
<td>(14%)</td>
</tr>
<tr>
<td>CEC</td>
<td>OOA</td>
<td>CEC</td>
<td>OOA</td>
<td>CEC</td>
<td>OOA</td>
<td>CEC</td>
<td>OOA</td>
<td>CEC</td>
<td>OOA</td>
<td>CEC</td>
<td>OOA</td>
</tr>
<tr>
<td>23</td>
<td>8</td>
<td>172</td>
<td>68</td>
<td>183</td>
<td>48</td>
<td>14</td>
<td>7</td>
<td>226</td>
<td>94</td>
<td>183</td>
<td>50</td>
</tr>
</tbody>
</table>

**Mainstream**
- Total: 25%
- Total: 64%

**Special**
- Total: 16%
- Total: 31%

**RP**
- Total: 2%
- Total: 2%

**Other/Unknown**
- Total: 7%
- Total: 3%

*Other = Elective Home Education, Educated Other Than At School, Training, Pupil Referral Unit and Secure*

Totals: 1,732 pupils with EHCP/Statement (including 436 pupils attend out of area (OOA) provision with medical needs, 13 other/unknown)

---

**Data sources/key:**
- Figures from local dataset as at 09/01/17
- Figures below 4 have been suppressed

**England Census Jan16**
- 96% 4%
- 74% 26%
- 70% 28%
- 79% 21%
- 67% 33%
- 70% 29%
- 79% 21%
- 96% 4%

**CEC OOA CEC OOA CEC OOA CEC OOA**
- 23 8 172 68 183 48 14 7
- 145 11 156 64
- 6 7 13 42
- 6 6 2 2%
- 13 10 23 7%
- 6 6 2 2%
- 94 69 163 50%
- 89 8 96%
- 5 5 20%
- 5 5 20%
- 5 5 20%
- 5 5 20%

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July 2017
Appendix 4: Prevalence of need 2-4 age group and provision attended

Where pupils with an EHCP have multiple needs recorded, they are included only once. The data model includes 4 year olds who have started school and are no longer supported by the council’s Early Years Team. It does not include the 2 and 3 year olds who are not accessing their Free Early Education Entitlement as they are not supported by the Early Years Team. The model also excludes children who are receiving early intervention packages of support; the brief interventions they receive may prevent them from needing SEN Support in the future. Their progress is closely monitored by the Early Years team.

Data sources:
- Estimated numbers calculated from national school census prevalences or literature review
- Figures from Early Years dataset (as at February 2017) plus additional children in local dataset as at 09/01/17
- Figures from local dataset for School Census 2016 submission, 2-4 age group, Cheshire East residents plus Early Years dataset as at February 2017 where not recorded elsewhere

**Totals:**

<table>
<thead>
<tr>
<th>Expected prevalence</th>
<th>Numbers on SEN Support:</th>
<th>Numbers with an EHCP/Statement</th>
<th>Numbers with identified SEN</th>
<th>SEN identified as % of expected prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1627</td>
<td>295</td>
<td>41</td>
<td>336</td>
<td>21%</td>
</tr>
</tbody>
</table>

**EHCP/Statement by establishment type**

<table>
<thead>
<tr>
<th>Age</th>
<th>Nursery</th>
<th>Primary Mainstream</th>
<th>PVI</th>
<th>Primary Special School</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>86%</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>47%</td>
<td>25%</td>
<td>3%</td>
<td>0%</td>
<td>78%</td>
</tr>
<tr>
<td>Age 2-4</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td>1</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data source: Local dataset as at 09/01/17 plus additional children in Early Years dataset as at February 2017
Appendix 5: Travel maps for pupils attending resource provision or special schools

The maps below show where SEND children live in relation to where they attend school, for those attending resource provision or special schools.

Children living in the SEND Wilmslow, Knutsford, Poynton Area

Children living in the SEND Crewe and Nantwich Area

Children living in the SEND Macclesfield Area

Children living in the SEND Central Area