

Children & Young People with Special Educational Needs & Disabilities

Southwark's Joint Strategic Needs Assessment

Public Health and Children's & Adult Services

October 2022

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GATEWAY INFORMATION

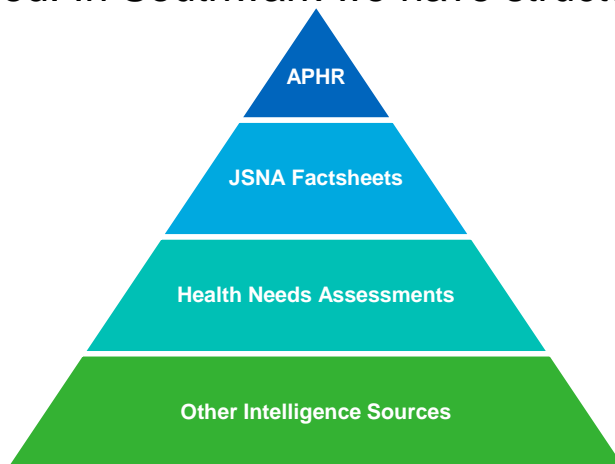
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Health Needs Assessments form part of Southwark's Joint Strategic Needs Assessment process

BACKGROUND

The Joint Strategic Needs Assessment (JSNA) is the ongoing process through which we seek to identify the current and future health and wellbeing needs of our local population.

- The purpose of the JSNA is to inform and underpin the Joint Health and Wellbeing Strategy and other local plans that seek to improve the health of our residents.
- The JSNA is built from a range of resources that contribute to our understanding of need. In Southwark we have structured these resources around 4 tiers:



Tier I: The Annual Public Health Report provides an overview of health and wellbeing in the borough.

Tier II: JSNA Factsheets provide a short overview of health issues in the borough.

Tier III: Health Needs Assessments provide an in-depth review of specific issues.

Tier IV: Other sources of intelligence include Local Health Profiles and national Outcome Frameworks.

- This document forms part of those resources.
- All our resources are available via: www.southwark.gov.uk/JSNA

This Health Needs Assessment provides an overview of special educational needs and disabilities in Southwark

AIMS & OBJECTIVES

This report forms part of the Joint Strategic Needs Assessment (JSNA) for Southwark and aims to provide an overview of the SEND population in the borough and has the following objectives:

- Outline the national local policy context
- Assess risk factors for SEND
- Identify the demographics of the children and young people with SEND in Southwark
- Assess the range of health, social care and educational needs of children and young people with SEND in Southwark
- Identify areas that work well and to develop recommendations where additional work may be required to improve the health, social care and educational outcomes for children and young people with SEND in Southwark

Children with special educational needs and disabilities have disproportionately poorer outcomes than their peers

INTRODUCTION

Children with special educational needs and/or disabilities often experience poorer outcomes than their peers, in health, education and in the transition to adulthood.

- According to the SEND Code of Practice, a child has Special Educational Needs (SEN) if *“they have a learning difficulty or disability, which requires special educational provision to be made for him or her”*.
- Many children and young people with a disability also have SEN. The term SEND is used to refer to all children with SEN and/ or a disability, whilst SEN excludes children with a disability. Where ‘children with SEN’ is used, this excludes children with a disability but no SEN, but will include children with SEN and a disability.
- There are a number of broad categories of need identified in the SEND Code of Practice which cover specific conditions, however it is worth noting that some children will have multiple needs that span these categories:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical need
- Children with special educational needs and/or disabilities often experience poorer outcomes than their peers, in health, education and in the transition to adulthood.

References

1. Department for Education, 2015. Special educational needs and disability code of practice: 0 to 25 years.

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The Children and Families Act 2014 aimed to improve the way organisations work together for children with SEND

NATIONAL STRATEGIC & POLICY CONTEXT

The Children & Families Act came into force on 1st September 2014 and marked the biggest change in legislation regarding special educational needs and disabilities in over 30 years.

The Act:

- Extended support for children and young people with SEND from birth to 25 years of age
- Introduced new Education, Health and Care Plans (EHCP) to replace SEN statements

Key aspects include the following:

- Co-ordinated assessment leading to an outcome-focused integrated EHCP from 0-25 years
- Jointly commissioned services between the Local Authority and Health
- A Local Offer setting out all services available to families, children, parents and young people with SEND and how these are accessed
- Right to request a personal budget for services identified in the EHCP
- Bringing all schools, nurseries and Further Education providers under the same SEND legislation and responsibilities

- As at May 2022, national government are in open consultation for the SEND review. Consultation will close 22 July 2022. Following this, there may be changes to the ways organisations work together.

This slide will be revised following publication of the SEND review.

References

1. Department for Education. Children & Families Act 2014.

The SEND Code of Practice provides statutory guidance on duties, policies and procedures

NATIONAL STRATEGIC & POLICY CONTEXT

The Code of Practice sets out the statutory duties of local authorities, health bodies and educational establishments to provide for those with special educational needs, and replaces the 2001 Code of Practice.

Key Principles:

- In carrying out their function, Local Authority must consider views, wishes and feelings of the child, young person or child's parents
- Important that the child or young person, and the child's parents, participate as fully as possible in decisions, and are given the right support to do so
- Support the child or young person, and the child's parents, in their development and educational achievement, as well as preparing them for adulthood

Main changes since 2001:

- Covers age range 0-25 and includes guidance on disability as well as SEN
- Clearer focus on children, young people and parents being involved in decision making at individual and strategic levels
- Includes guidance on joint planning and commissioning of services to ensure close co-operation between education, health and social care
- Includes guidance on publishing a local offer of support
- Introduction of the Education, Health and Care Plan (EHCP) to replace statements and Learning Difficulty Assessments (LDAs)

References

1. Department for Education, 2015. Special educational needs and disability code of practice: 0 to 25 years.

Partnership Southwark plans to improve early intervention, quality of life and support for children and young people

LOCAL STRATEGIC & POLICY CONTEXT

As of 1 July 2022, South East London Integrated Care System became a statutory body. Integrated Care Systems (ICS) are partnerships of NHS bodies and local authorities, that plan and deliver joined up health and care services.

- Within the ICS, each of the six South East London boroughs have a local care partnership that are tasked with producing local health and care plans. These will detail the work across local NHS bodies and Southwark Council to address local health needs, including the needs of children and young people.
- Partnership Southwark's recovery plan includes a reference to children with special educational needs - *SEL ICS System plans include to 'improve early intervention and admission prevention, improve quality of life and ensure the right support is in place for CYP with learning disability and autism.*

References

1. <https://www.england.nhs.uk/integratedcare/integrated-care-in-your-area/>

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Data from the DfE and the Spring 2022 school census has been used to profile the children with SEN

PREVALENCE OF SEN

The following slides provide an overview of the current picture of special educational needs in Southwark, looking at the prevalence of SEN and the profile of need.

- The analysis draws on the nationally published results on all children attending state schools in the borough (including academies).
- We have also used local data from the school census to provide a more detailed understanding of our local population. This local data includes the following criteria:

Included within the analysis are all children with SEN who:

- Attend primary, secondary or special schools in Southwark and live in the borough
- Are aged 3 to 18 years old
- Children with SEN population will include children with SEN and disabilities, but not children with a disability only

Excluded from the analysis:

- Children who live in Southwark but attend school outside the borough

References

1. Southwark Council. School Census Data, January 2022
2. Department for Education. Explore Education Statistics

In recent years there has been an increase in both the total number and proportion of all pupils with SEN

PREVALENCE OF SEN

Since 2018, the proportion of children with a special educational need (SEN) in Southwark has been increasing, after reaching a low of 16% after continued decline from 2012 to 2018. Alongside, the proportion of children with an educational, health and care plan (EHCP) has also increased from 2012.

- There has been a long-term reduction in the prevalence of SEN in Southwark, from 23% in 2012 to 19% in 2022. Figures for 2022 show that 9,422 children in the borough were identified as having SEN (this total includes children with SEN support and those with EHCPs).
- Both the proportion of children with EHCPs and the number of these complex children have increased. This places significant demand on services across the system, including education, health and social care.

Figure 1: Percentage of children with SEN

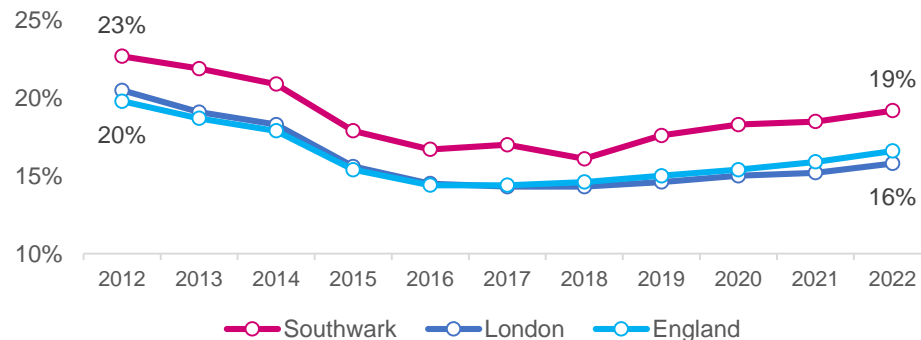
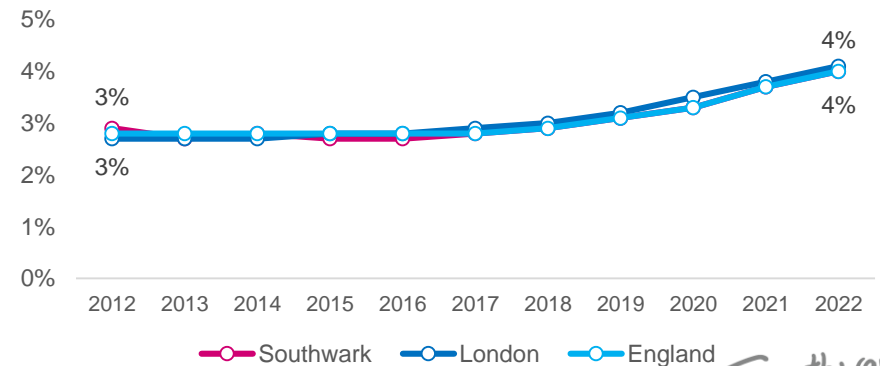


Figure 2: Percentage of children with an EHCP.



References

1. Department for Education. Special Educational Needs: June 2022
2. Department for Education. Statistical Release – Children with Special Educational Needs 2014: An Analysis.

Southwark has a higher prevalence of SEN than England, but levels are comparable to our statistical neighbours

PREVALENCE OF SEN

In Southwark, 19% of school children have been identified as having special educational needs

- This equates to 9,422 children.
- Southwark has the 3rd highest prevalence of SEN out of 33 London boroughs. This is an increase from the 5th in 2017.
- Southwark has the 2nd highest prevalence of SEN out of the six boroughs in South East London, joint with Lambeth.
- While the prevalence of SEN in Southwark is above levels in London and England, it is comparable to the prevalence seen among our statistical neighbours such as Hackney and Lambeth.

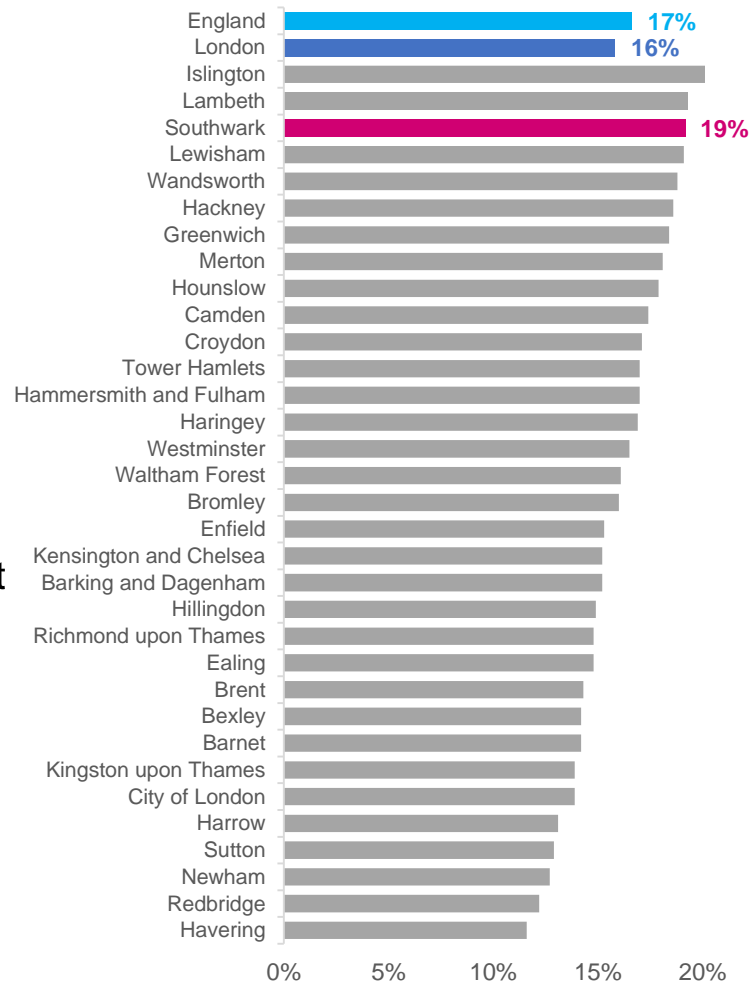


Figure 3: Prevalence of SEN among children and young people, 2021/2022

References

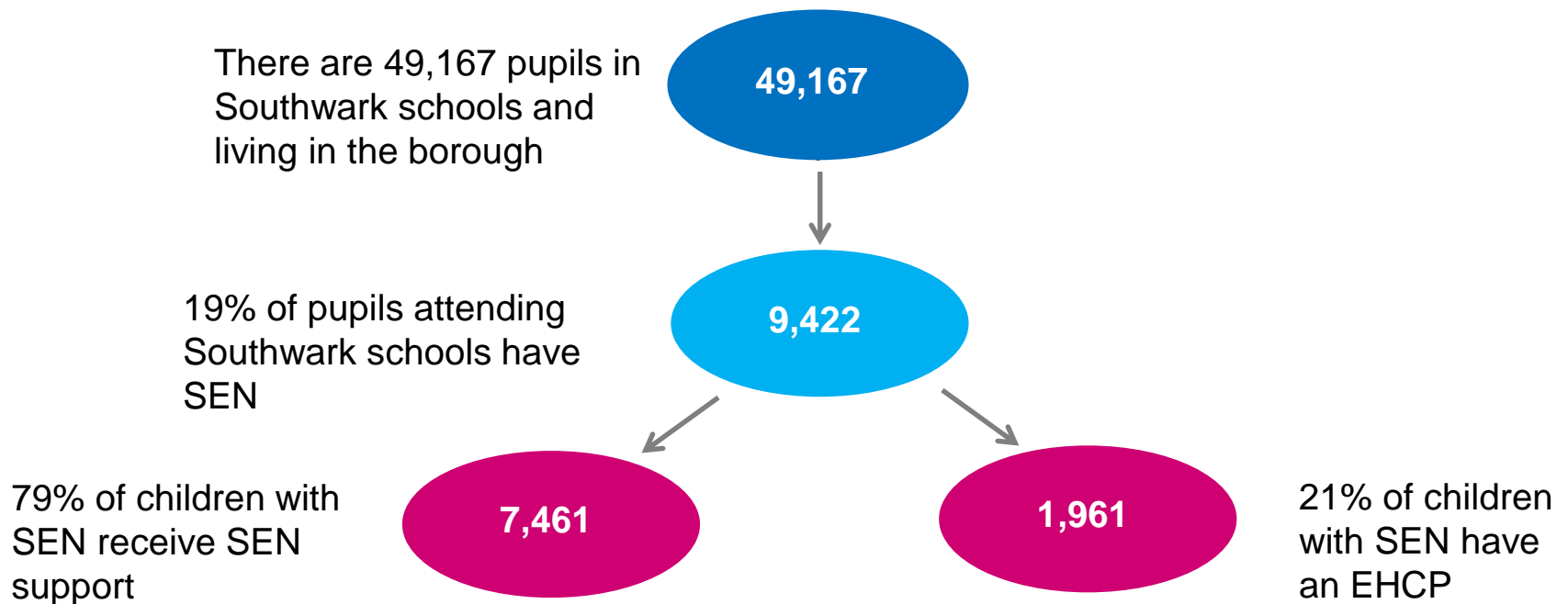
1. Department for Education. Special Educational Needs: June 2022
Figures from Department for Education may differ to school census data due to collection method differences

Approximately one in five school children in Southwark have special educational needs

PREVALENCE OF SEN

Results from the May 2022 school census show there were 49,167 children attending Southwark schools and living in the borough. Nearly one in five of these children have special educational needs.

Figure 4: Prevalence of SEN among children and young people attending Southwark schools, June 2022



References

1. Department for Education. Special Educational Needs in England: June 2022

There is little change in the prevalence of SEN between primary and secondary school at a local or national level

PREVALENCE OF SEN

The prevalence of SEN in primary and secondary schools is comparable at a local, regional and national level. 18% of children attending primary and secondary schools in Southwark have special educational needs.

- The proportion of children attending Southwark schools who have an EHC plan is broadly comparable to the London average in both primary and secondary school.
- However, the proportion of children receiving SEN support is higher in Southwark.
- Figures from the Spring 2022 school census indicate that the percentage of pupils attending special schools in the borough receiving SEN support is over five times the national average, with fewer pupils with EHC plans. There are two hospital schools in Southwark which are classified as special schools and include children without SEN, so not all children at a special school in Southwark have SEN support or an EHC plan.

Figure 5: Percentage of children with SEN in primary and secondary schools

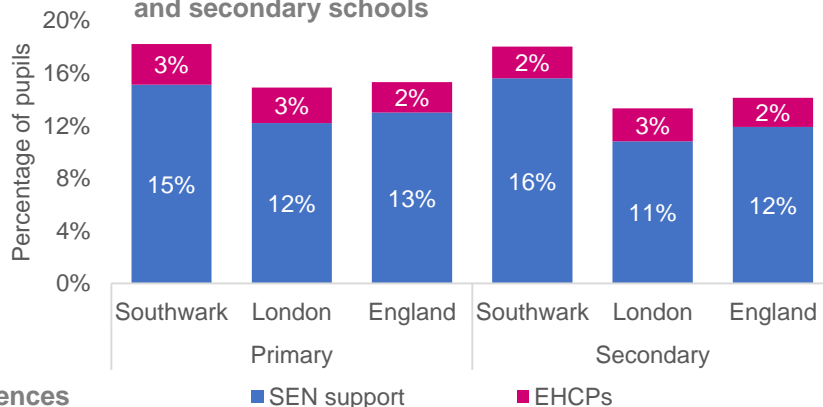


Figure 6: Percentage of children with SEN in special schools



References

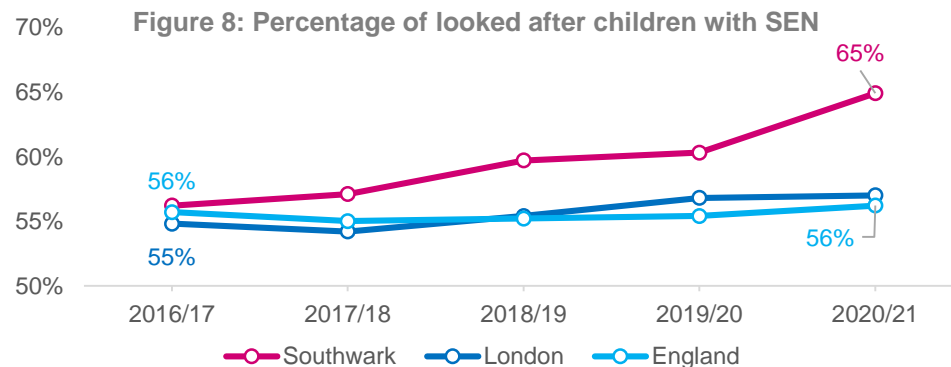
1. Department for Education. Special Educational Needs in England: June 2022.

The prevalence of special educational needs in looked after children is increasing

PREVALENCE OF SEN AMONGST LOOKED AFTER CHILDREN

Nationally, pupils in all social care groups are over twice as likely to have a special educational need (SEN). Looked after children are nearly 4 times more likely to have a special educational need and almost 10 times as likely to have an education, health and care plan (EHCP) than other children.

- As of 31 March 2021, there were 449 looked after children in Southwark, with three-quarters (336) placed out of borough. Whilst there has been a decline in recent years of the number of looked after children, this remains higher than London and England, and 5th highest borough.
- There has been a steady increase in the prevalence of SEN amongst looked after children. As of 31 March 2021, 65% of looked after children in Southwark had an identified special educational need, up from 56% in 2017.
- There are 239 looked after children in Southwark of the statutory school age. Of these pupils, 35% have an education, health and care plan and approximately 30% are on SEN support.
- Looked after children are twice as likely to have social, emotional or mental health needs.



References

1. Department for Education (DfE). Children looked after in England, 2021 www.gov.uk/government/collections/statistics-looked-after-children
2. DfE. Outcomes for children looked after by local authorities in England, 31 March 2022. <https://explore-education-statistics.service.gov.uk/find-statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england>
3. DfE. Statistics: children in need and child protection www.gov.uk/government/collections/statistics-children-in-need

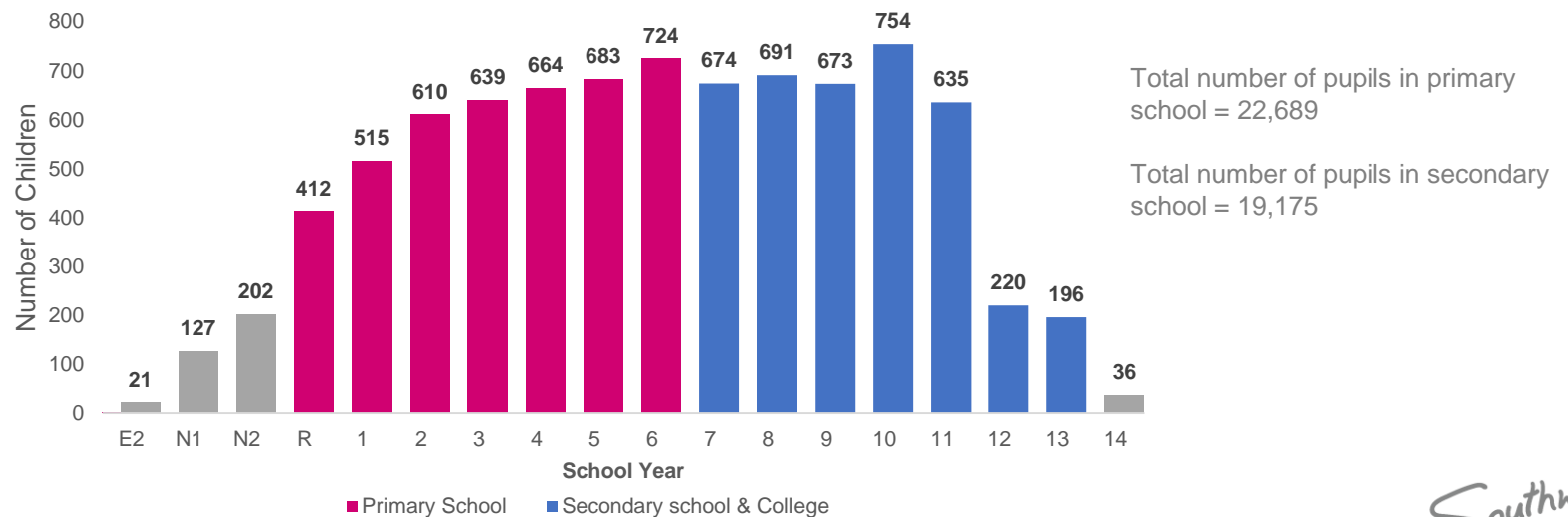
While the prevalence is similar, there are fewer pupils with SEN in secondary school as the pupil roll is smaller

DEMOGRAPHICS OF SEN

The number of children attending school in Southwark with SEN is significantly higher in primary school compared to secondary school.

- There are over 4,200 children in primary school with SEN compared to approximately 3,800 children in both secondary school and college combined.
- The percentage of pupils with SEN support in primary schools has increased from 17.4% in 2021 to 18.2% in 2022 and in secondary has increased slightly from 17.4% to 18% respectively.
- A large increase in the number of children with SEN can be seen from nursery to Year 4 from 127 children to 639 children respectively.

Figure 9: Number of children attending school in Southwark who have SEN by school year



References

1. Southwark Council. School Census Data, Spring 2022
2. Department for Education. Special Educational Needs in England: June 2022

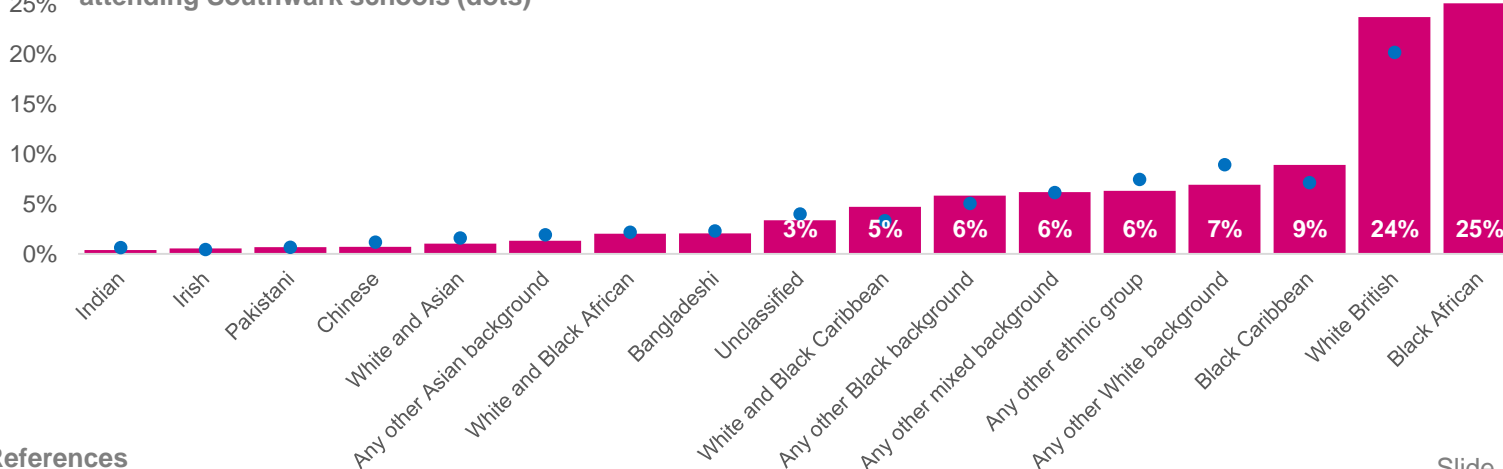
The prevalence of SEN varies significantly between different ethnic groups, both locally and nationally

DEMOGRAPHICS OF SEN

The prevalence of special educational needs varies significantly between children and young people from different ethnic backgrounds.

- Across England, children from the Traveller of Irish Heritage ethnic group see highest prevalence of SEN. This ethnic group make up a very small proportion (less than 1%) of the Southwark school population, so have been removed from this analysis.
- Children from Irish, Black Caribbean and mixed White and Black Caribbean ethnic groups have the highest proportion of SEN. Prevalence is lowest amongst Chinese and Indian ethnic groups.
- Where the dots are lower than the bar in Figure 10, children from this ethnic group are over-represented in the SEN population compared to overall, as seen with White British and Black Caribbean ethnic groups. Where dots are higher, this shows under-representation.

Figure 10: Proportion of children with SEN attending Southwark schools by ethnic group (bars) and proportion of each ethnic group attending Southwark schools (dots)



Note: children from Gypsy/Roma ethnic background and Traveller of Irish Heritage have not been presented due to small numbers

References

1. Department for Education. Special Educational Needs in England: June 2022

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Children with disabilities and complex needs require support from health, education and social care

DISABILITIES AND COMPLEX NEEDS

There is a range of national legislation which provide definitions of disability, including:

- Equality Act 2010
- Children Act 2004
- Disability Discrimination Act 1995

An individual is classified as disabled under the Equality Act if they “... *have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities*”

Many children and young people with special educational needs will also have a disability, as defined under the Equality Act. There is also a significant overlap in the other direction, with many disabled children also having special educational needs. In order to take account of these overlapping needs, this assessment also includes information on:

- Those children with disabilities
- Those children with chronic illness
- Risk factors associated with the development of complex needs

References

1. HM Government. Definition of Disability under the Equality Act 2010.
www.gov.uk/definition-of-disability-under-equality-act-2010

There are an estimated 9,610 children and young people in Southwark with a disability

DISABILITIES AND COMPLEX NEEDS

The Family Resources Survey (FRS) is a continuous household survey that collects extensive information on disability and now stands as one of the key sources of information on the populations of disabled adults and children in the UK.

- Applying the latest survey results to the Southwark population suggests there are potentially 9,610 children and young people in the borough with disabilities.
- Results from the survey show the prevalence of disabilities increases substantially with age. This may in part be due to some conditions becoming more limiting as children get older. However, it may also be related to the reliance on the collection of information in school years to estimate child disability.

Table 1: Disability prevalence by age and gender in the UK (average of 2018-19, 2019-20 and 2020-21)

Age Group	National Prevalence of Disability			Estimated Local Prevalence		
	Males	Females	Total	Males	Females	Total
0 to 4 years	5%	2%	4%	500	190	780
5 to 9 years	11%	6%	9%	1,120	600	1,820
10 to 14 years	13%	9%	11%	1,150	750	1,890
15 to 19 years	11%	13%	12%	850	850	1,810
20 to 24 years	15%	15%	15%	1,610	1,700	3,310
Total aged 0 to 24 years	-	-	-	5,230	4,090	9,610

References

1. Family Resources Survey (2020-21) <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2020-to-2021>
2. ONS mid-year resident population estimates by single year of age, 2020

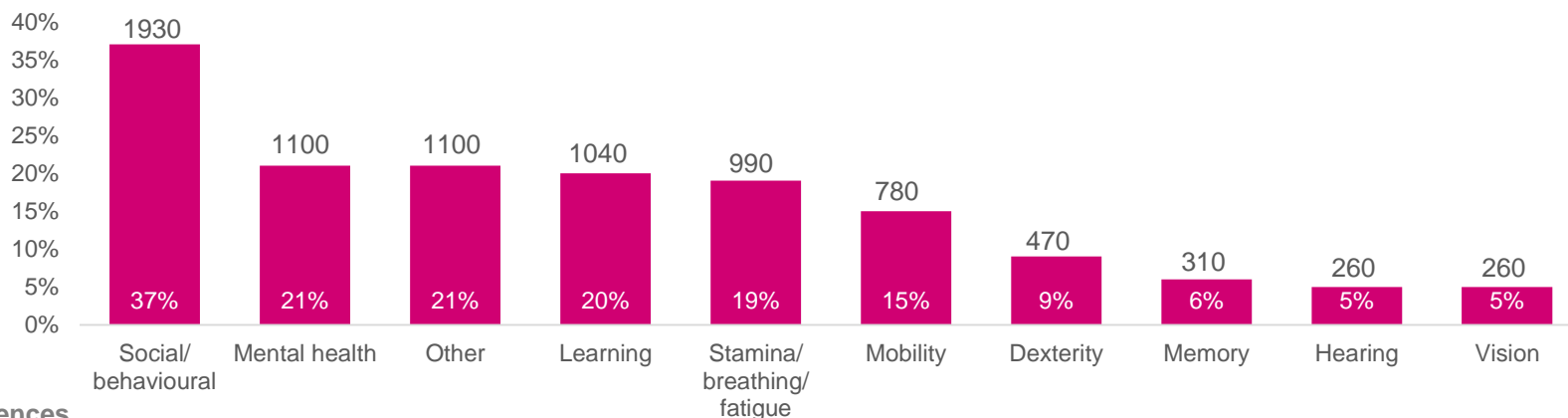
Estimates suggest that over 1,900 children in the borough may have social/behavioural impairment

DISABILITIES AND COMPLEX NEEDS

The Family Resources Survey (FRS) also provides information on the prevalence of impairment types among children. Note that these figures are based on those aged under 16.

- The largest impairment type reported by children with disabilities is social and behavioural, with an estimated 1,930 children potentially affected in Southwark. This would include those with Autism, Attention deficit hyperactivity disorder (ADHD) or Asperger's syndrome.
- Those with a mental health impairment represent the second largest impairment type.
- It is important to note that some children may be affected by more than one impairment.

Figure 12: National prevalence of impairment types reported by disabled children and Southwark estimates



References

1. Family Resources Survey (2020-21) <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2020-to-2021>
2. ONS mid-year resident population estimates by single year of age, 2020

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There are a range of issues that may increase the likelihood of a child developing a disability or complex needs

RISK FACTORS

A number of factors associated with increased risk of disability and complex need are shown below. The list is not exhaustive, but aims to provide an overview of a number of key issues.

- Multiple births, of twins, triplets or more babies carry greater risks for both mothers and babies. Babies born as a result of multiple births are more likely than others to be born prematurely, to be of low birth weight, to require special or intensive care, and to suffer long term disabilities. We know that there are approximately 85 maternities with multiple births each year in Southwark.
- A mother's age can have consequences for her babies' health and well-being. For mothers aged under 20 and over 40, pregnancy and birth carry higher risks of complications and mortality for both the mother and the baby. From 2016-2020 there were 304 babies born in Southwark to mothers aged <20, and 1661 born to mothers aged >40. This is equivalent to 1% and 8% of all births in Southwark, respectively.
- Low birth weight has a significant impact on health outcomes later in childhood and adult life, and is a major determinant of morbidity and disability. 8% of all babies born in Southwark had a low birth weight (<2500g) and 1% of all babies are born at very low birth weight (<1500g), both similar to London average.
- Whilst the proportion of all babies born at low birth weight has stayed similar over the last 10 years, there has been some change in proportion at very low birth weight. However, numbers are very small for the latter group which means fluctuations are more noticeable in the data.

References

1. Public Health England. Child & Maternal Health Profiles – Pregnancy & Birth. <https://fingertips.phe.org.uk/profile-group/child-health>

There are a range of issues that may increase the likelihood of a child developing a disability or complex needs

RISK FACTORS

Social and economic factors are also associated with an increased likelihood of disability and can also influence the outcomes of those with SEND.

- There is a strong association between poverty and deprivation, and levels of disability. Children and young people with SEN are more likely to live in poverty than those without. We know that Southwark is one of the most deprived local authorities in England, ranked 43rd out of 317 local authorities, and approximately 9,600 children (16%) in Southwark aged under 16 live in low income families (though this figure is based on data from 2019/20 and should be treated with caution; impacts of COVID-19 and the current cost of living pressures have likely increased this).
- We also know that children and young people with SEN are more likely to be eligible for benefits-related free school meals than other children. In 2021/22, there were nearly 13,500 children (31%) in Southwark eligible for and claiming free school meals. While levels are higher than the national average, they are comparable to our statistical neighbours.
- Nationally, 36% of pupils with special educational needs are eligible for free school meals compared to 20% of pupils without special educational needs. In Southwark, pupils with EHC plans are more likely to be eligible for free school meals than pupils on SEN support (52% compared to 43%), to indicate higher SEN is more likely for children receiving free school meals.

References

1. Department for Education. Special Educational Needs in England, June 2022
2. Department for Communities & Local Government. Indices of Deprivation 2019
3. Public Health England. Child and maternal health profiles. <https://fingertips.phe.org.uk/profile-group/child-health>

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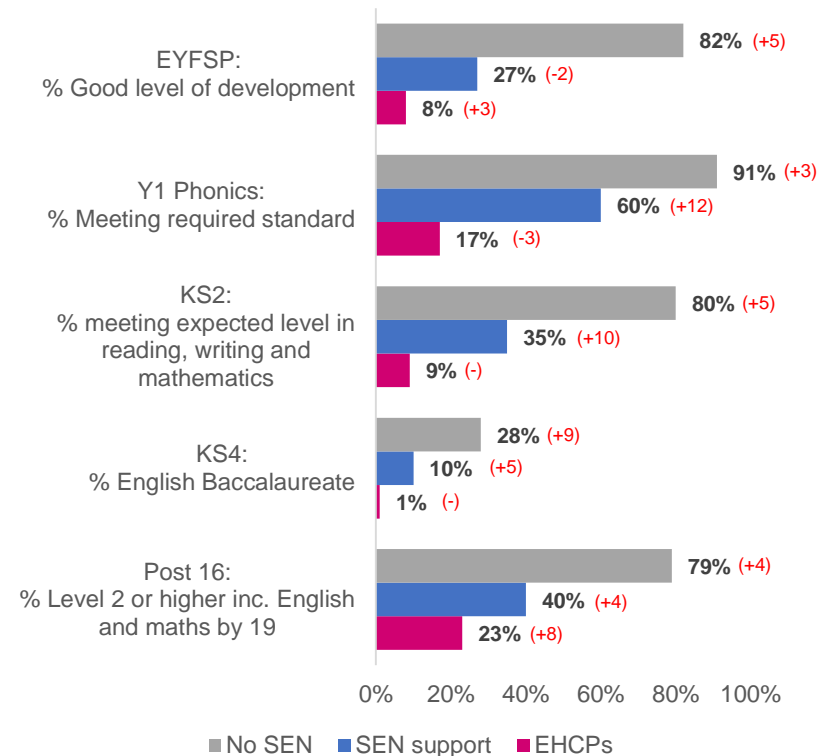
Those with SEND have lower levels of development than their counterparts, but Southwark outperforms other areas

OUTCOMES: THE DIFFERENT KEY STAGES

The standardised exams during the various key stages of the national curriculum highlight the disparity in attainment for SEND pupils and their non-SEND counterparts.

- Outcomes for SEND pupils/students in 2018/19 are above national averages at the end of the Early Years Foundation Stage (EYFS) for pupils with EHC plans, and for the Year 1 phonics test for SEN support pupils.
- At the End of Key Stage 2, Key Stage 4 and for post-16 students at the end of Key Stage 5 outcomes for SEND students are also above the national averages.
- EYFS outcomes for SEN support students and Year 1 phonics test for pupils with EHC plans were lower than the national average.
- DfE have not released any data for 2019/20 or 2020/21 due to COVID-19.

Figure 13: Percentage of Southwark pupils achieving expected level at different Key Stages, by SEN provision (2018/19)



*Figures in brackets in red font represent the variance between the Southwark average and national average

References

1. Department for Education. Early years foundation stage profile (EYFSP) results by pupil characteristics: 2019

Early years children with SEN have poorer outcomes than their Swk peers, and children with SEN across Ldn & Eng

OUTCOMES: EARLY YEARS FOUNDATION STAGE

The early years foundation stage (EYFS) sets standards for the learning and development of children from birth to aged five. Development is assessed at 5 years old. Children are deemed to have reached a good level of development if they achieve at least the expected level across all early learning goals*.

- In 2018/19, children with SEN support were less likely to achieve a good level of development than non-SEND children in Southwark, or children with SEN support in Inner London or England. Children with an EHCP were also less likely to achieve a good level than non-SEND children in Southwark, but more likely than children with an EHCP in Inner London or England.
- 2020/21 release was cancelled due to COVID-19, and 2021 EYFS profile was not mandated.
- There is a rise in achievement for pupils with an EHC plan in EYFS (from 2% achieving a good level development in 2016/17 to 8% in 2018/19) but a decline in achievement for SEN support children (27% achieved a good level of development in 2018/19 down from 33% in 2016/17).

Table 2: Percentage of children achieving a good level of development in EYFS, 2018-2019

	Southwark	Inner London	England
All pupils	74%	73%	72%
Pupils with no identified SEN	82%	81%	77%
Pupils with SEN support	27%	31%	29%
Pupils with an EHC plan	8%	6%	5%

*Early learning goals: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; and expressive arts and design.

References

1. Department for Education. Early years foundation stage profile (EYFSP) results by pupil characteristics: 2019

Those with SEN have poorer educational outcomes than their counterparts, but Southwark outperforms other areas

OUTCOMES: KEY STAGE 4

Education is one of the most important wider determinants of health, with poor education associated with poorer health outcomes and lower life expectancy.

- A new secondary school accountability system was introduced by the Department for Education in 2016. Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English, maths, three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications.
- The attainment gap between pupils with special educational needs and those with no identified SEN is the largest gap of all characteristics groups e.g.: gender, or ethnicity
- Latest results show that while children with SEN support and those with an EHC plan have significantly lower Attainment 8 scores than their peers, children in Southwark outperform their regional and national counterparts.

Table 3: Average attainment 8 score per pupil, 2020-2021

	Southwark	Inner London	England
All pupils	55%	53%	51%
Pupils with no identified SEN	59%	58%	55%
Pupils with SEN support	44%	41%	37%
Pupils with an EHC plan	21%	18%	15%

References

1. Department for Education. Key stage 4 performance 2021

Special educational needs pupils are less likely to have a sustained education, employment or training destination

OUTCOMES: DESTINATIONS AFTER KEY STAGE 4

Recent reforms placed greater emphasis on supporting those with SEND to make a positive transition to adulthood, including paths to employment. Destination measures show the percentage of pupils or students going to or remaining in an education, apprenticeship and/or employment destination in the academic year after completing their studies.

- To be included as having an education, apprenticeship or employment destination, young people must stay in education or employment for a 6 month period in the destination year.
- The most recent data release in 2021 follows students who were at the end of key stage 4 study in 2018/19 and reports their destinations in the 2019/20 academic year.
- Latest results show that special educational needs pupils are less likely to have a sustained education, employment or training destination than all other pupils, particularly those with a statement of special educational needs. However, the proportion of SEN pupils with sustained destination in Southwark is lower than both the London and national level.

Table 4: Pupils with sustained education, employment or training destination after Key Stage 4 (2019-20 destination for 2018-19 cohort)

	Southwark	London	England
All pupils	88%	90%	89%
Pupils with no identified SEN	90%	92%	91%
Pupils with an EHC plan	76%	84%	84%

References

1. Department for Education. Key stage 4 destination measures, England, 2019/20

Children with SEND experienced additional challenges during COVID-19, impacting continued education

IMPACTS OF COVID-19 ON CHILDREN WITH SEND

All children experienced disruption to education through school closures and isolation in response to COVID-19 cases/ contacts. Children experienced uncertainty and poor wellbeing as a result. Children with SEND have experienced additional challenges.

- Children with SEN and/or a disability have had significant impacts on continued education:
 - Children with EHC plans were identified as vulnerable and allowed to attend school during lockdowns, but attendance was low
 - National reports show families struggled to meet the needs of children with EHCPs at home, with impacts on parents and siblings as well as the child's progress
 - Children with SEND receive additional interventions at school e.g. speech and language therapy, applied behavioural analysis and social skills training. Disruption to these, as well as education, will have long term impacts
- Attendance at school since March 2021 has been consistently lower among pupils with a social worker, an EHCP or those receiving free school meals, further impacting the educational attainment of these pupils.
- Children with SEND have experienced higher levels of anxiety and isolation as well as attentional, behavioural and emotional difficulties.

References

1. Buttle UK August 2020. The State of Child Poverty 2020. (online)
2. Children's Commissioner September 2021. Childhood in the time of Covid (online)
3. Ofsted & CQC November 2020. COVID-19 series: briefing on special educational needs and disabilities provision (online)
4. PHE May 2021. The impact of COVID-19 in London's children and young people
5. Family Early Help Data. Provided on 28 July 2021

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Planning and preparation is important to ensure those with SEND have a seamless transition at all transition points

TRANSITION YEARS

Support for children and young people with special educational needs and disabilities should also include planning and preparation for the transition to adulthood, whether into employment, training or further education.

- Health related quality of life for young people with complex health needs and disabilities can be improved by a well planned transition.
- In contrast, a poorly planned transition, without continuity of care can lead to disengagement with services and have a detrimental impact of the outcomes for young people.
- The SEND Code of Practice places a strong emphasis on ensuring personalised transition plans are put in place at all transition points, such as:
 - Between early years and school
 - Between school and college
 - Between children's services and adult services
- Transition plans should be developed in partnership between services, and involve the young person and their families.
- There is currently no way to determine whether an 18-25 year old who receives adult social care has a special educational need or disability, making it difficult to understand how prevalence changes, who continues to receive social care support once in adulthood and what proportion are in residential and nursing settings.

References

1. Department for Education, 2015. Special educational needs and disability code of practice: 0 to 25 years.

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The SEND code of practice identifies four broad areas of need that local areas should be planned for

PRIMARY NEEDS OF CHILDREN WITH SEND

There are a number of broad categories of need identified in the SEND Code of Practice which cover specific conditions, however it is worth noting that some children will have multiple needs that span these categories:

- **Speech, language and communication need:** those with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning:** those with moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties.
- **Social, emotional and mental health need:** these children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- **Sensory and / or physical needs:** many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

References

1. Department for Education, 2015. Special educational needs and disability code of practice: 0 to 25 years.

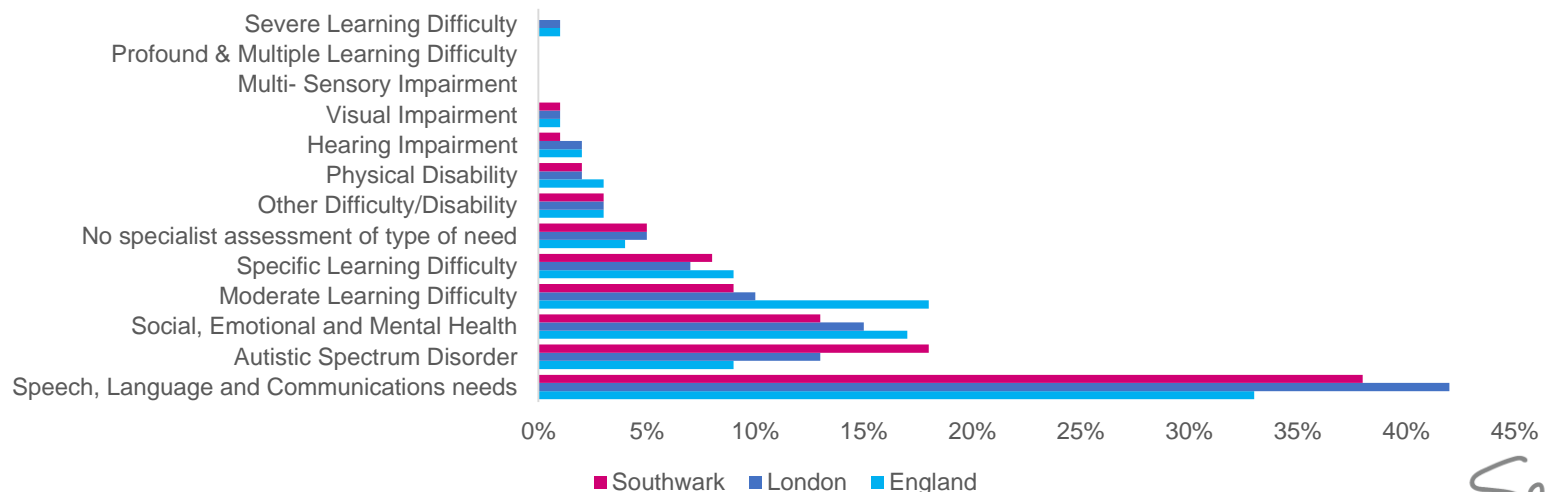
Speech, language and communications needs are the most common needs in primary school.

PRIMARY NEEDS OF CHILDREN WITH SEND

Primary need is collected for those pupils on SEN support or those with an EHC plan.

- In primary school, the most common need among those with SEN in Southwark is speech, language and communication, accounting for over a third of children, mirroring the national and regional picture.
- Autistic Spectrum Disorder (ASD) remains the most prevalent primary type of need for pupils with an EHC plan, with 50% of Southwark's EHC plans being for young people with ASD. This is nearly double the proportion nationally.
- Spa School (outstanding secondary special school for autism) opened a new specialist provision in Camberwell (children aged 5-16 years old with ASD) in September 2020 and had 42 pupils on roll. This increased to 67 in September 2021.

Figure 10: SEND needs in Primary School 2021/22



References

1. Department for Education. Special Educational Needs in England, June 2022

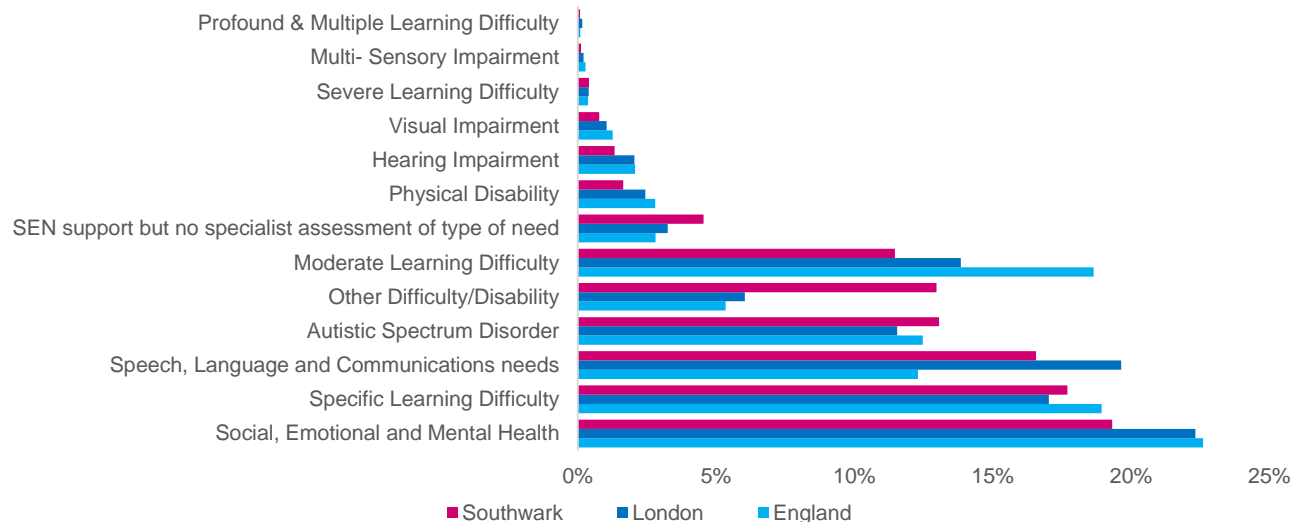
Primary needs of children with SEND change significantly as they move from primary to secondary school

PRIMARY NEEDS OF CHILDREN WITH SEND

Primary need is collected for those pupils on SEN support or those with an EHC plan.

- By secondary school, social, emotional and mental health needs are the most common need, both in Southwark and nationally. Whilst this was also the primary need nationally in 2020/21, in Southwark the primary need was previously specific learning difficulty. This change may reflect the impact of COVID-19 on children's social, emotional and mental health.
- In secondary schools, the percentage of pupils with ASD is closer to national levels.
- While those with profound and multiple learning difficulties and severe learning difficulties represent a small proportion of children with SEND, it is important to recognise that this group have some of the greatest needs.

Figure 11: SEND needs in Secondary School 2021/22



References

1. Department for Education. Special Educational Needs in England, June 2022

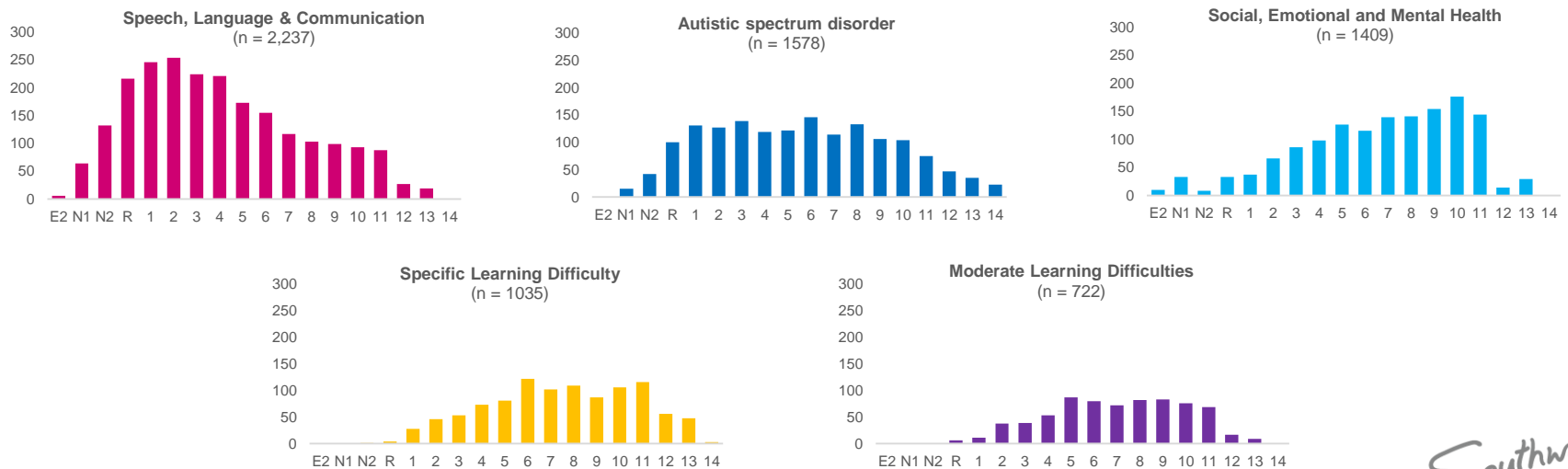
The age profile of the top five primary needs of children with SEND varies substantially

PRIMARY NEEDS OF CHILDREN WITH SEND

Results from the Spring 2022 school census indicates the age profile of the top primary needs varies substantially.

- Speech, language and communication difficulties represents the largest primary need, with almost a third of all children having these as their primary need, equal to almost 2,500 children. The profile of this cohort peaks in Year 2 before declining.
- In contrast, the number of children with social, emotional and mental health needs and moderate learning difficulties peaks towards the end of secondary school.

Figure 12: Number of children in Southwark with five most common primary needs by school year



References

1. Southwark Council. School Census Data, Spring 2022

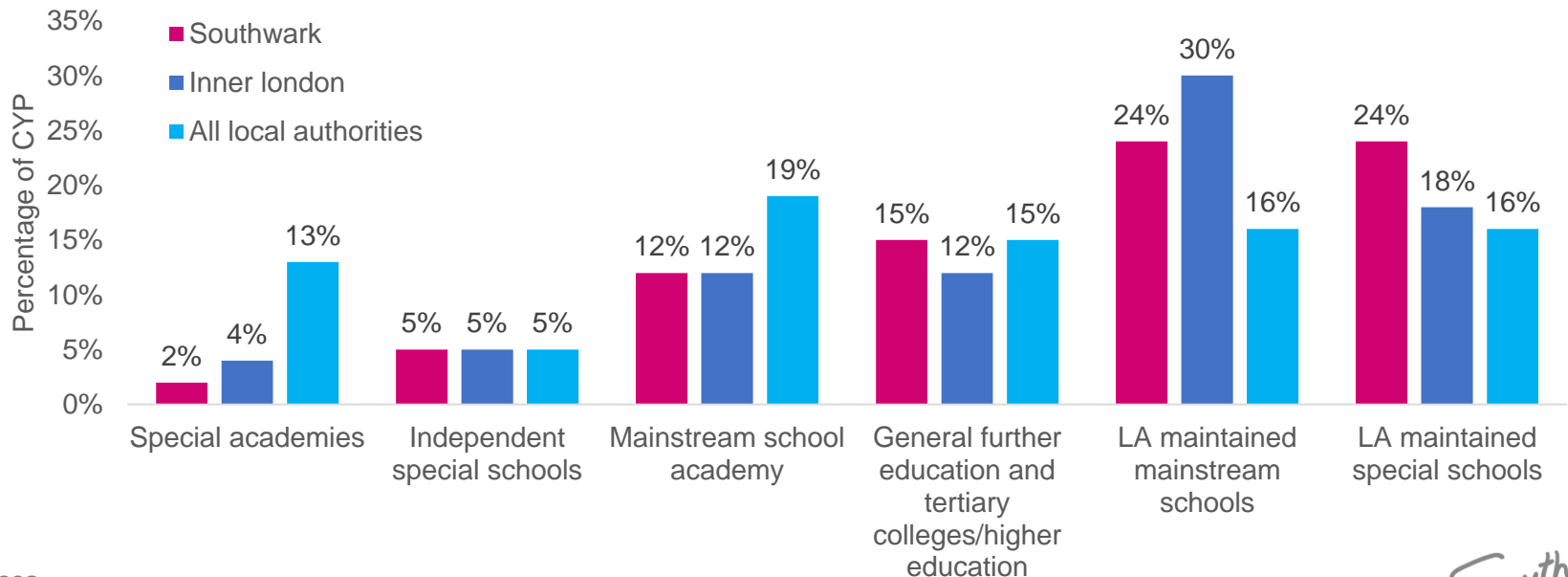
Children with an EHCP in Southwark mostly attend local authority maintained mainstream or special schools

PLACEMENT OF CHILDREN WITH AN EHC PLAN

In Southwark, most children and young people with an EHC plan are placed in local authority (LA) maintained special schools.

- Southwark places a quarter of children and young people for whom the LA maintain an EHC plan in mainstream schools, higher than the average across England (16%)
- Southwark places a higher percentage of children and young people with an EHCP in mainstream schools than the national average, though lower than some other inner London authorities.

Figure 13: Placement of children and young people for whom the LA maintain an EHC plan 2021/22



References

1. Department for Education. Local area SEND report Southwark. <https://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?mod-area=E09000028&mod-group=AllLaInUK&mod-type=namedComparisonGroup>

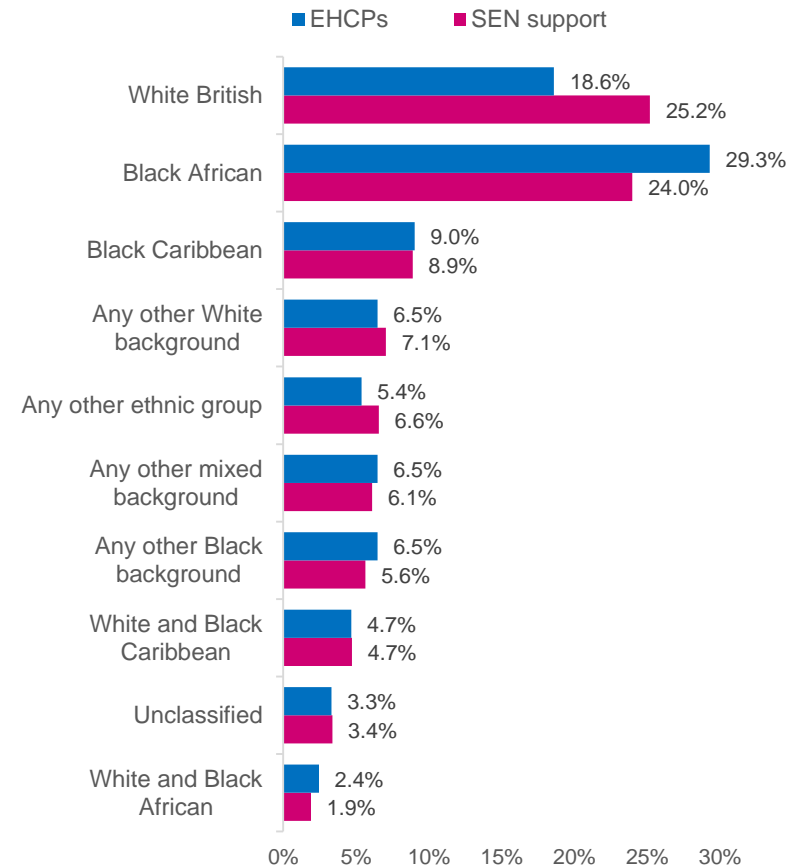
The ethnic profile of those with an EHC plan broadly mirrors those with SEND, with some exceptions

EDUCATION, HEALTH & CARE PLANS: DEMOGRAPHICS

The ethnic profile of those with an EHC plan broadly mirrors the profile of those with SEN. However, there are a number of groups where there is a marked difference.

- Whilst those from a Black African ethnic background account for nearly a quarter of children with SEN, they account for almost a third of those with an EHC plan.
- Conversely, children from a White British ethnic background account for just over a quarter of those with SEN, but account for 19% of those with an EHC plan.
- Within ethnic groups, the proportion of children with SEN who have an EHC plan varies.
 - 1 in 4 children with SEN from a Black African ethnic background have an EHC plan, compared to nearly than 1 in 6 children with SEN from a White British ethnic background.
 - This highlights variation in the level of support needed across ethnic groups, beyond the variation in overall distribution of SEN across ethnic groups (see slides 20-21).

Figure 14: Proportion of all children with SEN and children with SEN with a EHC plan by ethnicity



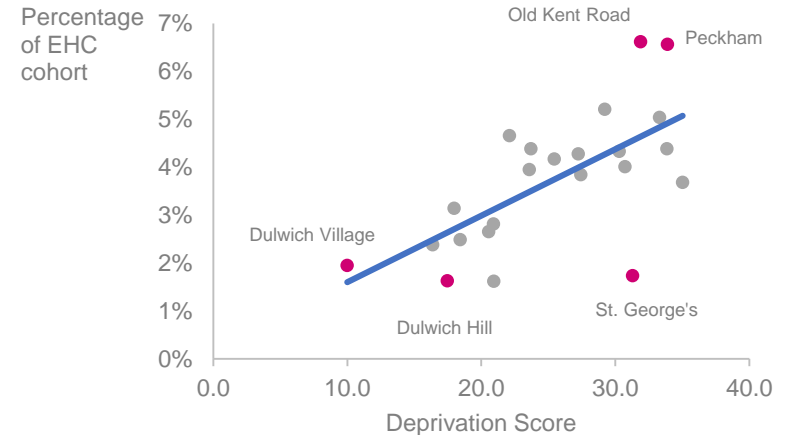
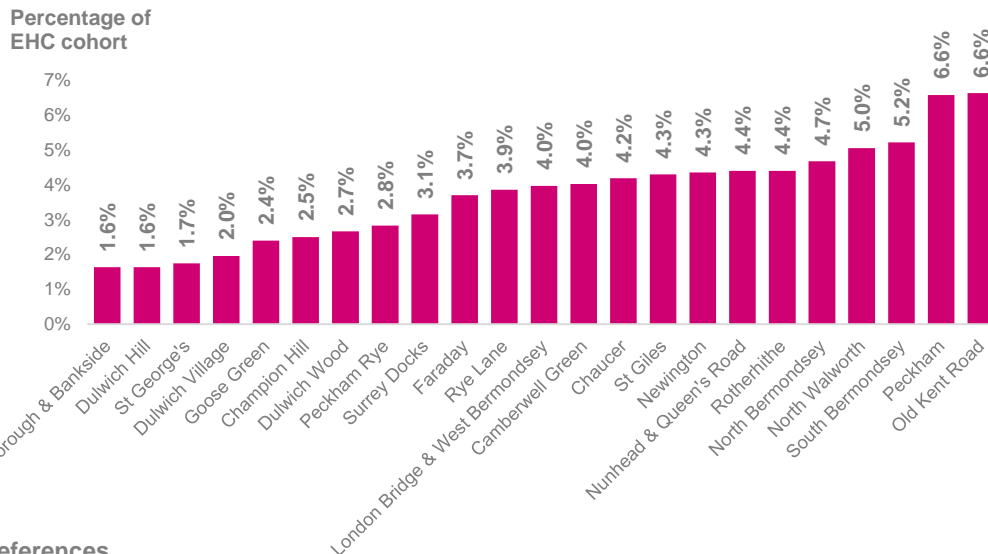
There is a strong correlation between those with highest levels of SEND and socio-economic disadvantage

EDUCATION, HEALTH & CARE PLANS: LOCATION

Analysis indicates a strong correlation between the distribution of EHC plans and levels of deprivation in Southwark, with areas of higher socio-economic disadvantage having a greater proportion of our EHC cohort.

- Almost 7% of children with an EHC plan who attend a Southwark school live in Old Kent Road and Peckham wards, compared to less than 2% in Borough & Bankside and Dulwich Hill wards.
- Note that over 14% of children with an EHC plan attending a Southwark school do not live in the borough.

Figure 15: Proportion of children with SEND with a EHC plan by ward



References

1. Southwark Council. School Census Data, Spring 2022
2. GLA Indices of Deprivation 2019: Ward Level Data

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The “Local Offer” provides information on all the services available for children and young people with SEND

SOUTHWARK LOCAL OFFER

The Local Offer provides information on all the council and NHS services that can be accessed by children and young people and their families. The information includes what services are on offer, age ranges and contact details.

What is available?

- The Local Offer provides a comprehensive guide to services in Southwark that are available to children and young people with special educational needs or disabilities

Why?

- All local authorities have a legal duty to publish a Local Offer, setting out in one place all the information on services available for children and young people with special educational needs or disabilities

Who is the target audience?

- Parents or carers who are responsible for a child or young person with special educational needs or disabilities
- Professionals who work with children and young people with special educational needs or disabilities

More information can be found here: <https://localoffer.southwark.gov.uk/>

References

1. www.localoffer.southwark.gov.uk

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Southwark has a higher prevalence of SEN than England, but levels are comparable to our statistical neighbours

SUMMARY

Levels of SEN are higher than the national average, but our prevalence is comparable with our statistical neighbours with 9,422 children in the borough having SEN.

- Approximately 4,200 children in primary school and 3,800 children in secondary school and college have SEN. The smaller number of children with SEN in secondary school is associated with the significantly smaller number of children attending secondary school in the borough when compared to primary school (18,694 compared to 23,370).
- There is significant variation in the prevalence of SEN among different ethnic groups in the borough, with the highest prevalence among those from a mixed White and Black Caribbean background, contrary to the national picture.
- Looked After Children are 3 and a half times as likely to have an education, health and care plan (EHCP) than other children
- There is a strong correlation between those with highest levels of SEN and deprivation, mirroring the national pattern.
- The age profile of the top five primary needs of children with SEN varies substantially. Speech, language and communication difficulties represents the largest primary need, with almost 2,240 children. The profile of this cohort peaks in Year 2 before declining. In contrast, the number of children with social, emotional and mental health needs peaks towards the end of primary school.

Southwark has a higher prevalence of SEND than England, but levels are comparable to our statistical neighbours

SUMMARY

- While those with profound and multiple learning difficulties and severe learning difficulties represent a small proportion of children with SEN, it is important to recognise that this group have some of the greatest needs.
- The proportion of children with education, health and care plans (EHCPs) has remained stable in recent years, but the number of these complex children has increased due to our rising population. This places significant demand on services across the system, including education, health and social care.
- While those from a Black African background account for just over a quarter of children with SEN in Southwark, they account for almost a third of those with an EHC plan.
- There are an estimated 9,610 children and young people in Southwark with a disability. National evidence shows the prevalence of disabilities increases substantially with age. This may in part be due to some conditions becoming more limiting as children get older. However, it may also be related to the reliance on the collection of information in school years to estimate child disability.
- The largest impairment type reported by children with disabilities is social and behavioural, with an estimated 1,930 children potentially affected in Southwark. This would include those with Autism, ADHD or Asperger's syndrome.
- Educational outcomes for children and young people with SEN are poorer than the general population, however outcomes in Southwark are comparable to London and national average.

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Education commissioned IPC to engage with local stakeholders on the new SEND strategy to shape decisions

COMMUNITY STAKEHOLDER ENGAGEMENT

As part of the SEND strategy, Education commissioned Institute of Public Care (IPC) to carry out community stakeholder engagement to understand the views of residents which can contribute to shaping the strategy and future provision for children with SEND, and their families. The consultation process took place from March to June 2022.

- A range of consultation activity took place, using a consultation version of the draft SEND strategy:
 - Parents/carers – in depth face to face consultations with 10 parents (6 in-person and 4 online)
 - Children/young people – 13 children and young people fed back via schools
 - Portal - 55 responses including 18 members of the public and 35 parent/carers
 - Internal questionnaires - 20 responses from individual professionals involved in the SEND process
 - 2 focus groups with 16 professional stakeholders including paediatricians, educational psychologists, youth justice and a range of Council SEND staff.
 - 3 focus groups with 29 stakeholders from schools which included senior teachers and SENCOs from primary, secondary mainstream, special schools and academies.
- A total of 143 professionals, parent/ carers, children and young people gave their views during the process.
- A full report on the consultation findings is available [here](#). The following slides provide a summary.

Nine general and overarching themes were identified from the stakeholder engagement

COMMUNITY STAKEHOLDER ENGAGEMENT

IPC summarised findings from all stakeholders into nine general themes that were consistently raised as discussion points and challenges to be incorporated into the SEND strategy and in delivery plans.

1. Strengthen and have a more **proactive approach regarding inclusion** and different experiences and outcomes of children from Black, Asian and ethnic minority backgrounds.
2. **Improve communication** between all involved –key theme raised by parents/ carers.
3. Simplify systems and processes – all stakeholders felt processes were cumbersome and led to delays.
4. Make **clear roles, responsibilities and accountabilities** – this was thought to impact decision making and progress.
5. **Improve skills and knowledge** – parents/ carers acknowledged the many skilled and experience staff but shared that there is a need for more staff to feel confident managing a range of needs, including for children with multiple/ complex needs.
6. **Improve retention of staff** – all stakeholders raised the impact of staff turnover on what can be delivered now and in the future. Parents/ carers raised the impact this has on forming meaningful consistent relationships with key staff.
7. **Focus resources** – identify how to make change/ improvements during a shortfall in resources.
8. Understand the **impact of COVID-19**, including on waiting list for assessments and delayed access to services.
9. Use **information and analysis** to inform commissioners and track improvements – understand need, identify what ‘good’ and ‘quality’ mean, and clarity around baseline positions.

Parents/ carers want to work with professionals to develop the best ways of working for their child

COMMUNITY STAKEHOLDER ENGAGEMENT

Parents and carers shared their thoughts around the five priorities in the draft SEND strategy.

1. Engagement, co-production and wellbeing

- Parents/ carers want to be well informed, including for small changes, and contribute equally to decisions made for children alongside professionals.
- Parents/ carers felt that decisions about placements are sometimes made very late and not always clear.
- Difficulties in accessing extra care support hours, activities and breaks for child during school holidays, particularly for complex need or personal care, and the importance of these for family life were discussed.

2. Services for children and young people with Autism Spectrum Disorder

- Parents/ carers shared experience of having difficulty getting early diagnosis and support for girls with autistic traits as these present differently.
- Parents/ carers felt that schools (both special and mainstream) need to be alert to discrimination against children and young people identifying as autistic/disabled.
- Alongside the conversation about services for children and young people with ASD, parents/ carers also raised concerns about a need for focus on other special education needs in addition to ASD:
 - Concerns that a focus on ASD will limit provision and awareness for other conditions
 - Teachers (in both special and mainstream schools) should have more training around complex needs, as children often have more than one special education need.

Parents/ carers want more support during the diagnosis pathway, including what comes after a child is diagnosed

COMMUNITY STAKEHOLDER ENGAGEMENT

Parents and carers shared their thoughts around the five priorities in the draft SEND strategy.

3. Early identification of children with SEND

- Parents/ carers identified that it can take time to come to terms with a SEND diagnosis, begin to navigate the system and learn to work with professionals. This can be more challenging for parents who are less familiar or confident with the education and care system.
- Parents/ carers felt that there needs to be more information available about where to find support.
- Parents/ carers have experienced hurdles or difficulties in getting a referral for an assessment, and then feel confused about what comes next after an assessment. Concerns that children who are not demanding yet still require additional support should not go unnoticed.
- Discussion around conditions that only become evident at later age, and a need to make sure that children with these conditions are supported and don't miss referral for diagnosis.

4. Working with mainstream schools

- Parents/ carers spoke about the need for a more straightforward, shorter EHC plan process.
- The EHC plan is seen to be very education and academic focused, but should also consider other aspects e.g. health.
- Some parents/ carers spoke of good multi-agency input into EHC plans, particularly at nursery and primary school level, whilst others did not find the process multi-agency or joined up.
- Parents/ carers raised stigma for children with an EHC plan, and the child is sometimes aware that they are on a different pathway to peers.
- Parents/ carers suggested that there should be more space in schools for subjects that are not assessed, and are more creative, therapeutic or vocational.
- A suggestion that all staff working in schools who have contact with children should receive training.

Parents/ carers want more information and guidance on the transition into early adulthood for young people with SEND

COMMUNITY STAKEHOLDER ENGAGEMENT

Parents and carers shared their thoughts around the five priorities in the draft SEND strategy.

5. Pathways to adulthood for young people aged 16-25 with SEND

- Parents/ carers felt there needs to be more information available on future opportunities and processes, as children are on a different pathway to their peers.
- As also referenced in priority 1 on engagement and co-production, parents/ carers discussed that decisions about placements were often made very late, leaving parents not clear about timelines at a time when they feel they need certainty about the next stage for their child.
- Parents/ carers were unclear about what support is available for a young person approaching 25, and that there seemed to be less focus on young people as they became older.

The [SEND strategy](#) has included the community stakeholder engagement summarised here. A full version of the engagement is available [here](#).

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Following this health needs assessment, several recommendations have been identified

RECOMMENDATIONS: INTELLIGENCE

Recommendation	Details
1. Improve the identification of children and young people with SEND across the system	Commissioners should ensure that systems used by services across the health, social care and education system enable the identification of those with SEND to enable the monitoring of support and outcomes for this population group e.g.: Child Health Information System (CHIS). There should be a specific action to include identification of SEND in adults aged 18-25 years old within adult social care system.
2. Improve the monitoring of outcomes for those with SEND	The development of a holistic set of outcome measures for those with SEND at an individual and population level, covering health and social outcomes in addition to educational outcomes would improve understanding of the needs of this population group. These should be developed collaboratively with partners and include benchmarking where this is feasible.
3. Improve the monitoring of children and young people during transition to adulthood	While information exists on educational outcomes, further work is required to strengthen information collected on young people with SEND after they leave the school system, limiting our ability to measure success in preparing those with SEND for adulthood.
4. Use transition planning to inform commissioning	Collate and utilise information collected through transition planning to inform the development of local services and support.

Following this health needs assessment, several recommendations have been identified

RECOMMENDATIONS: COMMISSIONING

Recommendation	Details
5. Ensure commissioning plans reflect the needs of the local population	Ensure that the information in this needs assessment - including the increasing number of children with the most complex needs, the demographics and the most common primary needs - underpins commissioning of services such as speech and language therapy.
6. Ensure services for looked after children reflect the high levels of SEND in this group	Ensure that commissioning for Looked After Children through the Sufficiency Strategy and the new framework for Independent Fostering Agencies and Residential Care reflects the high proportion of children in care who have SEND.
7. Review support available at a locality level	As part of developing place-based commissioning for CYP, review the support available for CYP with SEND on a locality basis to see if it aligns with the level of need in different parts of the borough.
8. Design and implement an integrated assessment as part of the 2 year development checks	Renewing efforts to encourage more integrated 2 year old checks with early years would support the development of an holistic view of the needs of children and young people with SEND and help us to track their outcomes across education, health and social care.

Find out more at
southwark.gov.uk/JSNA

Southwark Public Health Division

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