

Bournemouth Local Authority

# Bournemouth SEND Self-Evaluation Supporting Evidence

September 2017

# Bournemouth Local Area SEND Self-Evaluation Supporting Evidence:

This document provides the supporting evidence for the Bournemouth Self Evaluation for SEND, helping to decide on the local authorities' effectiveness in identifying and meeting the needs of disabled children and young people and those who have special educational needs.

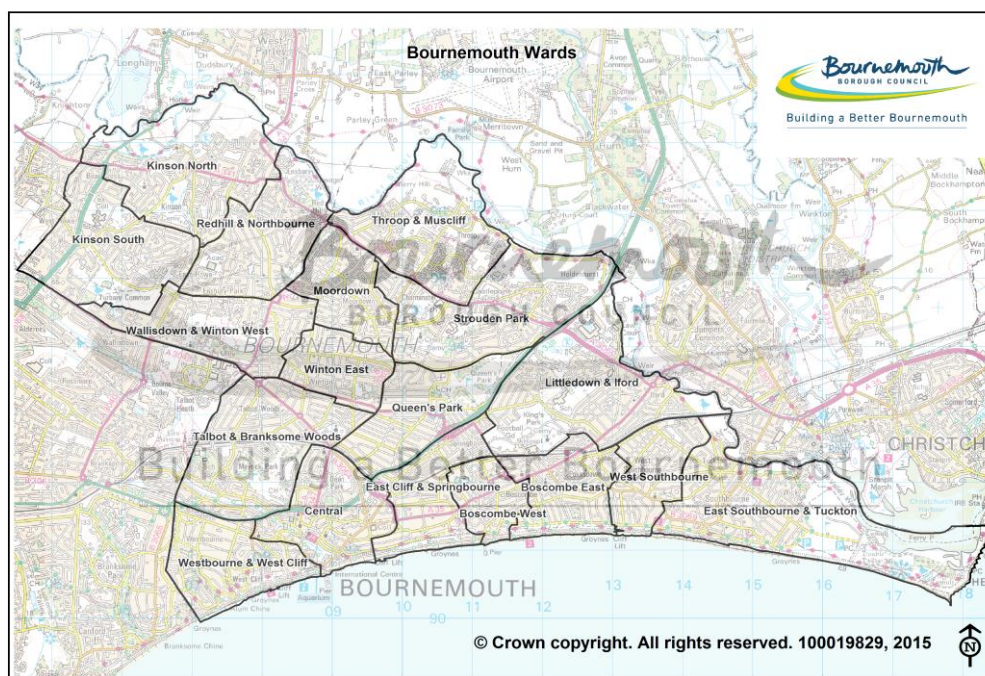
Version 1 - September 2017

## Introduction

1. In Bournemouth support for children and young people with special educational needs and disabilities is co-ordination through the "Special Educational Needs & Disability Strategy", the strategic plan for all children, young people and their families in Bournemouth. To realise our ambition for Bournemouth children and young people with SEND (0 – 25) there are four key outcomes to be achieved:
  1. Children and young people with SEND and their families trust and have confidence in the support they receive;
  2. Children and young people with SEND have great life chances;
  3. Children and young people with SEND are happy and enjoy their education and social life;
  4. Young adults with SEND in Bournemouth live happy and fulfilled lives.
2. This self-assessment for the Bournemouth Local Area has been completed and updated-within the local authority. It has been compiled using three different data sets;
  - a. DfE SEN2 Return – this data holds all the pupils the Local Authority is responsible for. These pupils may not attend a Bournemouth School, but the LA receive money to support these pupils with Special Educational Needs.
  - b. Synergy SEN Data – this data is taken as a snapshot of where the pupils the LA is responsible for are at a given date.
  - c. School Census Data – this data is collected from the Bournemouth Schools and will include pupils from other LAs and will not include all of the Bournemouth pupils that Bournemouth LA are responsible for.

### Information about the local area

3. Bournemouth is an Urban town, with a population of 40,702 0 to 19 year olds and 61,535 0-25 year olds. For all children and young people their upbringing will be an urban one.

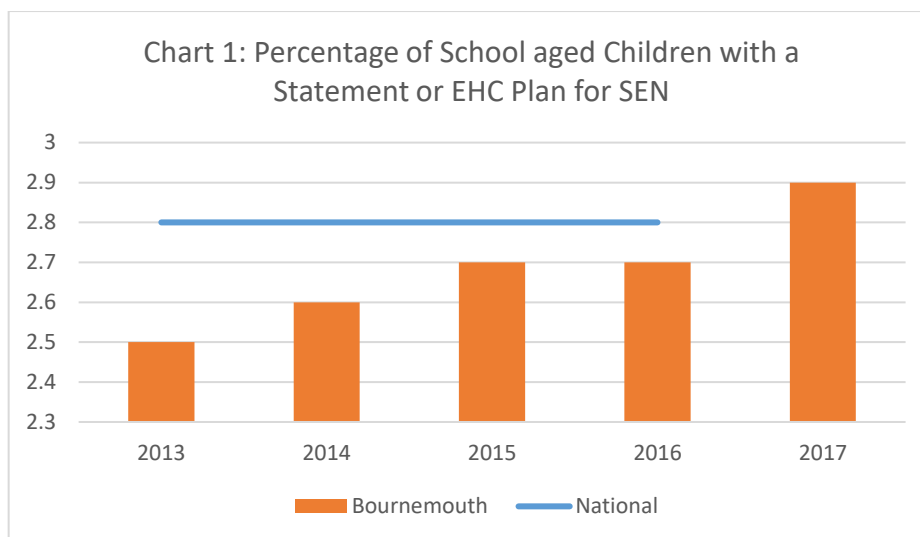


4. For Bournemouth schools inspected up to the 31<sup>st</sup> December 2016 there were 90.7% pupils in good or better schools, compared to 85.8% nationally, ranking Bournemouth 39th out of 152 Local Authority areas.

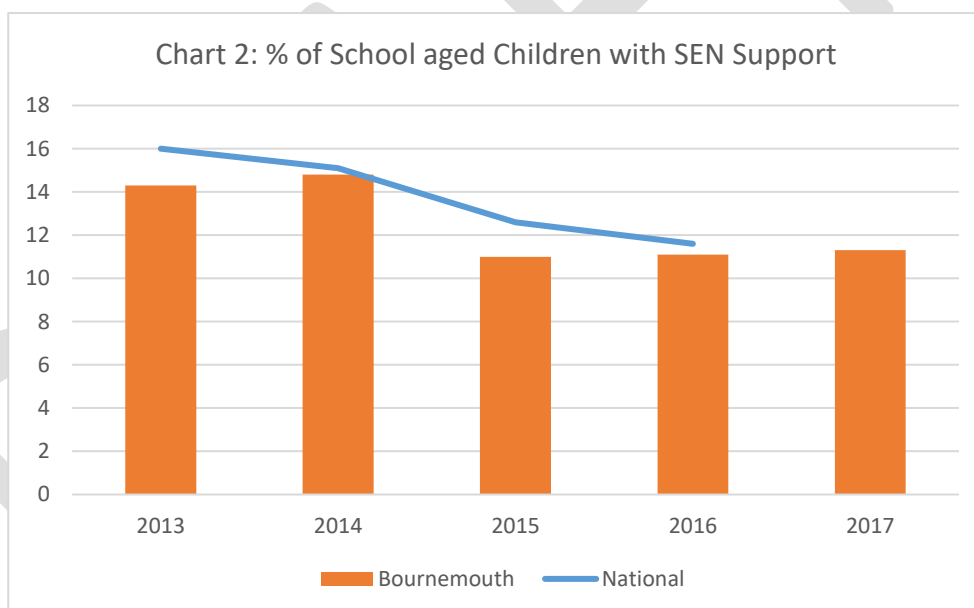
94% of pupils in good or better schools within Bournemouth Primary Schools compared to national 89.1%, national ranking 35<sup>th</sup> for Bournemouth Primary Schools. With 86.9% of pupils in good or better schools within Bournemouth Secondary schools compared to national 80.9%, national ranking 56<sup>th</sup> for Bournemouth Secondary schools.

37 of Bournemouth's 41 state funded schools are now academies, with others proposing to convert in the future.

5. January 2017 School Census data, Bournemouth had a school population of 23,486 pupils of which 14.2% (3,340 pupils) were identified as having special educational needs, this is slightly lower than the National average of 14.4%. Bournemouth SEN Support is 11.3%, slightly lower than National at 11.6%, but Bournemouth is marginally higher for Statements/EHC Plans at 2.9% which nationally is 2.8%.



6. The number of children in a Bournemouth school (School Census data) at SEN Support has decreased by 3.8% since 2014 which is greater than the national trend. By 2016 Bournemouth was 0.5% below the National. In 2017 the number of children had increased slightly by 0.2% since 2016.



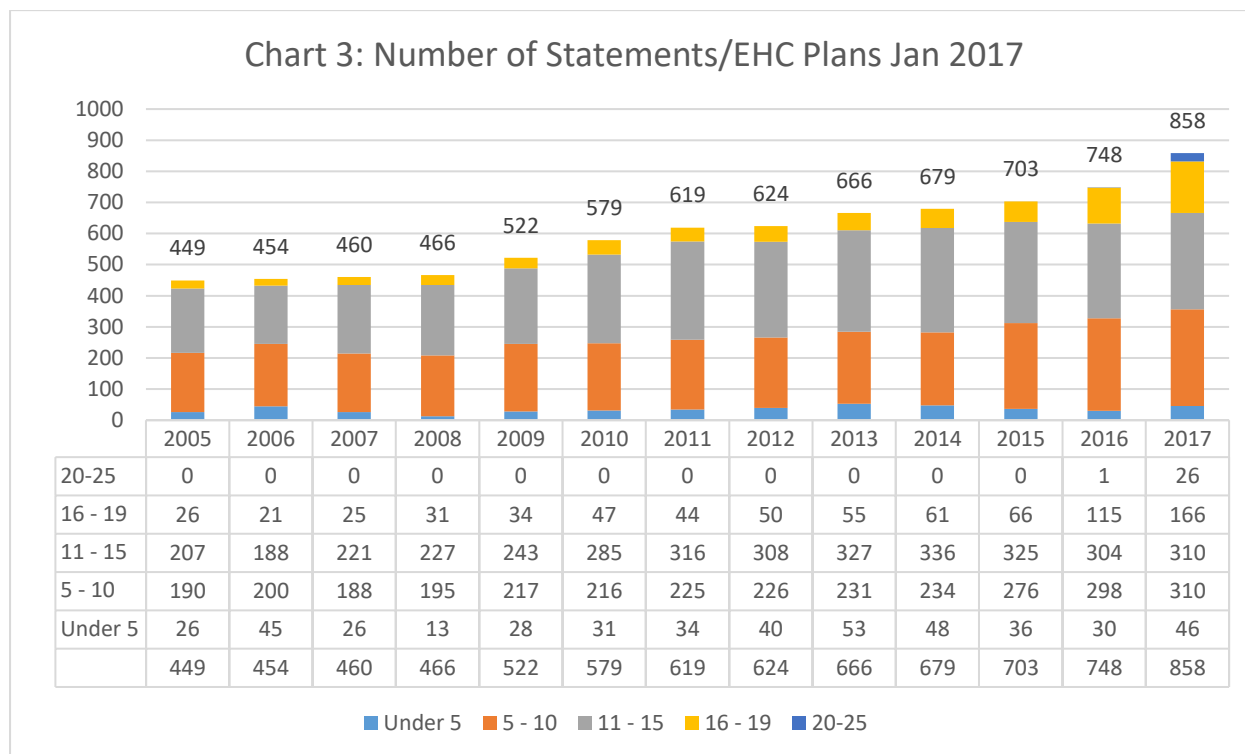
7. In 2016 the percentage of children in primary schools with statements of SEND / EHC Plans was at 1.4% compared to 1.3% for England. The number of primary children with SEN but without statements was 12.7%, compared to 12.1% in England.

In 2017 the percentage of children in primary schools with statements/EHC Plans has increased marginally to 1.5%, whereas the percentage of pupils with SEN Support has dropped 0.5% to 12.2%.

8. Data from the Annual SEN2 Return in January 2017 to the DfE shows a significant increase of 15% in the number of Statements/EHC Plans over the last year. Over the last 5 years since 2013, the total number of Statements/EHC Plans has increased by

29%, with a dramatic increase in the pupils aged 16 and above, up by 200%.

The chart below shows that the number of Statements /EHC Plans for the Under 5's and the 11-15 year old age bands has reduced over the last 5 years. However, the 5-10years, 16-19 and 20-25 age groups have all increased over the last 5 years



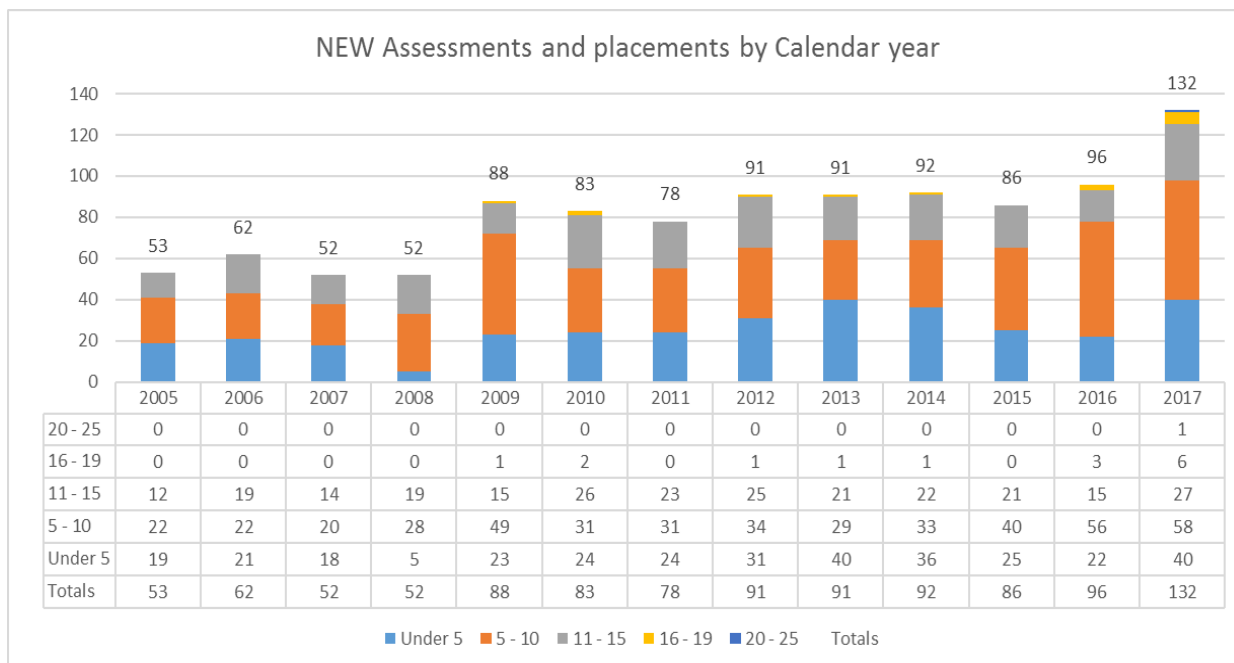
9. Of the 858 children with a statement or EHC plan in January 2017 they were placed in the following provision:

Provision	Quantity Jan 17	
Non-maintained early years settings in the private and voluntary sector	3	0.3%
Mainstream school: LA maintained (incl. foundation schools)	35	4.1%
Mainstream school: LA Maintained (SEN Unit)	2	0.2%
Mainstream School: Academy	255	29.7%
Mainstream School: Academy (SEN Unit) (NEW SEN2 Category, Figures previously put within mainstream category of - Ref b)	20	2.3%
Mainstream School: Free School	4	0.5%
Mainstream School - Independent School	3	0.3%
Special School: LA maintained (incl. Foundation Schools)	233	27.2%
Special School: Academy/Free	69	8.0%
Special School: Non-maintained	64	7.5%
Special School: Independent Special School	30	3.5%
AP/PRU: Academy	1	0.1%
General FE and tertiary colleges/HE	97	11.3%
Other FE	6	0.7%
Specialist post-16 institutions	10	1.2%
Educated other than in School	26	3.0%
<b>Total</b>	<b>858</b>	<b>100.0%</b>

10. 30% of Statements/ EHC Plans are placed in mainstream school academies (this is due to many Bournemouth Schools having academy status), with 27% placed in LA Maintained Special Schools

11. In Bournemouth, new Assessments/ EHC Plans between January 2016 and January 2017 increased by 38%. The 5-10 year olds remain the highest for new assessments and placements accounting for 44% of the total. The number of new assessments and placements for the Under 5's is up by 82% since 2016 and the 11-15 year olds is up by 80%.

Chart 4

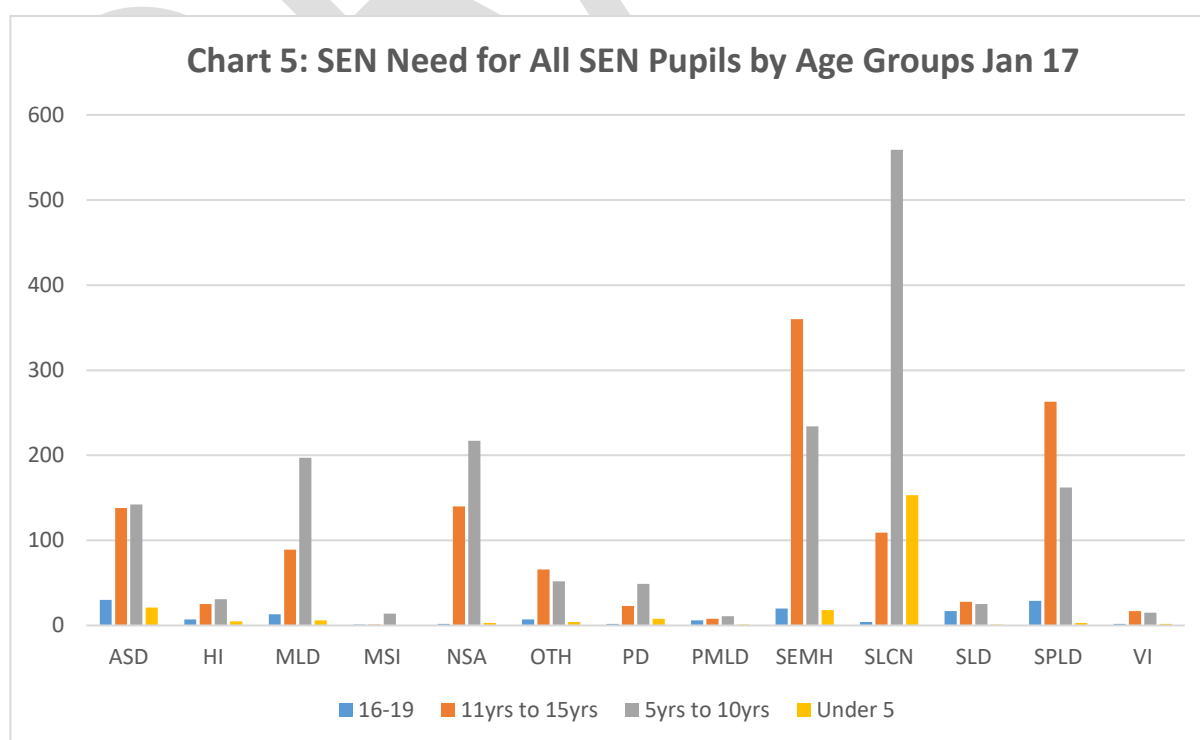


12. From the January 2017 School Census, the need (reason) for SEN (**both Statement/ EHC Plans and SEN Support**) within each of the four age groups as submitted by the schools in Bournemouth can be viewed below.

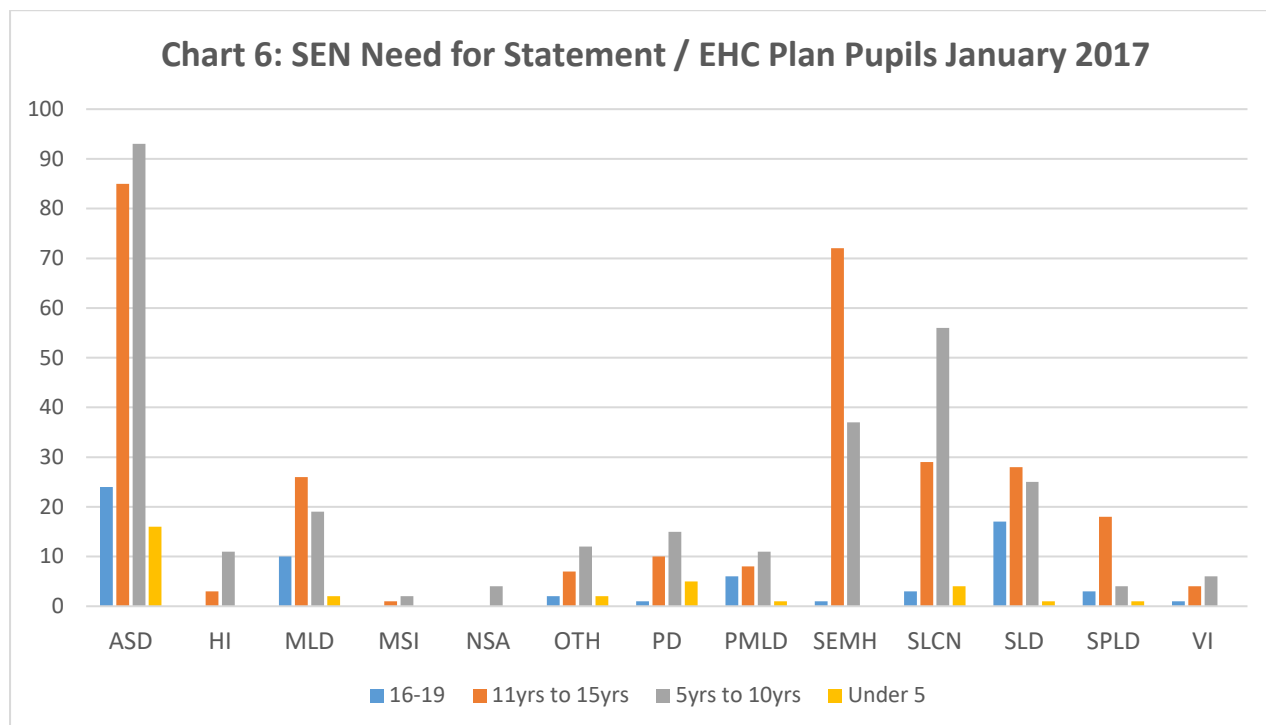
The primary need for all SEN is Speech, Language & Communication Needs (SLCN) accounting for 24.7%, followed by Social, Emotional & Mental Health (SEMH) at 18.9%. The chart below shows the percentage distribution of each need by the age band, and highlights the highest number of pupils with SEN for each age band.

SEN Need	16-19	11yrs to 15yrs	5yrs to 10yrs	Under 5	Grand Total Jan 17
Autistic Spectrum Disorder (ASD)	30	138	142	21	331
Hearing Impairment (HI)	7	25	31	5	68
Moderate Learning Difficulty (MLD)	13	89	197	6	305
Multi-Sensory Impairment (MSI)	1	1	14		16
No Specialist Assessment (NSA)	2	140	217	3	362
Other (OTH)	7	66	52	4	129
Physical Disability (PD)	2	23	49	8	82
Profound & Multiple Learning Difficulty (PMLD)	6	8	11	1	26
Social, Emotional & Mental Health (SEMH)	20	360	234	18	632
Speech, Language & Communication Need (SLCN)	4	109	559	153	825
Severe Learning Difficulty (SLD)	17	28	25	1	71
Specific Learning Difficulty (SPLD)	29	263	162	3	457
Visual Impairment (VI)	2	17	15	2	36
<b>Grand Total</b>	<b>140</b>	<b>1267</b>	<b>1708</b>	<b>225</b>	<b>3340</b>

13. Chart 5 below shows all pupils with SEN. The highest group is pupils aged between 5 years and 10 years with SLCN.



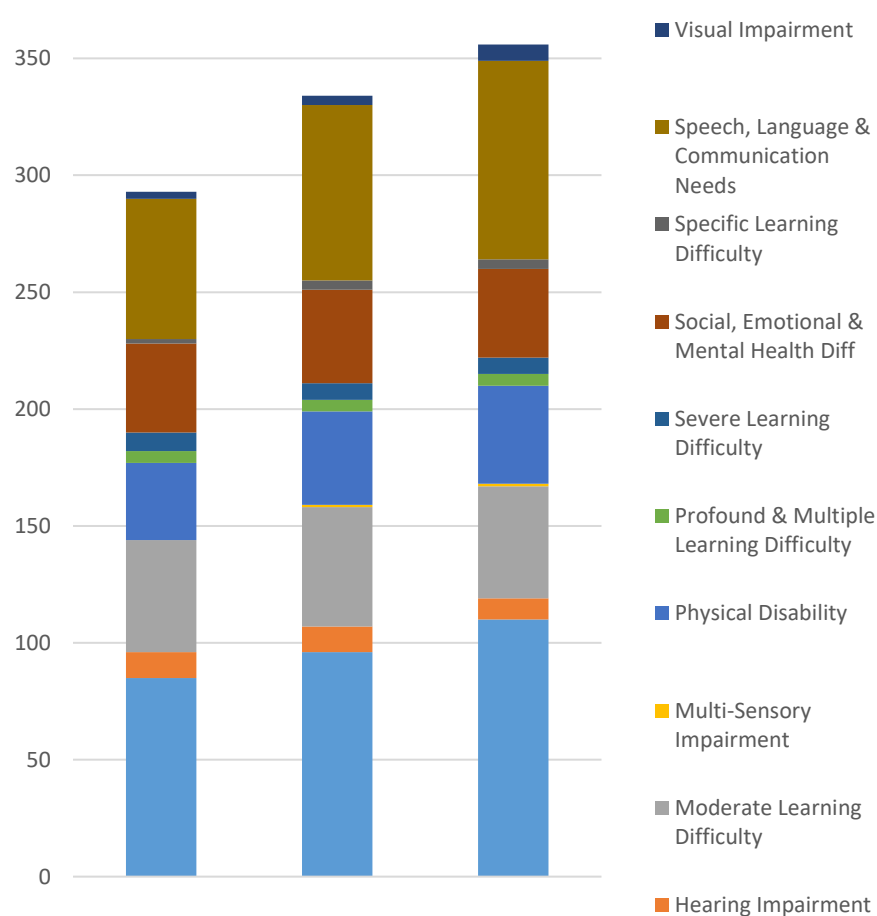
14. For pupils with a Statement/EHC Plan, the main SEN need is ASD (Autistic Spectrum Disorder) across all age bands. ASD accounts for 31.8% of all Statements/EHC Plans in January 2017, followed by SEMH (Social, Emotional & Mental Health) 16% and SLCN (Speech, Language and Communications Needs) 13.4%.



15. The following data in Charts 7 to 9 are taken from the Synergy Core Pupil Database System. It is updated daily by the LA SEN Team; and is based on Bournemouth children the LA are responsible for. The data was analysed in three separate groups, Early Years & Primary Children, Secondary aged Young People and Post 16.
16. Focusing on Early Years & Primary aged pupils, there has been a 21.5% increase in the number of Statements/EHC Plans issued between 2015 & 2017. Autistic Spectrum Disorder is the highest need for primary aged pupils with a statement or EHC plan over the last three years, with the numbers of pupils with ASD increasing by 30% between 2015 & 2017. This group of pupils account for 31% of the primary age total Statements/ EHC Plans in 2017, with SLCN accounting for 24% (a 25% increase since 2015), and MLD for 13.5% (no growth since 2015).
17. Although Physical Disability has increased by 27% since 2015, it still accounts for a similar proportion (about 11%) of the total in 2017 as it did in 2015.



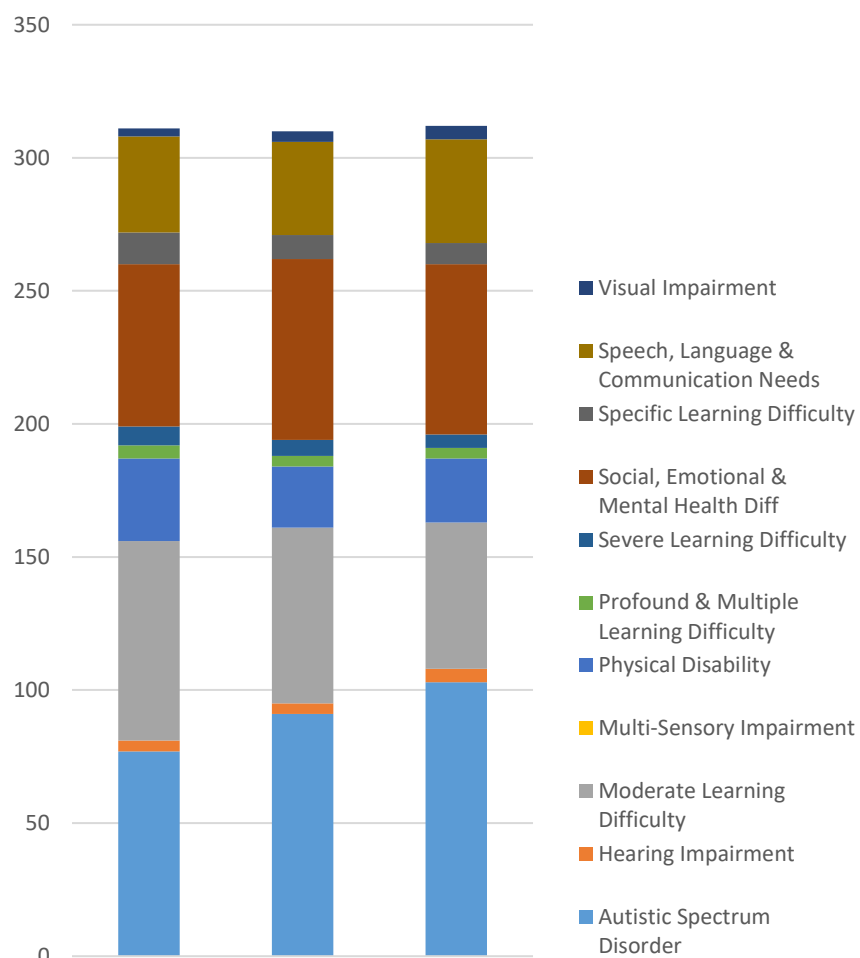
Chart 7: Primary Pupils with Statement or EHCP



	Feb-15	Feb-16	Feb-17
Visual Impairment	3	4	7
Speech, Language & Communication Needs	60	75	85
Specific Learning Difficulty	2	4	4
Social, Emotional & Mental Health Diff	38	40	38
Severe Learning Difficulty	8	7	7
Profound & Multiple Learning Difficulty	5	5	5
Physical Disability	33	40	42
Multi-Sensory Impairment	0	1	1
Moderate Learning Difficulty	48	51	48
Hearing Impairment	11	11	9
Autistic Spectrum Disorder	85	96	110

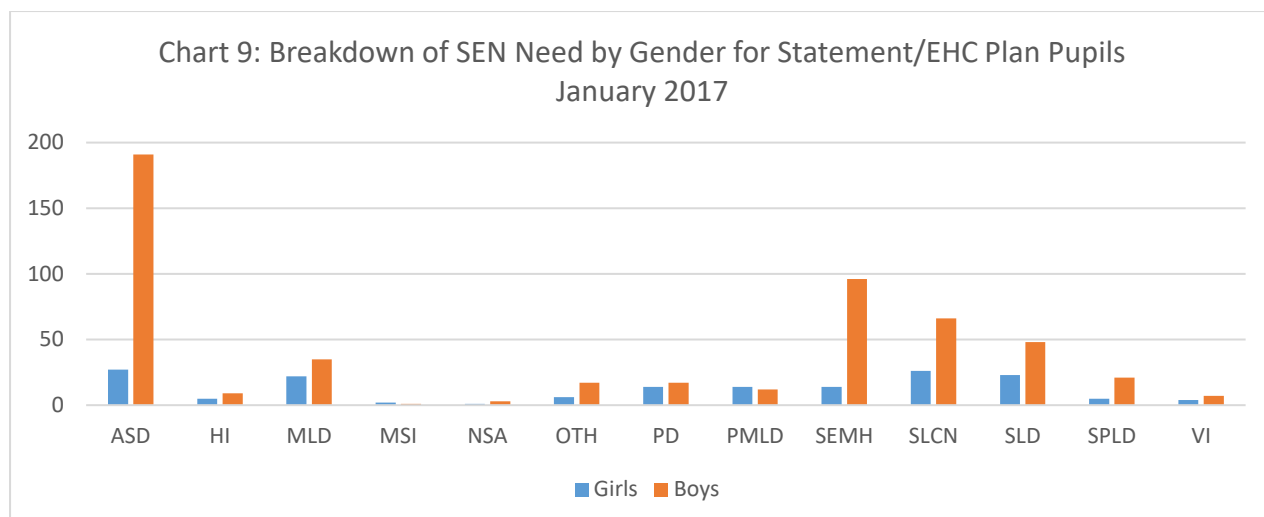
18. At Secondary School age in February 2017, ASD remains the main need for Statements /EHC Plans accounting for 33% of the total (in 2015 it accounted for 26%). The number of Statements/EHC plans with a primary need of ASD has increased by 34% over the last 3 years. SEMH emerged as the 2nd highest reason accounting for 20.5% of all plans but remained constant over the last 3 years. There has been a significant drop in the number of Moderate LD over the last 3 years dropping by 27%.

Chart 8: Secondary Pupils with Statement or EHCP



	Feb-15	Feb-16	Feb-17
Visual Impairment	3	4	5
Speech, Language & Communication Needs	36	35	39
Specific Learning Difficulty	12	9	8
Social, Emotional & Mental Health Diff	61	68	64
Severe Learning Difficulty	7	6	5
Profound & Multiple Learning Difficulty	5	4	4
Physical Disability	31	23	24
Multi-Sensory Impairment	0	0	0
Moderate Learning Difficulty	75	66	55
Hearing Impairment	4	4	5
Autistic Spectrum Disorder	77	91	103

19. Using the School Census data from January 2017 and looking at the breakdown between gender and SEN need, the following chart clearly shows that boys on the Autistic spectrum account for most Statement /EHC Plans, followed by boys with Social, Emotional Mental Health needs.

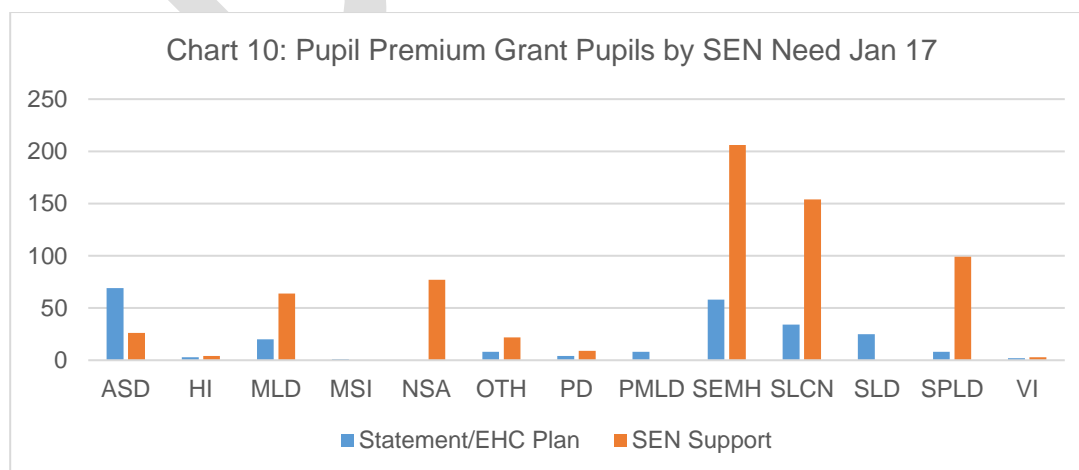


**Areas of Disadvantage for School Age pupils January 2017**

20. Using information taken in the January 2017 School Census, Attendance Analysis Persistent Absence (PA) for half terms 1-6 2015-16, and the Pupil Premium Grant (PPG) June 2016 the chart below highlights key groups, including the disadvantaged pupils.

	Ethnic Minority	%EM	PPG	% PPG	EAL	% EAL	PA	%PA
Statement EHCP	128	18.7%	240	35.0%	73	10.6%	64	9.3%
SEN Support	542	20.4%	664	25.0%	352	13.3%	440	16.6%
<b>Total</b>	<b>670</b>	<b>20.1%</b>	<b>904</b>	<b>27.1%</b>	<b>425</b>	<b>12.7%</b>	<b>504</b>	<b>15.1%</b>

21. 35% of the pupils with a Statement/EHC Plan are Disadvantaged, being in receipt of the Pupil Premium Grant. In total 27% of pupils on the SEN COP receive PPG.
22. 15% of the pupils with SEN are Persistent Absent (PA), 13% have English as an Additional Language (EAL) and 20% are of Ethnic Minority (EM)
23. Below is a further breakdown of the PPG pupils by the SEN Need. SEMH accounts for 31% of the SEN Support pupils, while for Statement/EHC Plan pupils ASD is the highest at 29%.



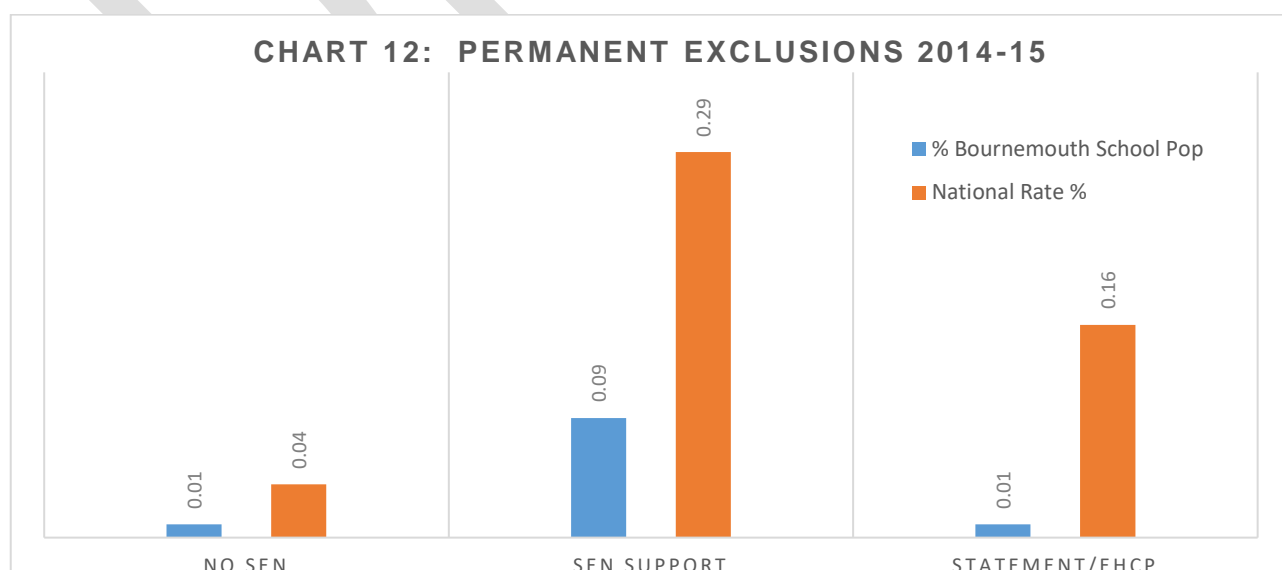
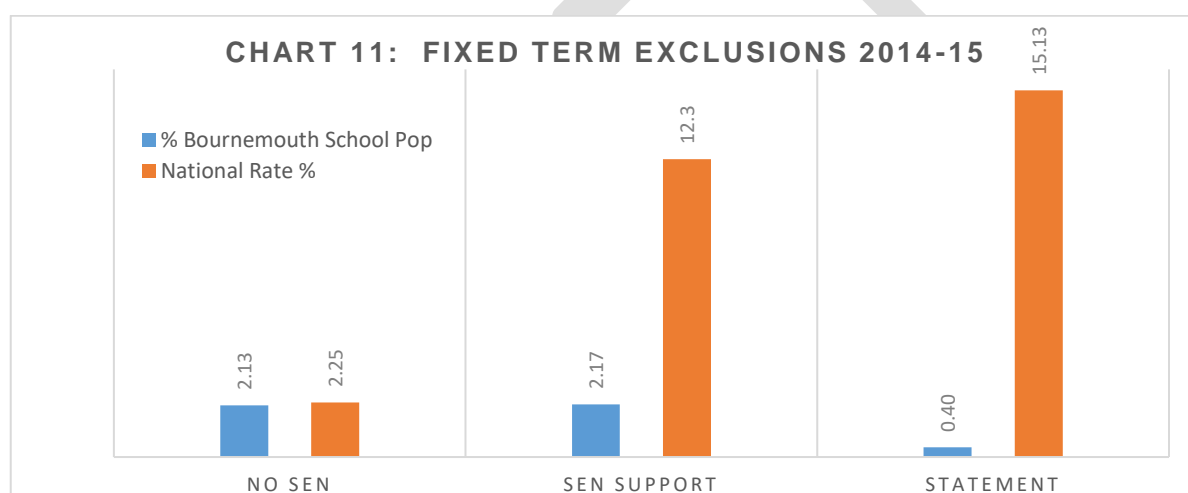
## Exclusions

24. Both Fixed Term and Permanent exclusions for pupils with SEN Support and a Statement or EHC Plan are significantly lower than the National rate.

### Exclusions by SEN COP HT1-6 2014-15

SEN COP	Number of Fixed Term Exclusions	% Bournemouth School Pop	National Rate %
No SEN Needs	472	2.13	2.25
SEN No Statement	480	2.17	12.3
Statement	88	0.40	15.13
Grand Total	1040	4.69	3.88

Number of Permanent Exclusions	% of School Pop	National Rate %
3	0.01	0.04
20	0.09	0.29
2	0.01	0.16
<b>25</b>	<b>0.11</b>	<b>0.07</b>



## Attendance in Bournemouth Schools

25. Within the 2015-16 academic year, pupils with SEN Support or a Statement / EHC Plan accounted for just under 25% of the Persistent Absent pupils in Bournemouth Schools.

### Half Terms 1-6 Attendance Analysis 2015-16

	% PA
<b>Primary Total</b>	<b>9.24%</b>
<b>Secondary Total</b>	<b>12.41%</b>
<b>All Through Total</b>	<b>11.35%</b>

PA Pupils				
Number of PA	With SEN	% SEN	No SEN	% No SEN
1157	309	26.71%	848	73.29%
732	157	21.45%	575	78.55%
334	69	20.66%	265	79.34%

<b>Secondary &amp; All Through Total</b>	<b>12.05%</b>
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<b>1066</b>	<b>226</b>	<b>21.20%</b>	<b>840</b>	<b>78.80%</b>
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<b>Bournemouth Total</b>	<b>10.41%</b>
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<b>2223</b>	<b>535</b>	<b>24.07%</b>	<b>1688</b>	<b>75.93%</b>
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*Data Source: January 2016 & May 2016 & October 2016 School Census*

### Attainment Progress of the SEN Pupils

26. Early Years Foundation Stage Profile (EYFSP) to Key Stage 1 (KS1)

The chart below shows that overall in 2017 69% of all pupils maintained their level of progress between EYFSP and KS1, however 79% of pupils with a statement or EHC Plan within a Bournemouth School managed to maintain their progress.

*The tables below use data collected in the Early Years Foundation Stage Profile 2015 and Key Stage One Data Collection 2017. Contextual Information regarding SEN Status is taken from the January 2017 school census, therefore any pupils not included in the census are not included.*

	ALL Pupils	Statemented or Education Health Care Plan Pupils	NON Statemented or Education Health Care Plan Pupils
Percentage of Children who have made progress from EYFS to KS1	12.4%	2.4%	12.6%
Percentage of Children who have maintained their level from EYFS to KS1	69.0%	78.6%	68.8%
Percentage of Children who have NOT maintained their level from EYFS to KS1	18.6%	n/a	18.6%

27. The table below shows that of the 42 pupils within Bournemouth Schools with Statement or EHC Plan, only 8 pupils did not make the expected progress (numbers in red), and 1 pupils exceeded the expected progress (numbers in green).

**Statemented or Education Health Care Plan Pupils**

Key Stage 1 RWM (July 2017)											
	Below the Standard of the pre-key stage		Pre-key stage foundations for the expected standard		Working towards the expected standard		Working at the expected standard		Working at greater depth at the expected standard		Total N° of Children
	N° of Children	% of Children	N° of Children	% of Children	N° of Children	% of Children	N° of Children	% of Children	N° of Children	% of Children	
No Valid EYFSP Result	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1

EYFSP RWM (July 2015)	Emerging	14	41.2%	13	38.2%	4	11.8%	1	2.9%	0	0.0%	32
	Expected	0	0.0%	2	20.0%	6	60.0%	2	20.0%	0	0.0%	10
	Exceeding	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Grand Total	14	33.3%	15	35.7%	10	23.8%	3	7.1%	0	0.0%	42

28. Key Stage 1 to Key Stage 2 Progress

The chart below shows that overall in 2017 47% of all pupils maintained their level of progress between KS1 and KS2, however 71% of pupils with a statement or EHC Plan within a Bournemouth School managed to maintain their progress.

*Data Source: Key Stage One Data Collection 2013 and Key Stage Two Data Collection 2017 Contextual Information regarding SEN Status is taken from the January 2017 school census, therefore any pupils not included in the census are not included.*

	ALL Pupils	Statemented or Education Health Care Plan Pupils	NON Statemented or Education Health Care Plan Pupils
Percentage of Children who have made progress from KS1 to KS2	1.5%	0.0%	1.5%
Percentage of Children who have maintained their level from KS1 to KS2	46.9%	71.2%	46.0%
Percentage of Children who have NOT maintained their level from KS1 to KS2	51.6%	28.8%	52.4%

29. The table below shows that of the 52 pupils within Bournemouth Schools with Statement or EHC Plan, 15 pupils did not make the expected progress (numbers in

red), whilst the remaining pupils made the expected progress (numbers in amber).

**Statemented or Education Health Care Plan Pupils**

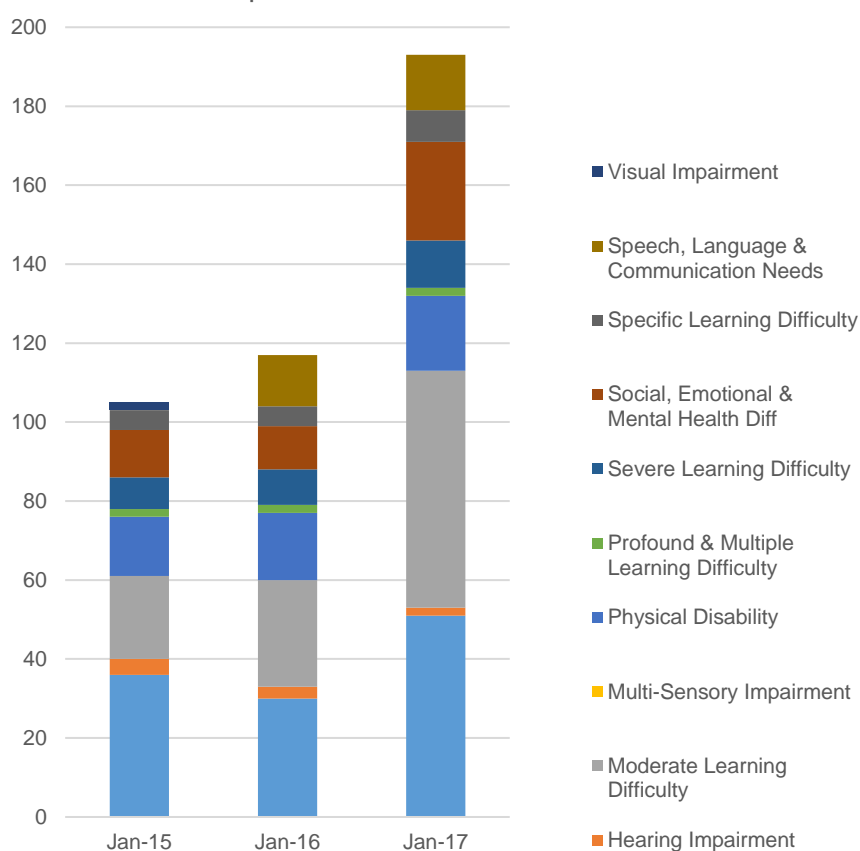
	Key Stage 2 RWM (July 2017)						Total N° of Children
	Working Towards the Expected Standard		Working at the Expected Standard		Working at Greater Depth at the Expected Standard		
	N° of Children	% of Children	N° of Children	% of Children	N° of Children	% of Children	
NO Valid KS1 Result	5	100.0%	0	0.0%	0	0.0%	5

Key Stage 1 RWM (July 2013)	Working towards Level 1	11	100.0%	0	0.0%	0	0.0%	11
	Level 1	23	100.0%	0	0.0%	0	0.0%	23
	Level 2C	4	66.7%	2	33.3%	0	0.0%	6
	Level 2B	6	100.0%	0	0.0%	0	0.0%	6
	Level 2A	2	66.7%	1	33.3%	0	0.0%	3
	Level 3	2	66.7%	1	33.3%	0	0.0%	3
	Level 4	0	0.0%	0	0.0%	0	0.0%	0
	<b>Grand Total</b>	<b>48</b>	<b>92.3%</b>	<b>4</b>	<b>7.7%</b>	<b>0</b>	<b>0.0%</b>	<b>52</b>

### Post 16 Pupils

30. The number of Post 16 has dramatically increased since the implementation of the Children and Families Act in 2014, with most of the growth in the last 2 years. In 2015 the Post 16 group accounted for 15% of all the Statements/EHC Plans, but by 2017 this had increased to 22% providing an 84% growth in the number for this year group.
31. In 2017 the top SEN Need is Moderate Learning Difficulties (MLD) accounting for 31% of the Post 16 EHC Plans. MLD has more than tripled in the last 3 years. This need has overtaken Autism in the last year which now only accounts for 26%, although Autism has increased by 42%.

Chart 13: Post 16 Pupils with statement or EHCP

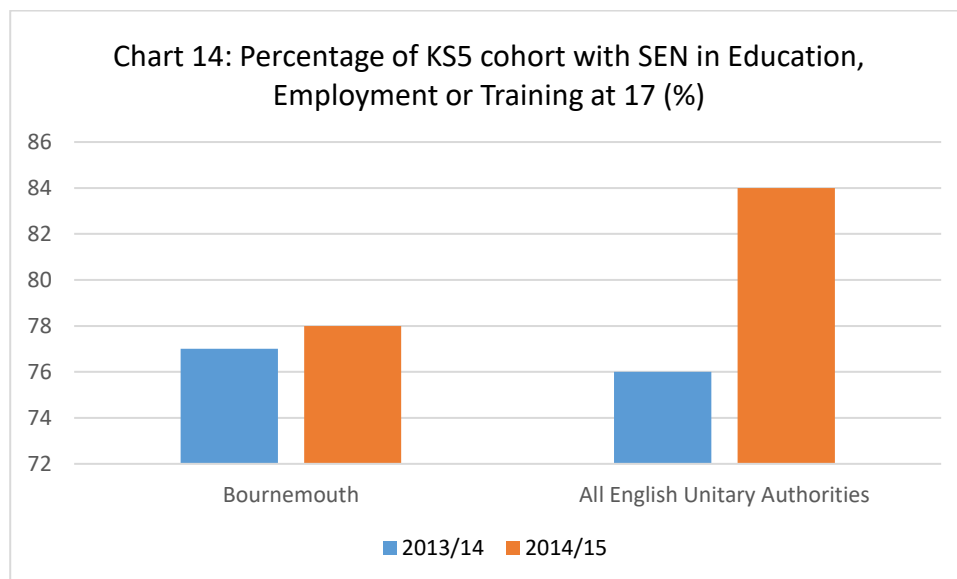


	Feb-15	Feb-16	Feb-17
Visual Impairment	2	0	0
Speech, Language & Communication Needs	0	13	14
Specific Learning Difficulty	5	5	8
Social, Emotional & Mental Health Diff	12	11	25
Severe Learning Difficulty	8	9	12
Profound & Multiple Learning Difficulty	2	2	2
Physical Disability	15	17	19
Multi-Sensory Impairment	0	0	0
Moderate Learning Difficulty	21	27	60
Hearing Impairment	4	3	2
Autistic Spectrum Disorder	36	30	51

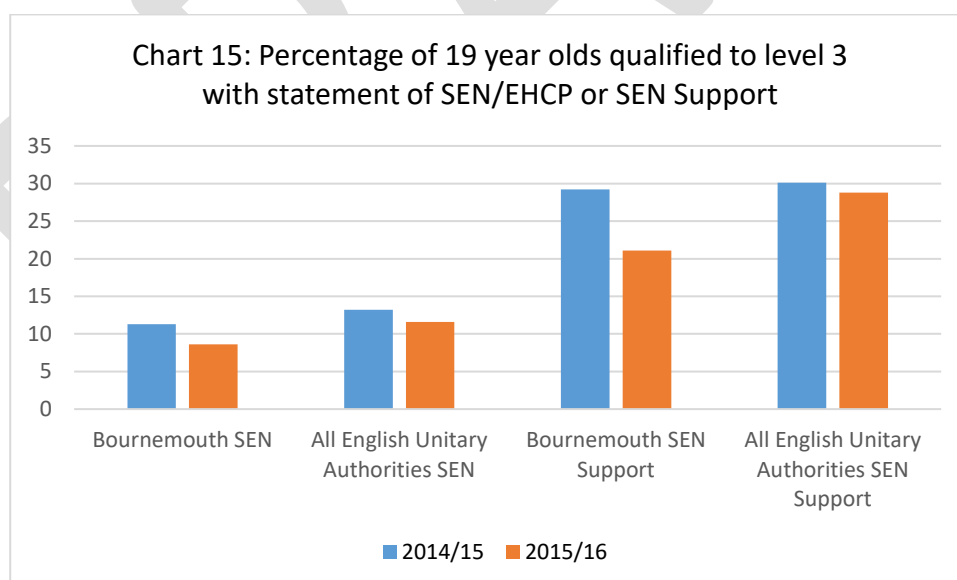


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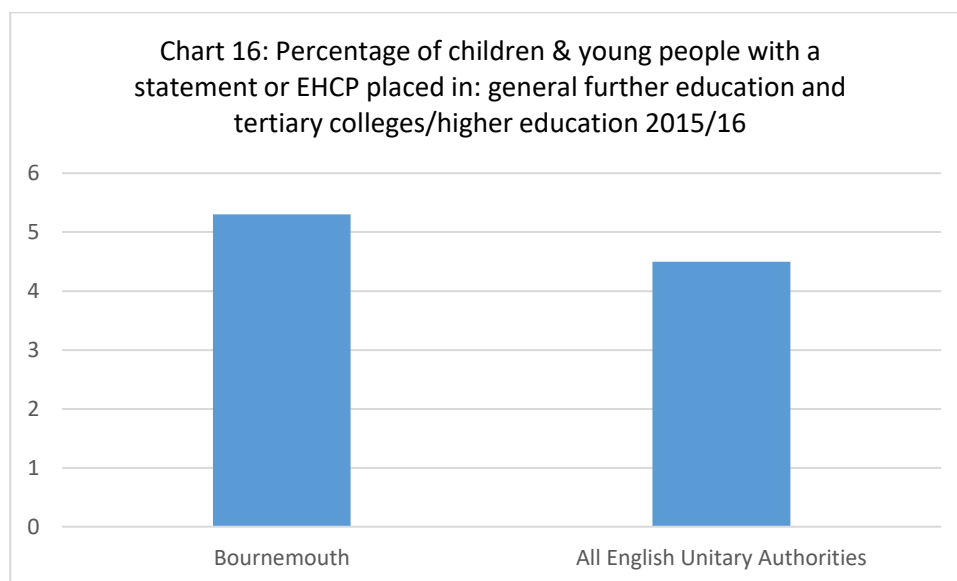
32. In 2014-15, 78% of Bournemouth SEN Young People were in Education, Employment or Training, this increased by 1%. In comparison, the figures for All English unitary Authorities was up to 84%, an increase of 8%.



33. The trend for 19 year olds qualified to level 3 with SEN dropped between 2014/15 and 2015/16. Bournemouth Statement & EHC Plans dropped by 4% whereas all English Unitary Authorities only dropped by 1%. For SEN Support pupils, Bournemouth dropped by 7% while the Unitary Authorities dropped by only 2%.



34. Bournemouth had 5.3% of young people with a statement or EHCP in further or higher education compared to 4.5% across the English Unitary Authorities



### Early Years

35. The following analysis is on the Early Years SEN Team data and has been taken from the Children's Centre Profile 2016/2017 Summer 2017 Performance Data. A snapshot on the 3<sup>rd</sup> April 2017, the Early Years SEN Team are currently working with 368 children.

	Age as at 1 <sup>st</sup> January 2017								Total N° of Children
	Under 2		2 Years Old		3 Years Old		4 Years Old		
	N°	%	N°	%	N°	%	N°	%	
Bournemouth LA (Overall)	13	3.5%	50	13.6%	152	41.3%	153	41.6%	368

36. Just under 10% of the pupils under 5 are either awaiting assessment or have an EHC Plan.

	SEN Support		Assessment		EHCP		Total N° of Children
	N°	%	N°	%	N°	%	
Bournemouth LA (Overall)	332	90.2%	17	4.6%	19	5.2%	368

37. Below is a breakdown of the SEN Need for the 368 under 5 year olds working with the Early Years SEN Team. There are 4 children on an EHC Plan and 362 children with SEN Support, Speech Language and Communication Needs accounts for 69.3% of the children.

Type of Special Need	Female	Male	Total Cohort	% of Children
Autistic Spectrum Disorder	3	20	23	6.3%
Hearing Impairment	1	1	2	0.5%
Moderate Learning Difficulty	5	4	9	2.4%
Multi-Sensory Impairment	1	0	1	0.3%
Physical Disability	13	17	30	8.2%
Profound & Multiple Learning Difficulty	1	0	1	0.3%
Severe Learning Difficulty	3	1	4	1.1%
Social, Emotional & Mental Health Difficulty	6	23	29	7.9%
Specific Learning Difficulty	1	0	1	0.3%
Speech, Language & Communication Needs	75	180	255	69.3%
Visual Impairment	1	0	1	0.3%
Not Specified	5	7	12	3.3%
<b>Total Number of Children</b>	<b>115</b>	<b>253</b>	<b>368</b>	

*Notes: Pupils with a SEN Need of NSA or OTH - we have 362 pupils on the SEN COP K (4 on E) that have a need of NSA – SEN support but no specialist assessment of type of need*

## Appendix 1

<b>Pupil SEN type Code</b>	<b>Description</b>
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Visual impairment
MSI	Multi-sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
OTH	Other difficulty / disorder
NSA	SEN support but no specialist assessment of type of need

DRAFT