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Agenda Item No.6(w)

## **DERBYSHIRE COUNTY COUNCIL**

### **CABINET**

**11 March 2021**

#### **Report of the Executive Director for Children's Services**

### **SUFFICIENCY OF EDUCATIONAL PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

#### **1 Purpose of Report**

The purpose of this report is to review the sufficiency of current and future requirements for educational provision for children and young people with special educational needs across Derbyshire.

In 2017, the Department for Education (DfE) allocated a £215m fund from 2018 – 2021 to support local authorities to invest in provision for children and young people with special educational needs and disabilities (SEND) between birth and 25 years, to improve the quality and range of provision available to families within the local authority. Further investments of £50m in May 2018 and £100m in December 2018 were made, totaling £365m.

Derbyshire's share of this is £2,177,809 and after the four small projects below there is a remaining balance of £2,134,531.

- Elmsleigh Infant School - £15,388 – for the creation of a purpose-built sensory room for 14 children in the Enhanced Resource Provision of the school, and for the wider use of other pupils in the school as deemed appropriate by teaching staff.

- Elmsleigh Infant School - £3,500 - for conversion of an old staff room area to create a 'quiet learning' room with individual working spaces for independent work for up to eight children at a time. The space is intended for pupils of all abilities but will specifically benefit those who will need access to opportunities for quiet individual work experiencing barriers to learning associated with sensory processing and attention issues within the classroom and wider school environment.
- Blackwell Primary School - £8,890 – for providing specific resources and equipment to create a sensory area, initially for two children presently in school, and for future pupils with complex sensory and social, emotional and mental health needs, in order to maximise their opportunity to be included in the school and to develop their ability to self-regulate in a safe space and therefore equip them in the long-term to manage the environmental demands of a mainstream school environment.
- Springfield Junior School - £15,500 (estimated figure) - for the creation of a purpose-built sensory room for 14 children in the Enhanced Resource Provision of the school, and for the wider use of other pupils in the school as deemed appropriate by teaching staff.

Derbyshire's longer term proposal for this grant is to fund developments prioritized as part of a county-wide strategic, evidence based study. The desktop sufficiency analysis was conducted between July and November 2020 before a call for views from a wide range of stakeholders.

This SEND sufficiency study is part of Theme 5 of the SEND Strategic Transformation Plan within Children's Services.

The purpose of this report is to present this county-wide study and the resulting findings of the Call for Views to Derbyshire Cabinet for comment and an agreement to proceed with formal consultation/direction of travel on the proposed plans to increase provision.

## **2 Information and Analysis**

The full SEND Sufficiency strategic study can be found in Appendix 1 and the questions from the Call for Views in Appendix 2.

The main findings can be summarized as:

- There are plans to build approximately 25,000 homes across Derbyshire in the next few years which suggests a rise of around 10,000 pupils of school age.
- The general school population is predicted to rise until academic year 2021/2022 but then begin to fall and show a steady decline until 2025.
- Numbers of children requiring support at School Support level are expected to rise due to this population growth.
- Derbyshire's proportion of education and health care plans (EHCPs) has remained relatively stable over the past four years, but the numbers of EHCPs continues to rise as the population grows.
- The innovative funding approach of Graduated Response to Individual Pupils (GRIP) has met children's needs early and resulted in a higher rate of School Support across Derbyshire.

The main recommendations can be summarized as:

1. Developing a county specialist provision plan. This should take account of the previous rise in places and predicted rising numbers over the next three years and include plans to increase provision across the county's special schools and enhanced resources in line with predicted numbers.
2. An investigation of provision for autism across the county and development of an autism strategy to address needs across the county.
3. Development of a strategy and collective responsibility model for those children and young people with Social, Emotional and Mental Health (SEMH) needs.
4. That the report is considered alongside current discussions taking place regarding alternative provision available to support children and young people across Derbyshire.
5. To complete the review the impact of Graduated Response to Individual Pupils (GRIP) funding on the ability of schools and settings to meet need early and maintain the stability of a lower rate of EHCPs.
6. A further investigation into the rising numbers of children in early years requiring an EHCP.

7. Making sure that the numbers of young people who are not accessing Education, Employment or Training (NEET) but continue to be supported by an EHCP have their situations reviewed as a matter of urgency.

It is proposed a county wide plan will be developed based on the following principles:

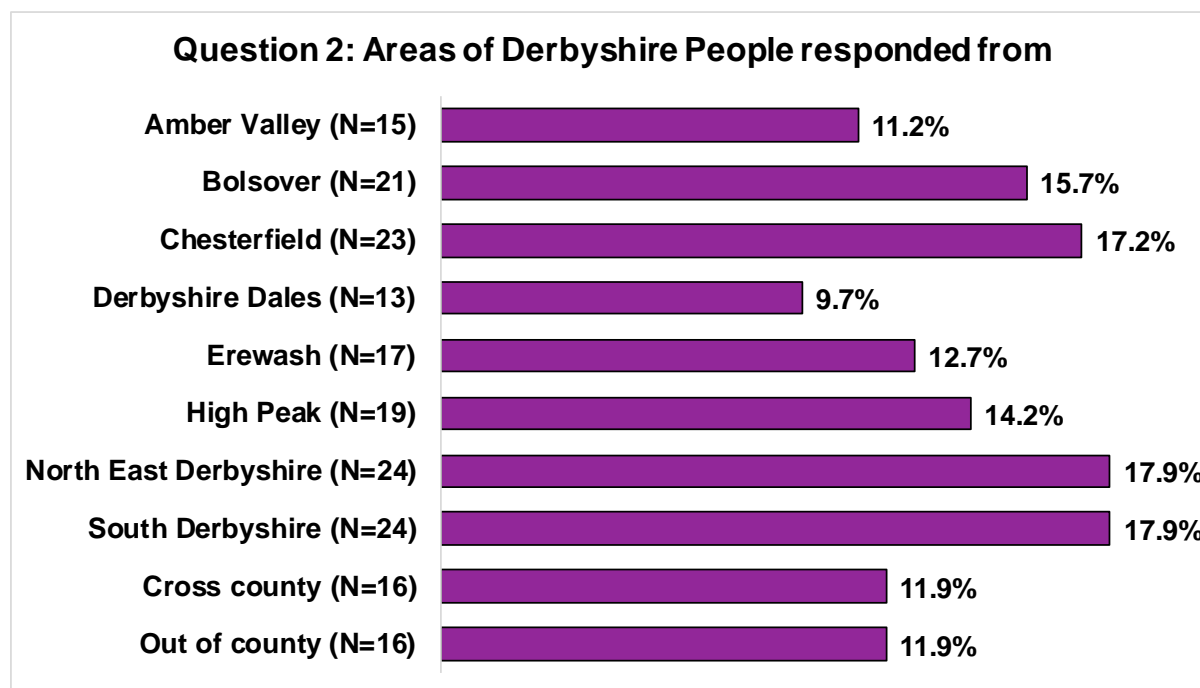
- Wherever possible, children with special educational needs and disability will be educated as close to home as possible to ensure their place in their local community, and to reduce daily or unnecessary travelling.
- The sufficiency plan will aim to increase the choice of provision available to families within their local area.
- Where possible and appropriate children will be educated within their local community mainstream provision, alongside their peers.

There were 134 respondents to the survey

#### Respondents

Type of respondent	No	%
Child/young person (please see separate survey)	0	0.0%
Parent/carer	55	41%
School in Derbyshire (maintained, academy or free school)	28	20.9%
School outside Derbyshire (maintained, academy or free school)	1	0.7%
Early years provider within Derbyshire	3	2.2%
Further education college within Derbyshire	6	4.5%
Further education college outside Derbyshire	1	0.7%
Independent non maintained special school within Derbyshire	2	1.5%
Independent non maintained special school outside Derbyshire	2	1.5%
Derbyshire County Council services	25	18.7%
Other local authorities	1	0.7%
Other	10	7.5%
<b>Totals</b>	<b>134</b>	<b>100.0%</b>

The highest proportion of respondents were from parents and carers followed by schools in Derbyshire, then Derbyshire Council services.



The highest proportion of respondents came from the North East Derbyshire and South Derbyshire locality area closely followed by Chesterfield and then Bolsover. 11.9% of respondents were from outside Derbyshire and 11.9% of respondents considered they were responding from the perspective of two localities, for example living in a different area to where their children attended school.

## 2a The Principles of Provision

Response to the Principles of the Sufficiency Report	Agreed	Disagreed	Did not know	No reply
Wherever possible, children with special educational needs and disability will be educated as close to home as possible to ensure their place in their local community, and to reduce daily or unnecessary travelling	91.0%	6.7%	2.2%	0
The sufficiency plan will aim to increase the choice of provision available to families within their local area	94.0%	0.7%	5.2%	0
Where possible and appropriate children will be educated within their	79.9%	11.2%	8.2%	0.7%

local community mainstream provision, alongside their peers

There was very high agreement with the principles of the sufficiency report with over 90% agreeing that children should be educated close to home where possible and that choice of provision should be increased. Just over ten percent of respondents disagreed with the principle that children should be educated alongside their mainstream peers where possible and appropriate and approximately four fifths, almost 80% were in agreement.

**2b A need for new strategies**

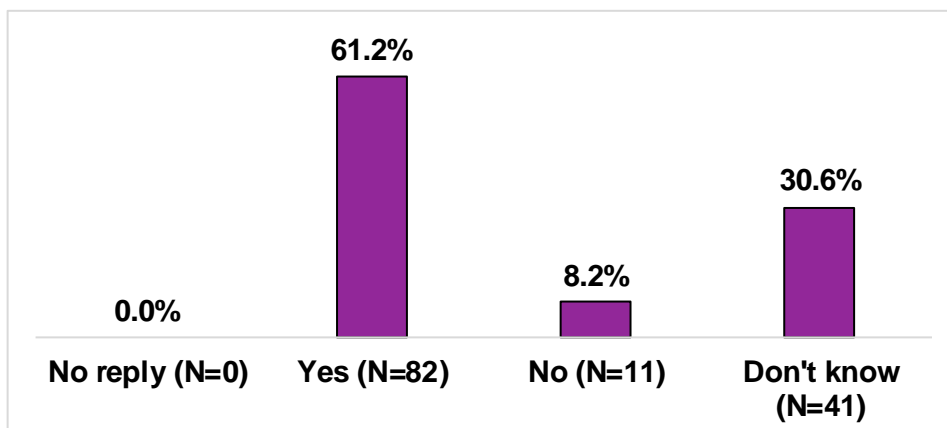
	Agreed	Disagreed	Did not know	No reply
Autism	93.3%	2.2%	4.5%	0
SEMH	96.3%	0	3.7%	0

There was a very high level of support for the identification of a need for a strategic response to the areas of Autism and Social, Emotional and Mental Health Needs.

**2c Graduated Response to Individual Provision (GRIP)**

Derbyshire has in place an innovative approach to funding schools and settings early in order that they are able to meet need sooner and without a statutory plan; this is known as Graduated Response to Individual Pupils (GRIP). This means more children are have needs met at SEN Support by GRIP without the need for an EHCP.

Views were gathered about whether GRIP funding impacts on the ability of schools to meet needs early. Not all respondents to the Call for Views will have experience of GRIP and expectedly 30.6% returned an answer of don't know.

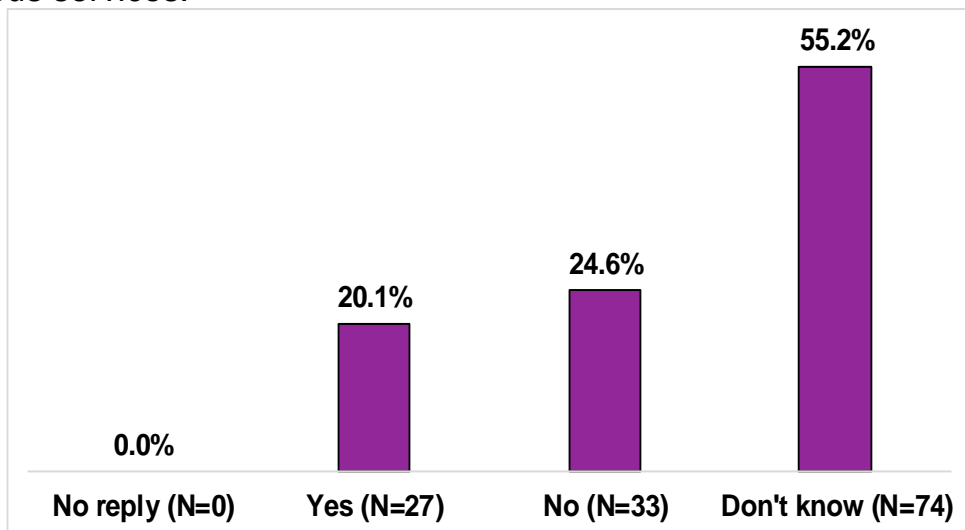


From those who did feel able to respond (61.2%), a range of comments and views were received with an even mix of positive and negative comments about the approach. Those who saw the approach positively commented that it has supported children earlier and allows schools flexibility in meeting need. Where comments were negative, most related to the process of application and allocation of GRIP funding, with a smaller number raising concern that it should not replace a necessary EHCP. There were a number of comments assigning value to the principle of meeting needs quickly through this approach but coupled with concerns about the administration of GRIP as rather unwieldy.

This range of comments supports the findings of the sufficiency report and the current work taking place across the SEND transformation place where a review of GRIP administration and effectiveness is taking place.

## 2d Early Years

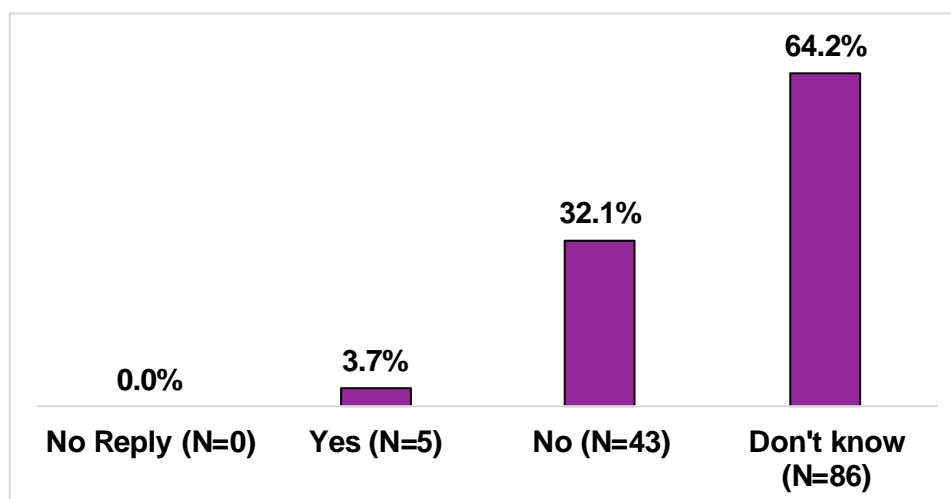
Not all respondents to the Call for Views will have experience of current Early Years provision and expectedly 55.2% returned an answer of don't know. Where participants did feel able to respond to this area of the survey, 20.1% feel the current provisions in place meet need and 24.6% do not. The comments made alongside these views cover a range of topics and include earlier support, matters of diagnosis, availability of service, misunderstanding of need, funding matters, locality specific matters and historical concerns about previous services.



The sufficiency report identified a rising trend in the numbers of requests for formal assessment of needs which has grown significantly in Early Years. A recommendation is that further work is needed in this area to identify reasons and actions. The findings of this survey support this view.

## 2e Provision for Young Adults 19-25

Not all respondents to the Call for Views will have experience of current post school age provision and expectedly 64.2% returned an answer of don't know. Where participants did feel able to respond to this area of the survey, only 3.7% feel the current provisions in place meet need and 32.1% do not.



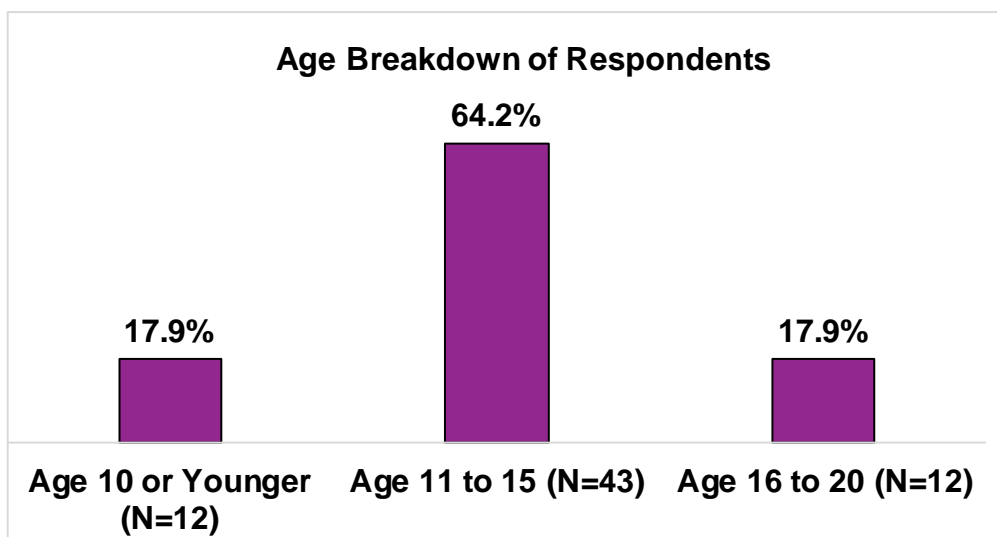
The sufficiency report identified that internal data suggests current provision from age 16 onwards is broadly meeting need but this view is brought into question by the survey, particularly for the group of young adults 19-25. As for Early Years the comments made alongside these views cover a range of topics and include calls for more preparation for adulthood, work on life skills, worries about those not in education, employment or training (NEET), navigation of the local offer, limited progression routes particularly within the county, limited provision and locality specific concerns.

It can be concluded that further work is needed on this area and outside of the sufficiency report work Preparation for Adulthood (PfA) is currently a themed area, targeted within the SEND transformation plan, aligned to the Achieving Great Futures work within Adult Services. Work on a new co-produced strategy has begun and support has been secured from the Department for Education to guide developments. The findings of this survey will be shared and contribute to this work.

## 2f The Views of Children and Young People

A version of the Call for Views questions was adapted and sent on to young people's groups and responses for 67 young people was collated, the majority of which (64.2%) were of secondary school age.





Responses came from attendees at educational provisions, five of which were special schools, one college and two mainstream schools. 56.7% of views came from one special provision. Although this limits the range of responses it does give insight into views which can be further investigated through more formal and differing methods of consultation with children and young people at a later stage.

A summary of the views of this sample of children and young people can be seen below. Although the majority of respondents who replied were attending specialist provision, there was support for more choice nearer home and over a third responded positively to the idea of attending their local school with local children. There were also some noticeable correlations regarding the opinion of provision for Early Years and Post 19.

### **The Views of Children and Young People**

Response of children and young people	Yes	No	Did not know	No reply
Would you like to go to a school near where you live so that you don't have to travel too far	46.3%	22.4%	13.4%	17.9%
Do you think you should have more choice about where you go to school, near where you live?	49.3%	25.4%	4.5%	20.9%
Would you like the chance to go to your local school, near where you live, with other local children?	37.3%	37.3%	7.5%	17.9%
Should there be a new plan to help children with autism or	64.2%	16.4%	7.5%	11.9%

children who need extra help with their social emotional and mental health

Does it matter how soon/quickly you get help at school or college?	62.7%	28.4%	3.0%	6.0%
Do you think children with SEND under 5 have enough help?	23.9%	32.8%	16.4%	26.9%
Do you think young people with SEND age 19-25 have enough help?	26.9%	40.3%	13.4%	19.4%

Children and young people were asked if they had any ideas to make school better and their comments were grouped to those below and above age 11. For those below 11 the most popular answers were related to having more computers in school. For the older students of those that answered this question 34% said no, indicating a level of satisfaction with their current provision. There were a number of other responses that related to food and playground equipment and one comment relating to autism recorded below;

*'Provide an autism resource center in every school, which is specifically for SEND children where they have a safe, quiet place to work.'*

## **2g General Comments**

General Comments on SEND provision that were outside of matters already raised were also recorded within the survey. Where these responses do not relate to the themes already discussed they can be grouped into themes as below and will be used to contribute to both plans for specialist provision and the further developments taking place within the SEND transformation plan.

- A need for more specialist placements to meet a wider variety of needs
- Ensuring provision does not mean long journeys
- An increase in alternative provision
- Investment in enhanced resources
- A reduction in the number of placements outside the county
- Creating confident inclusivity and flexibility within mainstream provision, including training needs and whole school approaches
- Better and wider understanding and acceptance of a variety of different needs
- Extended hours provision
- A need for supported internships and further work with employers

## **2h Next Steps**

With Cabinet agreement, a further formal consultation with all stakeholders will take place on the plan resulting from this study.

Although a version of the Call for Views questions was adapted and sent on to young people's groups, the response to this was limited in the time available and if a formal consultation is agreed, a version will be coproduced with young people to ensure views can be gathered and recorded.

## **3 Financial Considerations**

Derbyshire has completed four small projects with funding to date and spent amounts to a total of £43,278, leaving a remaining balance of £2,134,531.

It is anticipated that the sufficiency study and resulting provision will complete spend of this allocated funding and in so doing will allow greater local choice for families.

Any increase in provision will also include ongoing place planning funding which will come from the High Needs Budget within the Dedicated Schools Grant. Over time it is hoped this will reduce requests for high cost provision within independent settings both within and outside Derbyshire's county borders and so reduce pressures on the High Needs Budget and associated transport costs.

## **4 Legal, Human Rights and Equality of Opportunity Considerations**

Consideration should be given at all stages of the decision making process to the Public sector equality duty. In accordance with this, a full equalities impact report will be completed as part of the formal consultation.

An increase in the choice of placement would help ensure equality of opportunity to access education across the county.

## **5 Human Resources Considerations**

An increase in specialist provision will have potential implications for academy chief executive officers, headteachers and governors dependent upon where provision is placed.

## **6 Health Considerations**

An increase in the choice of placement and any growth of places will need to be included within the SEND joint commissioning strategy currently under development and form part of the discussions at the

SEND Joint Commissioning hub to aid planning by health commissioners to meet the health needs of the SEND population.

## **7 Transport Considerations**

When children with needs travel over distance to access suitable education, there are associated transport costs. By creating more choice of local provision it is envisaged that transport costs will be reduced as children travel over shorter distances to access suitable education.

## **8 Social Value Considerations**

The opportunity for children to gain cultural capital, inspected under the Ofsted Inspection Framework introduced in September 2019, is provided when children are in school. The aim of increasing provision is to ensure that all children, especially the most vulnerable are offered a school in their locality quickly, is consistent with the inspection of schools' curriculum intent in the Ofsted framework, to:

'...give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.'

## **9 Background Papers**

SEND Code of Practice  
SEND Capital Grant – DfE guidance.

**10 Key Decision?** Yes

**11 Is it necessary to waive the call-in period?** No

## **12 Executive Director's Recommendation**

- That cabinet note this county-wide study and the resulting findings of the Call for Views
- That cabinet agree to proceed with formal consultation/direction of travel on the proposed plans to increase provision.

**Jane Parfremment**  
**Executive Director for Children's Services**

Sufficiency assessment

# **Specialist Provision in Derbyshire to 2023**

A projection of future requirements for Derbyshire Council  
November 2020

# Specialist Provision to 2023

A projection of future requirements for  
Derbyshire County Council

## 1. Introduction

In the autumn of 2018, ISOS Partnership was commissioned by Derbyshire County Council, working with partners and members of the county's Special Educational Needs and Disability (SEND) Strategic Board, to undertake a strategic review of the support, services and provision for children and young people with high needs in Derbyshire. The scope of this work, and the definition of "high needs", included children and young people aged from birth to 25 with SEND, both with statutory education, health and care plans (EHCP) and non-statutory SEN support, and those requiring additional inclusion support or alternative provision (AP).

The review sought to:

- a. **gather evidence** and views on the current needs, trends and likely future demand for support, services and provision for children and young people with SEND;
- b. **shape options and recommendations** for meeting the needs of children, young people and families in Derbyshire in the future; and
- c. **work collaboratively, iteratively and in a spirit of co-production** with partners and stakeholders to build consensus and agree solutions to meet current and future needs and achieve good outcomes for children and young people in Derbyshire.

In June 2019 the report was published with the following findings:

- A need and opportunity to revisit and redefine the role of the enhanced resources provision (ERSs).
- The offer of special schools has developed in response to different priorities
- Pupils with certain types of needs are having to be educated outside the local area, particularly older pupils with complex combinations of social, emotional or mental health need (SEMH) and communication or interaction needs.
- There would be value in revisiting what the special school offer in Derbyshire should be in light of current and future needs

Amongst the resulting actions the following were identified to address these findings:

- Theme 5 of the SEND Strategic Transformation Plan addresses the strategic planning of specialist provision across Derbyshire.

- A sufficiency exercise concerned with specialist provision for pupils with special educational needs and/or disability (SEND).

This sufficiency exercise sits within the context of the overarching Strategy for Special Educational Needs and Disabilities in Derbyshire 2020-2023, to develop provision for all children and young people in Derbyshire who require care and support which was approved by the SEND Strategic Board in January 2020.

## 2. Context

### National headline facts and figures from the 2020 national pupil projections

- The **nursery and primary school** population has been rising since 2009 but has now plateaued, a drop in births in 2013 feeds into the main school population, and is projected to drop for the whole projection period to 2030.
- The **secondary school** population began rising in 2016 and is projected to continue increasing until 2024 before gradually dropping until the end of the projection period.
- The population in **special schools** has been increasing for a number of years, at least partly driven by the increase in the overall population, and this is projected to continue until 2024, before also very gradually dropping.

This report will enable the Local Authority to plan and ensure the sufficiency of specialist school placements.

Currently, specialist placements in Derbyshire consist of four main types of provision:

1. Enhanced resource provision located on mainstream school sites
2. Academies and maintained special school provision located in Derbyshire.
3. Academies and maintained special school provision located in other local authorities.
4. Special schools in the independent non-maintained sector (inside and outside of the county).

This reports forecasts what provision is required to meet demand. It considers the number and type of setting required if the current ratio between enhanced, local special school and independent non-maintained provision were projected into the future in line with the anticipated projections for placements.

## 3. The sufficiency process

A SEND sufficiency exercise was conducted between July and October 2020. This has involved an examination of:

- current strategies, policies and plans that may impact on demand.
- Demographics, which help to predict changes and trends in population growth.
- The categories and size of SEND population.
- The current numbers of specialist placements and the designation of provision.
- The current cost of specialist provision.
- The potential gap in future provision in terms of numbers, type of need and the revenue cost of growth in provision.

#### 4. Current strategies and policies

There are a number of key strategies, plans and approaches in Derbyshire which interface with the impact and outcome of this sufficiency assessment. These strategies include:

- The housing strategy contained within the eight local plans of the Derbyshire borough and district councils.
- Derbyshire County Council school place planning approach.
- The SEND Strategy 2020-2023.
- The SEND Strategic Transformation Plan.
- The Derbyshire County Council Children's Services Plan.
- The Joint Strategic Needs Assessment.

The following is a summary of the headlines from relevant sections of these strategic documents and is representative of the position at a particular point in time.

##### a) Housing

Housing strategy is the responsibility of the borough and district councils and each of the eight planning authorities within Derbyshire has a published plan laying out its housing strategy for the next five to ten years.

The government has set ambitious housing targets for local planning authorities and Derbyshire is no exception. The table below represents the five year housing targets for the planning authorities in the county amounting to 25,006 dwellings.

- |                                     |      |
|-------------------------------------|------|
| • Amber Valley District Council     | 4193 |
| • Bolsover District Council         | 2418 |
| • Chesterfield Borough Council      | 1360 |
| • Derbyshire Dales District Council | 2681 |
| • Erewash Borough Council           | 2326 |



• High Peak Borough Council	1750
• North East Derbyshire District Council	3151
• South Derbyshire District Council	7127
<b>Total</b>	<b>25,006</b>

Under the Derbyshire County Council developer protocol, the number of pupils generated by housing per 100 dwellings is estimated below;

	No of pupils generated per 100 dwellings
Primary age pupils	20
Secondary age pupils	15
Post 16 age pupils	6
<b>Total</b>	<b>41</b>
	No of pupils if housing targets met
Primary age pupils	5001
Secondary age pupils	3750
Post 16 age pupils	1500
<b>Total</b>	<b>10,251</b>

NB Not all the pupils will be new to the County but South Derbyshire in particular is classed as a high growth area in the UK.

## **b) School place planning**

Derbyshire County Council produces school projections on an annual basis from a combination of NHS birth data, national statistics, school census data and knowledge of the localised trends at particular schools including the impact of parental preference. The projections together with the knowledge of housing growth inform the approach to pupil place planning in individual schools in the county.

## **c) SEND strategy and transformation plan**

The Joint Area SEND Strategy 2020-2023 and transformation plan are underpinned by a collective vision for children and young people with additional needs;

*‘Our vision is that all children and young people with SEND lead fulfilled lives; where they achieve well, are included in their local community socially, access meaningful employment and lead as independent, physically and emotionally healthy lives as possible.’*

This strategy and plan are closely aligned to other development work across Children’s Services designed to enhance closer collective local area partnerships including Early Help, Joined Up Care Derbyshire, Achieving Great Futures and Future in Mind.

## **d) Derbyshire County Council Children’s Services Plan**

SEND is a priority of Derbyshire County Council and included within its Children's Services Plan'.

### **e) SEND Joint Commissioning Strategy**

Derbyshire County Council and Derby and Derbyshire Clinical Commissioning Group (CCG) are currently developing a new SEND Joint Commissioning Strategy. This sufficiency report will inform the commissioning strategy.

### **f) Joint Strategic Needs Analysis (JSNA)**

The Joint Strategic Needs Assessment (JSNA) considers the current and future health & social care needs of the Derbyshire community. This is currently under review.

#### ***Implications for Derbyshire of current strategic findings***

- 1. It is expected that up to approximately 25,000 new homes will be built in Derbyshire over the next 5-10 years.*
- 2. Derbyshire has a graduated range of provision for pupils with SEND, from mainstream, enhanced resources to special school provision. Future provision needs to be in line with the County's strategic approach.*
- 3. Derbyshire's inclusion/SEND strategy, is based on the notion of improving the offer for children and young people including the use of specialist provision and continually improving the graduated response made by schools, council services, partners and specialist providers.*

## **5. Demographics**

In order to predict future school place requirements, an analysis of population growth has been carried out which considers the:

- overall population and the trend in the birth rate.
- School age population and predicted growth.
- Growth in numbers of pupils with SEND.
- trends to predict future growth requirements.

## 6. About Derbyshire

0-19 population of approximately **170,000** (22% of the population)

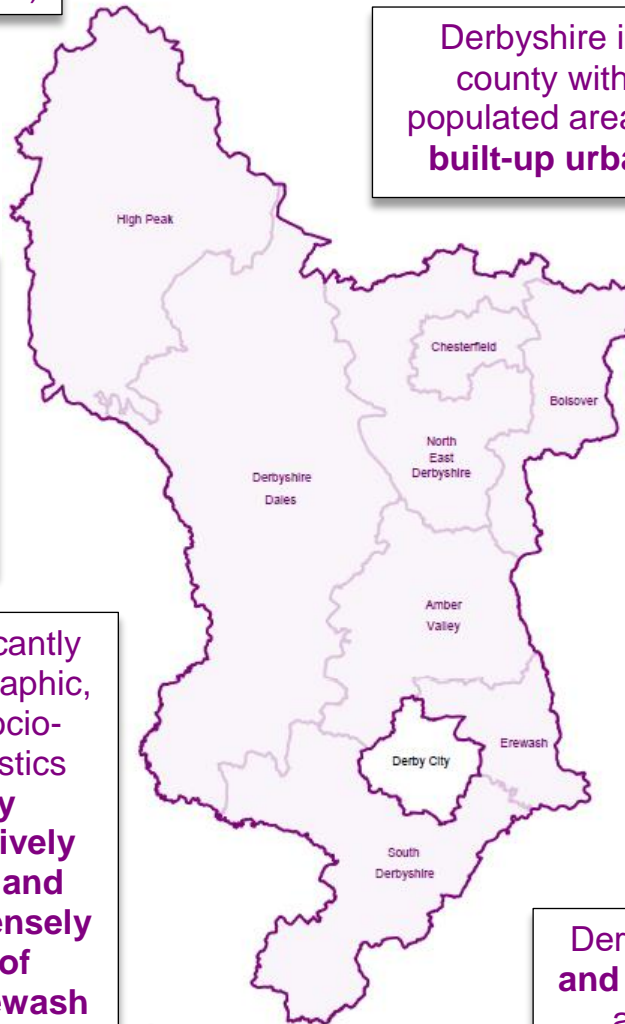
**Large diverse county** which encircles the unitary authority of Derby City

**Two tier** authority comprising **8** borough councils

Derbyshire is a **largely rural** county with many sparsely populated areas alongside larger **built-up urban conurbations**

Children's services operates across **6 geographical localities** - largely coterminous with the borough council boundaries, with the exception of the Derbyshire Dales

**One Sustainability and Transformation Partnership (STP)** board covers both Derbyshire County



There are **two clinical commissioning groups (CCGs)** in the local authority footprint (not coterminous)

Localities vary significantly in terms of their geographic, demographic and socio-economic characteristics from the **sparsely populated and relatively affluent High Peak and North Dales** to the **densely populated areas of Chesterfield and Erewash** which include some of the

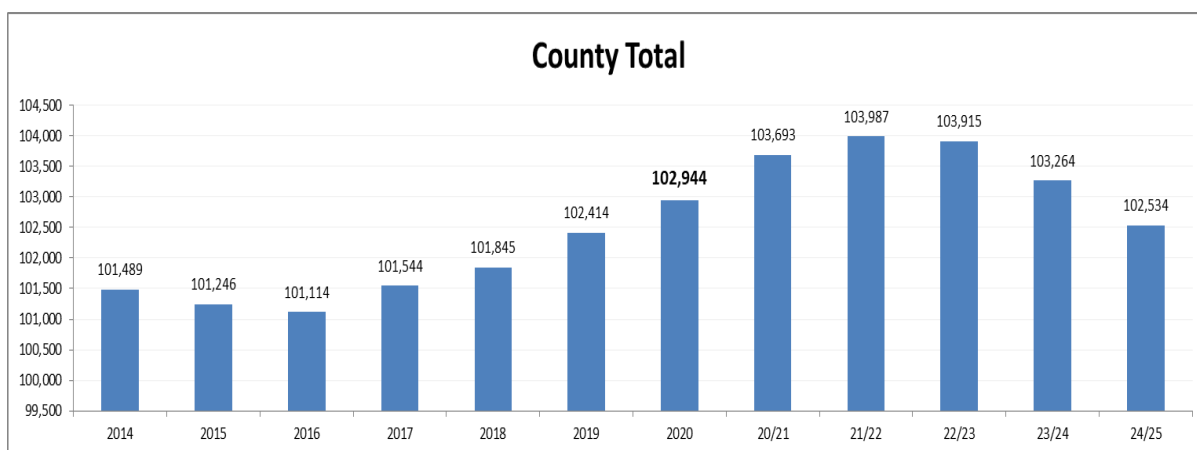
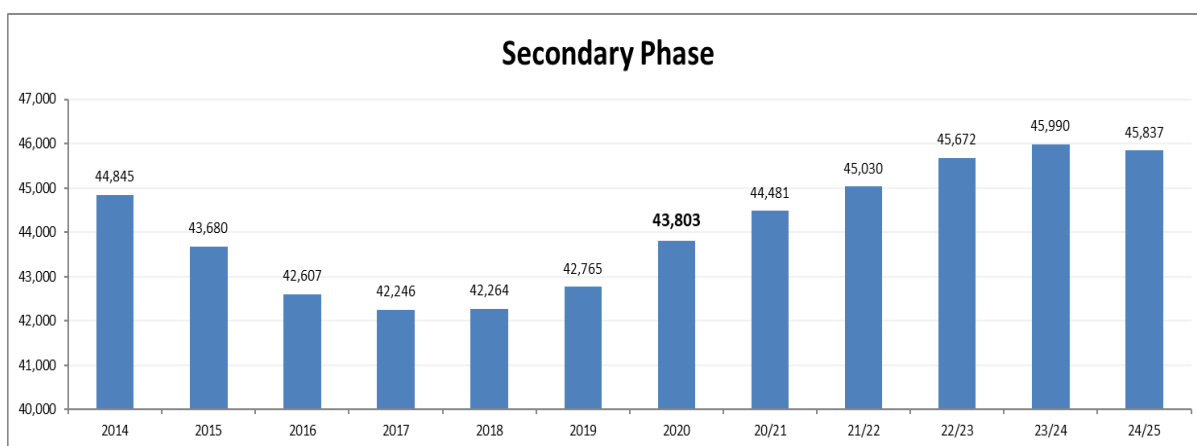
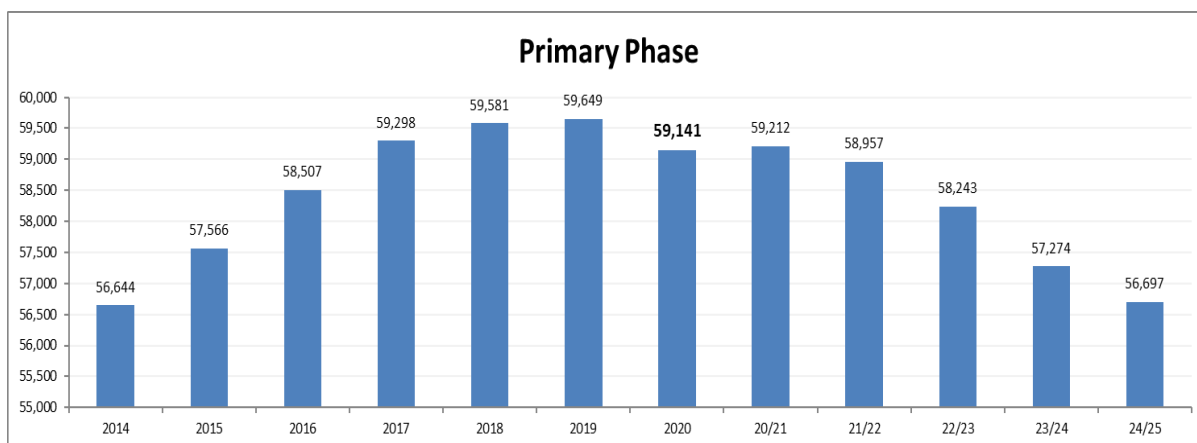
Derbyshire's **BAME and EAL** populations are lower than

The **English Indices of Multiple Deprivation (IMD)** ranks all Lower Super Output Areas (LSOAs) in England from the most deprived to the least deprived. Of the 151 Upper Tier Local Authorities in England, Derbyshire ranks **103** (1 being the most deprived)

Four of the six localities experience low rates of social mobility, being identified in the 2017 social mobility rankings as "**cold-spots**"

## 7. The School Population

The following are the graphs on school projections for the next 5 years across primary and secondary mainstream settings.



The total school population up to the age of 19 in Derbyshire is projected to rise by 1.2% by 2023. However, this projection only covers the children of school age from age 3 to 19. The SEND Code of Practice and EHCP assessment process covers children and young people from 0 to 25. In order to more accurately predict provision needs we must also consider Early Years and Post 19 EHCP numbers.

School census information which guides our analysis of reported need only covers children with EHCPs in school settings and not those children and young people placed outside the county.

The annual data collection that occurs by central government and used to benchmark national numbers of EHCPs is collected in February and cannot

be used here to indicate numbers during July at the time when other data has been collated.

In order to more accurately predict the numbers of children who may require specialist provision over the next three years we must consolidate this information into a workable rationale.

On July 31 2020 Derbyshire were maintaining 3,872 EHCPs, of which 116 were to support young people aged 19-25 who do not require a place within schools. Post school provision is explored further later in this report. 3,756 children between the ages of 0 and 19 were supported by an EHCP on July 31 2020, and we can assume that those of pre-school age will require provision within our school system over the next 3 years. For this reason the figure of 3,756 has been used to more accurately predict the number of places and so level of provision Derbyshire will need in the future.

If current trends continue, this will mean a rise in numbers of approximately 286 children and young people with SEND needs in schools. Those with EHCPs will rise by approximately 42 more children. Derbyshire has a firm foundation of provision for children with EHCPs in mainstream school but it is likely that a proportion of these will require more specialist provision.

Table 1 below shows population projections in Derbyshire based on data provided by the Office for National Statistics as at 2020.

<b>Table 1 Population predictions</b>	<b>2019/20</b>	<b>2023</b>	<b>Growth</b>
Overall population of Derbyshire	802,253	820,749	14,496 1.8%
Total school aged pupils (aged 3 to 19)	107,277	108, 523	1,246
Pupils as a % of overall population	13.3%	13.2%	1.2%
Total schools aged pupils with SEN in Derbyshire settings (SEN Support and EHCP)	16,513	16,713	200
% of pupils with SEN	15.4%	15.4%	1.2%
Total school aged pupils with SEN Support in Derbyshire settings	13,813	13,999	186
% of pupils with SEN Support	12.9%	12.9%	1.3%
Total school aged pupils with an EHCP maintained by Derbyshire County Council	3,756	3798	42
% of pupils with an EHCP	3.5%	3.5%	1.1%
<p><i>Source:</i></p> <ol style="list-style-type: none"> <li><i>Office for National Statistics</i></li> <li><i>Pupil data for 2020 is taken from the January School Census provided by DCC.</i></li> </ol> <p><b>Note:</b> Pupil population projection for 2023 should be based on a methodology that is consistent with that used by DCC's Development Team (School Planning, Admissions and Appeals).</p>			

### ***The implications of demographic predictions in Derbyshire***

- 1. Evidence suggests that the overall population of Derbyshire will rise by 1.8% over the next three years.*
- 2. The number of school-aged children is predicted to rise by approximately 1,259; 1.2%*
- 3. It is predicted that the number of pupils with SEND will rise by 186 during this time. This represents the total increase in SEND and includes approximately 42 pupils with EHC plans as well as those pupils receiving SEN Support in mainstream schools.*

In order to plan for the rising number of children and young people that will need support for SEND in Derbyshire by 2023, current need, provision and cost must be reviewed.

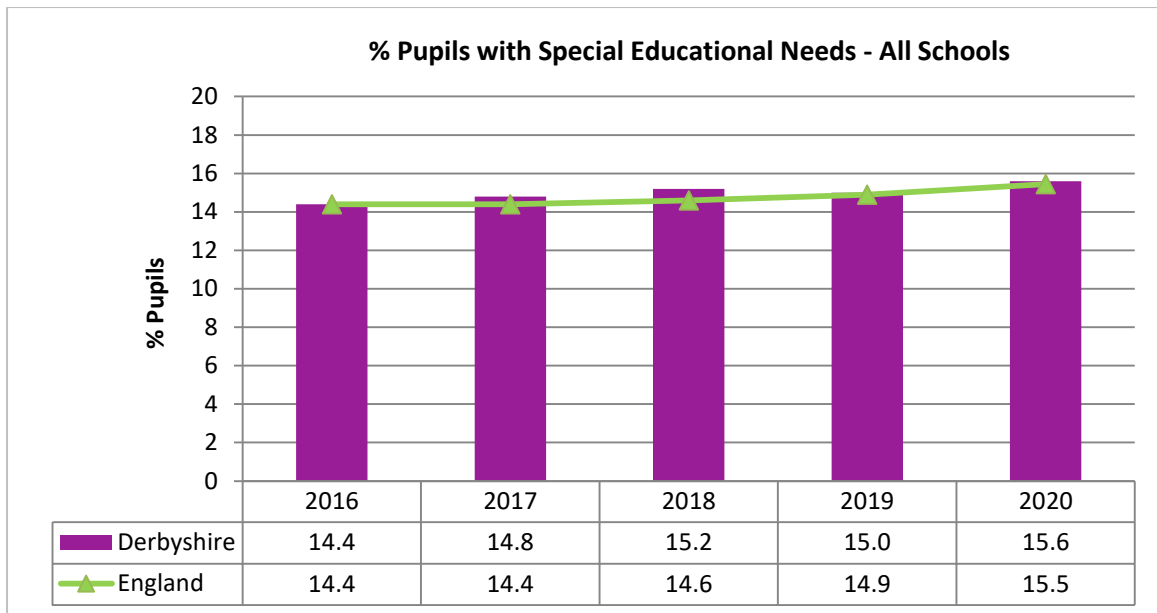
## **8. Needs analysis**

This report has considered a range of pupil led SEND information including:

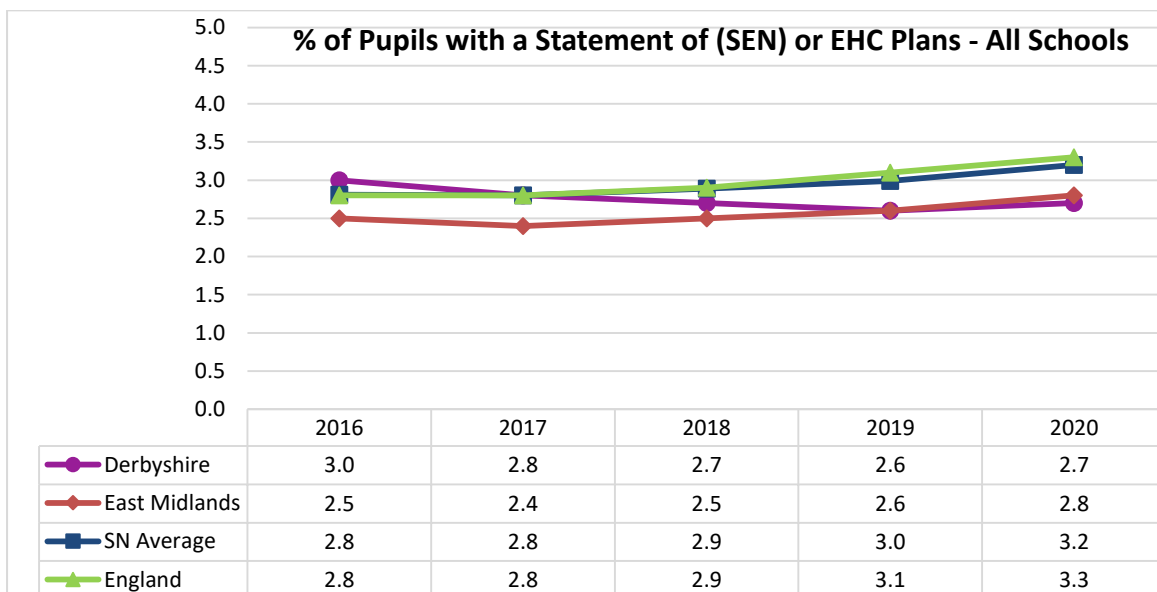
- Pupils accessing SEND support in mainstream settings.
- The number of pupils with an Education Health and Care Plan.
- An analysis of the needs of SEND pupils accessing mainstream and specialist provision

### **a) Numbers of children and young people identified with needs**

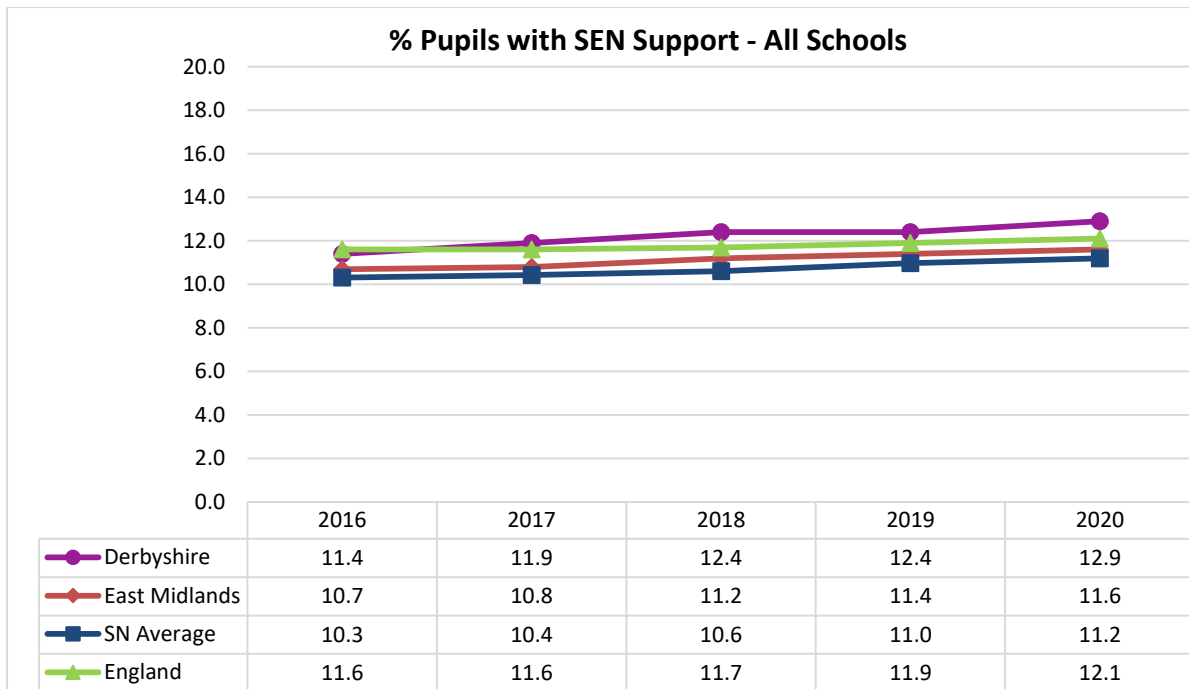
In 2020, 15.6% of pupils in Derbyshire have a plan of SEND provision; having either an Education Health & Care Plan or receiving SEN support. This compares to an average of 15.5% nationally. Since 2016, both Derbyshire and England have seen a gradual increase in the overall SEN rate.



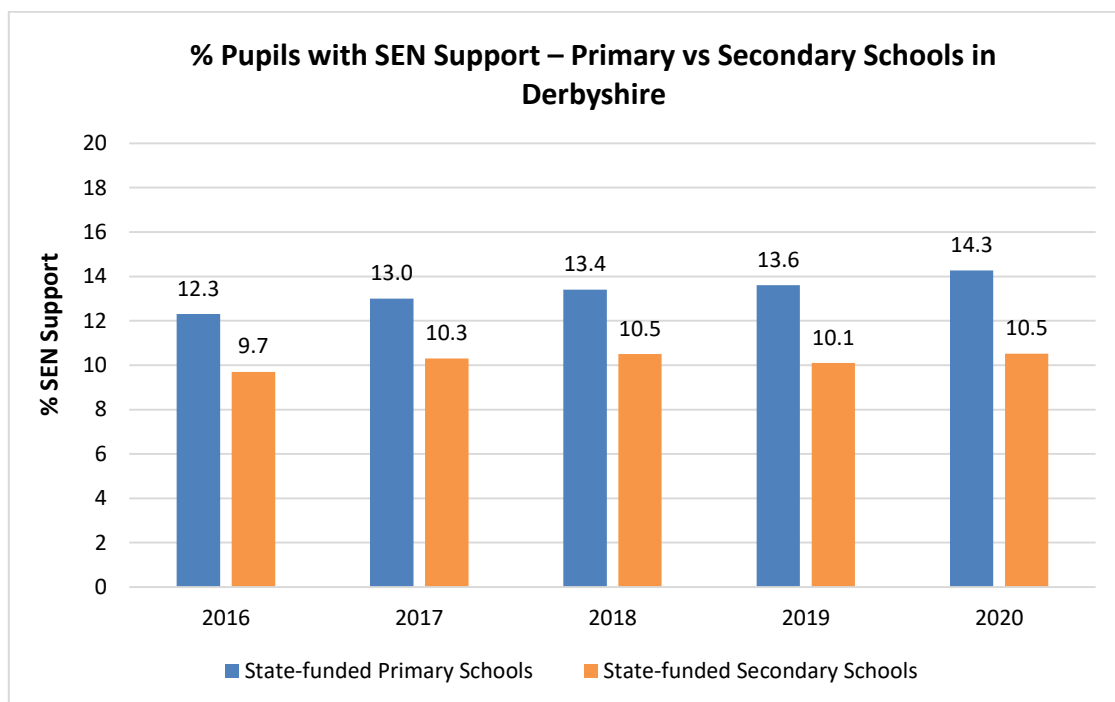
The proportion of pupils with Education, Health and Care Plans (EHCP) in Derbyshire is currently 2.7%, similar to the East Midlands regional average but significantly lower than the England (3.3%) and Statistical Neighbour (3.2%) averages. Since 2016, the rate in Derbyshire has decreased by 0.3 percentage points. In the same period, all other benchmark groups have however, seen an increase in the rate.



In contrast, the proportion of pupils receiving SEN Support in Derbyshire continues to grow, increasing by 1.5 percentage points between 2016 (11.4%) and 2020 (12.9%). Nationally, the rate has increased by 0.5 percentage points from 11.6% to 12.1%; 0.8 percentage points lower than the rate in Derbyshire.



In Derbyshire, the increase in the proportion of pupils with SEN Support is higher in primary phase schools than it is in secondary schools. Between 2016 and 2020 the proportion of pupils receiving SEN support in state-funded Primary Schools increased by 2.0 percentage points from 12.3% to 14.3%. In Secondary Schools the rate increased by 0.8 percentage points from 9.7% to 10.5%.



Derbyshire has in place an innovative approach to funding schools and settings early in order that they are able to meet need sooner and without a statutory plan; this is known as Graduated Response to Individual Pupils



(GRIP). This means more children are having needs met at SEN Support by GRIP without the need for an EHCP.

### Placements of children and young people with an EHCP

Placement	Mainstream	Special school	Educated elsewhere	Total school age out of mainstream
Derbyshire	48%	32%	8%	40%
England	39%	37%	3%	40%

Currently Derbyshire's EHCP population is mainly placed within mainstream provision with almost half (48%) accessing their local mainstream school. This is significantly higher than the national average of 39% and indicates parental preference carries a level of confidence in the providers to meet need. Less children than the national average access special school provision but a higher percentage are accessing their education elsewhere through more bespoke programmes. Those of school age with EHCPs receiving an education outside of mainstream is in line with the national average. Where special provision is full, more bespoke programmes are in use to meet need.

Currently Derbyshire's 2020 data shows that:

- the number of pupils in Derbyshire with a Statement/EHC plan (2.7%) is below the national average (3.3%) and regional average (2.8).
- This has fallen slightly since 2016 (from 3.0% to 2.7%).
- The number of pupils at SEN Support; 12.9% is higher than the national average of 12.1% and the regional average of 11.6%.

#### **b) Analysis of identified presenting need**

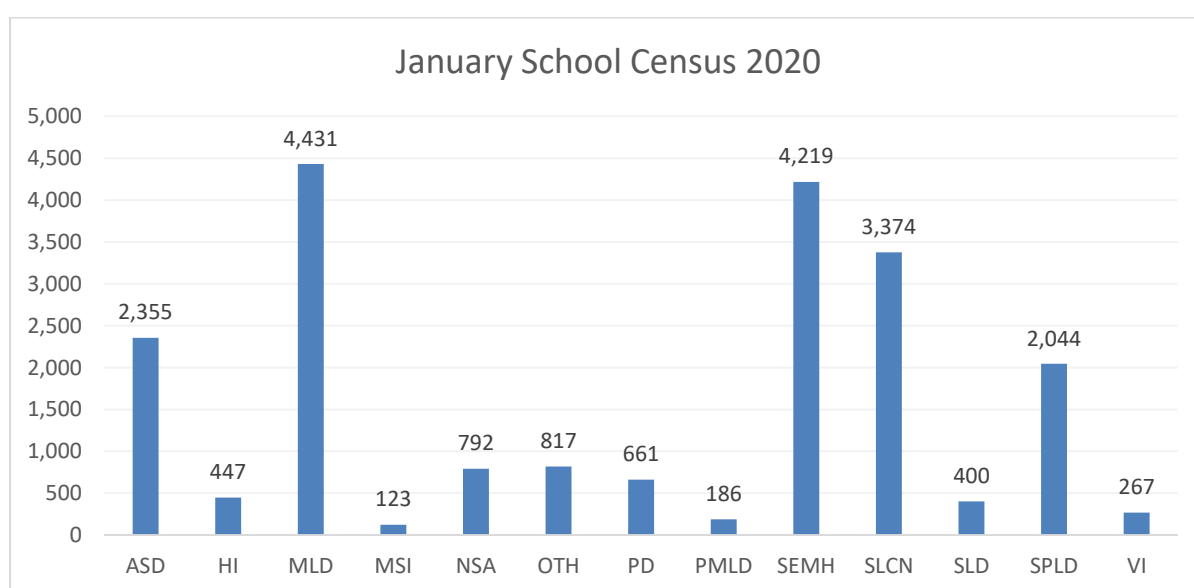
In January 2020 the highest presenting need identified by schools was moderate learning difficulties (MLD) followed closely by social, emotional or mental health needs (SEMH)

#### **c) Number and percentage of pupils by primary need**

The table below shows that moderate learning difficulties remain the most common type of need for pupils in both primary and secondary schools in Derbyshire. The number and proportion of pupils with this type of need has been steadily decreasing however, with needs such as social, emotional & mental health and autism showing increased prevalence.

## Number and Percentage of all Pupils by Primary Need

PRIMARY NEED	Total No. Pupils Jan 19	All Pupils Jan 19	Total No. Pupils Jan 20	All Pupils Jan 20	Direction
Social Emotional and Mental Health Needs (SEMH)	2831	18.2%	3096	19.1%	↑
Autism (ASC/ASD)	1876	12.1%	2115	13.0%	↑
Severe Learning Difficulty (SLD)	293	1.9%	301	1.9%	↑/↔
Moderate Learning Difficulty (MLD)	3977	25.6%	3767	23.2%	↓
Physical Disability (PD)	539	3.5%	514	3.2%	↓
Speech Language or Communication Difficulty (SLCN)	2402	15.4%	2531	15.6%	↑
Hearing Impairment (HI)	373	2.4%	375	2.3%	↓
Muti Sensory Impairment (MSI)	56	0.4%	75	0.5%	↑
Specific Learning Difficulty (SpLD)	1612	10.4%	1799	11.1%	↑
Visual Impairment (VI)	184	1.2%	206	1.3%	↑
Profound & Multiple Learning Difficulties (PMLD)	181	1.2%	162	1.0%	↓
Other Disability (OTH)	550	3.5%	610	3.8%	↑
No Specialist Assessment of Need (NSA)	678	4.4%	682	4.2%	↓
<b>TOTAL</b>	<b>15,552</b>	<b>100%</b>	<b>16,233</b>	<b>100%</b>	



Looking at differences in prevalence between primary and secondary schools in Derbyshire (see table below), speech, language and communication needs

(SLCN) shows the greatest disparity in need; 22.0% of primary pupils have SLCN as their primary need compared to 5.7% of secondary pupils (Jan 2020). This is likely to be due to a significant number of speech and language needs which manifest in younger children, receiving a more precise definition or diagnosis as the children get older. As a consequence, some needs are more prevalent in older children (eg Autism, SEMH). A considerably larger proportion of secondary school pupils (19.7%) have a specific learning difficulty compared to primary school pupils (7.1%) due to the identification of this need taking time to become evident as severe and persistent, then to become more formally diagnosed.

### Primary need for all pupils with SEND – national and regional figures

Primary Need	2019			2020		
	Derbyshire	England	East Midlands	Derbyshire	England	East Midlands
Autistic Spectrum Condition	12.1	11.0	11.5	13.0	11.8	12.5
Hearing Impairment	2.4	1.8	1.8	2.3	1.8	1.8
Moderate Learning Difficulty	25.6	20.4	25.2	23.2	19.2	23.5
Multi Sensory Impairment	0.4	0.3	0.3	0.5	0.3	0.3
No Specialist Assessment of Need	4.4	3.3	3.0	4.2	3.2	2.9
Other Difficulty/ Disability	3.5	4.4	4.5	3.8	4.2	4.4
Physical Disability	3.5	2.9	3.2	3.2	2.9	3.1
Profound and Multiple Learning Difficulty	1.2	0.9	1.0	1.0	0.8	0.9
Social, Emotional and Mental Health	18.2	17.1	17.3	19.1	17.8	18.2
Speech, Language & Communication Needs	15.4	21.7	16.5	15.6	21.9	16.8
Severe Learning Difficulties	1.9	2.7	2.7	1.9	2.7	2.6
Specific Learning Difficulty	10.4	12.5	11.8	11.1	12.4	11.8
Visual Impairment	1.2	1.1	1.3	1.3	1.0	1.2

For the past two years the pattern on identification in Derbyshire schools has maintained a similar trend. In comparison with national figures the difference is most noticeable for children with physical disabilities, moderate learning difficulties, SEMH needs and autism. Derbyshire identifies lower numbers of children with the primary need of speech, language and communication, specific learning difficulties or severe learning difficulties.

There are fewer children with needs categorised as other, but more awaiting specialist assessment of need.

## Number and percentage of primary and secondary aged pupils by primary need

PRIMARY NEED	Primary	Primary	Primary	Primary	Secondary	Secondary	Secondary	Secondary
	Jan 19	Jan 19	Jan 20	Jan 20	Jan 19	Jan 19	Jan 20	Jan 20
Social Emotional and Mental Health Needs (SEMH)	1670	17.9%	1795	18.5%	1071	20.2%	1206	21.7%
Autism (ASC/ASD)	854	9.1%	965	10.0%	665	12.5%	757	13.6%
Severe Learning Difficulty (SLD)	81	0.9%	69	0.7%	46	0.9%	35	0.6%
Moderate Learning Difficulty (MLD)	2532	27.1%	2457	25.3%	1403	26.5%	1279	23.0%
Physical Disability (PD)	339	3.6%	314	3.2%	165	3.1%	174	3.1%
Speech Language or Communication Difficulty (SLCN)	2020	21.6%	2133	22.0%	318	6.0%	318	5.7%
Hearing Impairment (HI)	225	2.4%	220	2.3%	145	2.7%	151	2.7%
Muti Sensory Impairment (MSI)	30	0.3%	34	0.4%	22	0.4%	35	0.6%
Specific Learning Difficulty (SpLD)	594	6.4%	686	7.1%	995	18.8%	1097	19.7%
Visual Impairment (VI)	110	1.2%	124	1.3%	69	1.3%	77	1.4%
Profound & Multiple Learning Difficulties (PMLD)	54	0.6%	55	0.6%	5	0.1%	3	0.1%
Other Disability (OTH)	320	3.4%	344	3.5%	222	4.2%	250	4.5%
No Specialist Assessment of Need (NSA)	505	5.4%	498	5.1%	173	3.3%	184	3.3%
<b>TOTAL</b>	<b>9,334</b>	<b>100%</b>	<b>9,694</b>	<b>100%</b>	<b>5,299</b>	<b>100%</b>	<b>5,566</b>	<b>100%</b>

For pupils in special schools, the most common type of need is autistic spectrum condition. Data for Derbyshire shows that the number of pupils with such needs attending special schools has increased significantly since 2010 from 126 pupils (17.9% of the special school population) to 393 pupils in 2020 (40.4% of the special school population).

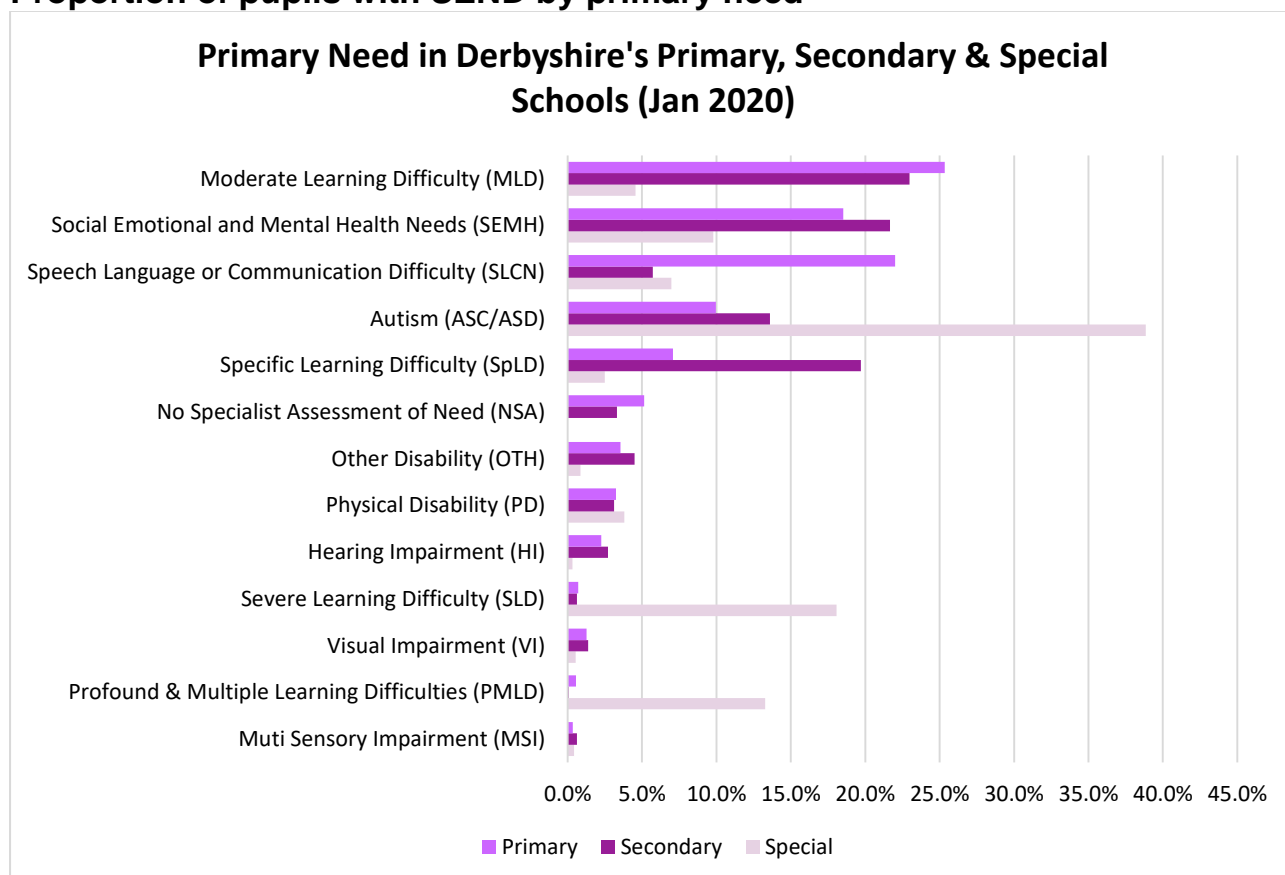
## Number and percentage of pupils in special schools by primary need

PRIMARY NEED	Special Jan 19	Special Jan 19	Special Jan 20	Special Jan 20	Direction
Social Emotional and Mental Health Needs (SEMH)	90	9.8%	95	9.8%	↑
Autism (ASC/ASD)	357	38.8%	393	40.4%	↑

Severe Learning Difficulty (SLD)	166	18.1%	197	20.2%	↑
Moderate Learning Difficulty (MLD)	42	4.6%	31	3.2%	↓
Physical Disability (PD)	35	3.8%	26	2.7%	↓
Speech Language or Communication Difficulty (SLCN)	64	7.0%	80	8.2%	↑
Hearing Impairment (HI)	3	0.3%	4	0.4%	↑
Muti Sensory Impairment (MSI)	4	0.4%	6	0.6%	↑
Specific Learning Difficulty (SpLD)	23	2.5%	16	1.6%	↓
Visual Impairment (VI)	5	0.5%	5	0.5%	↔
Profound & Multiple Learning Difficulties (PMLD)	122	13.3%	104	10.7%	↓
Other Disability (OTH)	9	0.9%	16	1.6%	↑
No Specialist Assessment of Need (NSA)	0	0.0%	0	0.0%	↔
<b>TOTAL</b>	<b>920</b>	<b>100%</b>	<b>973</b>	<b>100%</b>	

For each type of identified need, there are proportionally fewer children and young people accessing the most specialist settings in line with the expectation that a graduated response to need is in place across the system. For the higher levels of needs (severe learning difficulties/profound and multiple learning difficulties) a higher proportion of children and young people require and access the more specialist settings. Currently there is an anomaly for those children and young people with autism spectrum condition. A much higher proportion are having their needs met in specialist settings which may indicate mainstream settings are not yet fully equipped to provide a graduated response to this type of need and so allow more children and young people to remain in their local mainstream setting. This suggests further investigation may be appropriate with children, young people, families and schools to develop a more autism friendly system for the future.

## Proportion of pupils with SEND by primary need



### ***Summary of implications for Derbyshire from the needs and current Derbyshire special school places***

- 1. The percentage of children and young people with SEND in Derbyshire is 15.6%, slightly above the national average of 15.5%.*
- 2. Many Derbyshire school leaders are experienced and skilled at meeting the majority of need within the school system at the graduated response level called SEN Support for most kinds of need but this does not appear to be the case for those children with autism where many receive their education in the special sector.*
- 3. Annual national data collections show the percentage of children and young people requiring a formal assessment of need resulting in an EHCP has remained largely unchanged since 2017 and has been between 2.6% and 2.8%, currently 2.7%. Local figures indicate this is beginning to increase*

4. *Derbyshire has an innovative and well-regarded school funding model in place called GRIP which allows children and young people to have their needs met without the need for an EHCP. Consequently, the percentage of children and young people being supported at School Support has risen to 12.9% against a national average of 12.1%.*
5. *Derbyshire mainstream schools which includes enhanced resources, are supporting a high proportion of children with identified MLD, 25.3% in primary and 23% in secondary. In primary schools the next highest need is SLCN (22%), in secondary schools it is SEMH needs (21.7%)*
6. *Special schools are supporting a disproportionate amount of children and young people with autism at 40.4% of the special school population. Severe learning difficulty (20.2%) and PMLD (10.7%) are the next highest levels of need.*
7. *There has been a growth in special school placements over the past year from 920 to 973.*
8. *The numbers of children needing an EHCP are predicted to rise over the next three years by approximately 46. The majority are likely to have their needs met in mainstream provision but a smaller proportion are likely to need more specialist settings. This rise is based on projections from population growth and does not include any as yet unidentified needs of the existing population.*

## **9. Current special school and mainstream resource provision in Derbyshire for SEND**

This review has explored the type and range of specialist provision currently being utilised for Derbyshire's children and Young People, including:

- Special schools within Derbyshire
- Enhanced mainstream provision within Derbyshire
- Independent non-LA maintained special schools
- Further Education Colleges.
- Early Years Provision

### **a) Special School provision in Derbyshire for SEND**

Each year all local authorities publish the places they intend to commission in Derbyshire special schools for the following academic year. The places are not exclusively Derbyshire places, they are the places commissioned for that school and are available to any local authority. Moreover, the number commissioned includes all of the children already in the school, regardless of their residence

Every year the Education and Skills Funding Agency (ESFA) carry out an import/export adjustment across local authorities for this reason. For example,

if Derbyshire place 75 pupils in Staffordshire special schools and Staffordshire place 25 pupils in Derbyshire special schools, the ESFA will take the balance of 50 out of Derbyshire's high needs places and give that funding to Staffordshire. The same adjustment is made for all cross border places in all local authorities.

Numbers vary all the time as placements are agreed throughout the year when an EHCP assessment is complete and of course, children move home. Places originally commissioned and published in the previous autumn term may not match exactly but are usually close. Schools are also free to commission places with other local authorities

Derbyshire is currently a net exporter of special school places.

### Derbyshire's current export/import placement information

EXPORT ANALYSIS	Maintained Special Schools		Maintained Schools		FE Institutions		Non Maintained Special Schools		Specialist Post 16 Institutions		TOTAL
Derbyshire	912	81.9%	2449	96.9%	95	27.5%		0.0%		0.0%	
Derbyshire pupils in Other LAs:											
Sheffield	4	0.4%	1	0.0%	4	1.2%					
Birmingham	1	0.1%		0.0%	1	0.3%					
Staffordshire	82	7.4%	16	0.6%	15	4.3%					
Manchester	2	0.2%		0.0%	5	1.4%					
Oldham	1	0.1%		0.0%		0.0%					
Rochdale	1	0.1%		0.0%		0.0%					
Stockport	3	0.3%		0.0%	3	0.9%					
Tameside	1	0.1%	3	0.1%	4	1.2%					
Rotherham	0	0.0%	2	0.1%	1	0.3%					
Nottingham	10	0.9%	2	0.1%	6	1.7%					
Derby	66	5.9%	22	0.9%	172	49.9%					
Leicestershire	14	1.3%	9	0.4%	7	2.0%					
Nottinghamshire	16	1.4%	23	0.9%	21	6.1%					
Cheshire East	0	0.0%		0.0%	6	1.7%					
Southend-on-Sea	0	0.0%		0.0%	5	1.4%					
ESFA							33	100.0%	42	100.0%	
Total Exported	201	18.1%	78	3.1%	250	72.5%	33	100.0%	42	100.0%	
Total Derbyshire	1113		2527		345		33		42		4060
IMPORT ANALYSIS	Maintained Special Schools		Maintained Schools		FE Institutions						
Derbyshire	912	89.9%	2449	97.2%	95	75.4%					
Other LA pupils in Derbyshire:											
Stockport		0.0%	3	0.1%		0.0%					



Tameside		0.0%	2	0.1%		0.0%						
Doncaster	1	0.1%		0.0%		0.0%						
Rotherham		0.0%	1	0.0%		0.0%						
Sheffield	1	0.1%	14	0.6%	4	3.2%						
Derby	74	7.3%	21	0.8%	1	0.8%						
Leicestershire	1	0.1%	7	0.3%		0.0%						
Staffordshire	1	0.1%	6	0.2%	17	13.5%						
Nottinghamshire	21	2.1%	10	0.4%		0.0%						
Nottingham	2	0.2%	2	0.1%		0.0%						
Cheshire East	1	0.1%	4	0.2%	5	4.0%						
Lincolnshire		0.0%	1	0.0%		0.0%						
Stoke on Trent		0.0%		0.0%	4	3.2%						
Total Imported	102	10.1%	71	2.8%	31	24.6%						
Total Derbyshire	1014		2520		126							3660
NET EXPORT	-99		-7		219		33			-42		-400

There are transport costs associated with provision placements outside the county area to note in the table below

	Total cost of transport	Within county costs (not including special schools)			Out of county costs		
		No of pupils	Annual cost	Per pupil unit cost	No of pupils	Annual cost	Per pupil unit cost
Pre - 16 placement	£7,747,571	67	£1,456,339	£21,736.40	246	£6,291,232	£25,574.11
Post - 16 placement	£2,479,889	36	£932,027	£25,889.64	78	£1,547,862	£19,844.38

The population within Derbyshire Special Schools has increased by 47 in the last year and by 3 over the year before. The increases have been to accommodate profound and multiple learning difficulties, severe learning difficulties and autism needs (at a primary age).

#### Derbyshire located special schools - commissioned places 2018-21

NAME OF SCHOOL	2018-19	2019-20	2020-21	SCHOOL TYPE	PUPIL PROFILE	AGE RANGE
Alfreton Park	85	85	87	Maintained	SLD	2-19
Ashgate Croft	138	139	139	Academy	SLD	4-19
Bennerley Fields	87	88	88	Academy	SLD	2-19
Brackenfield	72	72	82	Maintained	MLD	4-16
Holbrook	120	120	127	Academy	ASD/ASD Hub Primary	2-19
Holly House	43	43	43	Maintained	SEMH	7-14
Peak	52	55	60	Academy	PMLD	2-19
Stanton Vale	85	85	93	Academy	PMLD	2-19

Stubbin Wood	132	135	150	Academy	SLD	2-19
Swanwick School and Sports College	82	82	82	Maintained	MLD/ASD Hub Secondary	4-16
<b>TOTALS</b>	<b>896</b>	<b>904</b>	<b>951</b>			

## b) Mainstream school enhanced resource provision in Derbyshire for SEND

Conversely there has been a fall in numbers at mainstream enhanced resources which support children and young people with needs to remain in local mainstream provision.

### Derbyshire located enhanced resource (ER) schools - commissioned places 2018-21

NAME OF SCHOOL	2018-19 (places filled 1.9.18)	2019-20 (places filled 28.2.20)	2020-21 (places filled 6.11.20)	SCHOOL TYPE	PUPIL PROFILE	AGE RANGE
Aldercar High	9(12)	10(9)	9(8)	MAINTAINED	PI/HI	11-16
Aldercar Infants	8(7)	8(5)	6(4)	MAINTAINED	HI	3-7
Brampton Primary	14(14)	14(14)	14(14)	MAINTAINED	ASC	3-11
Chapel High	36(32)	34(31)	34(34)	MAINTAINED	LDD	11-16
Chapel Primary	19(19)	19(19)	19(21)	MAINTAINED	ASC	3-11
Dunston Primary	6(5.5)	6(6)	6(7)	ACADEMY	PI	5-11
Elmsleigh Infants	16(10)	16(14)	16(12)	MAINTAINED	ASC	3-7
Ashbourne Hilltop Primary	5(4)	5(3)	5(3)	MAINTAINED	PI	3-11
Glossopdale now closed	0(0)	0(0)	0(0)	MAINTAINED	LDD	11-16
Hope Valley College	22(25)	22(16)	18(17)	ACADEMY	LDD	16-18
Langley Mill Juniors	5(2)	6(6)	6(7)	ACADEMY	HI	7-11
New Whittington Primary	10(7.5)	10(8)	9(10)	ACADEMY	HI	5-11
Long Eaton	10(11)	11(11)	11(12)	ACADEMY	ASC	11-16
Outwood Academy	16(15)	16(16)	16(17)	ACADEMY	ASC	11-16
Pilsley Primary	9(10)	9(10)	10(10)	MAINTAINED	ASC	5-11
Queen Elizabeth's Grammer School- now closed	5(0)	0(0)	0(0)		LDD	11-16
Spire Nursery	14(5.5fte)	14(4fte)	14(4fte)	MAINTAINED	LDD/PI	2-5
Springfield Junior	12(5)	9(11)	8(10)	ACADEMY	ASC	7-11
Stubbin Wood Nursery	8.5(6 fte)	8.5(6.5fte)	8.5(3.5fte)	MAINTAINED	LDD/PI	2-5
The Pingle ARC	15(10)	15(14)	15(14)	ACADEMY	ASC	11-16

The Pingle ERS	29(24)	29(28)	29(30)	ACADEMY	LDD	11-16
Tibshelf	17(19)	20(21)	18(18)	MAINTAINED	ASD	11-16
Whaley Bridge	10(10)	10(7)	8(7)	MAINTAINED	LDD	5-11
William Allitt – now closed	3	1(0)			LDD	11-16
<b>Totals</b>	<b>290.5 (243)</b>	<b>291.5 (259.5)</b>	<b>279.5 (262.5)</b>			

Places have reduced to meet hearing/physical impairment needs, learning difficulty needs at primary/post 16, and autism needs at secondary. The provision to support children and young people with autism has not been increased at enhanced resources, and although the numbers in the special school population have grown significantly, capacity has not been fully utilised.

### c) Independent non-maintained provision in Derbyshire for SEND

The number of placements at independent non-maintained schools (INMS) has increased by 36 places since 2018 and is continuing to do so, increasing by a further 25 places since January 2020 to July 2020.

#### Derbyshire children and young people in independent and non-maintained special schools 2018-21

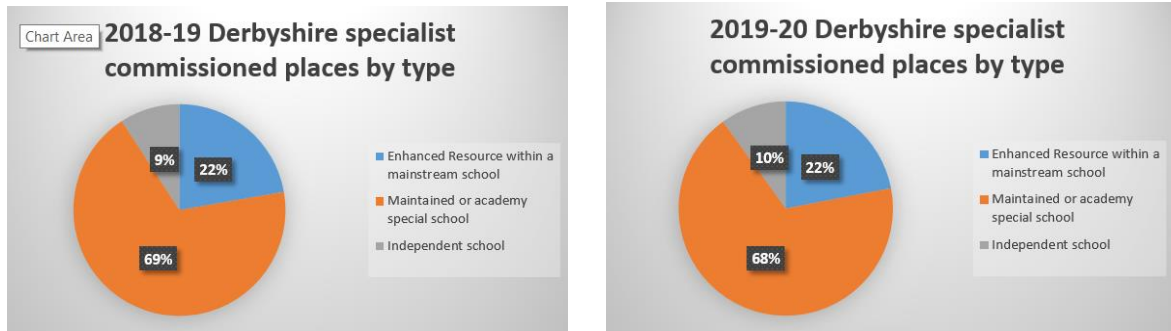
School Name	Designation	1/1/18	1/1/19	1/1/20	14/7/20
Alderwasley Hall	ASC	19	21	26	33
Appleford School	SpLD	0	0	1	1
Ashcroft School	SEMH	1	1	1	1
Beech Hall School	Mainstream	0	0	1	1
Bladon House	SLD/ASC	2	3	1	1
Brantwood Specialist School	ASC	5	7	7	7
Cambian Spring Hill	SEMH	0	0	0	1
Chase House School	SEMH	0	1	2	2
Cheadle Hulme School	ASC	0	0	0	1
David Lewis School	SLD/Complex Developmental Delay	1	1	1	1
Dawn House	SLCN	13	11	8	9
Dorothy Goodman School	Mainstream	0	1	0	0

Eastwood Grange	SEMH	2	3	7	7
Gryphon School (Leicestershire)	SEMH	0	0	1	1
High Grange	ASC	3	4	4	4
High Peak School	ASC	1	1	3	4
Hillcrest Shifnal	SEMH	1	0	0	1
Inscape House	ASC	1	1	1	2
Lewis Charlton	SEMH	4	5	4	5
Longdon Hall School	SEMH	1	1	1	1
Longdon Park	ASC	3	11	9	15
Maple Hayes	SpLD	3	2	1	1
New Direction	SEMH	6	7	7	7
NISAI remote learning	Bespoke	0	0	0	1
PACES	PD	2	3	2	2
Pontville School	SLCD	0	1	2	2
REAL Education	SEMH	7	7	8	8
Royal School for the Deaf Derby	HI	7	12	15	14
Rugeley School	SLD/Complex Developmental Delay	0	0	0	1
Sutherland House	ASC	3	4	4	4
Swalcliffe Park	ASC	1	1	1	1
The Grange Therapeutic School	SEMH	1	1	1	1
The Linnet Independent Learning Centre	SEMH	6	5	7	8
The Roaches	SEMH	0	0	1	2
The Robert Ogden School	ASC	3	3	3	3
Westbourne School	SEMH	0	0	1	2
William Henry Smith School	SEMH	0	0	1	1
Wilsic Hall	SEMH	0	0	0	1

<b>TOTALS</b>	<b>96</b>	<b>119</b>	<b>132</b>	<b>157</b>
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Numbers appear to have grown in the areas of SEMH and for places in two specific schools for autism; Alderwardsley with a rise from 19 to 33 since 2018 and Longdon Park, from 3 to 15.

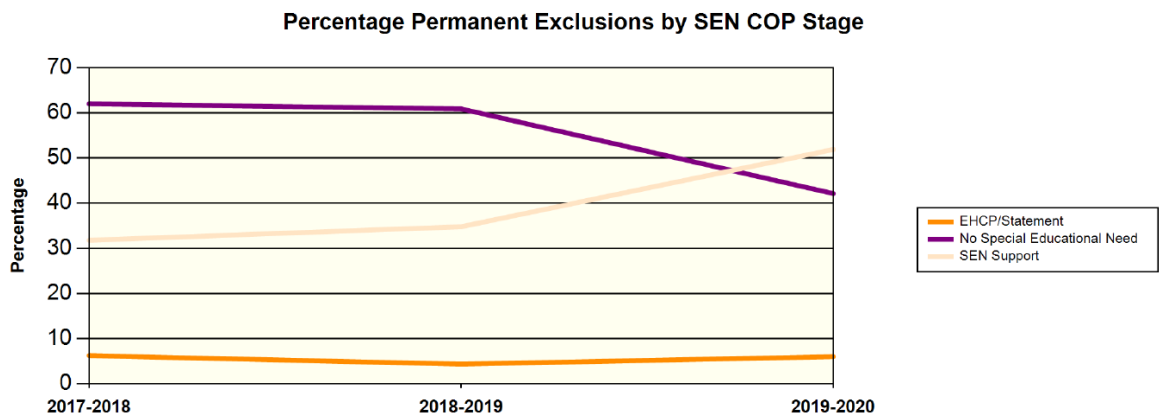
### Table of commissioned places between 2018-2020



Overall commissioning of specialist placements has grown across special schools and independent special schools but not within enhanced resources attached to mainstream provision.

### Derbyshire Exclusions

Permanent Exclusions	2016-2017		2017-2018		2018-2019		2019-2020	
	No. of Excl.	%	No. of Excl.	%	No. of Excl.	%	No. of Excl.	%
SEN COP status								
EHCP	18	12.7%	12	6.3%	7	4.4%	8	6%
SEN	49	34.6%	61	31.8%	56	34.8%	69	51.9%
Support								
No SEN	75	52.8%	119	62%	98	60.1%	56	42.1%

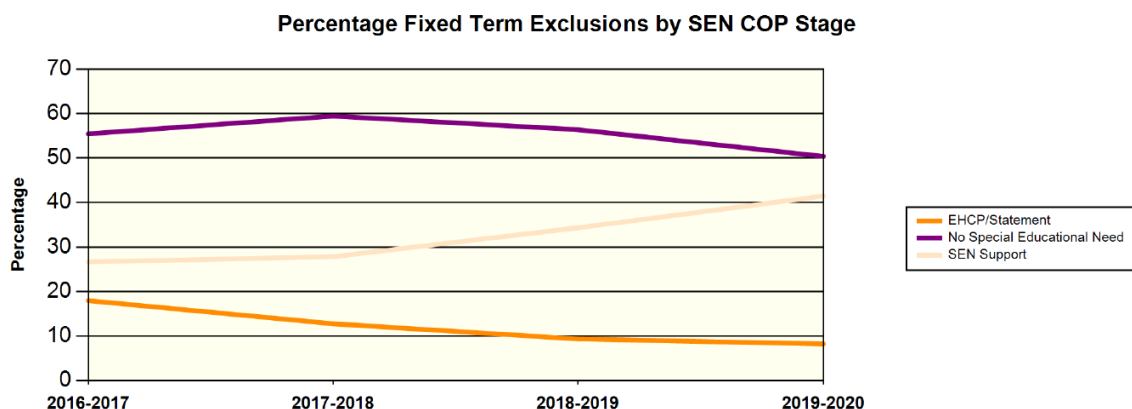


Children and young people with an EHCP receive a review of provision on an annual basis. The result of these reviews can be; no change to provision; to

provide additional guidance, training and resources to maintain placement in local provision; or to agree a change of provision where the child or young person's needs can no longer be met in the setting. Consequently permanent exclusions for this group of children should be rare and unusual. There has been a decline in permanent exclusions over the past three years for those with EHCPs but at 6% this remains higher than would be expected.

The number of permanent exclusions for those children and young people who have been identified at SEN Support level is high and has grown over the past 3 years to now make up over half of all permanent exclusions in Derbyshire. The rate of permanent exclusion for this group continues to rise and is now considerably higher than for those with no additional needs. This is a worrying trend and indicates that much more work is needed to improve the graduated response for those children whose needs can be met in mainstream settings without the need for an EHCP. This work should be closely aligned to developments within the Early Help offer, now embedded within localities, to provide a collective response to meeting needs.

<b>Fixed Term Exclusions</b>	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
SEN COP status	No. of Excl.	%	No. of Excl.	%	No. of Excl.	%	No. of Excl.	%
EHCP	918	18%	621	12.7%	452	9.3%	320	8.2%
SEN Support	1362	26.7%	1356	27.8%	1662	34.3%	1617	41.5%
No SEN	2833	55.4%	2896	59.5%	2729	56.3%	1964	50.4%



Fixed term exclusions for children and young people with EHCPs have declined over the last three years in Derbyshire from 18% to 8.2% but this remains higher than would be expected in an inclusive system. The rate of fixed term exclusions for those children and young people receiving SEN Support has increased significantly over the past three years from 26.7% to 41.5%. This further indicates a need for more investigation regarding the confidence of schools to meet need and acceptance to maintain inclusive education for children and young people with identified support needs.

### **Summary of implications for Derbyshire from the needs and current Derbyshire special school places**

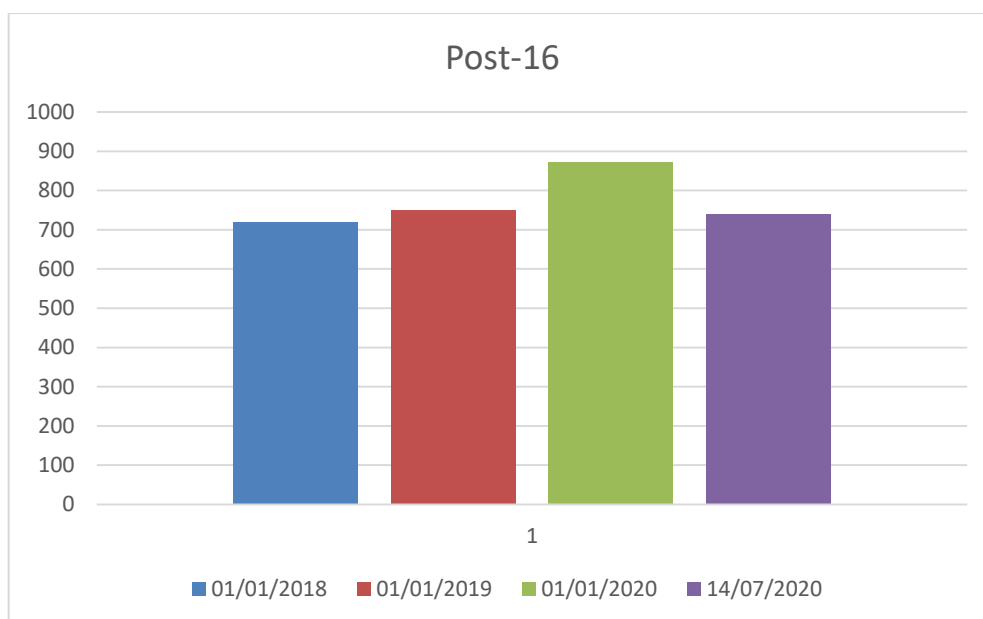
1. Derbyshire located special school places have risen over the past year by 47 from 904 to 951. However, the number of places commissioned from mainstream enhanced resources has fallen by 13 from 291.5 to 279.5.
2. At the same time the number of pupils receiving their education at Independent non- maintained schools has risen from 119 to 157. The majority of increases are in the need of autism.
3. Derbyshire has the greatest rises in SEND places associated with autism but the numbers of children supported in mainstream settings for this need has not grown in line with this trend and has decreased for enhanced resources.
4. There is a worrying number of children and young people with needs being excluded from schools, either permanently or for fixed term periods. This is in decline for those with the highest levels of need and requiring an EHCP but accelerating most acutely for those requiring SEN Support.

#### **d) Post 16 specialist provision in Derbyshire**

The tables below indicate that the number of young people being supported by an Education Health and Care Plan has increased since 2018 by 153 from 720 to 873. Between January 2020 and July 2020, that number has fallen by 134 to 739 as more colleges utilise high needs funding and meet needs without a plan. This is a similar approach to the GRIP funding in mainstream schools, allowing colleges to meet needs earlier.

#### **Derbyshire Young People Supported by an Education Health and Care Plan at Post 16 Provision 2018-21**

	<b>1/1/18</b>	<b>1/1/19</b>	<b>1/1/20</b>	<b>14/7/20</b>
Number of young people with an EHCP	720 (358 EHCPs 362 Statements)	751	873	739



The young people supported by EHCPs between ages 16 and 25 are placed at a high number of different settings across and outside the county. The majority are attending mainstream further education. Six young people are educated at home by parents, and 28 have an EHCP but are not actually in education, employment or training.

### Derbyshire young people supported by an EHCP at Post 16 provision 2018-20

**Summary of provision** (for a full list of all providers, please see Appendix 1)

Type	Provider Name	Number of Pupils			
		01/01/2018	01/01/2019	01/01/2020	14/07/2020
Academy Total		17	26	30	29
Alternative Provision Total		3	5	10	10
Apprenticeship Total		1	1	3	3
Custodial Centre Total		1	1	1	1
Elective Home Education Total		0	2	5	6
Education Elsewhere Total		1	1	4	4
Enhanced Resource Place Total		1	2	0	0
F E College Placement Total		52	112	142	127
Further Education Total		103	257	331	289
General F E/ H E Tertiary Total		2	2	3	2
Ind Special School Total		5	19	17	18
Ind.Mainstream School Total		0	1	1	1
Mainstream School Total		20	38	26	24
Maintained Special School Total		31	94	93	89
Nat Teaching & Advisory Service Total		1	1	1	0
NEET Total		0	19	37	28



Non Maint Special School Total	4	7	9	9
Not A School Total	2	11	20	19
Other Total	91	76	46	30
Other Independent School Total	3	8	10	7
Other L A Academy Total	0	2	3	3
Other L A E R S Total	3	1	1	1
Other L A Mainstream Total	1	7	11	11
Other L A Special Academy Total	1	3	3	2
Other L A Special Nursery Total	0	1	0	0
Other L A Special School Total	13	36	39	35
Other Not Listed Here Total	1	2	2	1
Service Seeking - Sen Total	11	18	6	2
Special Post 16 Provision Total	16	21	15	12
Supported Internship Total	1	2	2	1
Traineeship Total	0	3	5	5
Work Based Learning Total	2	11	5	4
Hospital Total	0	0	0	1
<b>Grand Total</b>	<b>387</b>	<b>790</b>	<b>881</b>	<b>774</b>

The young people supported by EHCPs between ages 16 and 25 are placed at a high number of different settings across and outside the county. The majority are attending mainstream further education. Six young people are educated at home by parents, and 28 have an EHCP but are not actually in education employment or training.

Age at start of academic year	16/17	17/18	18/19	19/20	20/21 Predicted total
16	81	77	108	129	
17	48	80	74	96	
18	46	41	59	65	
19	53	50	41	47	
20	46	45	46	29	
21	9	26	27	21	
22	4	4	16	5	
23	0	4	4	4	
24	0	0	1	0	
25	1	0	0	0	
<b>Total</b>	<b>288</b>	<b>327</b>	<b>378</b>	<b>396</b>	<b>420</b>

The table above relates to Post 16 high needs learners in all types of college and training facilities. Not all 16 to 18 year old high needs learners will have an EHCP and their needs are met through a graduated response by the providers.

During 2019/2020 placements for these learners have been at:

- 20 mainstream colleges and training providers
- 8 different specialist colleges

The annual increase in numbers has varied between 4.7% and 15.6% and there has been an increase of almost 46% over five years. The current year's increase is 6% and an average percentage increase across the previous five years is 9.2%. It is anticipated a total of 420 high need learners will require provision in 2020-21. Based on current information, 25-38 additional high needs places may be required.

The numbers will be affected by whether an EHCP is ceased or maintained for young people aged 19 and over.

Children's Services are currently working closely with Adult Social Care to deliver the Achieving Great Futures initiative which will be aligned to strategic developments in Preparation for Adulthood.

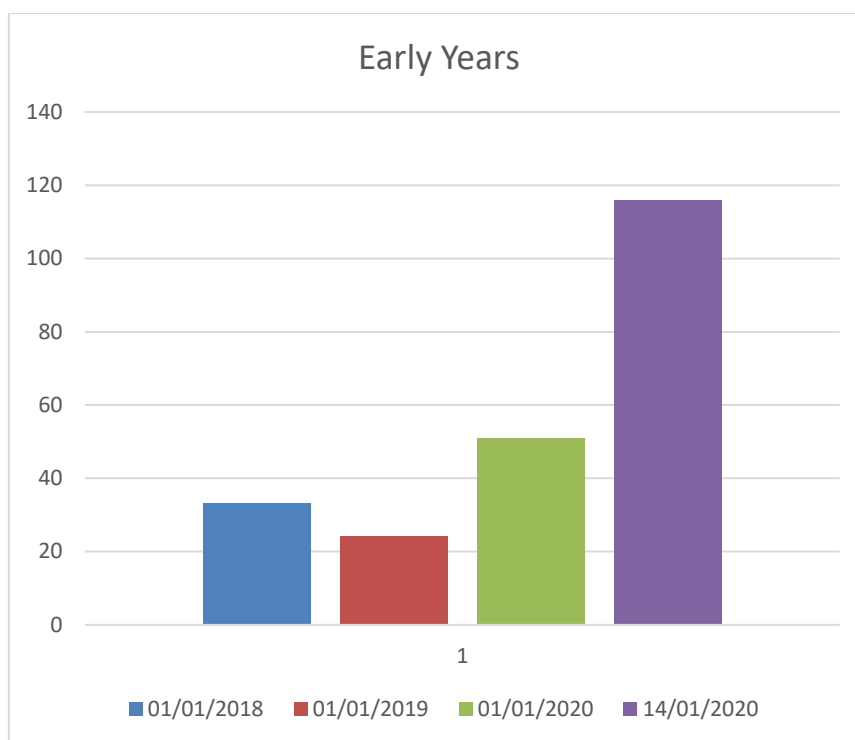
## e) Early years provision in Derbyshire for SEND

### Derbyshire children supported by an EHCP in Early Years settings 2018-21

	1/1/18	1/1/19	1/1/20	14/7/20
No. of children with an EHCP	33	24	51	116

The number of children in early years settings supported by an EHCP has increased significantly since 2018 from 33 to 116, and has more than doubled between January and July of 2020.

The Early Years Inclusion Fund (EYIF) duty was established by the government in 2017 to provide early intervention and support for young children with special educational needs in early years settings. In Derbyshire, this funding stream has been used to encourage inclusion at foundation stage in mainstream settings. The message from practitioners is that the majority of children's needs can be met with EYIF in mainstream. Despite this, after an initial downturn for three consecutive years, this year, there has been a significant increase in the number of EHCPs in early years.



There are young children with complex needs for whom specialist provision is appropriate, not least of which because of parental preference. The biggest cohort in this group come through Derbyshire portage service, who primarily work with children who have a birth diagnosis and often very complex and multiple needs.

Specialist provision is noticeably sparse in the south of the county and the geographic distribution of specialist provision is unbalanced.

The nature of referrals to the EYSEN specialist teaching service has changed dramatically over the past 10 years. There has been a reversal from majority of referrals being birth diagnosis to now the vast majority children with social communication needs. Service opinion is that this does not demand additional special school places but rather the investment in training and advising foundation stage mainstream staff.

There are some children, usually those with very complex profound and multiple learning difficulties, or severe learning difficulties alongside autism who may need specialist provision.

### Presenting need of children in Early Years settings with an EHCP

Presenting Need	Number of Pupils			
	01/01/2018	01/01/2019	01/01/2020	14/07/2020
	8			0
Autism (ASC)	5	4	9	41
Hearing Impairment (HI)	4	2		3

Moderate Learning Difficulty (MLD)	1	2	3	3
No Specialist Assessment of Need (NSA)	8	5	10	17
Other Disability (OTH)	2	2	3	6
Physical Disability (PD)	7	4	9	15
Profound & Multiple Learning Difficulties (PMLD)	2	2	7	10
Severe Learning Difficulty (SLD)	3	2	4	7
Social Emotional and Mental Health Needs (SEMH)		1		
Speech Language or Communication Difficulty (SLCN)	6		5	11
Visual Impairment (VI)	2	2	3	3
<b>Total</b>	<b>40</b>	<b>26</b>	<b>53</b>	<b>116</b>

The NHS is under an obligation, in accordance with the 2015 SEN Code of Practice, to notify the local authority if they are aware of children under five years with SEND. Historically, this pathway has been unclear but by autumn 2020 new pathways will be established for notification and referral. This should allow more detailed information on children who may require placements within 5 years of notification.

### **Summary of implications from the analysis of post 16 and Early Years provision**

- 1. There are a range of post 16 providers across Derbyshire who appear to be meeting demand, which although it has fluctuated recent years, is demonstrating a steady increase.*
- 2. There are a number of young people not in education, employment or training who continue to be supported by an EHCP and should have their positions reviewed.*
- 3. The number of children within early years supported by an EHCP has increased significantly even with the introduction of the EYIG.*
- 4. 35% of all EHCPs in early years are for a primary need of autism.*

## **10. The dedicated schools' grant high needs funding block and costs of provision**

Derbyshire's schools block of the dedicated schools grant (DSG) is larger than would be expected given the county's population as there are more small schools for the number of primary children, and thus more lump sum funding. This is important as it means Derbyshire receives 50 to 60 extra lump sum allocations in the national funding formula which, at £117,800 per school, equates to between £5.89 million and £7.07million.

The high needs block baseline of £77.504 million is before two adjustments. The first is the addition of basic entitlement places funding (there are 1,084 children in special schools and support centres) which, at £4,000 each, adds £4.34 million.

It is also before the import/export adjustment and, as a net exporter, the 458 children in other local authority schools (£6k per child) reduces Derbyshire funding by £2.748 million. The total high needs budget is £79.147million which is £77.504 million plus £4.34 million and minus £2.748 million.

The table below compares the percentage of DSG provided to the high needs budget (22/27) and the high needs budget per pupil for shire local authorities and our shire statistical neighbours (16/27) which is the most reliable benchmarking tool.

Shires	High Needs Budget (HNB)	Total Dedicated Schools Grant (DSG)	HNB % of DSG	Shire Rank (27)	HNB per Young Person (2-18)	Shire Rank (27)
Buckinghamshire	89,957,409	472,648,016	19.03%	1	£739.38	1
Cambridgeshire	75,410,195	490,299,470	15.38%	5	£574.96	7
Cumbria	48,623,089	383,320,615	12.68%	25	£551.68	13
<b>Derbyshire</b>	<b>79,146,725</b>	<b>592,877,989</b>	<b>13.35%</b>	<b>22</b>	<b>£542.11</b>	<b>16</b>
Devon	76,122,043	539,965,693	14.10%	12	£537.76	18
Dorset	38,584,885	259,728,073	14.86%	8	£579.12	6
East Sussex	59,008,363	386,876,993	15.25%	6	£566.39	9
Essex	162,067,327	1,167,413,733	13.88%	15	£539.45	17
Gloucestershire	66,375,573	480,567,514	13.81%	16	£535.37	19
Hampshire	135,148,656	1,017,435,133	13.28%	23	£494.29	25
Hertfordshire	131,284,031	1,023,070,197	12.83%	24	£498.48	24
Kent	222,852,942	1,308,240,478	17.03%	3	£680.69	2
Lancashire	134,984,270	1,004,295,899	13.44%	21	£566.64	8
Leicestershire	74,823,627	531,864,911	14.07%	13	£555.10	11
Lincolnshire	92,942,742	594,816,544	15.63%	4	£660.74	3
Norfolk	93,311,282	646,969,143	14.42%	9	£564.32	10
North Yorkshire	55,273,214	445,825,176	12.40%	26	£487.65	27
Northamptonshire	89,055,133	647,488,334	13.75%	17	£547.94	14
Nottinghamshire	77,985,128	643,668,236	12.12%	27	£489.37	26
Oxfordshire	73,132,675	510,703,168	14.32%	11	£528.77	21
Somerset	58,377,862	406,153,262	14.37%	10	£543.02	15
Staffordshire	89,350,829	656,042,606	13.62%	19	£552.60	12
Suffolk	75,829,462	554,224,495	13.68%	18	£517.86	23
Surrey	159,926,567	907,043,167	17.63%	2	£629.33	4

Warwickshire	68,528,914	455,939,040	15.03%	7	£625.81	5
West Sussex	88,876,298	636,459,547	13.96%	14	£524.37	22
Worcestershire	60,101,074	441,565,572	13.61%	20	£532.38	20
Shire Total	2,477,080,315	17,205,503,004	14.40%		£562.70	
Stat N total (incl DCC)	1,057,109,259	7,439,730,006	14.21%		£575.36	

The tables below show the increasing amounts of this funding spent on the rising number of placements at special schools since 2013/14 (when SEND reforms were introduced) and the current total amounts provided to meet the range of needs on roll.

Special Schools Costs							
	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
No. of pupils	737	765	783	794	797	826	842
Average pupil top up (£k)	£10.4k	£11.0k	£12.9k	£12.8k	£12.9k	£13.3k	£13.5k
Total Cost (£m)	£7.7m	£8.4m	£10.1m	£10.2m	£10.3m	£11.0m	£11.4m
Yr on yr change (£m)	-	+£0.7m	+£1.7m	+£0.1m	+£0.1m	+£0.7m	+£0.4m

Special School Top Up Rates 20-21		
Range of profiles used	Descriptor	Total
MSI	Multi-Sensory Impairment	51,726.12
ECB	Extremely Challenging Behaviour	51,726.12
HD	High Dependency	25,362.63
SEMHD	Social Emotional & Mental Health Difficulties	25,362.63
ELD	Extreme Learning Difficulty	18,189.21
SEBD	Severe Emotional & Behavioural Difficulty	17,045.64
ECOM	Extreme Communication Difficulty	16,195.78
COM	Autism/Communication Difficulty	11,837.92
EBD	Emotional & Behavioural Difficulty	11,566.58
SSI	Severe Sight Impairment	6,139.61
PHYS	Severe Physical Impairment	6,139.61
SHI	Severe Hearing Impairment	6,139.61
SLD	Severe Learning Difficulty	6,139.61

OLD

Other Learning Difficulty

1,798.04

A range of need profiles are used across special schools that have evolved within Derbyshire to allocate funding. The highest amounts are currently allocated to children and young people with multi-sensory needs or extremely challenging behaviour with significantly less spent on severe learning difficulties. The ISOS high needs review recommended that the funding model to special schools should be reviewed and this is included in the SEND strategic transformation plan. The profiles used to allocate funding need to be reduced and aligned to the SEND Code of Practice coding.

Enhanced Resources Top Up Rates	Added to £10,000
A – Area ERS	6,849.26
B – Deaf/Hearing Impaired ERS	8,248.53
C – Autism ERS	9,564.08
D – Physical Impairment ERS	20,731.70

The highest amounts of funding are allocated to those enhanced resources that support children with physical impairments

#### Analysis of 2019-20 spend by type of need

Type of Need	Total Top Up	%	FTE	%	Average Top Up
<b>Primary</b>					
Autism & Communication Needs Impairment	£3,201,956	36.5%	580	35.8%	£5,520
Emotional & Behavioural Difficulties	£1,744,172	19.9%	334	20.6%	£5,216
Learning Difficulties	£1,935,128	22.1%	391	24.1%	£4,948
Other	£70,790	0.8%	16	1.0%	£4,436
Unknown (mainly leavers)	£1,000,121	11.4%	179	11.0%	£5,600
<b>PRIMARY TOTAL</b>	<b>£8,770,856</b>	<b>100.0%</b>	<b>1,620</b>	<b>100.0%</b>	<b>£5,414</b>
<b>Secondary</b>					
Autism & Communication Needs Impairment	£1,400,636	26.6%	254	27.3%	£5,525
Emotional & Behavioural Difficulties	£1,231,925	23.4%	199	21.5%	£6,176
Learning Difficulties	£1,115,697	21.2%	231	24.9%	£4,827
Other	£13,928	0.3%	5	0.6%	£2,674
Unknown (mainly leavers)	£864,133	16.4%	149	16.1%	£5,800
<b>SECONDARY TOTAL</b>	<b>£5,274,283</b>	<b>100.0%</b>	<b>927</b>	<b>100.0%</b>	<b>£5,688</b>

<b>Special</b>					
Autism & Communication Needs	£5,392,529	47.4%	381	45.3%	£14,139
Severe Impairment Emotional & Behavioural Difficulties	£2,243,599	19.7%	233	27.7%	£9,617
Learning Difficulties	£1,711,140	15.1%	95	11.3%	£17,977
<b>SPECIAL TOTAL</b>	<b>£11,366,356</b>	<b>100.0%</b>	<b>842</b>	<b>100.0%</b>	<b>£13,492</b>
<b>Enhanced Resources</b>					
Autism & Communication Needs	£1,149,208	55.6%	126	52.4%	£9,109
Impairment	£420,050	20.3%	38	15.8%	£11,066
Other	£499,289	24.1%	77	31.8%	£6,523
<b>ER TOTAL</b>	<b>£2,068,548</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>	<b>£8,595</b>

N.B. Special – add £10,000 place value; enhanced resource add £6,000 place value. Derbyshire is spending most on supporting autism needs in primary and secondary schools but children and young people continue to move from mainstream to special provision both inside and outside the county.

<b>Independent Non-Maintained Special Schools</b>							
<b>Number of Places</b>	<b>2013/ 2014</b>	<b>2014/ 2015</b>	<b>2015/ 2016</b>	<b>2016/ 2017</b>	<b>2017/ 2018</b>	<b>2018/ 2019</b>	<b>2019/ 2020</b>
Mainstream (Day)	6	6	10	9	10	6	10
Mainstream (Residential)	1	1	1	-	-	1	1
Special (Day)	79	81	83	89	88	108	115
Special (Residential)	5	4	5	4	6	8	7
<b>TOTAL</b>	<b>91</b>	<b>92</b>	<b>99</b>	<b>102</b>	<b>104</b>	<b>123</b>	<b>133</b>
Annual average cost (£k)	£41.9k	£42.7k	£39.1k	£44.2k	£46.3k	£48.1k	£49.2k
Total Cost £m	£3.8m	£3.9m	£3.9m	£4.5m	£4.8m	£5.9m	£6.9m
<b>Yr on yr change (£m)</b>	<b>-</b>	<b>+£0.1m</b>	<b>-</b>	<b>+£0.6m</b>	<b>+£0.3m</b>	<b>+£1.1m</b>	<b>+£1.0m</b>

### Summary of INMS costs by placement type 2019

Need	30/9/19	Cost	Average
	1	16,745	£16,745
Autism	54	£3,099,657	£57,401
Awaiting advice	1	£46,705	£46,705
BESD	39	£2,139,910	£54,869



EBD	1	£28,100	£28,100
HI	11	£342,893	£31,172
MLD	2	£79,392	£39,696
None	1	£38,912	£38,912
PD	3	£71,961	£23,987
SEBD	1	£73,822	£73,822
SEMH	1	£67,350	£67,350
SLCN	4	£244,763	£61,191
SLD	4	£149,555	£37,389
(blank)	4	£110,144	£27,536
Not specified	4	£252,695	£63,174
VI	1	£22,128	£22,128
Not Known	1	£66,702	£66,702
<b>Grand Total</b>	<b>133</b>	<b>£6,851,434</b>	<b>£51,515</b>

The number of places at Independent Non-Maintained Special provision (INMS) has increased every year since the SEN reforms of 2014. Numbers have risen from 91 to 133 during this time. The total expenditure on this kind of provision has almost doubled in this time from £3.8 million to £6.9 million and average costs of placements has also risen up by approximately £10,000 per place since 2013/14. The range of placement costs for INMS ranges from £16,745 to £73,822, creating an average of cost of £51,515 per place.

Within current recording most is spent on 54 placements for autism at just over £3 million and an average cost per placement of £57,401. Next recorded highest cost is for 39 behaviour emotional and social difficulties (BESD) placements at a total of just over £2 million and an average placement cost of £54,869. However, due to category changes brought in by the SEN Code of Practice and the variety of profiles used within Derbyshire another three categories should also be considered alongside BESD to be meeting the same need; emotional behavioural difficulties (EBD), social emotional behavioural difficulties (SEBD), and the most recently used social emotional and mental health needs (SEMH). This variety of titles are all indicating the same category of need, now more accurately called social emotional and mental health needs. The total number of independent provider places for this kind of need is 42 at a total cost of £2,309,182 and an average placement cost of £54,981.

There are 11 children and young people are placed in provision totalling £515,158 and recorded as; awaiting advice, none, blank, not specified, not known. The average cost of these placements is £46,833.

The high needs budget is currently under pressure and was in deficit last year by approximately £3m.

***Summary of implications for Derbyshire from the analysis of the high needs block and costs of provision***

- 1. The average cost of a special school placement in Derbyshire is £23,492*
- 2. The average cost of a specialist Enhanced Resource placement in Derbyshire is £14,595.*
- 3. The cost of a place in an INMS placement ranges from £16,745 to £73,822 with an average of £51,515*
- 4. £6.9 million is spent on independent specialist provision in Derbyshire for 133 children and young people. This number has increased from 91 in 2014*

*Most is spent on supporting autism needs across the three specialist provision types*

- 5. The next highest amount of funding is spent supporting SEMH.*

## **11. Any projected shortfall in Derbyshire's provision for children and young people with SEND?**

Derbyshire's school population will continue to grow and the special educational needs population will grow as a result. Those children and young people requiring the highest levels of support through an EHCP will increase by approximately 42 over the next three years and a proportion of those will need places in specialist provision.

The numbers in Derbyshire's special provisions and local independent specialist provisions has been increasing in recent years. Last year special school places increased by 47 and independent specialist places by 24 and capacity is now stretched. Although there is a need to address the support at graduated response and the promotion of inclusive schooling for some specific areas of need, there will be a need to plan an increase in places available as part of the Derbyshire specialist estate. The rise in placement in independent settings should be further investigated to ensure new placements offered in the areas of need (autism and SEMH) create provision which meets expectations of delivery and becomes parental choice in the future.

## 12. Summary, conclusions and recommendations

- The strategic SEND high needs review identified a need to action a sufficiency exercise concerned with specialist provision for pupils across Derbyshire.
- Derbyshire has a graduated range of provision for pupils with SEND, from mainstream, enhanced resources to special school provision. Future provision needs to be in line with the county's strategic approach.
- There are a number of other strategic reports and plans which impact on the sufficiency of SEND provision across Derbyshire. These include district house building plans, school place planning, the local Joint Strategic Needs Analysis with locality health partners and strategic SEND planning.
- Derbyshire's inclusion/SEND strategy, is based on the notion of improving the offer for children and young people with a more strategic approach which includes both planned specialist provision within the county and a better graduated response made by schools, partners and specialist providers.
- There are plans to build approximately 25,000 new homes across Derbyshire in the next five to ten years which suggests a rise of just over 10,000 pupils of school age.
- The general school population is predicted to rise until academic year 2021/2022 but then begin to fall and show a steady decline until 2025.
- In line with the school population, numbers of children requiring SEND support at EHCP level are expected to rise and are predicted at 286 by 2023, 42 of these requiring plans. This does not account for young people with as yet unidentified needs.
- Derbyshire's rate of EHCPs has remained relatively stable over the past four years but there are indications that this is beginning to rise and current number is closer to the national average of 3.3%
- The innovative funding approach of GRIP has met children's needs without the need for an EHCP resulting in a higher rate of school support across Derbyshire at 12.9% compared to the national average of 12.1%. However, the rising number of EHCPs indicates the work underway to review this approach is timely.
- The highest presenting need across Derbyshire is MLD at 23.3%, followed by SEMH at 19.1% and autism at 13%

- Within mainstream primary schools the highest presenting need of MLD (25.3%) is followed by SLCN (22%).
- Within mainstream secondary schools the highest presenting need of MLD is followed by SEMH needs (21.7%)
- The population of special schools has a disproportionate number of children and young people with autism as their presenting need (40.4%) compared to the populations within mainstream provision (primary 10%, secondary 13.6%). This is also disproportionate to the special school population where it is double the number of children identified in the next highest category of need; SLD (20.2%); and almost four times the number with PMLD (10.7%). This indicates that the graduated response for this kind of need is not fully established within mainstream provisions to support those who wish to have their needs met within their locality school. Further training and provision within the mainstream sector is required for schools to improve graduated response for autism, providing autism friendly environments in mainstream and allowing children and parents to feel confident to access their education in their locality school.
- The number of places offered within special school provision has risen over the past year by 47 to 951. These have been to meet a range of identified needs.
- The number of places in enhanced resources to support mainstream access for children and young people with needs has decreased by 12 over the last year. There has been no increase in the offer of enhanced resource support for the presenting need of autism.
- Derbyshire has placed increasing numbers of children and young people at independent non-maintained settings since 2018. This has increased from 96 to 157, an increase of 16 places for autism and 8 places for Social emotional and mental health needs.
- In Derbyshire the cost of a place in an INMS placement ranges from £16,745 to £73,822 with an average of £51,515
- The numbers of young people with EHCPs who are aged over 16 has fluctuated over the past three years but remained at levels where a range of providers have been able to offer suitable placements.
- The number of high needs learners supported by post 16 providers has grown by 90 young people since 2018
- There are a number of young people not in education, employment or training who continue to be supported by an EHCP and should have their positions reviewed.

- The number of children having their needs met through an EHCP prior to school age has increased significantly during the past two years from 33 in January 2018 to 51 in January 2020 and further still to 116 in July of 2020. The highest presenting need for this age of children is autism.
- Early Years inclusion fund supports settings to meet needs prior to an EHCP successfully across Derbyshire. The majority of referrals for this support have been to support needs associated with social communication.
- There are a worrying number of children and young people with needs being excluded from schools, either permanently or for fixed term periods. This is in decline for those with the highest levels of need and requiring an EHCP but accelerating most acutely for those requiring SEN support.
- Derbyshire is spending most on supporting autism needs in primary and secondary schools but children and young people are still moving from mainstream to special.
- The next highest amount of funding is spent supporting SEMH.
- The average cost of a special school placement in Derbyshire is £23,492
- The average cost of a specialist enhanced resource placement in Derbyshire is £14,595.
- The cost of a place in an INMS placement ranges from £16,745 to £73,822 with an average of £51,515
- £6.9 million is spent on independent specialist provision in Derbyshire for 133 children and young people. This number has increased from 91 in 2014

## Recommendations

8. Development of a county specialist provision plan which takes account of the previous rises in places, predicted rising numbers over the next three years. This should include plans to increase provision across the county's special schools and enhanced resources in line with predicted numbers. The plan should ensure a more appropriate mix of support and provision at different levels for meeting need, particularly the role of enhanced resources in supporting children to remain closely linked to mainstream provision.

9. An investigation of provision for autism across the county and development of an autism strategy to address needs across the county that

- Seeks the views of children, young people and their parents about what makes good inclusive practice for autism.
- Reviews the outcomes for children and young people with autism who attend all types of provision.
- Reviews the services across education, health and social care which support inclusion of children and young people with autism.
- Investigates the reasons why children move to specialist provision and the impact that has on their outcomes.
- Promotes the development inclusive practice within mainstream settings and allows more children and young people to access education within their locality.

This investigation be linked closely with a new piece of work begun by Derby and Derbyshire Clinical Commissioning Group to review and address the rising numbers of referrals to the neuro-developmental pathway in the south of the county.

10. Development of a strategy and collective responsibility model for those children and young people with SEMH as identified in the SEND transformation plan to ensure all partners contribute to a graduated response to need and enable schools, particularly in the secondary sector to feel confident to meet increased demands and reduce exclusions relating to needs in this area. This strategy to build upon the positive developments made with schools to deliver Early Help through locality partnerships and to take account of the work already in place as a result of the Joined Up Care Derbyshire and Future in Mind initiatives.

11. This report is considered alongside current discussions taking place regarding alternative provision available to support children and young people across Derbyshire.

12. Complete the review the impact of GRIP funding on the ability of schools and settings to meet need early and the continued lower numbers of EHCPs and recommend next steps to promote inclusion using early funding models.

13. Further investigation into the rising numbers of children in Early Years requiring an EHCP to meet need and the effectiveness of the Inclusion Support Fund to meet need prior to formal schooling

14. Ensure that the numbers of young people who are not accessing Education, Employment or Training (NEET) but continue to be supported by an EHCP have their situations reviewed as a matter of urgency.

## Appendix 1

### Derbyshire young people supported by an EHCP at Post 16 provision 2018-20

Type	Provider Name	Number of Pupils			
		01/01/ 2018	01/01/ 2019	01/01/ 2020	14/07/ 2020
<b>Academy</b>	Brookfield Community School	1	1	1	1
	Hope Valley College	10	19	13	12
	Netherthorpe School	1	0	1	1
	Queen Elizabeth's Grammar School	0	2	3	3
	St Mary's Catholic High School: A Catholic Voluntary Academy	3	2	2	2
	Swanwick Hall School	0	1	1	1
	The Ecclesbourne School	0	1	4	4
	The Long Eaton School	1	0	1	1
	Outwood Academy Newbold	0	0	1	1
	Heanor Gate Science College	0	0	2	2
	St Philip Howard Catholic Voluntary Academy	0	0	1	1
	John Port School	1	0	0	0
<b>Academy Total</b>		<b>17</b>	<b>26</b>	<b>30</b>	<b>29</b>
<b>Alternative Provision</b>	Alternative Provision - SEN	1	0	1	0
	Forest Lodge	1	2	3	2
	In2Work	0	0	0	1
	Juniper Training	0	0	1	1
	REAL Alternative Provision School	1	1	2	3
	Virtual School NEET	0	1	1	1
	Works4U (Stalybridge)	0	0	1	1
	Education Otherwise	0	0	1	1
Genesis Academy East Midlands	0	1	0	0	
<b>Alternative Provision Total</b>		<b>3</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Apprenticeship</b>	SEN2: Apprenticeship	1	1	3	3
<b>Apprenticeship Total</b>		<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>Custodial Centre</b>	Alternative Provision - Youth Offending	1	1	1	1
<b>Custodial Centre Total</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Educ At Home By Parents</b>	Elective Home Education	0	2	5	6
<b>Educ At Home By Parents Total</b>		<b>0</b>	<b>2</b>	<b>5</b>	<b>6</b>
<b>Education Elsewhere</b>	Shirebrook ACE Centre	1	1	4	4
<b>Education Elsewhere Total</b>		<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>

<b>Enhanced Resource Place</b>	Aldercar High School	1	2	0	0
<b>Enhanced Resource Place Total</b>		<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>F E College Placement</b>	Bilborough College	1	0	0	0
	Broomfield College of A & H	4	2	1	0
	Burton and South Derbyshire College	5	20	32	31
	Buxton and Leek College	9	27	31	29
	Central College Nottingham	1	1	1	1
	Chesterfield College	1	1	0	0
	Confetti	4	8	8	7
	Derby College	5	11	8	5
	Derby College - Prince Charles Avenue Campus	1	3	2	1
	Derby College- Joseph Wright Campus	2	1	2	1
	Derwen College	0	3	2	2
	Inspire Learning	0	1	0	1
	Landmarks College	5	7	12	9
	North Nottinghamshire College	1	0	1	1
	Nottingham College	0	0	0	1
	Nottingham Trent University (Brackenhurst Campus)	0	1	1	1
	Percy Hedley Foundation	1	1	0	0
	South Staffordshire College	0	1	3	2
	Stephenson College	8	11	16	13
	Tameside College	2	4	10	10
	The Manchester College	0	1	3	4
	Total People Ltd	0	4	0	0
	Transition2	2	3	5	4
University College Birmingham	0	1	1	1	
Loughborough College	0	0	1	1	
Reaseheath College	0	0	1	1	
Rotherham College Dinnington Campus	0	0	1	1	
<b>F E College Placement Total</b>		<b>52</b>	<b>112</b>	<b>142</b>	<b>127</b>
<b>Further Education</b>	Central College	2	2	2	2
	Chesterfield College	35	89	123	113
	Derby College	17	75	115	99
	Derby College - Ilkeston	7	5	4	3
	Derby College - Pride Park Campus	8	13	9	3
	Derby College- Broomfield Hall Campus	19	24	20	18
	Juniper Training	2	4	2	1
	Macclesfield College	0	5	7	6



	Marple Sixth Form College	4	10	7	6
	Nottingham College	5	10	10	9
	Stockport College	0	1	1	1
	The Sheffield College	2	6	3	2
	Unknown	0	0	1	1
	West Nottinghamshire College	2	12	25	23
	YMCA Derbyshire	0	0	1	1
	Aquinas College	0	0	1	1
	YMCA Training	0	1	0	0
<b>Further Education Total</b>		<b>103</b>	<b>257</b>	<b>331</b>	<b>289</b>
<b>General F E/ H E Tertiary</b>	Chameleon School of Construction Ltd	0	1	3	2
	Lincoln College	1	0	0	0
	University of Derby Buxton	1	1	0	0
<b>General F E/ H E Tertiary Total</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>Ind Special School</b>	Alderwasley Hall School	2	5	6	6
	Brantwood Specialist School	1	2	2	2
	High Grange School	0	2	1	1
	Lewis Charlton Learning Centre	0	2	0	0
	Longdon Park School	0	3	2	2
	New Direction School	1	2	2	2
	Royal National College for the Blind	1	2	1	1
	Eastwood Grange School	0	0	3	3
	Cambian Spring Hill	0	0	0	1
	Bladon House School	0	1	0	0
<b>Ind Special School Total</b>		<b>5</b>	<b>19</b>	<b>17</b>	<b>18</b>
<b>Ind.Mainstream School</b>	Gordonstoun	0	1	1	1
<b>Ind.Mainstream School Total</b>		<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Mainstream School</b>	Aldercar High School	13	23	14	14
	Anthony Gell School	0	2	1	1
	Buxton Community School	1	2	1	1
	Dronfield Henry Fanshawe School	0	1	1	1
	Glossopdale School	1	1	1	1
	Highfields School	1	3	1	1
	Lady Manners School	0	1	4	4
	New Mills School	1	1	0	0
	The Pingle Academy	1	4	2	1
	Tupton Hall School	1	0	1	0
	Friesland School	1	0	0	0
<b>Mainstream School Total</b>		<b>20</b>	<b>38</b>	<b>26</b>	<b>24</b>
<b>Maintained Special School</b>	Alfreton Park Community Special School	7	15	12	12
	Ashgate Croft School	11	29	27	26

	Heaton School	0	1	1	1
	Holbrook School for Autism	4	11	11	12
	Peak School	4	7	9	8
	Stanton Vale School	3	9	12	11
	Stubbin Wood School	1	22	21	19
	Swanwick School and Sports College	1	0	0	0
<b>Maintained Special School Total</b>		<b>31</b>	<b>94</b>	<b>93</b>	<b>89</b>
<b>Nat Teaching &amp; Advisory Service</b>	Alternative Provision - SEN	1	1	1	0
<b>Nat Teaching &amp; Advisory Service Total</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>NEET</b>	SEN2: NEET	0	17	36	27
	Virtual School NEET	0	2	1	1
<b>NEET Total</b>		<b>0</b>	<b>19</b>	<b>37</b>	<b>28</b>
<b>Non Maint Special School</b>	David Lewis School	1	1	1	1
	Dawn House School	1	1	2	2
	Hollybank School	1	0	0	0
	Paces High Green School for Conductive Education	1	1	1	1
	Percy Hedley School	0	1	0	0
	Royal School for the Deaf Derby	0	1	2	2
	Sutherland House School	0	2	2	2
	Inscape House School	0	0	1	1
<b>Non Maint Special School Total</b>		<b>4</b>	<b>7</b>	<b>9</b>	<b>9</b>
<b>Not A School</b>	Alternative Provision - SEN	2	9	18	17
	SEN2: NEET	0	1	0	0
	Virtual School NEET	0	1	2	2
<b>Not A School Total</b>		<b>2</b>	<b>11</b>	<b>20</b>	<b>19</b>
<b>Other</b>	Other	91	76	45	30
	Virtual School NEET	0	0	1	0
<b>Other Total</b>		<b>91</b>	<b>76</b>	<b>46</b>	<b>30</b>
<b>Other Independent School</b>	Ackworth School	0	1	0	0
	Juniper Training	0	1	3	2
	R.E.A.L Independent Schools	2	2	4	3
	RNIB Charity trading as RNIB College Loughborough	0	3	2	2
	Royal College Manchester (Seashell Trust)	1	0	0	0
	Trax Academy	0	0	1	0
	Abbotsholme School	0	1	0	0
<b>Other Independent School Total</b>		<b>3</b>	<b>8</b>	<b>10</b>	<b>7</b>
<b>Other L A Academy</b>	Lees Brook Community School	0	1	0	0
	Saint Benedict, A Catholic Voluntary Academy	0	0	1	1
	Landau Forte College	0	0	1	1

	King Egbert School	0	0	1	1
	Chellaston Academy	0	1	0	0
<b>Other L A Academy Total</b>		<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>Other L A E R S</b>	Allestree Woodlands School	1	0	0	0
	Saint Benedict, A Catholic Voluntary Academy	2	1	1	1
<b>Other L A E R S Total</b>		<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Other L A Mainstream</b>	Ashby School	0	1	1	1
	King Edward VII School	0	2	2	2
	Lees Brook Community School	0	3	5	5
	The Brunts Academy	1	1	0	0
	Ysgol Bryn Clwyd	0	0	1	1
	Ashfield Comprehensive School	0	0	2	2
<b>Other L A Mainstream Total</b>		<b>1</b>	<b>7</b>	<b>11</b>	<b>11</b>
<b>Other L A Special Academy</b>	Foxwood Academy	0	1	1	0
	Nethergate Academy	0	1	1	1
	The Beech Academy	1	1	1	1
<b>Other L A Special Academy Total</b>		<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>Other L A Special Nursery</b>	Round Oak School	0	1	0	0
<b>Other L A Special Nursery Total</b>		<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Other L A Special School</b>	Castle Hill High School	1	1	1	0
	Cromwell High School	1	0	0	0
	Fountaindale School	2	3	1	1
	Foxwood Academy	0	0	1	1
	Ivy House School	1	1	0	0
	Queen's Croft High School	0	1	1	0
	St Andrew's Academy	0	3	6	6
	St Martins School	2	7	6	6
	The Fountains High School	5	16	18	17
	Two Rivers High School	0	2	2	1
	Yeoman Park Academy	1	2	1	1
	St Giles School	0	0	1	1
	The Meadows School	0	0	1	1
<b>Other L A Special School Total</b>		<b>13</b>	<b>36</b>	<b>39</b>	<b>35</b>
<b>Other Not Listed Here</b>	Juniper Training	0	1	1	0
	Other School Not In List	1	0	0	0
	Virtual School NEET	0	1	1	1
<b>Other Not Listed Here Total</b>		<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>Service Seeking - Sen</b>	Awaiting Placement	11	18	6	2
<b>Service Seeking - Sen Total</b>		<b>11</b>	<b>18</b>	<b>6</b>	<b>2</b>
	Foxes Academy	0	0	2	2

<b>Special Post 16 Provision</b>	Freeman College	1	2	2	2
	Landmarks	1	1	0	0
	Portland Academy	1	1	0	0
	Portland College	13	17	11	8
<b>Special Post 16 Provision Total</b>		<b>16</b>	<b>21</b>	<b>15</b>	<b>12</b>
<b>Supported Internship</b>	Chesterfield College	1	1	1	1
	Portland College	0	1	1	0
<b>Supported Internship Total</b>		<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>Traineeship</b>	DART Training	0	1	1	1
	SEN2: Traineeship	0	1	1	1
	Chesterfield FC Community Trust	0	1	3	3
<b>Traineeship Total</b>		<b>0</b>	<b>3</b>	<b>5</b>	<b>5</b>
<b>Work Based Learning</b>	DART Training	0	5	3	3
	Juniper Training	0	0	0	1
	Pure Innovations (Stockport)	0	2	0	0
	SEN2: Traineeship	1	1	1	0
	SHIFT Media Training Ltd	1	1	0	0
	Unknown	0	1	1	0
	Chesterfield FC Community Trust	0	1	0	0
<b>Work Based Learning Total</b>		<b>2</b>	<b>11</b>	<b>5</b>	<b>4</b>
<b>Hospital</b>	Alternative Provision - Youth Offending	0	0	0	1
<b>Hospital Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Grand Total</b>		<b>387</b>	<b>790</b>	<b>881</b>	<b>774</b>

1. Type of respondent:

- 1.Young person, the area you live in - locality (mandatory) name (optional)
- 2.Parent / carer, the area you live in - locality (mandatory) name (optional)
- 3.School in Derbyshire (maintained or academy or free school) locality (mandatory) name (optional)
- 4.School outside Derbyshire (maintained, academy or free school) locality (mandatory) name (optional)
- 5.Early years provider within Derbyshire, locality (mandatory) name (optional)
- 6.FE college within Derbyshire, locality (mandatory) name (optional)
- 7.FE college outside of Derbyshire, locality (mandatory) name (optional)
- 8.Independent non maintained special school in the county, locality (mandatory) name (optional)
- 9.Independent non maintained special school outside of Derbyshire, locality (mandatory) name (optional)
- 10.Derbyshire County Council services, locality (mandatory), service (mandatory), name (optional)
- 11.Other local authorities, locality (mandatory) name (optional)
- 12.Other (please give details) locality (mandatory), organisation name (mandatory), name (optional)

2. Do you agree that children with special educational needs and disabilities should be able to access education that meets their needs as close to home as possible, to ensure their place in their local community and reduce daily travelling? Yes / No / Don't know

3. Do you believe Derbyshire County Council should aim to increase the choice of education available to families of children and young people with special educational needs and disabilities within their local area? Yes / No / Don't know

4. Do you believe that where possible and appropriate children with special educational needs and disabilities should be educated within or have access to their local mainstream educational setting, alongside their peers? Yes / No/ Don't know

5. Do you agree that Derbyshire should develop a new strategy to better meet the needs of children and young people with autism? Yes / No / Don't know

6. Do you agree that Derbyshire should develop a new strategy to better meet the needs of children and young people who need support with their social, emotional or mental health development? Yes / No /Don't know

Derbyshire has in place an innovative approach to funding schools and settings early in order that they are able to meet need sooner and without a statutory plan; this is known as Graduated Response to Individual Pupils (GRIP). This means more children are having needs met at SEN Support by GRIP without the need for an EHCP.

7. Do you have any views about how GRIP funding impacts on the ability of schools and settings to meet needs early? Yes / No / Don't know  
[If yes or no please provide additional information - ]

8. Do you believe Derbyshire's Early Years (0-5) approach meets the needs of children with special needs and disabilities well? Yes / No / Don't know  
[If yes or no please provide additional information - ]

9. Do you believe the approaches in place for young people beyond school age (19-25) in Derbyshire meet the needs of all young adults with special needs and disabilities well? Yes / No/ Don't know  
[If yes or no please provide additional information - ]

10. Please include below any further comments which you may have.