



# Rutland County Council

## **Needs Assessment: Rutland Children with Special Educational Needs and Disabilities (SEND)**

Version Control	Version 1.0
Document Owner / Authorising Officer	Head of Early Intervention, SEND and Inclusion
Target Audience	RCC Staff; Commissioners and Providers
Publication Date	September 2020
Review Date	August 2021

## **Contents Page**

<b>1. Introduction</b>	Page: 3
<b>2. Background</b>	Page: 3
2.1 Definitions and scope	
<b>3. Rutland's Children and Young People Plan</b>	Page: 4
<b>4. National Context</b>	Pages: 4 - 5
<b>5. Understanding needs</b>	Pages: 5 - 7
5.1 Rutland demographics	
5.2 Poverty and deprivation	
5.3 Health of Rutland Children	
<b>6. Children with SEND</b>	Pages: 8 - 11
6.1 Profile	
6.2 EHCPs	
6.3 Demand	
6.4 Placements	
6.5 Post 16	
6.6 School Exclusions	
6.7 Wider Services	
<b>7. Meeting Statutory Timescales</b>	Page: 11
7.1 EHCNA	
7.2 Health Assessments	
<b>8. Performance of Rutland Schools</b>	Pages: 11 - 12
<b>9. SEND Expenditure</b>	Page: 12
<b>10. Voice of Children, Parents and Carers</b>	Pages: 12 - 13
10.1 Co-production	
10.2 Capturing Voice	
10.3 Personal Budgets	
<b>11. Joint Commissioning</b>	Page: 13
<b>12. Gaps and Recommendations</b>	Page: 13-14

## 1. Introduction

This needs assessment sets out the level of potential and known numbers of children with Special Education Needs and Disabilities living in Rutland, and provides an overview of the needs of these children and young people and the services in place to support them.

## 2. Background

Children and young people with special educational needs and/or disabilities (SEND) are some of the county's most vulnerable people, and the local authority and its partners have a duty to protect them, care for them, and help them thrive. We must understand their needs, both collectively and individually, so that we can plan services that support them to fulfil their potential, enjoy their lives, have high aspirations, achieve their best, become confident and resilient, and make a successful transition into adulthood. Therefore, achieving our vision within our SEND and Inclusion Strategy for children and young people with special educational needs and disabilities to lead healthy, independent, and safe lives.

### 2.1. Definitions and Scope

This needs assessment covers the current and future health and care needs of children and young people with special educational needs and/or disability (SEND) aged between 0-25 years as identified in the SEND Code of Practice, (2015). These are defined as:

Child or young person (0-25 years) with a learning difficulty or disability which calls for special educational or training provision at early years providers, maintained nursery schools, mainstream schools and mainstream post-16 institutions.

Child or young person (0-25 years) with a disability under the Equality Act 2010 i.e. 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

A child or young person has SEN if they have a learning difficulty or disability that means they need special educational provision or support to help them learn. This means they have a significantly greater difficulty in learning than most of their peers, or they are not able to use the universal provision available within their school because of their disability. The term 'SEN' applies across ages 0–25, although the term 'learners with learning difficulties and disabilities' (LLDD) is often used post 16 through to adult services.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Children and young people with disabilities do not necessarily have SEN, but there is an overlap. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

In the Code of Practice, SEND is categorised into the following broad areas of need:

<b>Cognition and Learning</b> Moderate learning difficulty Severe learning difficulty Profound and multiple learning difficulty Specific learning difficulty	<b>Sensory and/or Physical Needs</b> Visual impairment Hearing impairment Multi-sensory impairment Physical disability
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<b>Communication and Interaction</b> Speech, language and communication needs Autistic spectrum disorder	<b>Social, Emotional and Mental Health</b>
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### 3. Rutland's Children and Young People's Plan

The Rutland Children and Young People's Partnership and its strategic Plan 2019 - 2022 sets six aims for children and young people in Rutland:

- Every child lives in a happy and safe environment.
- Families are supported and empowered to create a nurturing environment where children can flourish.
- Every child has access to the best possible education.
- We work together with young people and give them the support they need to grow into happy, successful, and independent adults.
- Children remain living with their families, when safe and in their interest to do so.
- Children who do become looked after, or are leaving our care, are supported to achieve the best emotional, physical, and academic outcomes.

### 4. National Context

Under the Children Act 2004 "a children's services authority in England must have regard to the importance of parents and other persons caring for children in improving the well-being of children" (Section 10(3) of the Children Act 2004). The Children Act 2004 placed statutory duties on local agencies to make arrangements to safeguard and promote the welfare of children in the course of discharging their normal functions.

The Government's statutory guidance Working Together to Safeguard Children (2010, revised 2018) made clear that safeguarding and promoting the welfare of children 'depends on effective joint working between agencies and professionals that have different roles and expertise'. Working Together further clarifies the responsibilities of professionals towards safeguarding children and strengthens the focus away from processes and onto the needs of the child. Disabled children and young people are more likely to experience barriers to social participation, be at higher risk of violence and abuse and experience difficulties accessing key services and support.

The SEND Code of Practice 2015 is the statutory guidance for SEND used by local authorities, schools, and other providers. It is underpinned by the legislation set out in the Children and Families Act 2014. The Code of Practice is based on the following key principles:

- Participation: The views of children, young people and their families must be central to decision making, at both individual and strategic levels.
- Identification of needs: Early years providers, schools and colleges should identify needs and make provision as soon as possible. All local agencies must work together in Health and Wellbeing Boards to assess health needs of local people.
- Choice and control: Services should be evidence based, taking examples from best practice, and tailoring them to individual needs. Goals should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.
- Collaboration: education, health and social care services must work together to assess local need and continually review SEND provision. Joint commissioning arrangements must be in place to support those with SEND, whether they have an EHCP.

- High quality provision: Schools and colleges should ensure provision of high-quality teaching with high ambitions and stretching targets.
- Inclusive practice: Removal of the barriers to learning and participation in mainstream education. No discrimination of disabled children for a reason related to their disability.
- Preparation for adulthood: Aspiration for successful long-term outcomes in adult life. Local agencies should work together to help children and young people realise their ambitions for higher education, employment, and independent living.

There is also the NICE guidance on transition from children to adult's services for young people using health or social care services<sup>21</sup> which is relevant for some young people with SEND. The overarching principles are that young people and their carers are involved in planning, co-production and evaluation of transition services, the support should be strengths-based and person-centred, education, health and social care should work together to plan for young people with transition support needs.

The SEND Code of Practice 2015 puts the views of children, young people, and their families at the heart of commissioning for SEND services.

## **5. Understanding Needs**

The local authority has developed a comprehensive analysis of the profile of SEND learners from birth and has considered the availability and cost of provision currently, and the amount and type of future provision that will be needed and where this provision can best be situated. This analysis has been presented to the School's Forum to engage schools with the issues that need to be addressed and give them ownership of the solutions.

### **5.1 Rutland demographics**

The population of Rutland as at the 2020-21 mid-year estimate was 40,476, comprising 20,773 males and 19,703 females. There are an estimated 8,541 children and young people aged up to 19 years in Rutland, 1,776 of whom are aged 0 to 4 years, and 6,765 of whom are aged 5-19 years.

There is a particular spike in the population between the ages of 15 to 18, and this is especially pronounced for males. This runs contrary to the regional trend and might be because of the local independent boarding schools in Oakham and Uppingham. The next age banding of 19 to 24 years shows a significantly lower population than the previous age group and the regional picture, suggesting that young people are migrating away from Rutland post-school. With life expectancy set to increase it is anticipated that the population of older people within Rutland will increase significantly over the next 20-30 years, and at a greater rate than children and young people.

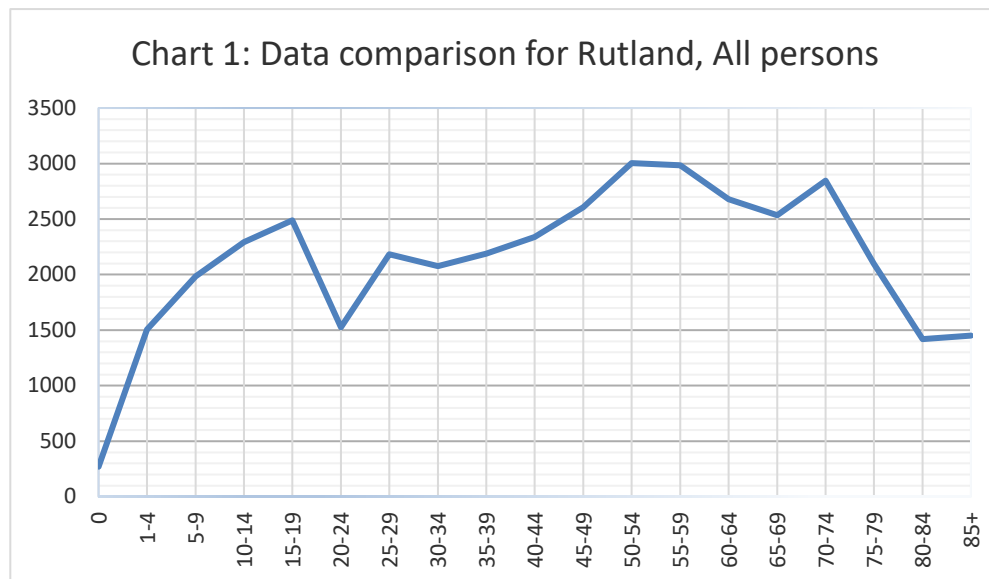


Figure 1:  
ONS 2020-21 mid-year estimates by age

## 5.2 Poverty and deprivation

Rutland is one of the most affluent counties in England. According to the 2019 indices of deprivation, Rutland is ranked 303 of 317 local authorities (with 1 being the most deprived, and 317 being the least deprived).

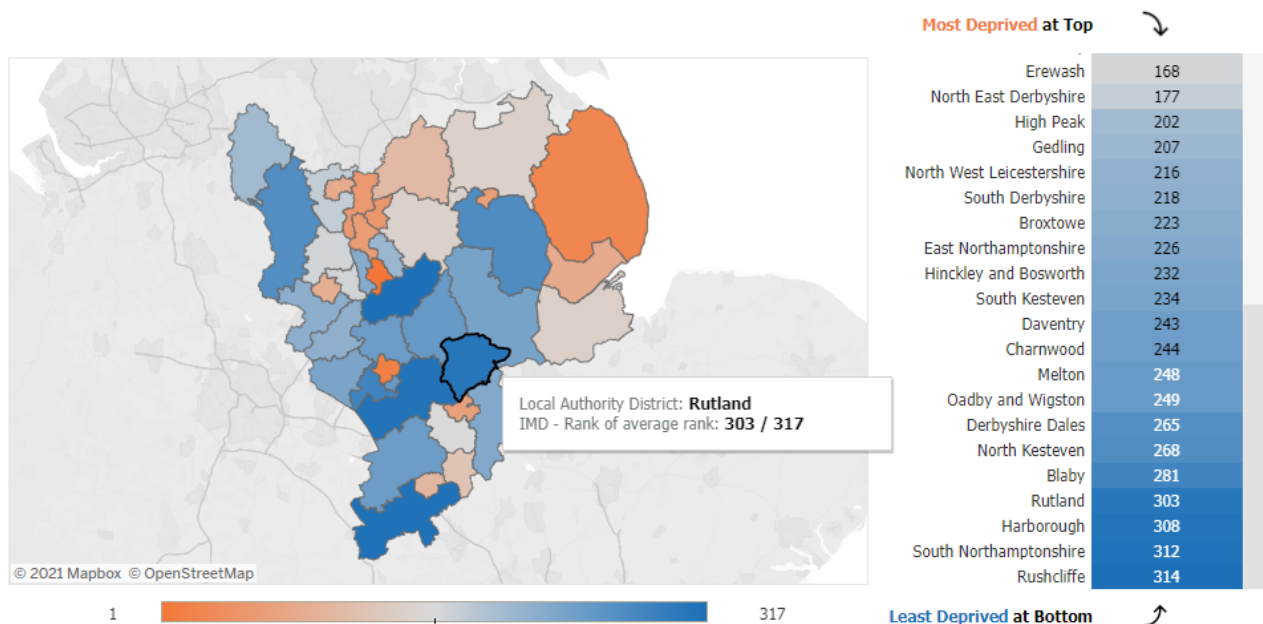


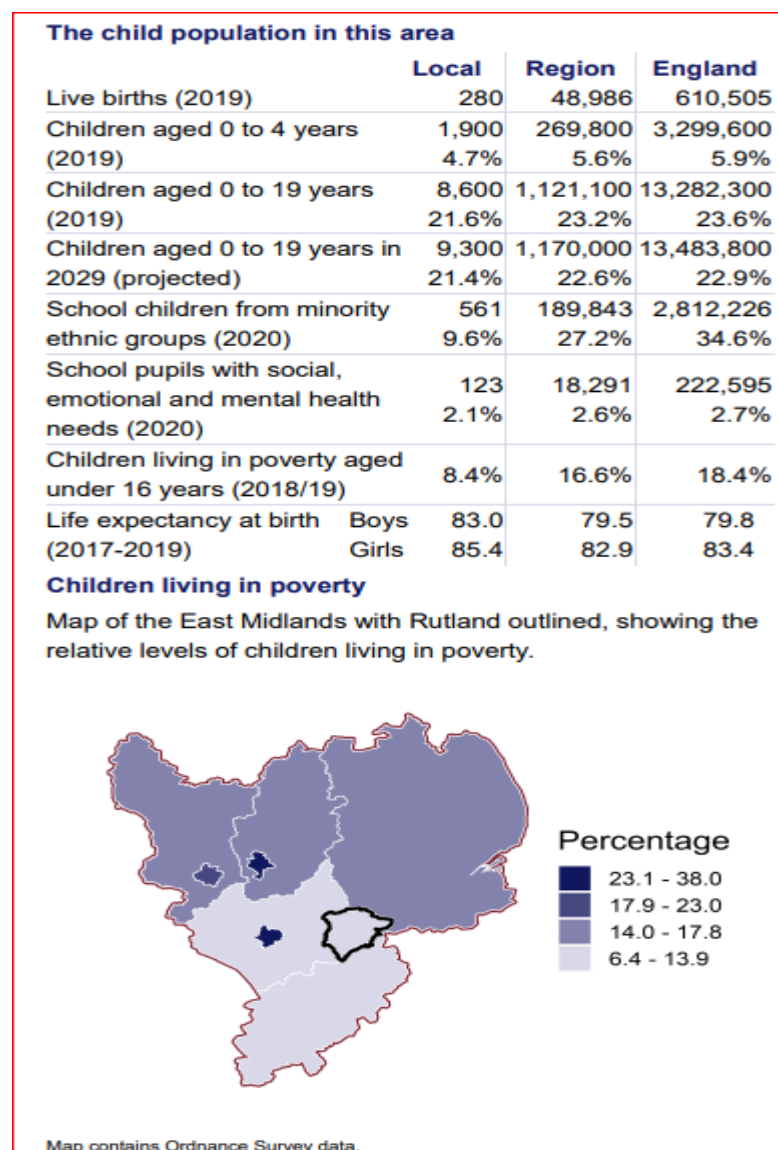
Figure 2: 2019 indices of deprivation, East Midlands map

As shown in figure 2 above, Rutland is the 4<sup>th</sup> least deprived local authority area in the East Midlands.

Being ranked 303 of 317 represents an improvement from the 2010 and 2015 indices, where Rutland was ranked 293 and 291 respectively.

## 5.3 Health of Rutland Children

The health and wellbeing of children in Rutland is generally better than the England average. Infant and child mortality rates are similar to the England average. The Public Health England 'fingertip' profile for Child Health shows:



## 6. Children with Special Educational Needs and Disabilities

### 6.1 Profile of Children with SEND in Rutland schools

- The gender split for Children with SEND in Rutland is 68% male and 32% female.
- 56% of children with SEND are aged 0-11 years (primary) and 44% 12-17 years (secondary and Post 16).

- 698 (89.7%) of children with SEND are White British. The next biggest category is White Other (3.08%) then Black African (1.15%). No other ethnic groups have more than 6 children. This is broadly reflective of Rutland's population.
- There are no unaccompanied asylum seekers with SEND in Rutland and 26 children (3%) do not speak English as a first language.

### SEND Categories:

The table below shows the numbers of children attending Rutland schools by primary type of need compared to England figures. Where there are fewer than 5 children, numbers have been suppressed.

#### **State-funded primary, secondary and special schools: Number and percentage of pupils with special educational needs by primary**

Pupils with SEN with statements or EHC plan or on SEN Support

	Rutland		England	
	Number	%	Number	%
Moderate Learning Difficulty	182	23%	234,613	18%
Speech, Language and Communications Needs	91	12%	294,762	23%
Social, Emotional and Mental Health	143	18%	240,485	18%
Specific Learning Difficulty	134	17%	156,797	12%
Other Difficulty/Disability	14	2%	52,433	4%
Autistic Spectrum Disorder	84	11%	163,041	12%
Physical Disability	11	1%	36,668	3%
Hearing Impairment	8	1%	23,215	2%
Visual Impairment	10	1%	13,328	1%
Severe Learning Difficulty	14	2%	33,934	3%
Multi- Sensory Impairment	*	*	3,829	0%
Profound & Multiple Learning Difficulty	0	0%	10,801	1%
SEN support but no specialist assessment of type of need (9)	84	11%	42,204	3%
<b>Total</b>	<b>778</b>	<b>100%</b>	<b>1,306,110</b>	<b>100%</b>

Source: Department for Education National Statistics January 2021

### Spring Census 2021

	<b>EHCP</b>	<b>SEN Support</b>	<b>Total</b>
SEND in Rutland Schools	167	611	<b>778</b>
SEND with Pupil Premium	64	217	<b>281</b>
SEND with FSM	33	82	<b>115</b>



- As of the spring school census 2021 13.2% (778 children) of the school population have identified SEND.
- Of those with SEND 36.1% were in receipt of Pupil Premium (281 children).
- Of all children with SEND 17% (115) are in receipt of free school meals. This represents a higher percentage of children with SEND receiving FSM than children without SEND, which averages 8.1%.

## 6.2 Children with Education, Health and Care Plans (EHCPs)

Schools in Rutland have a similar proportion of pupils with statements/EHCP compared to the national benchmark, currently 2.8% (n = 167) and 2.24% in 2020. This has increased gradually over the past 5 years, having previously reduced from 265 (3.5%) in 2015.

Rutland has a slightly lower proportion of pupils with SEN Support: 10.4% (n = 611) compared to 12.2% for England overall. Whilst this has remained broadly similar for England, it has fluctuated locally from 8.5% in 2015 (n = 653), to 11.5% in 2016 (n = 901) and then a high of 13.1% in 2018 (n= 1011) this number decreased in 2020 n = (636) to 10.9%.

Data for individual schools is not broken down within this document as it may result in individuals becoming identifiable. The local authority does hold this data internally.

## 6.3 EHCP Demand

The overall volume of children who are resident in Rutland and have an EHCP has increased significantly over the past 3 years, by over 41%, and the greatest proportion of EHCPs follow transition into secondary school – years 8,9 and 10 account for a third.

Schools report this is often because of differing levels of support available and the impact of additional curriculum challenges.

Since January 2019, the number of EHCPs maintained by Rutland County Council has increased from 198 to 280 as of end December 2021. The number of EHCNAs requests has increased year on year from 38 in 2017 to 62 by 2019 with 63 in 2021. This represents a 66% increase in requests in a 3 year period. The highest volumes of presenting needs for children with EHCPs in Rutland as of end December 2021 are:

Presenting need	% of cohort
ASD	31%
Social, Emotional & Mental Health Social Difficulties (SEMH)	20%
MLD	19%
Speech Language and Communication Need (SLCN)	7%

*Figures for other SEN are known but are compressed due to the low number.*

## 6.4 School Placements

54 children with an EHCP living in Rutland attend an out of county special school as of end December 2021, this number has increased from 53 in 2020. The overall high proportion in out of county special schools is, in part, due to the increasing numbers of children with EHCPs overall and the limited provision available within Rutland to meet needs.

There are a further 54 children with an EHCP attending a maintained designated special provision within a mainstream school. It should be noted however that given the physical size of the county, the majority of those out of county placements are still within bordering counties, and thus travel is no more significant than it would be for a larger geographical county.

The numbers relating to pupils on roll in Rutland schools and therefore the number of children receiving SEN support or who have a Statement or EHC Plan will be different to the number of children who Rutland are responsible for, due to the number who attend out of county schools or specialist provisions.

The table below shows the numbers (and percentage) of children at Rutland schools split by their place of residence: in Rutland or out of county. This shows that almost half of the children with SEN support in Rutland secondary schools live out of county. For this cohort of 121 (out of county children with SEN Support, at secondary schools). Those attending Rutland schools and living outside the county, in the main live in the Stamford area, followed by villages in Leicestershire and Northamptonshire which border Rutland.

	Primary Schools		Secondary Schools	
	Rutland Children	Out of County Children	Rutland Children	Out of County Children
Statement / EHCP	86 ((91%))	8 (9%)	51(70.8%)	21 (29.2%)
SEN Support	307 (90.3%%)	33 (9.7%%)	149 (56.7%)	114 (43.3%)

## 6.5 Post 16

There are 81 young people and adults with an EHCP aged 16-25. The vast majority of are supported to go on to further education or employment. Of those post 16 with an EHCP 46 (98%) are in post 16 college or alternative provisions and the remaining in apprenticeships or residential provision.

The volume of young people and adults post 16 with an EHCP who are not in Education, Employment and Training (NEET) is consistently low with an average of 2% of young people aged 16-25 NEET.

Life outcomes are similarly positive as our children and young people reach adulthood. Employment rates for Rutland residents aged 16-64 with disabilities is at 62%, above the national average of 52%. The employment gap between those in employment and those with a disability in employment for Rutland is at 15.9%, below the national average of 21.1%.

Adults with SEN or EHCPs are likely to have higher levels of achievement than the national average, with 20% of 19-year olds with an EHCP qualified to level 2 in maths and English compared to 14.9% nationally. 44% of 19-year olds with SEN support are qualified to level 2 in maths and English compared to 34.5% nationally.

The percentage of adults with learning disabilities open to social care who are living in their own home has increased from 71% to 73.9%, closer to the national average.

## 6.6 School Exclusions

For the 2020/2021 academic year 13 children with SEND had a fixed term exclusion from school, 1 of which went on to be permanently excluded from school. It is very difficult to compare exclusions data for the last 2 years as the time in school was impacted on Covid.

## 6.7 Wider Services

Since April 2019 to end July 2020 141 SEND children and young people have accessed Aiming High positive activities and Short Breaks scheme.

43 SEND children and young people have accessed the Short Breaks Scheme providing short break grants, of those 36 had an EHCP.

April 2020 to end October 2021

80 SEND children and young people have accessed Aiming High positive activities.

48 SEND children and young people have accessed a personal budget via the Aiming High Short Breaks Scheme, of those 35 have and EHCP.

In total 117 SEND children and young people have accessed Aiming High support with 11 having accessed activities and were in receipt of the Short Breaks Scheme.

## 7. Meeting Statutory Assessment Timescales

### 7.1 Education, Health and Care Needs Assessments (EHCNA)

There are national statutory timescales for assessing whether a child meets the requirement for an EHCP. Rutland has improved in meeting these and is now above both regional and national averages, despite a 41% increase in requests.

<b>EHCNA Statutory Assessment Timescales</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
No of EHCNA requests	37	40	62	63
% decision within 6 weeks	89%	92%	100%	96%
% undertaken completed within 20 weeks	68% (28)	100% (27)	100% (22)	73% (32/44)
% Annual Reviews completed in timescale	69% (177)	87% (181)	92% (209)	88%
% Educational Psychology Assessments in timescale	-	100%	100%	-

### 7.2 Health Assessments

There remain lengthy waiting times for some services in particular Child and Adolescent Mental Health Services (CAMHS) and Community Pediatricians. It is understood that a recovery plan is already in place for the Community Pediatric service. The care navigator and dedicated clinical officer roles within health add value and the next step could be to utilise the role to collate and feedback issues with access to health services and the impact on children.

## **8. Performance of Rutland schools in meeting the needs of SEND pupils**

Educational attainment for children receiving SEN support has been increasing consistently over the past 3 years:

Those achieving a good level of development in the Early Years Foundations has increased from 15.8% to 25% in 2018/19 with performance now similar to national levels (28.5%).

- At Key Stage 1, 27.1% of pupils with SEN support are reaching expected levels for combined Reading, Writing and Maths, higher than the national average of 20.6%.
- In Key Stage 2, the average point score for children with SEN and EHCPs are above national levels in all subject areas.
- At Key Stage 4, 43% of children with SEN support and 18% of children with an EHCP achieved 5 or more A\* to C (including English and Mathematics) which is above national averages of 18% and 5%. Rutland has consistently outperformed national levels for the last 3 years.
- During 2018/19 no child looked after with an EHCP was excluded from education and of the 7 children looked after with an EHCP, all maintained a 100% attainment levels.

## **9. SEND Expenditure against SEND needs**

The demand for, and the spending on services and support for children with SEND in Rutland has grown significantly. The total number of pupils with SEND, based on where the pupil attends school, was 1,083 in 2019. This represents 13.8% of the total number of pupils in all Rutland schools, comparable with the England benchmark of 14.9%.

The expenditure for high level SEND support in Rutland has increased significantly over the last 5 years to meet increased demand. This has resulted in an additional budget increase of 13% with the high needs budget set at £4.25 million for 2020/2021.

A high proportion (20%) of children with EHCPs are placed in out of County special provisions which is driving overall expenditure. Where children are placed out of county in specialist schools, comparative regional fee levels and detailed cost breakdowns are used to understand each aspect of school spend and to achieve value for money.

The average costs of placements are similar to national figures. Rutland's most expensive placements being those for children with Social, Emotional & Mental Health Social Difficulties. There are some significant differences in the funding of top-ups in different settings when compared to national figures.

## **10. The Voice of Children and their Parent and Carers**

### **10.1 Co-producing with families**

The service works closely with Rutland Parent Carer Voice (RPCV), Sunflowers group and Disabled Young People Forum (DYF) to routinely ascertain views and to understand what life is like for them and use this to adapt the services we offer. This has included consultation and co-production exercises on our Local Offer website, capital investment, staff recruitment, contract specification and development of information materials. Both RPCV and RDYF have been consulted regarding several service changes during Covid 19 e.g. development of online sessions for children and young people and parent/carers, additional flexibility of the Aiming High short breaks scheme.

Children and young people continue to take the lead on planning activities and sessions for all Aiming High positive activities.

Parents are represented on our Children and Young People's Partnership and Corporate Parent Board which offers the opportunity for parents to influence services at both a strategic and individual level. RPCV are included in training to help build their infrastructure as the key parental voice, strengthening relationships and building shared ownership of the agenda and service delivery in Rutland. Senior leaders regularly join the RDYF to ensure an understanding of what life is like for them at a senior level.

## 10.2 Capturing Voice

We have enhanced the quality of our EHCNAs by increasing the involvement of children, parents and carers in the assessment process through the introduction of '*Getting to Know You*' meetings which complement the 'my story', our story' forms helping to ensure the assessment process accurately captures the wishes, feelings and needs of the child. This culminates in a plan setting meeting which supports the coproduction of plans.

We ensure that the voice of the child, parents and carers remain at the centre of the whole decision-making process, with conversations and interactions with the child or young person and parents being cited by the case officers at the SEN panel where final decisions are made.

We have developed '*My Plans for the Future*' to support children and young people to inform the design of their plan and support their transition into adulthood.

Practitioners *utilise Signs of Safety* which is a solution focussed tool designed to capture the wishes and feelings of children and parents and the approach has been incorporated into our assessment mechanisms across Early Intervention and Children's Social Care to enable services to better understand views, from the perspective of children and parents/carers, which subsequently helps children and families to own their plan.

Annual reviews provide opportunities for parents, carers and children to share their views into a revised position statement of the child's needs and progress, this *includes survey monkey* to capture feedback on the support offered from both parents and children. Health services utilise the *Friends and Family questionnaire* and captures feedback to inform delivery.

*Independent Advice and Support:* SENDIASS provide support and advocacy for families and the service is actively promoted through the Local Offer, RPCV, DYF, Family Drop-ins, Sunflowers and SENCO network etc. The service provides one to one support, which can include attendance at Team Around the Family (TAFs), Annual Reviews and other meetings to enable the voice of children and parents to be heard. To facilitate access, the service provides an array of access channels including face to face drop in, website and phone.

As part of this offer, SENDIASS now have dedicated capacity to support children and young people which is focussed on those cohorts where changes are taking place eg during Y6, Y9 and Y11 transition points. The dedicated capacity was developed in conjunction with the Rutland Disabled Youth Forum – support can be on a 1:1 basis either prior to, during or post an annual review and also covers group work with cohorts of young people with SEND in Rutland secondary schools. The aim is to ensure that young people know they have a right to express their views, they have the confidence to share these and are supported to do so in a format of their choice.

We have an *advocacy service* provided by Age UK in place for children aged 14 and above which provides additional support with a focus on transitions into adulthood and appropriate service support. We have trained frontline staff to deliver advocacy support through our services for young people and subsequently children who are in the social care system including children looked after or care leavers, have the option of independent advocacy to support them and enable their voice to be heard within the process.

### **10.3 Personal Budgets**

There remains a need to ensure parents understand their personal budget and how they can use this to meet social care needs as usage of personal budgets is still low. However, parents utilise their direct payments to access short breaks support successfully.

The local authority holds data on families known to Adult Social Care but given the low numbers this is not provided here.

## **11. Joint Commissioning with Health**

In Rutland there is a multi-agency SEND panel which meets bi-weekly to discuss support and provision with children and young people with SEND. Our panel brings agencies together to discuss complex cases and to assess the suitability of EHCNA, EHCPs, education placements and additional funding requirements, ensuring these are the most appropriate for a child's need. The SEND panel supports the co-ordination of assessment information and ensures the commissioning of services is effective and that the level of resources provided is owned and directed by partner agencies. The panel is responsible for the allocation of High Needs Funding (Designated Schools Grant) to children who have an EHCP and reviews complex cases providing clarity on responsibilities for provision and funding e.g. Education, Social Care and Continuing Health Care funding arrangements.

## **12. Gaps and Recommendations**

- Review our SEND Commissioning Strategy in response to the joint work currently underway across LLR and the region, to identify need and demand and to respond by providing good quality and sufficient education and care provision.
- Complete the review of our early years and primary inclusion pathway to ensure children are identified early and providers have the capacity and expertise to support children in mainstream provision.
- Improve our data collection and business intelligence so that we capture how SEND needs change over time which will inform our commissioning intentions and use of our High Needs Fund.
- Work with our partners, especially Health and with or providers to respond to the needs of children with ASD and social and emotional and mental health difficulties. To engage the Commissioning Group (CCG) and health providers in driving forward the new SEND provision in Rutland, to ensure there is multi-agency support and that implications for local health services can be planned and managed.
- The SEND service and partners engage fully in the participation and engagement strategy to hear the voices of children and young people with SEND and their families. To have in place mechanisms to gather and utilise their feedback, to understand what works for them and which informs service planning and design.

