

22.9.15

SEN Need and Provision

Lead Officer	Chris Wilford
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Forum asked to decide / steer / be informed	The current level of SEN need within the authority, the impact on provision, the increase in early years SEN need and the need for review and subsequent strategy
Time Needed	30mins

1. Introduction

- 1.1 The purpose of this paper is to give the forum a snapshot of the current position of the education of children with SEN within the authority in relation to volume of need, patterns in provision and costs
- 1.2 This paper will also highlight the increasing level of SEN need that is being identified in early years setting and the impact of the first year of SEND reform.
- 1.2 The report will bring to attention the increasing pressures on special schools places and the need for a full Local Authority SEN review.

2. Recommendation

- 2.1 That the panel is made aware of the increasing level of SEN need that is being identified in Early Years settings.
- 2.2 That the forum is notified that in response to this increasing level of need that consultation on the early years work completed by the SENDit Team, including how we can make best use of transition funding, will begin shortly. This will include full consultation with Primary Heads, SENCO's and early year's settings. Details and findings of this report will come back to panel when completed.
- 2.3 That the forum is also notified of the level of demand for SEN provision following the first year of the implementation of SEND reforms and that the demand for current local SEN provision is outstripping supply.
- 2.4 That the forum be notified of a request for the Corporate Research Team to complete research into the current demographics of children with SEN in the authority, the anticipated future demand and a local overview in relation to the national picture. The report should also examine the capability of the current level of SEN provision within the authority to meet current and future SEN need.
- 2.5 That the forum, when the research and analysis is complete, consider a request for a small consortium of Headteachers and Local Authority Officers to complete a task/finish piece of work to look at the detailed local picture and to come back to panel with some recommendations/strategy to address current and future need and how we can develop more inclusive local first provision and best value in order to make best use of current and future schools funding.

2.5 The officer and or the consortium may need to request a small amount of finance from schools forum for any additional research or analysis needed to complete this work.

3. Report

3.1 Early Years

3.2 The Special Educational Needs and Disability Inclusion Team (SENDit), is responsible for responding to and supporting a wide range of early years settings around SEN, requests for support are overseen through a panel process. Table 1 below highlights the increasing level of need in early year's settings for Inclusion Support Funding; table 2 highlights the need for Transition Support Funding (TSF)

Table 1.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total SEN Need	No. of children	No. of children	No. of children	No. of children	No. of children
Total	41	40	57	66	94
Total % Increase	N/A	-2.4%	42.5%	15.8%	42.4%

Total increase since 2010	Average increase per year
129.3%	24.6%

Table 2.

Year	No of requests	Percentage increase per year
2012	56	
2013	62	10.7%
2014	70	12.9%
2015	78	11.4%
Total	266	

3.3 These tables demonstrate an average increase of 24% each year for Inclusion Support Funding and a 39% increase in requests over 3 years for Transition Support Funding. This is despite increasing the threshold levels for support in all areas of this service. Anecdotally staff also report an increase in the level of complexity of the needs of the children being seen.

3.4 With increasing pressures on the service, it is now time to review the current resources within this service, how they are used, and review thresholds, in particular review how SEND it thresholds can be better integrated with those thresholds for EHCP's. This review will start with a consultation with Primary Schools and Early Years settings.

4.SEND reforms and EHCP

4.1 The SEND team, as anticipated has experienced a high volume of requests for Education and Health Care Plans. The table below highlights the number of requests received by the SEN team and subsequent agreed assessments over the last three academic years. 2014/2015 being the first year affected by the SEND reforms and the introduction of Education Health Care Plans.

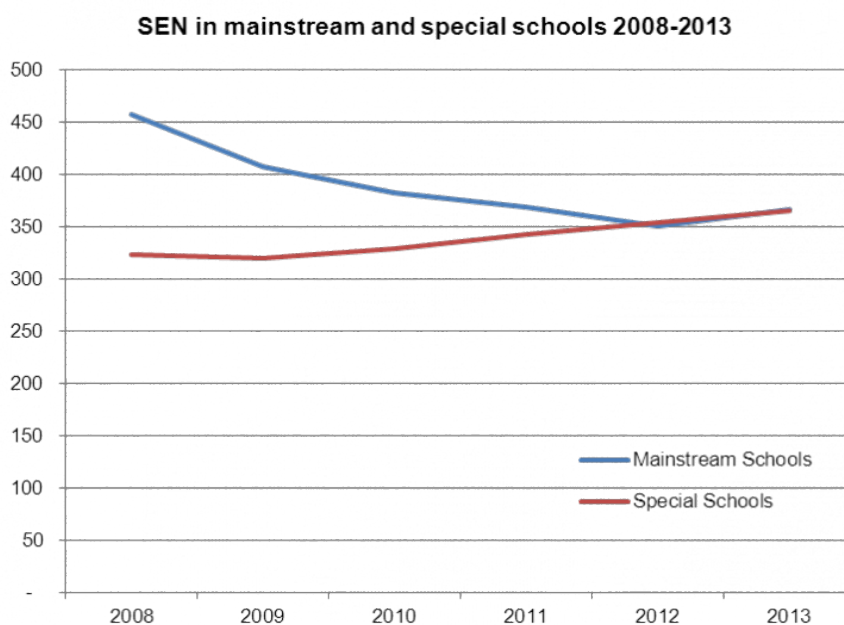
Year	Requests	Assessments
2012/2013	141	103
2013/2014	140	106
2014/2015	203	149

4.2 It was anticipated that the SEND reforms would generate more EHCP requests, however the increase in demand is significantly higher than expected and it is not known what the future demand will be for EHCP assessments for 2015/2016

5. Local Provision

5.1 Table 2 below captured from the B&NES JSNA highlights the trend of where in B&NES we are educating our children with SEN. As you can see there has been an increasing move to educate our SEN children in special schools. Our authority has an outstanding rated level of SEN provision. However our authority's special schools are now full or nearly full and they have year on year increased their PAN's to accommodate more pupils.

Table 3.



5.2 Table 4 highlights the average cost of educating children in the 3 types of education settings in B&NES or being used by B&NES to educate children with SEN.

Table 4.

Setting	Average Cost
Average cost of SEN place in school	£5400 top up plus £6000
Average cost of SEN place in special school	£8400 top up plus £10,000
Average cost of placement in an independent schools	£40 – 80k per space

6. Summary

- 6.1 To summarise, the current trend of educating more B&NES children with SEN in special schools has resulted in local SEN schools exceeding their PAN year on year. The result of this is our special schools are currently full, or near full. This has necessitated a move into utilising more and more independent schools. This result is increased costs per pupil head.
- 6.2 Add into this the reported increase in SEN need in our early year's settings, and the initial impact of the SEND reforms and it would appear that B&NES would be heading for significant capacity and financial difficulties ahead. The ultimate outcome if this trend in B&NES continues and nothing changes, will be an increased pressure on the DSG to accommodate this increasingly expensive reliance on independent schools provision.
- 6.3 This is a national pattern within most authorities, some areas already have to take larger percentages of DSG funding for SEN, and this will inevitably impact on the funding that is available for mainstream settings. This initial overview would suggest that it is time now in B&NES to take stock of direction and develop strategy to respond to the emerging difficulties around SEN provision and associated finance in B&NES.