

Appendix 5

Special Educational Needs and Disabled (SEND) Children and Young People

Background

On 1st September 2014, following the enactment of the Children and Families Act 2014, changes to the support and services that children and young people with special educational needs and disabilities receive came into force.

Further information can be found at the link below:

<https://www.gov.uk/government/policies/special-educational-needs-and-disability-send>

A 0 to 25 Special Educational Needs and Disabilities Code of Practice was published as part of the changes under the Act, with the aim of promoting a more individualised and better graduated response to support children and young people with special educational needs and disabilities.

Further information can be found at the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The new approach was designed to ensure support for SEND children and young people are focused on individual need and personal outcomes rather than classifications. The categories of School Action and School Action Plus no longer apply and have been replaced with a new system called special educational needs (SEN) support. For those SEND children and young people with the most complex needs a single birth-to-25 education, health and care (EHC) plan has replaced statements of special educational needs and Learning Difficulty Assessments (assessments of need for young people in post-16 study). The creation and delivery of these plans is led by the local authority but schools are involved in developing, delivering and reviewing these plans working closely with parents.

The data presented in this document is for 2013/14, when SEN was classified by a different methodology, prior to the changes made under the Children and Families Act 2014.

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Within that system pupils with special educational needs comprise those at School Action, School Action Plus, or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.
- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

SEND Children and Young People – Attainment

In Leeds, Special Educational Needs and Disabled (SEND) children and young people attend both mainstream schools and specialist inclusive learning centres (SILCs), at primary and secondary level. Of the children and young in Leeds classified as having SEND, 6% attend a SILC and 94% attend a mainstream setting (School Census May 2015).

Where SEND children and young people attend a mainstream school setting they are assessed in the same way as all young people, at the end of each Key Stage (KS), although they may be given additional support do so (for example additional time, assistive software etc.).

Alternatively, a SEND child or young person may attend a SILC. There are 6 LA-maintained SILCs and 1 Free School SILCs (Lighthouse) in Leeds, all are generic and cover all age ranges (all offer post-16 provision) with the exception of the SEMH SILC (Elmete) which offers provision for secondary age young people with a social, emotional or mental health need.

SEND children and young people who attend a SILC are assessed at the end of each Key Stage. There will be some children and young people who take National Curriculum tests (SATs) at the end of Year 6 and GCSEs and other equivalent qualifications in Year 11, but there are likely to be many more children and young people in these schools who cannot access the National Curriculum and for whom this form of assessment is not appropriate. P-scales are a national alternative for assessing the progress of these children and young people.

Further information about these performance measures can be found on the DfE website <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>.

Some, but not all, SEND pupils are entered for GCSE examinations.

Table 1.0: List of Leeds SILCs and their pupil age groups

SILCs (all age groups)	SILCs – Secondary Phase
East SILC	SEMH SILC
South SILC	Lighthouse Free School
North East SILC	
West SILC	
North West SILC	

Source: Department for Education

The achievement of pupils in primary, secondary and 16-18 provision in schools and colleges in the Local Authority, and for England as a whole, are reported in the Department for Education's performance tables. The performance tables provide headline information on individual school's aggregated school-level data and performance, including attainment and attendance. Further information about DfE performance tables can be found on the DfE website <http://www.education.gov.uk/schools/performance/>.

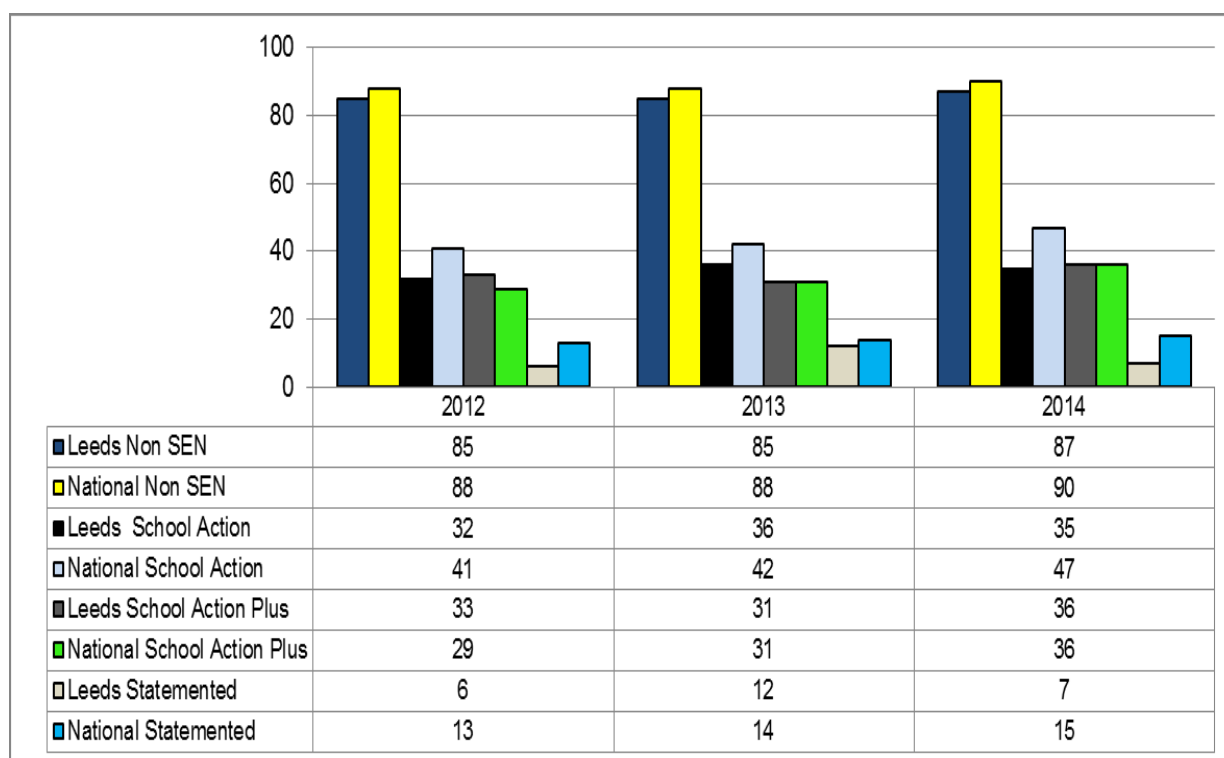
The attainment of children and young people in SILCs, at the end of KS 2 and 4, appear in the DfE performance tables for the local authority, alongside mainstream schools. The school-level data for all Leeds schools for the academic year 2013/4 is published on the Department for Education website. The school-level attainment data for the academic year 2014/15 is still provisional and the validated data will be published on the performance tables in December for KS2 and January 2016 for KS4.

Direct comparison between the attainment of SEND children and young people in mainstream setting and in SILCs should be avoided. There is a different context to pupil assessment within a SILC and it is not exclusively focused on learning outcomes, but can also be on the relevant attainment of life skills; for example achieving greater independence.

SEND Attainment – Key Stage 2

The chart below describes the attainment of Leeds SEN pupils and non-SEN pupils at the end of KS2, in 2011-12, 2012-13, and 2013-14, in mainstream schools.

Chart 1: Comparison of the Leeds and national KS2 results - Percentage of pupils achieving level 4 or above in Reading, Writing and Maths - SEN provision – 2011-12, 2012-13, 2013-14



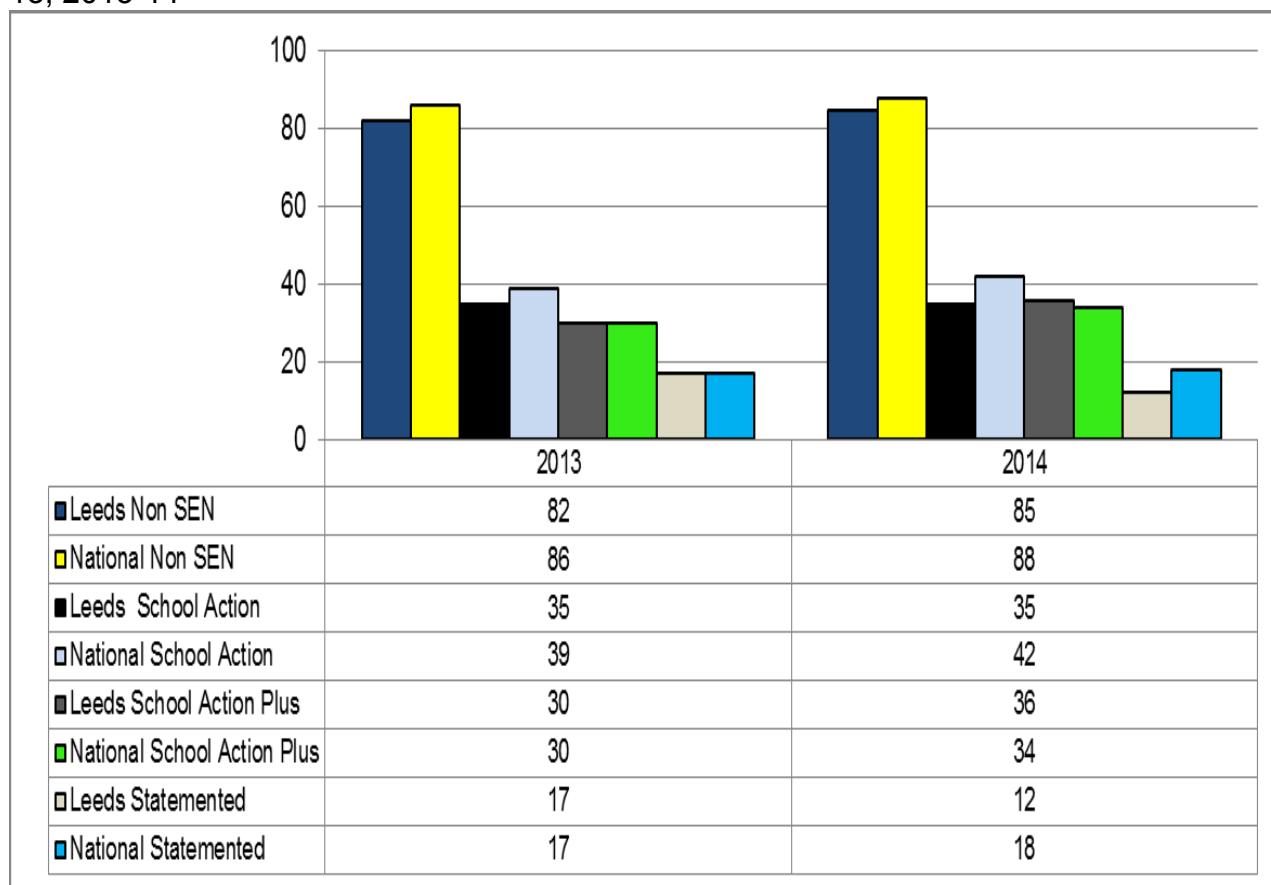
Source: 2013-14, Key Stage 2 - Learning Outcomes Dashboards - Pupil Groups

SEN Pupils in Leeds do not perform as well as SEN pupils nationally across all categories of SEN, with the exception of those pupils categorised as School Action Plus who have equalled or exceeded the national School Action Plus figure over the past three years. The biggest gap between the Leeds and the national figure is for pupils who are categorised as School Action.

At a national level, of all reported pupil characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.

The chart below describes the attainment of Leeds SEN pupils and non-SEN pupils at the end of KS2, in 2012-13, and 2013-14, in mainstream schools.

Chart 2: Comparison of the Leeds and national KS2 results - Percentage of pupils achieving level 4 or above in grammar, punctuation and spelling - SEN provision – 2012-13, 2013-14



Source: 2013-14, Key Stage 2 - Learning Outcomes Dashboards - Pupil Groups

SEN pupils in Leeds do not perform as well as SEN pupils nationally across all categories of SEN, with the exception of those pupils categorised as School Action Plus, where the Leeds figure is two percentage points above the national average. The biggest gap between the Leeds and the national figure is for pupils categorised as School Action, where there is a difference of 7 percentage points, and this is followed by the statemented figure which is 6 percentage points.

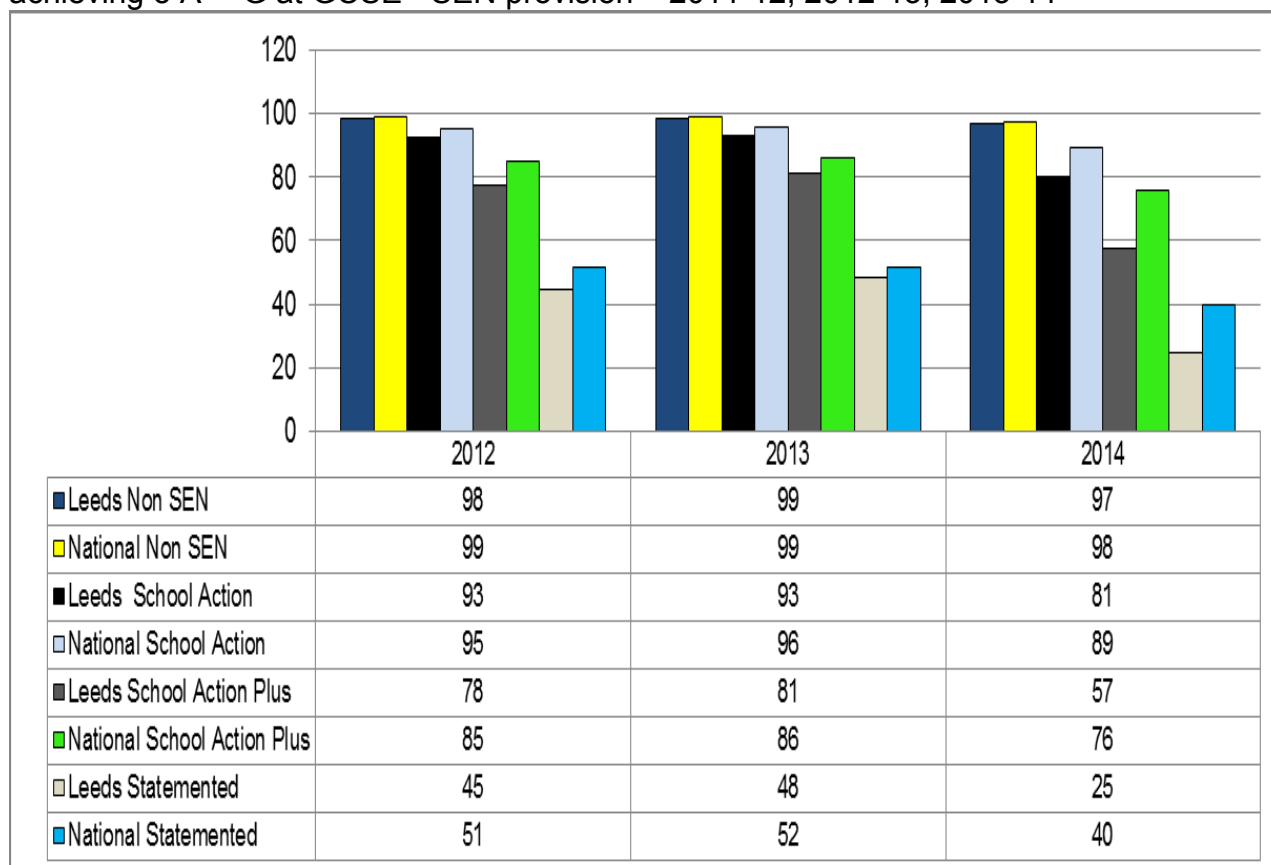
At a national level, of all reported pupil characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.

SEND Attainment – Key Stage 4

At the end of Key Stage 4, in mainstream schools and SILCs, one of the main performance indicators, in 2013/14 and previous years, is '5+ A*-C GCSEs (or equivalent) including English and mathematics'. This is one of the key indicators reported for attainment each year in DfE performance tables.

The charts below describe the attainment of SEN and non-SEN pupils at the end of KS4 in Leeds mainstream schools in 2011-12, 2012-13 and 2013/14.

Chart 3: Comparison of the Leeds and national KS4 results - Percentage of pupils achieving 5 A* - G at GCSE - SEN provision – 2011-12, 2012-13, 2013-14



Source: 2013-14, Key Stage 4 - Learning Outcomes Dashboards - Pupil Groups

Direct comparison between the 2013/14 GCSE and equivalent results and those of previous years is problematic as two major reforms were implemented which have affected the calculation of KS4 performance data for 2013/14 (Professor Alison Wolf's Review of Vocational Education recommendations and the 'Early Entry Policy'). This should be taken in to consideration when reviewing the 2013/14 results alongside previous years. These changes only apply to figures shown for 2013/14.

Briefly, the two main reforms were:-

Reform of vocational qualifications -

A number of recommendations were adopted from Professor Alison Wolf's Review of Vocational Education. Those were to:-

1. only include qualifications in performance measures which meet the new quality criteria. This led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14;
2. adjust the associated point scores for non-GCSEs so that no qualification would count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it was reduced to the equivalence of a single GCSE in its contribution to performance measures.
3. Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

Introduction of Early Entry policy

In the past, school performance measures were calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it. In September 2013 the DfE announced that only the first result a pupil achieves would count in performance measures from 2013/14 onwards. This development was implemented with regard to English Baccalaureate subjects 2013/14 and was expanded to apply to all subjects in 2014/15.

Further information about DfE performance tables can be found on the DfE website.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399005/SFR_06_2015_Text.pdf

At a national level, of all reported pupil characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.

SEND Children and Young People – Attendance

Background

Data on pupil absence in England is collected, analysed and published by the Department for Education.

The data presented below is from a Statistical First Release (SFR) that reports on absence in state-funded primary, secondary and special schools during the 2013/14 academic year.

The Department uses two key measures to monitor pupil absence; overall absence and persistent absence. Absence information by reason, characteristics and geographic location was also included in the release.

Further information can be found on the DfE website:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416343/SFR_10_2015_text.pdf

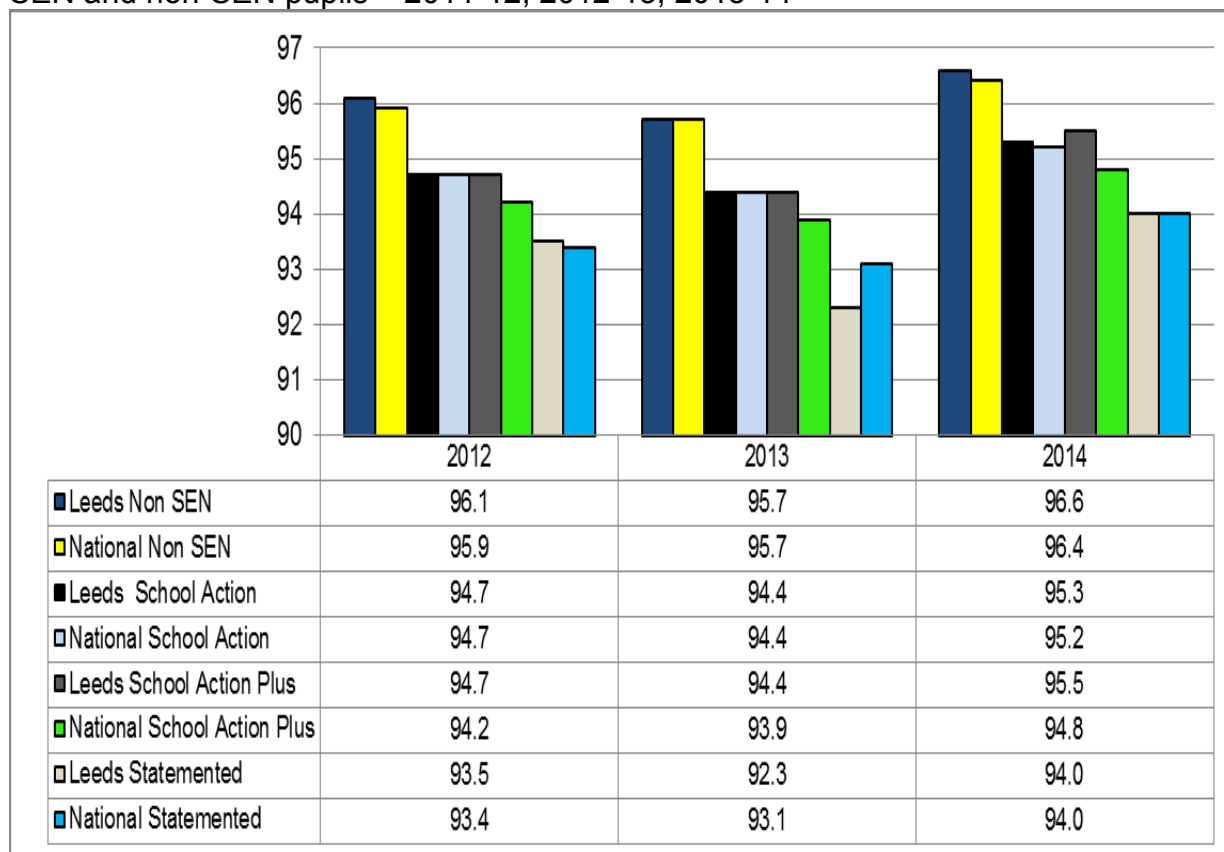
SEND children and young people, in general, have higher percentage of overall absence and persistent absence than non-SEND pupils. Nationally in 2013/14, pupils with a statement of special education needs (SEN) had an overall absence rate of 7.5% whereas pupils with no identified SEN had an overall absence rate of 4.1%, and the percentage of

pupils with a statement of SEN that are persistent absentees (11%) is more than four times higher than the percentage for pupils with no identified SEN (2.6%).

SEND Attendance – Primary Stage

The chart below describes the overall attendance of SEN and non-SEN pupils in Leeds primary schools (mainstream) in 2011-12, 2012-13 and 2013/14.

Chart 4: Comparison of the Leeds and national data - Percentage of overall attendance of SEN and non-SEN pupils – 2011-12, 2012-13, 2013-14



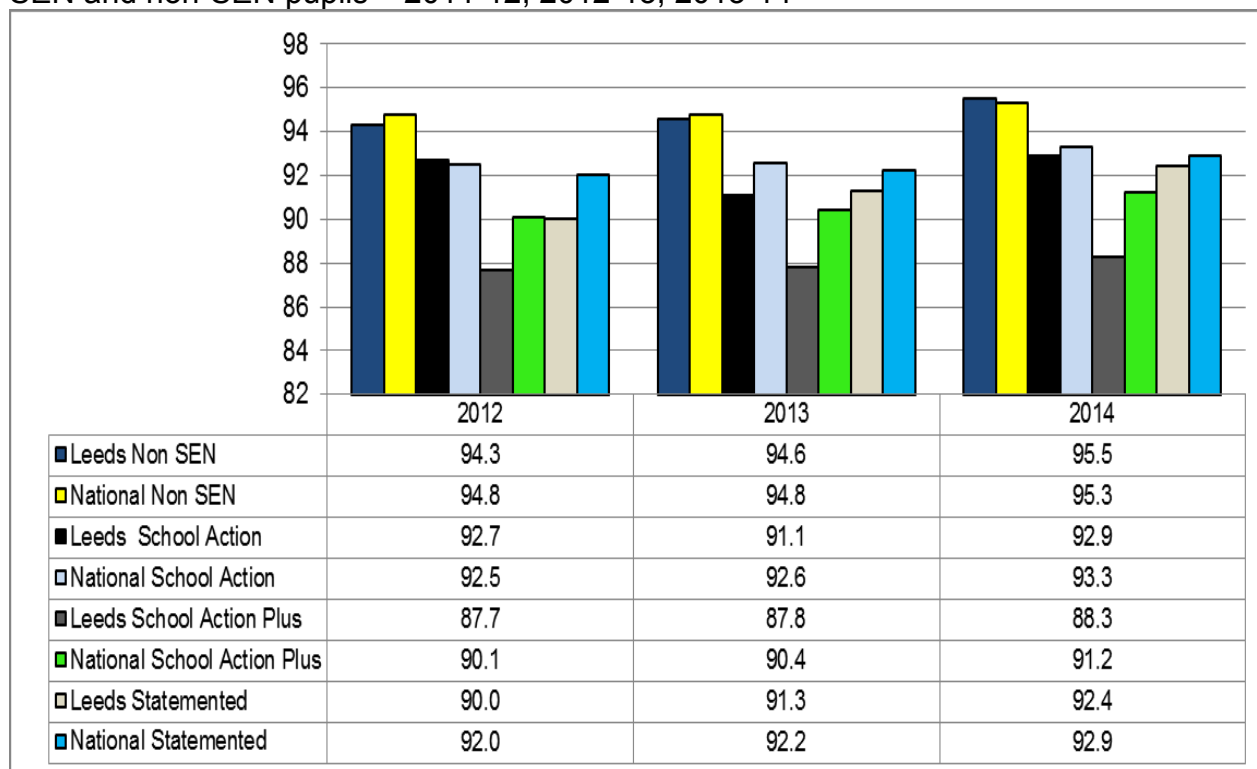
Source: 2013-14, Primary Attendance - Learning Outcomes Dashboards - Pupil Groups – Half terms 1-5.

Attendance has improved across all SEN groups in Leeds in the last three years, with the biggest increase of 1.7 percentage points for pupils who are categorised as Statemented, putting Leeds in line with the national average.

SEND Attendance – Secondary Stage

The chart below describes the overall attendance of SEN and non-SEN pupils in Leeds secondary schools mainstream schools in 2011-12, 2012-13 and 2013/14.

Chart 5: Comparison of the Leeds and national data - Percentage of overall attendance of SEN and non-SEN pupils – 2011-12, 2012-13, 2013-14



Source: 2013-14, Secondary Attendance - Learning Outcomes Dashboards - Pupil Groups – Half terms 1-5.

Attendance has improved across all SEN categories in Leeds in the last three years, despite this Leeds remains below the national average across all SEN groups. School Action pupils have the highest attendance rate of 92.9%, an increase of 1.8 percentage points, compared to the national increase of 0.7 percentage point, bringing the Leeds' result more in line with the national average.

SEND Attendance – SILCs

The table below describes the overall attendance at LA-maintained SILCs in 2012-13 and 2013/14.

Table 2.0: Comparison of % attendance at Leeds SILCs (LA-maintained) Half Term 1-5 2012/13 and 2013/14

SILC	% attendance 2012/13	% attendance 2013/14
East SILC	89.1	88.9
South SILC	90.7	92.0
City-wide SEMH	63.9	66.5
North East SILC	92.7	94.6
North West SILC	89.2	90.8
West SILC	89.3	89.8

Source: SFR10/2015