

4.3.01 Children with special education needs, disabilities and complex health needs

Introduction: why is this important?

'A physical or mental impairment which has a substantial and long- term adverse effect on his or her ability to carry out normal day to day activities' (Equality Act 2010)'.

The Children and Families Act which came into effect in September 2014 introduced a broad definition of Special Educational Needs, covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Special educational needs and disability code of practice: 0-25 years January 2015)

The population of children with SEN is far greater than the population of children with a disability. Not all children with SEN are disabled, and not all disabled children and young people have SEN. The broad areas of need described in the code of practice are: Cognition and Learning, Communication and interaction, Social emotional and mental health difficulties, Sensory and or physical needs. .

Disabled children's needs range from mild to complex and life-long. Without appropriate and adequate intervention, disabled children and those with complex health needs or a high-level SEN are at risk of:

- Living in poverty.
- Social exclusion.
- Discrimination.
- Preventable early death.

As the life expectancy of premature babies and disabled children grows, there is evidence that there will continue to be a growth in the numbers of children and young people with a range of disabilities and complex health needs who live longer and make the transition to adulthood and may during childhood have special educational needs (SEN). Local data suggests that Bradford has a higher than expected number of children with disabilities and SEN.

What strategies, policies and best practice have been developed locally and nationally?

In response to the Children and Families Act, which came into force in September 2014 the Department for Education (DfE) and the Department of Health (DoH) published a revised Special educational needs and disability code of practice: 0-25 years. This was approved by parliament in July 2014 and amended in January 2015. This now provides the statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities. This guidance placed new

requirements on local areas to introduce a single assessment process, co-produce education health and care plans, express the right to request personal budgets and provide clear comprehensive accessible information for families through the SEND Local Offer.

The Bradford District is on a journey responding to the changes introduced by the SEND Reforms. Personalisation is high on the agenda and is managed through a graduated approach. Key partners have introduced new ways of working to ensure that children and young people with SEND receive the right support at the right time.

The Bradford District has refreshed the SEND & Behaviour Strategic Plans so that they reflect the requirements of the Children and Families Act responding to local needs and aspirations.

In the last three years NICE (National Institute for Clinical Excellence) have released nine documents relevant to children and young people with disability and special educational needs.¹ Throughout all of these there is strong focus on: access to services; accurate diagnosis and its clear documentation and communication; annual specialist reviews; comprehensive treatment options (including non-pharmacological and non-surgical); a 'life-course' perspective to management; child-focused planning with involvement of parents and carers; addressing the social, physical and psychosocial environments; and transition to adult services and adult life.

Further National Strategy and Guidance documents include:

- Children's and Young Person's Act 2008: Short Breaks Duty.
- Equality Act 2010
- National Framework for Children and Young People's Continuing Care 2010
- Support and aspiration: A new approach to special educational needs and disability. Green Paper. 2011
- Increasing Options and Improving Provision for children with special educational needs 2013
- Working Together to Safeguard Children 2013
- Children and Families Act 2014
- Special educational needs and disability code of practice: 0-25 years revised January 2015
- Special educational needs and disability: Supporting local and national accountability 2015
- The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities
- Care Act 2015

Local Strategies, Policies and Guidance include:

- Health Equity Audit of Children and Young People in Bradford District 2009
- Short Break Statement (not sure what the date is for this) Bradford Integrated Strategy for Disabled Children and Young People 2010
- Bradford Disabled Children and Young People's Needs Analysis 2010
- 0-7 Integrated Pathway for Disabled Children and Children with SEN
- Early Help Strategy 2013-14
- SEN Strategy 2012-2015
- Education Covenant 2015
- SEND and Behaviour Strategy 2016-19
- Council Corporate Plan 2016-2019

What challenges have been identified in a local context?

The Bradford Needs Assessment for Children with disabilities, special educational needs and complex needs was published in 2015 and can be found on the Bradford JSNA website.

¹ See QS48, CG170, QS39, GDG, CG158, QS27, CG155, PH20&40, CG145, CG128.

The Needs Assessment presents data and analysis on a wide range of topics relevant to this review, and includes:

- Demographic data on population and deprivation in Bradford
- Detailed analysis of data on children with Education Health and Care Plans (EHCPs) (formerly statement of special educational needs)
- Projected populations for special schools and resourced provisions in schools
- Data on ethnicity and SEND
- Educational attainment analysis
- Health service data
- Social care data
- Information on the population that transition to Adult Services
- Stakeholder Views
- Information on services for Children with SEND – The Local Offer

The Needs Assessment found that Bradford is the youngest city in England and the 0-4 years are growing fastest, especially in the most deprived areas. This is likely to bring a growing SEND need especially with its links to deprivation. There are approximately 16,500 children with SEND in Bradford District which accounts for approximately 16% of school aged children. Over 80% of these are aged 5-15 years (school-aged) and the majority are White (49%) or Asian (42%). Half of all the SEND children live in only eight of the 30 wards in Bradford, and seven of these are amongst the worst for child poverty. Bradford District has eight special schools with just over 1000 pupils, and 19 mainstream schools have special facilities for children with special needs over 200 pupils have access to these facilities).

Key challenges identified by the needs assessment include:

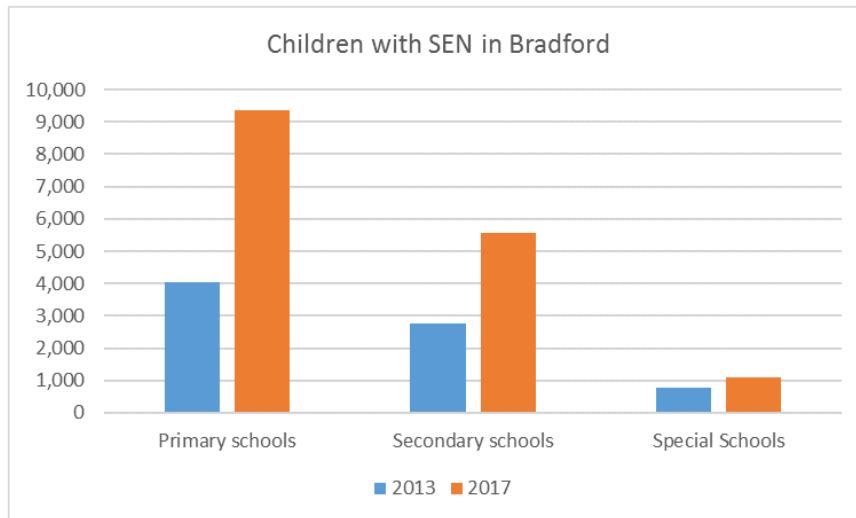
- At the end of the reception year in school Bradford children with SEND perform as well as the same group nationally in achieving a good level of development. Disappointingly at 11 years (level four in reading, writing and maths) and 16 years (GCSEs) Bradford performs less well than national. Reassuringly the number of post-16 children who are Not in Education, Employment or Training (NEET) is falling and this is especially noticeable for SEND children.
- Whereas 36% of children without SEND live in the 10% most deprived areas, this rises to between 42% and 50% of SEND children. Families with children with SEND have added challenges like time to earn and affording care support and equipment.
- Nearly one in twenty referrals to social services relates to a child with a disability and these cases tend to stay open three times as long as other referrals. There is some concern as children with SEND tend to be referred at older ages (despite a greater need).
- The priorities for the District are described through the recommendations at the end of the needs assessment. These have been informed by the views of Children & Young People, parents and other stakeholders collected during the SEND Review, as well as by the data and research outlined through this needs assessment. In addition, partners are currently in the process of refreshing the SEND strategy for the District to provide the framework for the work of key stakeholders.
- In conclusion the population is growing, the level of needs is growing faster and the two combine to increase need beyond previous predictions. In a context of reducing resources - working in partnership to personalise support for children and young people with SEND is valued, and innovation and further co-ordination will be increasingly necessary.

What do the facts and figures tell us?

Compared with national figures, Bradford has more SEND children with severe learning difficulties, profound and multiple learning difficulties and physical difficulties, again demonstrating a higher level need. This is reflected in the health needs of these children – Bradford has higher than national rates of sensory problems, congenital anomalies (almost double), complex health needs and rare genetic abnormalities.

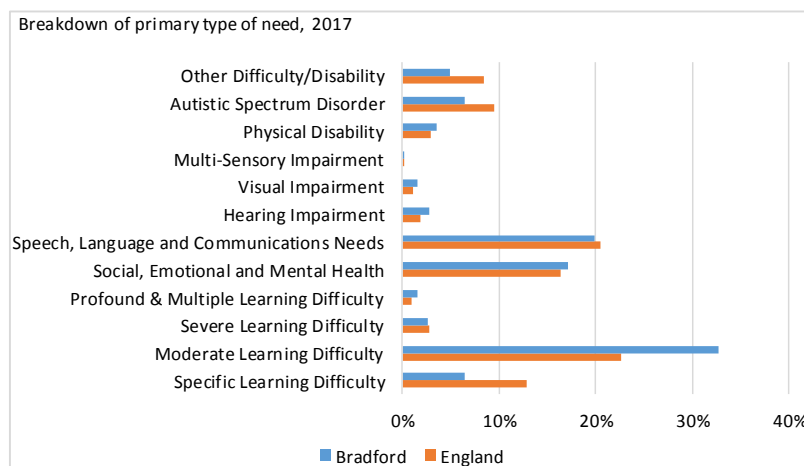
Although the district has higher numbers than nationally in relation to some areas of need it has fewer children with Education Health and Care Plans (some of which are currently in the process of conversion from statements of special educational needs) and more children identified as needing school support. This is as a result of the graduated approach agreed in Bradford and the level of resources that are delegated directly to schools to meet the majority of children’s needs within an inclusive environment.

As of January 2017, there were approximately 16,500 pupils (primary, secondary and special schools) with SEN in Bradford. Over the last 5 years the number of children with SEN in Bradford has over doubled from 7,590 pupils in 2013 to 16,486 pupils in 2017. A higher increase has been seen in primary school children.



Source: Department of Education, 2017

Of its children with SEN, Bradford has a particularly higher proportion of children with a moderate learning disability, than the average for England.



Source: Department of Education, 2017

In February 2014, as part of the Needs Assessment a single list of children and young people identified as either SEN and/or disabled was produced by combining data held by a number of teams within the council. Recent updated demographic data on these children is included below, whilst the Needs Assessment 2015 provides further data and analyses and provides a summary of the research evidence.

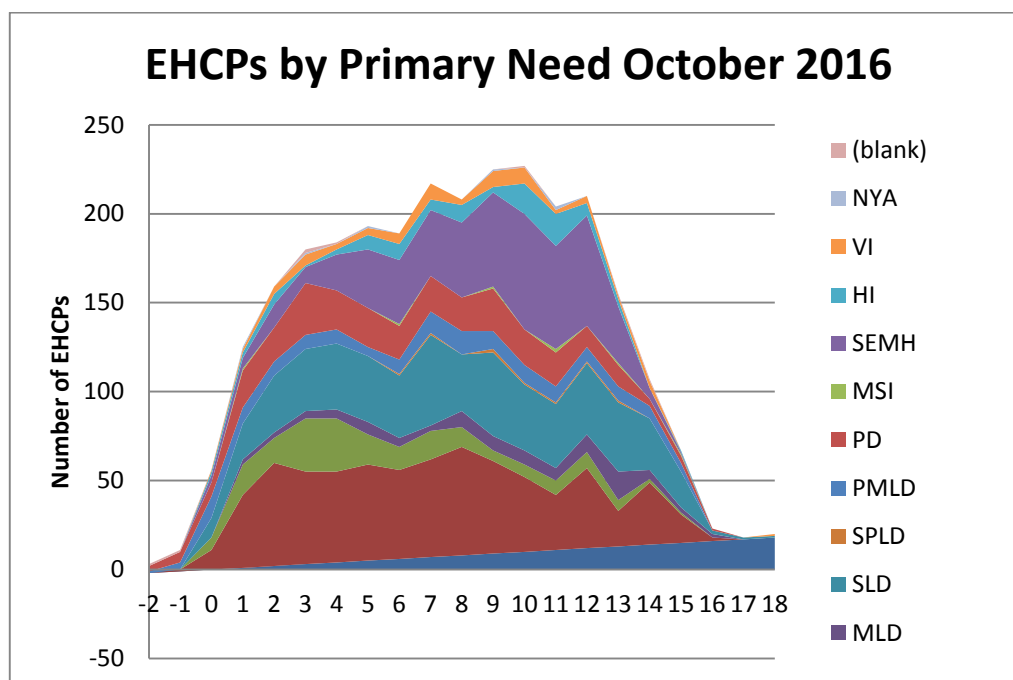
Age

The January 2016 age profile of children with SEND is given below.

SEND pupils by Age and Gender				
Age Band	Female	Male	Total	
<i>0 to 4</i>	130	273	403	2.5%
<i>5 to 9</i>	2049	4179	6228	38.2%
<i>10 to 15</i>	2801	5010	7811	47.9%
<i>16 to 17</i>	641	899	1540	9.5%
<i>18 to 25</i>	133	177	310	1.9%
Total	5754	10538	16292	

The greatest numbers of students identified with special educational needs are in year 9, with a decreasing number of statements moving prior to or beyond year 9. This profile may change in the future particularly because a statement of special educational needs was ceased at the age of 19 whereas an education health and care plan can remain in place until the age of 25 if an educational outcome remains.

The following chart shows the same distribution, and describes the primary type of SEN or disability across the school years in October 2016.

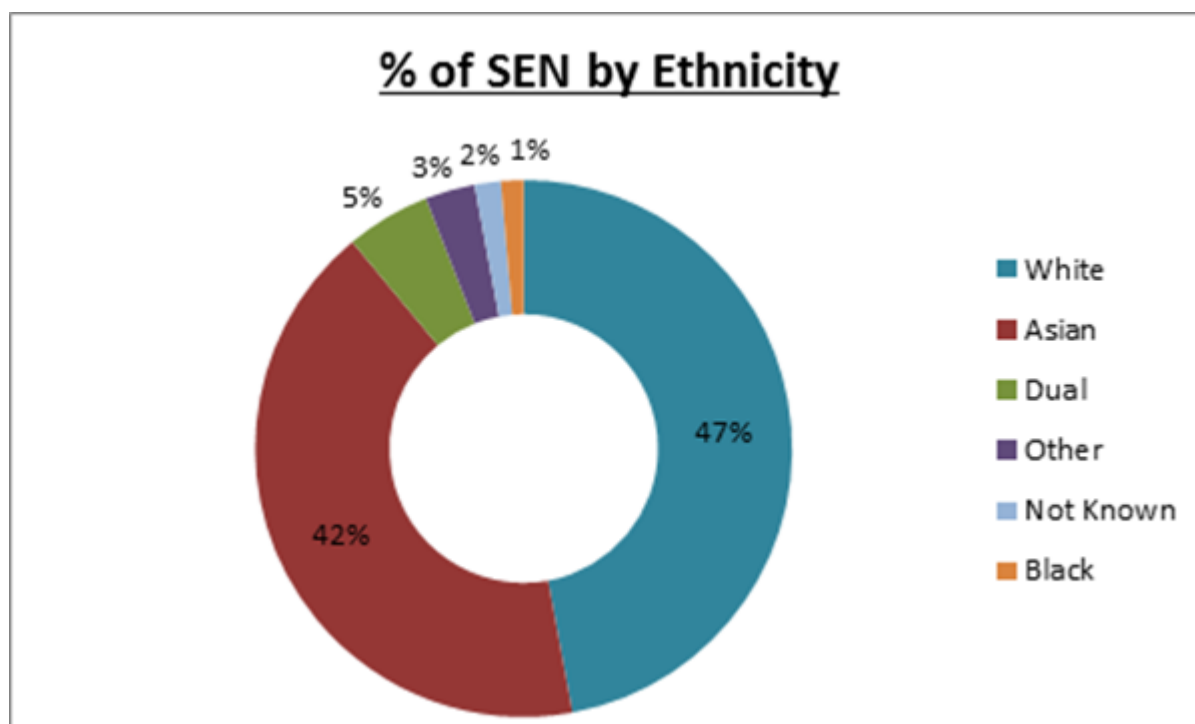


Ethnicity

The prevalence of SEN is different amongst children from different ethnic heritage. The identification of children with hearing impairment, visual impairment, multiple sensory impairment, physical disability, profound and multiple learning difficulties and severe learning difficulty is higher amongst the South Asian heritage. Whilst autism spectrum disorders and Social, emotional and mental health difficulties, is higher amongst African-Caribbean, Mixed White heritage and White heritage children.

This could be explained by SEN type being linked to ethnicity or an under-identification of Autistic Spectrum Disorders, Speech and Language and Behaviour, Emotional and Social Difficulties in pupils

with a South Asian heritage. It is known that the prevalence of rare genetic conditions in the district is much higher than national rates, especially in South Asian children, and this contributes to over representation of South Asian children who have SEN or disabilities (JSNA Needs assessment 2015).



Ward

Analysis by ward illustrates an association between children with SEN and disabilities who are living in more deprived areas. Half of the children and young people with SEN and disabilities where postcode data is known (18,359) live in 8 out of the District's 30 wards. In order of the highest number of children per ward with SEN and/or a disability:

1. Bowling and Barkerend
2. Little Horton
3. Bradford Moor
4. Toller
5. Manningham
6. Tong
7. Heaton
8. Great Horton.

What do our stakeholders tell us?

The development and review of the Local Offer has been strongly influenced by children and young people, parents/carers and key partners including the web based resource, refining the design, further developing the structure for the content, and deciding how to publish feedback.

All schools are required to publish an SEND Information Report which includes details of the school offer for children and young people with SEND. The local authority has provided guidance for schools based on the regulations which are set out in the SEND Code of Practice. All schools have been invited to share with the local authority the location of their respective SEND Information Reports/school local offer. The Local Offer for the Bradford District provides a direct link to school and college SEND Information Reports where this information has been shared with the local authority. This includes schools within and outside of the Bradford District.

In 2015/16 the co-production of the Local Offer has involved children, young people parents/carers, service providers and other local authorities. This has included planning the design, developing the structure for the content, deciding the alternative formats that we make available, improving the content available within the Local Offer, participating in local authority peer support working groups and deciding how to promote and to publish feedback on an annual basis.

Children, young people, adults (18-25 years) and parent/carer of children with special educational needs and or disabilities, involvement is central to the development of the Local Offer and we have organised and attended various events within the Bradford district area to gain feedback, and we have used the comments to co-produce Bradford's Local Offer.

In total 42 young people and 5 young adults with SEND contributed to informing how the Local Offer should look and work. The aim was to consult with a wide range of young people with additional needs. The summary feedback below expresses the views of young people, which are different from other key stakeholder groups and what we did to address these in the development of the Local Offer. Children and young people would like:

- More visual content, more video's with signing and an opportunity to upload photos from key events;
- More information on careers, employment pathways and role models within the new young person's page;
- More information on colleges, bursaries and personal budgets;
- More on the range of health services for young adults;
- More ideas on activities and projects to be involved in by area.

Feedback from Information Advice and Support Services

Information Advice and Support Services (IASS) Report for the Local Offer 2016

Parents and carers continue to be provided with independent Information, Advice and Support according to their individual needs. We monitor what they tell us about the support they have received as in previous years.

The following results are taken from the period of September 2015 – May 2016:

- Parents and carers feel more valued as partners and better able to work in partnership with professionals 95%
- Parents and carers have a better knowledge and understanding of SEN information 91%
- Parents and carers are more confident in their child's educational provision 100%

In 2015 Bradford participated in a national survey, Personal Outcomes Evaluation Tool (POET) for Children with Education Health and Care Plans. The survey provides some sense of how these groups are experiencing the introduction of EHCPs and the extent to which some of the principles behind the Department for Education 2014 Special Educational Needs and Disability Code of Practice are being realised.

A very small number of children and parents contributed to the survey in 2015 and we are hoping that this will increase in future years. Of the 14 parents who replied, nine (64%) said that their views were included in their child's Education, Health and Care Plan (EHCP); six said fully and three partially. Only half of same 14 parents said that their child's views were included in the EHCP, a majority of the positive responses reported that this was partially. No parents in the survey reported that they held a personal budget. Parents had mixed views on their experience of the EHCP process. Some parents welcomed the opportunity to explain the history of their child's needs and for them and their child to have a voice and input into the plan. Many voiced concern that that they had had to push for the assessment process to commence and found the process too lengthy and difficult.

The SEND local offer will continue to keep under review the resources that are available to families in the Bradford District and key partners and stakeholders will give careful consideration to the feedback received to inform the future commissioning of services across education, health and social care.

Recommendations: What do we need to do? How do we ensure this remains a priority?

In summary:

- We have a growing population of children and young people and proportionally have a growing population of CYP with SEND.
- The complexity of special needs in Bradford is increasing – as a result there is a need for more specialist places and services strategically targeted towards identified needs.
- We have seen a 92% increase in requests for education health and care assessments over the last three years.
- We are a highly inclusive authority; only 1% of our school population are in Special Schools.
- We are working in a challenging and changing landscape across all sectors, both financially and operationally.
- With this comes the opportunity to transform the way that all services support SEND collaboratively across Bradford.

The Local Area SEND Strategic Partnership has identified the following priorities:

1. Improve outcomes for SEND 0-25 including early developmental milestones, educational attainment and achievement and post-16 participation in education training and employment.
2. Accelerate and improve the length of time taken to complete education health and care assessments, and increase our statutory compliance.
3. Ensure there is early identification, early assessment and early intervention of SEND.
4. Ensure sufficiency of high quality, specialist services and places for all CYP with SEND.
5. Enhance the opportunities for CYP SEND Voice, to influence participation in society and community and access to social opportunities.
6. Ensure accessibility of SEND support, provision and services which enhance parental choice and aspirations.
7. Increase the opportunities for parents/carers and CYP to engage in the process of co-production and contribution to plans and strategies.
8. Ensure effective transitions for all SEND CYP in all elements of their lives.
9. Build capacity and expertise within SEND across the District and further develop Bradford's collaborative multi-sector model, ensuring responsive services with a more personalised offer for all CYP.

References

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