




Haringey Council

Report for:	CYPS Scrutiny Panel 18 March 2015	Item Number:	
Title:	Support for Children and Young People with Disabilities / SEN Reform		
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Ward(s) affected: All	Non Key		

1. Describe the issue under consideration

- 1.1 This paper considers the issue of inclusive education in Haringey. The major impact on this area is the Special Educational Needs and Disabilities (SEND) Reforms covered in Part 3 of the Children and Families Act 2014.
- 1.2 The Scrutiny Panel has requested evidence about the following issues with regards to children and young people with disabilities:
- The proportionate population of children and Young People with SEN and Disability in Haringey
 - Haringey’s policy on Inclusion
 - Attendance in mainstream and special educational settings
 - The support Disabled learners receive in Haringey schools
 - Accessibility in Haringey’s mainstream schools.
 - Curriculum access
 - Workforce development
 - Achievements of Disabled learners in Haringey.



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1.3 The SEND reforms 2014 have not changed the way that identification and support for Children and Young People with SEN and Disability is provided, however it has change the legislation over duties to provide support to children from multiple agencies. This strengthens the requirement to jointly commission services with Health, and between Education and Social Care in the Local Authority. It also requires individual schools to clearly articulate their ‘offer’ to children with SEN and Disabilities. Detail discussion around the SEND Reforms are outside the scope of this paper, however the key features are:

- a requirement for the Authority and local Schools to publish their ‘Special Educational Needs Offer’ for Families and Young People with SEN and Disabilities on their websites
- joint Commissioning between Health, Education and Social Care
- Education, Health and Social Care Plans to replace statements, but the threshold to remain as the child’s significant learning need.
- extension of the EHC plan to 25 years for Young People in Education
- a requirement for a policy on managing children’s medical needs in school.
- the use of a personal budget for services within the Education, Health and Care Plan.

2. Scrutiny introduction

2.1 The needs of the Children and Young People with SEN and Disability are wide ranging and can challenge their learning in very different ways. A disabilities is defined by the Disability Discrimination Act 1995 as

“...a physical or mental impairment which has substantial and long-term adverse effect on (the person’s) ability to carry out normal day to day functions”

2.2 Whereas a child is described as having a Special Educational Need (Section 312 Education Act 1996) if they have:

“a learning difficulty which calls for a special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significant greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above and would do so if special educational provision is not made for them”.

2.3 Special Educational Needs are often primarily as a result of a cognitive difficulty or difference in learning from the ‘average’ learning style. This can mean that a person with a Special Educational Need, such as a specific literacy difficulty, may require adjustments and support in school. They may not experience this challenge as a long term disability however, if able to use effective and appropriate strategies.



2.4 A young person with a significant physical disability may need adjustments and support in their physical environment to enable them to access the curriculum, but may not have a Special Education Need in terms of their ability to learn, once access has been successfully arranged.

3. Background information

3.1 The Population of Young People in Haringey with Special Educational Needs and Disabilities

3.1.1 Haringey has 1414 children and young people with Statements of SEN and 499 Young People with Learning Difficulty Assessments. All of the children's statements will be converted into Education Health and Care plans over the next three years, and most of the Young People's Learning Difficulty Assessments (LDD). The conversion of the LDD will depend on whether the Young Person is choosing to stay in Education until 25 years, and their request for a conversion as the SEND code is clear that the request for an Education, Health and Care Plan is required from the Young Person themselves. For Young People who require less adjustment they may choose not to have their LDD converted, however it is expected that most will request a conversion or have a conversion requested by an advocate.

3.1.2 The Young People with Statements of SEN have identified on their statement the following primary needs:

- Autism - 525 children and young people
- Moderate learning difficulties - 309 children and young people
- Communication Difficulties - 184 children and young people
- Emotional and Behavioural difficulties - 161 children and young people
- Physical Disabilities - 87 children and young people
- Severe learning difficulties (e.g. associated with Down Syndrome, William's Syndrome, epilepsy) - 36 children and young people
- Profound and Multiple Learning difficulties – 34 children and young people
- Profound Hearing impairment - 33 children and young people
- Specific literacy difficulties – 30 children and young people
- Visual Impairment - 22 children and young people.

3.1.3 Two children and young people have medical needs without a special educational need. Some children have more than one diagnosis.

3.1.4 The majority of statements are issued as a result of a significant cognitive difficulty as a result of Autism, general learning difficulty and/or behaviour or language difficulty. The numbers given above are as a result of primary diagnosis, however many children may have a co-occurring need.

3.1.5 Planning for the needs of a borough by the numbers of children can be slightly misleading as incidence and prevalence of need may be different. Incidence is the number of people born into the borough with a particular need, where as the prevalence is the number of



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people who live in the borough with a need e.g. they may move here from other boroughs or from abroad for a particular reason. The incidence of the above types of difficulty are increasing over time for all Boroughs, with Autism and general learning difficulty being highly prevalent in Haringey. The incidence of children and young people with physical disabilities has remained the same but anecdotally appears to be reducing slightly for the profound and multiple learning difficulties group. This is likely to be as a result of changed medical approaches both pre birth, in utero and at birth e.g. changed practice for highly premature babies, which reduces their acquired visual and hearing impairment long term. It may not be able to prevent more moderate learning difficulties however.

3.1.6 Certainly people with profound physical needs, who once might have been thought of as life limited, are surviving longer. There are key groups in the borough, including a group of children with hearing impairment that require adaptations made but may not need a statement of special educational needs. 113 children in the borough are hearing aid wearers and 14 are fitted with FM systems. The use of cochlear implants for children and young people with hearing impairment is also increasing. This is encouraging many young people who in the past may have attended a special school and predominantly used signing such as British Sign Language, to choose to use more spoken language or sign supported English.

3.1.7 Incidence is an area that needs more detailed analysis outside the scope of this paper in order to better predict children's longer term learning needs dependent on their medical history and experiences.

3.2 Schools and School Support for Children and Young People with SEN and Disabilities

3.2.1 Of the Young People with statements, 974 are in mainstream schools in and out of borough, with 440 in Specialist provision. Of those young people in Specialist Provision 309 are in borough and 131 are out of borough. For those young people who attend specialist provision out borough, 52 Young People are children in care who predominantly have a Special Educational Need related to social communication and behaviour.

3.2.2 Nationally the age at which statements (now Education Health and Social Care Plans) is initiated is reducing. Ten years ago the average age of initiation was 10 years old, now due to better identification, and joint working with health, more children are identified early who may have and SEN or Disability. More recently National Strategies such as "Aiming High for Disabled Children" 2012 initiated the Early Support principals. Early Support is a national initiative to ensure children likely to require long term support are identified early, often at birth for some conditions, and therefore Statements are often initiated when children are due to start school at 4- 5 years old. The SEND reforms emphasises the duty to provide nursery experience for children with SEN and disabilities from the age of 2 years old with the result that many boroughs who were pathfinders for the reforms have issued EHC plans for children as young as 2 years old.

3.2.3 Haringey has an Early Years Inclusion Team who work with agencies in health and social care to ensure that children experience an inclusive start to their school experience. The



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team work in Private and Voluntary settings, Children's Centres and Nurseries with children who have SEN and Disabilities.

3.2.4 The choice of mainstream or special school for a child is lead through parental choice, with the understanding that mainstream education for a child is preferable where ever possible. The teams working with the parents/carers, children and young people would be evaluating the children and young people's progress looking at a number of factors when considering where the child will achieve at their best including:

- Success of the strategies and differentiations available for the child to maintain the child's progress
- Emotional impact on the child and their experience of social integration and feelings of inclusion e.g. are they able to identify with their peer groups and participate as independently as possible with the right support
- If the child has a recognised diagnosis, what is known about their likely pattern of development e.g. will they develop their skills along normal lines but later, achieve as their peer group but need different strategies, or is their condition known to be one that causes deterioration in their cognitive skills over time.

3.2.5 The majority of children with SEN and disability remain in main stream school over their school life time, however there is an increased demand for specialist provision at secondary school, often requested by the child and family. This is because the secondary curriculum places additional cognitive and organisational challenges on the child, and they are often more conscious of attention from adults if they require additional support. There is less willingness from the child at this age and stage to have additional adult support or experience teaching which is in any way 'different' from the norm.

3.3 Continuum of Support

3.3.1 The children who have statements of special educational need access support from the following professional directly:

- Speech and Language Therapy
- Occupational Therapy
- Advisory Teachers of the Deaf, Blind and Visually Impaired
- Advisory Teachers of Autism
- Language Support Teachers
- Educational Psychology
- Specialist teaching
- Special Needs Assistants
- Meal time supervisors.

3.3.2 The schools themselves have additional funding from the pupil premium which can be used to support children with high incidence, low need special educational needs, such as language, literacy or handwriting difficulties. Many of the services described above are available to children in schools without the requirement for a statement of special educational need, however if a child has an enduring need then the statement may also



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being additional support or outlines of differentiation which needs to be delivered as a statutory duty.

3.3.3 The types of support outlined in children's statements is as follows:

- 42 children have specialist teaching hours
- 300 children have 20 hours or under of special needs assistant time, with 285 of these with 15 hours or similar
- 265 have over 20 hours or support
- 270 have 32 hours of support.
- 218 have meal time assistant time

15 hours of support is equal to 3 hours per day of direct support during teaching time.

3.4 Specialist Provision within Haringey

3.4.1 Haringey has four Special Schools which are all co-located with mainstream schools. These are:

- The Brook Primary School - school for children with Profound and Multiple Learning Difficulties, Severe learning difficulties and Autism.
- Riverside Secondary School - school for children with Profound and Multiple Learning Difficulties, Severe learning difficulties and Autism.
- The Vale Special School – School for children with Physical Disabilities both specific and co-occurring with other needs
- Blanche Nevile School for the Deaf – School for children who are severe to profoundly Deaf or Hearing Impaired. This school has a signed bilingual policy.

3.4.2 Haringey also has the Primary aged Mulberry Autism provision, the Primary aged Language unit at West Green, and an Autism resource base at Heartlands Secondary School.

3.4.3 The specialist provision for young people with emotional and behavioural needs is the Octagon, now managed by an organisation called TBAP. This facility has 54 spaces for learners, of which 12 have statements of special educational need. The provision can be accessed on a short or long term basis in that children can be referred by their mainstream school for a short time period, or they can be placed there for the duration of their schooling. Much of the work is done in small groups with high levels of adult to child ratio in the staffing.

3.4.4 In addition there is the Haringey 6th Form College which has over a 110 learners aged 16 who have statements of special educational need. 54 of these young people are based in the resource base at the centre, and the majority of the other learners access the wider college



offer with support or fully independently.

3.4.5 Discussions with the head teachers of these school indicated that the many factors which would influence the amount of time a learner chooses to be included in mainstream sessions or remain within the special school. In the main the more specific the learning difficulty or physical disability, the more likely the young person was to be fully accessing the mainstream curriculum.

3.5 **Integration**

3.5.1 In mainstream schools the support should allow the child or young person to access the curriculum and integrate as fully as possible. Barriers are often more emotional and cognitive than physical, with children more likely to be taught a more highly differentiated curriculum if they have more learning difficulties. Diagnosis is not necessarily a predictor of outcome e.g. Riverside secondary special school often has young people who go onto complete a GCSE in maths, as this is often a particular interest for Young People with Autism.

3.5.2 Strategies for access, not exhaustive, include:

- Personal equipment - such as hearing aids and body worn FM systems, adaptive technology such as laptops and software to support access such as 'dragon'.
- Use of communication aids to support access for people with physical disabilities. We have 35 high level technology communication aid users in Haringey. Currently 176 children with hearing impairment attending mainstream schools. 113 are hearing aid wearers and 14 are fitted with FM systems.
- Classroom organisation such as workstations for people with Autism, or quiet areas for those more likely to find concentration difficult when all day in a busy classroom.
- Use of symbols, pictures and signing to support access, or for delivery of lessons by a signing interpreter.
- Peer buddying for children and young people
- Social skills groups
- Personal support to use strategies e.g. a trained Special Needs Assistant to assist in differentiation.
- All schools are supported to differentiate their learning for children with Disabilities and Special Educational Needs, including learning difficulties and emotional and behavioural difficulties. The role of the Advisory Teacher and Educational Psychologist are key in ensuring that schools are able to adapt their practice as efficiently as possible. The learning outcomes for children with SEN and Disability



are monitored quarterly by the school improvement advisors, with a risk tracker for schools who are not making expected or better than expected progress, and the strategies in place to support their development. We are currently extending the use of this risk tracker to include the monitoring of a schools ability to identify and monitor the use of effective strategies for groups of children with particular types of difficulty. E.g. the quality of the schools special educational needs offer, and their ability to effectively implement it.

3.6 **Training and Workforce development in Schools**

Training is provided to schools directly, and through the Professional Development Centre to schools and school staff. Training includes specific teaching approaches, information and advice regarding Autism, literacy difficulties, communication, maths programmes. It also includes training on specific needs e.g. Down Syndrome.

3.7 **Achievements**

The following is an extract of data from the pupil progress tracker held by the school improvement team.

- At Key Stage 2, this data is for 2 Levels of Progress (Expected Progress) and 3 levels of Progress (Better than Expected Progress) in Reading, Writing and Maths
- At Key Stage 4, this data is for 3 Levels of Progress (new, best entry) in English and Maths and 4 Levels of Progress (new, best entry) in English and Maths

Key Stage Two

School Action Pupils (413):

- Attainment: Average Point Score (APS) for Reading, Writing and Maths was 25.3, which is above the National Average. The % of pupils achieving L4+ in Reading, Writing and Maths was 47%, which is above the National Average which was 43%

School Action Plus Pupils (193):

- Attainment: Average Point Score (APS) for Reading, Writing and Maths was 23.8 which is in line with the National Average. The % of pupils achieving L4+ in Reading, Writing and Maths is 36%, above the National Average which is 32%

- Key Stage Four

- **School Action Pupils (397):**

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- English:



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- 73% pupils at School Action made 3 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- 35% pupils at School Action made 4 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- Maths:
- 67% pupils at School Action made 3 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- 32% pupils at School Action made 4 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- **School Action Plus Pupils (153):**
- English:
- 66% pupils at School Action Plus made 3 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- 33% pupils at School Action Plus made 4 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- Maths:
- 63% pupils at School Action Plus made 3 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- 33% pupils at School Action Plus made 4 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- **Statemented Pupils:**
- English:
- 38% pupils with a Statement made 3 levels of progress from their starting points
- 20% pupils with a Statement made 4 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- Maths:
- 32% pupils with a Statement made 3 levels of progress from their starting points (plus on the FFT Aspire dashboard)
- 14% pupils with a Statement made 4 levels of progress from their starting points

All children made progress in line or better than the national average. This data does not include children attending special schools, which was not available at the time of writing.

3.8 Post 16 Destinations

3.8.1 The destinations known for the 1018 young people over the age of 16 years with SEN and disabilities are as follows:

- 474 young people are still in some form of further education
- 56 young people are at University
- 20 Young People are employed with no training as part of their employment



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- 6 Young People are employed and expecting to gain an NVQ2 as part of the training with their employment
- 9 young people are employed with another form of training
- 12 young people are in an apprenticeship (3 with Job Centre training)
- 8 Young People are in a vocational setting e.g. the Harrington's scheme.

3.8.1 Unfortunately there are also four Young People over the age of 18 years in custody and five are deceased.. 114 Young People remain not in education, employment or training.

3.8.2 There were not specific patterns in those young people who went on to access higher education or employment in terms of physical disabilities, although those young people who went on to develop mental health difficulties did less well than those who maintained their emotional wellbeing, suggesting this is a significant factor in young people with SEN and disabilities that requires further investigation.

3.9 Physical Accessibility in Schools

There is not an overarching report available on this area. Many of the school buildings are old and differentiations have been made when a child starts according to the child's specific needs e.g. accessible toilets are available in all schools, however some schools have also had some minor building adjustments to accommodate hoists and through floor lifts. Ramps and stair rails have been added as and when needed by a child. The newer buildings are all fully compliant with the regulations for disabled access.

4. Funding for Children and Young People with Special Educational Needs and Disabilities in schools

4.1 Schools received an age weighted pupil premium (AWPU) of approximately 2,000K per child for each child attending their school. This is element 1 funding. In addition to this schools can claim a pupil premium of a further 4,000K per pupil which is based on a deprivation index e.g. a child requiring free school meals. This is the schools Element 2 funding. In addition to other school services, the funding for Element 1 and Element 2 should be used by the schools to commission services for children with high incidence low need special educational needs e.g. specific literacy difficulties. Schools now need to publish the services and interventions that they provide for children and young people with SEN and Disabilities, as a result of this funding, in their 'schools offer'.

4.2 For children and young people with disabilities and special educational needs that are likely to be complex and enduring, an education, health and social care plan (EHSC) can be written. The plan should be co-produced with children and families and outline their needs across all aspects of their school. It will include equipment required as well as short breaks and leisure activities. A completed EHSC plan will draw down support from services commissioned through the High Needs Block budget. This is a combination of schools funding (dedicated schools grant) and local authority funding known as Element 3 funding. In addition to the High Needs Block funding from Education, the EHSC plans also outline care and support



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requirements for a child or young person outside of their school time. This funding is known as a personal budget within the EHSC plan, and can be held by the local authority for the child or young person (a nominal budget) or accessed directly by the child or family in the form of a direct payment. At this stage transport, Continuing Care from Health and short breaks moneys can be accessed in the form of a direct payment.

4.3 Current Challenges in Implementing the SEND reforms:

- The move to a personalised, co-produced EHSC plan in a shorter timescale
- The workforce transformation needed with the introduction of the 'Education, Health and Care Plan Co-ordinator' as a new profession.
- Introducing, monitoring and assisting families with the personal budget and as a result introduction of brokerage.
- The identification of appropriate services to offer as a personal budget, with agreed outcomes in education, health and social care. De-commissioning some services commissioned on block may mean the value for money element is lost
- Conflict resolution for families and children where legislation is currently based on separate services e.g. mediation, tribunals, for the Local Authority, complaints policies, patient advice and liaison services and health watch for health services
- The Local Offer is required to include voluntary and private schools out of area. There is a risk here in terms of increased pressure on the High Needs Block.
- The broadened offer of the EHSC plan pre-school, and onto 25 years will require increased commissioning and development of services in education in this wider age group. This may create increased pressure on the high needs block as a result of plans starting later and lasting longer. It is, however, an opportunity to improve a child and families experience of transition into school and into adult services.

5. Summary

The offer for children and young people with SEN and Disability is quite comprehensive in Haringey, however there are areas of development required in terms of reducing transitions between services, and further involvement of families and children in raising awareness, planning and developing services for children and young people with disabilities.

6. Comments of the Chief Finance Officer and financial implications

- 6.1 Potential pressure on the high needs block in terms of school place planning and element 3 top up funding for pre and post 16 years. Implications for commissioning of short breaks services if more direct payments are requested by families. Local offer and early help offer need to be clearly articulated so that the element 2 funding is used effectively.

7. Comments of the Assistant Director of Corporate Governance and legal implications

NA

8. Equalities and Community Cohesion Comments

NA



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9. Head of Procurement Comments

NA

10. Policy Implication

NA

11. Reasons for Decision

NA

12. Use of Appendices

NA

13. Local Government (Access to Information) Act 1985

NA