



Working together to improve outcomes

Southend-on-Sea's Strategy for children and
young people from 0 to 25 with Special
Educational Needs and/or Disabilities

2016-2019

Version 5 (11-2-16)

SEN Strategy Summary

| Vision | To ensure children and young people with SEND have access help and support as early as possible and are provided with opportunities to maximise their life chances, make good progress and achieve outcomes that prepare them for adulthood. | | | | |
|--------------------------|--|--|---|---|---|
| Priorities | Timely Intervention | Partnership working | Quality and effective SEND provision | Raise attainment and expectations | Ensure value for money |
| How it will be delivered | <ul style="list-style-type: none"> Work with the CCG to jointly commission effective services to best meet the needs of children and young people with SEND and provide accurate and timely assessments while minimising disruption to their education. These services should support schools and settings through well trained staff and minimise delays between referral and action. Where appropriate this should be before children reach school. | <ul style="list-style-type: none"> Review the EHC needs assessment process and cooperate with the CCG to increase the percentage of EHC needs assessments completed within 20 week statutory timescale. Monitor progress against the transition plan, and modify as appropriate to ensure all statements are converted to EHC plans by April 2018. | <ul style="list-style-type: none"> Ensure Post 16 Learning and Skills Strategy delivers appropriate alternative education and vocational learning with appropriate qualifications for children and young people with SEND. Commission outreach services to enhance support to mainstream schools so they can better meet the needs of their pupils. | <ul style="list-style-type: none"> Work with providers to reduce number of all young people with SEND who are NEET and increase the offer and take up of supported internships. Work with schools to track pupils who are at risk of becoming NEET and develop an understanding of their needs in order to commission appropriate services. Identify pupils who are underachieving and support schools to provide appropriate provision to enable all their children and young people make progress. | <ul style="list-style-type: none"> Review the allocation of places and funding for special schools and units and ensure specialist places are cost effective and used effectively. Devise a system for allocating resources to ensure they are distributed equitably and transparently with performance monitoring and measurement of impact. |

| Priorities | Timely Intervention | Partnership working | Quality and effective SEND provision | Raise attainment and expectations | Ensure value for money |
|--------------------------|--|---|---|--|--|
| How it will be delivered | <ul style="list-style-type: none"> Review how school based SEND provision fits into the Early Help refresh to ensure schools can access advice and support at the earliest opportunity. Develop protocols and procedures to improve effective information sharing and to help parents and carers 'tell their story once'. Work with 'A Better Start' to identify and support the roll out of successful pilot schemes to address areas where current processes do not fully meet needs. Develop an agreed protocol to help support children and young people who enter youth custody with SEND or whose SEND is subsequently identified whilst in custody. | <ul style="list-style-type: none"> Develop systems and practices to support agencies working in partnership with parents, carers and young people and ensure all children and young people are included in setting up their plan and reviewing their progress. Work with parents and young people to monitor and review the information in, and presentation of, the Local Offer, and help identify gaps in provision or services. Review and develop protocols to support agencies to work together to ensure a smooth progression to adulthood for all young people with SEND. | <ul style="list-style-type: none"> Continue to work closely with the special schools and outreach services to strengthen their leading role in developing school to school improvement for children and young people with SEND. Assess school training needs and broker or commission appropriate training. | <ul style="list-style-type: none"> Monitor outcomes and aspirations on EHC plans to ensure settings have suitably high expectations for every child and young person and devise a way of measuring outcomes for individuals, such as the Personal Outcomes Evaluation Tool to measure effectiveness of provision. Monitor Southend school's 'School Offer' of SEND provision and ensure this meets the needs of their pupils and increases their readiness for work. | <ul style="list-style-type: none"> Work with CCG to extend choices for personal budgets and provide all children and young people with the option of a personal budget as an integral part of the Education Health and Care plan. Monitor statutory and agreed performance targets at the SEN strategic board. |

| Priorities | Timely Intervention | Partnership working | Quality and effective SEND provision | Raise attainment and expectations | Ensure value for money |
|------------|--|--|--|--|--|
| Evidence | <ul style="list-style-type: none"> Numbers of requests for EHC needs assessment Confidence of stakeholders | <ul style="list-style-type: none"> Numbers and percentages of new EHC plans and conversions completed within statutory timescales Progress towards Transition Plan to convert all SSEN to EHCP by April 2018 Number of mediation requests and tribunals appeals Confidence of stakeholders | <ul style="list-style-type: none"> Percentage of pupils with SEND educated at home (EHE) Number of pupils attending out of borough (residential) provision Percentage of providers rated outstanding or good by Ofsted Fixed period and permanent exclusions Overall and persistent absence | <ul style="list-style-type: none"> Percentage SEN pupils making a good level of development at Early Years Foundation Stage Percentage SEN pupils achieving level 4+ in reading, writing and maths at Key Stage 2 Percentage SEN pupils achieving 5+ A*-C (incl. Eng & Maths) at Key Stage 4 (GCSE) Percentage 16-18 not in education, employment or training (NEET) | <ul style="list-style-type: none"> Percentage of population (0-25) with statement/EHC plan Number of pupils attending out of borough (residential) provision |

Comments from parents of children and young people with SEND

I am more than happy. I have not been ignored which is what I was worried about my opinions have been truly looked at.

I feel I have had a lot of help from various professionals and everyone has been great

Everyone was very helpful and understanding

Always felt listened to

Working together to improve outcomes

Our vision

Our vision is “Success for all”. We will work to ensure children and young people with Special Educational Needs and/or Disability (SEND) have access to high quality local provision that meets their needs. We will provide help and support as early as possible and provide them with opportunities to maximise their life chances, to make good progress and achieve outcomes that prepare them for adulthood.

Introduction

This strategy builds on Southend’s previous SEN strategy, ‘Early Help, Partnership, Choice and Ambition’. That strategy put us in a good position to prepare for and implement the legislation changes aimed at reforming the approach of local authorities to SEN and Disability (SEND). Appendix 1 details the progress made in addressing the key issues identified in that document. It is evident that while good progress has been made in some areas there is still a way to go before we have success for all.

The main aim of the SEND reform legislation has been to achieve cultural change to improve the outcomes for the most vulnerable children and young people and their families. This involves changing systems, processes and attitudes – not only of service providers, but also of service users. These changes will take time to embed. This strategy aims to build on the progress already made in Southend and ensure the required changes are effective and sustained.

The success of this strategy relies on collective commitment and responsibility between all partners as the Local Authority (LA) cannot successfully implement the reforms on its own. Success requires full involvement of the local area – which includes the local authority, Clinical Commissioning Groups (CCGs) and NHS England (for specialist services), early years settings, schools and the further education sector – working together to identify children and young people as early as possible, and working with parents and the voluntary sector to meet their needs and improve their outcomes.

The strategy is driven and monitored by the SEN Strategic Board which in turn reports to the Success for All Children’s Board and Southend’s Health and Wellbeing Board. The SEN Strategic Board has members from education, children’s and adult’s social care, Southend CCG, Southend Family Voice, Southend Carers Forum, mainstream and special schools who have contributed in the consultation and development of this strategy.

Our priorities

These continue and extend the proposals identified in Early Help, Partnership, Choice and Ambition.

Priority 1: Timely Intervention – Improve the identification and assessment of SEND across agencies in order to offer help at the earliest opportunity; Share information effectively to help parents and carers ‘tell their story once’.

Priority 2: Partnership working – Work in partnership with parents, carers and young people to provide information and develop the local offer of provision; Work in partnership across agencies so that parents and carers experience a co-ordinated and joined up service for children with complex and acute needs; Ensure a smooth progression to adulthood for all young people with SEND.

Priority 3: Quality and effective SEND provision - Commission or deliver a range of high quality provision for all children and young people with SEND; Provide access to mainstream and specialist provision and outreach services that work together flexibly to meet children’s needs and offer a choice for parents and carers.

Priority 4: Raise attainment and expectations– Set sights high for every child and young person so that their hopes and aspirations can be realised both now and in their future lives.

Priority 5: Ensure value for money – Resources are used effectively, are cost effective and distributed equitably and transparently with performance monitoring and measurement of impact; Provide all children and young people with the option of a personal budget as an integral part of the Education Health and Care plan.

Shared Principles

The priorities in this strategy are underpinned by a set of eight principles

1. The needs of most children and young people with SEND can and should be met in a mainstream setting in an inclusive way, and at home with appropriate support for parents to help their child. It is also important to recognise that, for some, their needs are better met in a specialist setting.
2. Southend will continue to promote a variety of provision, schools and other settings to meet needs, providing choice for parents and carers and respecting parental choice wherever possible.
3. Children and young people with SEND should be educated as close to home and their communities as possible.
4. All settings will be able to provide high quality provision to support learners with SEND effectively to ensure best possible outcomes.

5. Raising attainment and improving outcomes for learners with SEND is the shared aim of all partners and agencies and we will work together to remove barriers to learning, including attendance and Children Missing Education.
6. Staff in schools and other settings should have good knowledge, understanding and skills with access to appropriate training and development to provide the right support for children and young people with SEND
7. The needs of the child are at the centre of everything we do and the decisions we make together in partnership with parents, ensuring that the voice of the child/young person is included.
8. Families will have access to information that is accurate and up to date about what provision is available locally.

Context

The development of this strategy has been informed by both the local and national policy agenda, together with the legal requirements and responsibilities for SEND provision.

The National Context

Since Southend's last SEN strategy, Early Help, Partnership, Choice and Ambition, there have been national policy changes relating to children and young people with SEND. The Children and Families Act 2014 and the 0-25 SEND Code of Practice define how education, health and social care must work together to meet the needs of children and young people with SEN. The purpose of these changes is to:

- Implement a new approach to joining up support across education, health and care from birth to 25;
- Ensure help is offered at the earliest possible opportunity;
- Ensure children and young people, parents and carers are fully involved in determining their goals and in decisions about the type of support they need to achieve these;
- Establish more efficient ways of working
- Bring about better outcomes for children and young people.

In order to achieve the changes demanded by the new legislation LAs need to:

- have a person-centred, joined-up approach to identifying and meeting the needs of children, young people and their families;
- increase engagement and participation of young people and families so that they have greater choice and control, are listened to and their concerns are resolved swiftly;
- publish a local offer of support, services and provision, how to access it and how to raise concerns or seek redress;

- use effective practice, data and wider intelligence and independent assessment to drive improvement;
- have clearly-defined and understood roles and responsibilities; and
- increase integration of services and joint commissioning across the LA and Health.

Local areas will be expected to show how they are implementing the new duties that came into force in September 2014 in the Children and Families Act 2014. The new duties place responsibility on the local area, which includes the local authority and health commissioners and providers, together with all of the area's early years settings, schools and post- 16 further education sector, to identify and meet the needs of disabled children and young people and those who have special educational needs aged 0 to 25. Ofsted and the Care Quality Commission (CQC) will be inspecting local areas on their effectiveness in fulfilling their new duties from May 2016.

Other changes affecting school funding arrangements have been introduced, including significant changes to how special educational needs and alternative provision is funded. In addition national education policy means schools are more autonomous and the relationships, accountabilities and expectations between LA, schools, parents and other stakeholders continue to be redefined.

The financial context is increasingly challenging and will continue to be so. Demands and pressures on services are increasing while resources become more constrained. There are likely to be further changes during the life of this strategy that we will need to take account of. In this context it is more important than ever that all partners work together to share information, expertise and resources to meet needs and ensure positive outcomes for children and young people with SEND.

The Local Context

This strategy links in with the corporate aims and priorities for the council. Improving outcomes for children and young people with SEND has direct links to those aims related to educational achievement, health and wellbeing and increasing independence. Work associated with these outcomes across the council is important in supporting the delivery of this strategy.

Our children and young people

Data supporting the information in this section can be found in Appendix 4.

Over the 5 years from 2011 to 2015 the overall number of children and young people in Southend schools has increased by 4.75% from 28,308 to 29,653. However over the same period the proportion of children with an identified SEN has decreased from 19.3% to 12%, (approximately 1,900 less children). Prevalence of SEN in Southend has historically been lower than the national and our statistical neighbours, however Southend is now ranked 145th out of 151 LAs for prevalence of SEN.

Nationally, the percentage of SEN pupils without a Statement of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP) is declining. There has been a similar rate of decline in Southend except in 2012/13 when there was a large decline of around 3% that was not matched nationally. Nationally, there was a steeper decline in 2014/15 – this rate of decline was again matched in Southend – and was likely to be due to more accurate identification of those with SEN following the implementation of the SEN reforms. Currently only 3 LAs nationally have a lower proportion. However, this is still a significant vulnerable group within the borough.

In Southend, approximately 3.2% of children have a SEN or EHCP (approximately 950 children). This is higher than national expectations and slightly above our statistical neighbours but following a few years of increase has been fairly constant since 2012/13. The relatively high rates of children with SEN or EHCP and relatively low rates of children on SEN Support compared to other authorities indicates that more could be done to intervene before an EHCP is required.

While direct comparisons of the prevalence of types of primary need across all 5 years are not possible due to the change to the new SEND system, a number of trends and anomalies are still apparent. The prevalence of pupil with Autistic Spectrum Disorder (ASD) has increased by around 44% over 5 years but the figure in Southend is still around half of that recorded nationally. The prevalence of pupil with Speech, Language and Communication Disorders has remained fairly consistent, but is significantly below that identified nationally - around 15 per 1000 less which is again almost half that recorded nationally. The prevalence of Moderate Learning Difficulty (MLD) in Southend has been approximately double that identified nationally between 2011 and 2014, it is now a third larger than national, with an extra 15 per 1000 pupils identified compared to national. The potential overuse of MLD indicates that more could be done to support schools to identify needs. Furthermore if needs are not being correctly identified this could lead to less effective interventions being used, resulting in poorer outcomes.

48% of all Southend children with a SEN or EHCP attend a Southend special school or special unit and around 5% also attend special schools outside of the borough. The remainder of pupils generally attend mainstream settings within the borough. Nationally the percentage of pupils with a SEN or EHCP in specialist provision has increased from 39% in 2012 to 41.4% in 2015. In Southend it has increased by 4.4% since 2013. The total proportion of Southend children with a SEN or EHCP in specialist provision is over 10% higher than the national average.

There are a relatively high number of special school places in the borough. These schools are likely to be the closest special school for some Essex pupils, and Essex pupils make up around 15% of Southend special schools' intake. However Southend pupils account for the majority of places and the proportion of pupils in special school is increasing at a faster rate than national. This indicates that mainstream schools are less willing or able to meet the range of needs they have previously which

combined with increasing population means the demands on specialist places may soon exceed capacity.

Narrowing the gap in attainment for children with SEN in Southend compared to similar children nationally continues to be a challenge. The gap remains higher than national. Taking account of prior attainment and contextual factors, Southend's SEN pupils without a SSEN or EHCP achieved lower than similar SEN pupils nationally in 2015. However, in key stages 1 and 2 the achievement of those with a SSEN or EHCP is in line with similar SEN pupils nationally over a 3 year period. This reinforces the view that more needs to be done to intervene before an EHCP is required.

Overall absence is reducing in Southend's special schools but has risen for all SEN pupils across all schools. Pupils with SEN in Southend were almost eight times more likely to receive fixed term exclusion in 2014/15 than non-SEND pupils.

The participation of 16 and 17 year olds with SEND in education and training in Southend is 92.2%. This is higher than those without SEND (88.3%) and compares favourably to the national figure of 84.8%. Nationally, SEND participation is around 5% less than the non-SEND percentage.

The priorities and actions in detail

Priority 1: Timely Intervention

This is important because the earlier a need is identified the sooner the right support can be provided which may reduce or diminish the need for more intensive support later on.

We aim to improve the identification and assessment of SEND across agencies in order to offer help at the earliest opportunity. We will share information effectively within and between organisations to help parents and carers 'tell their story once'.

To achieve Priority 1 we will:

- 1.1 Work with the CCG to jointly commission effective services to best meet the needs of children and young people with SEND and provide accurate and timely assessments while minimising disruption to their education. These services should support schools and settings through well trained staff and minimise delays between referral and action. Where appropriate this should be before children reach school.
- 1.2 Review how school based SEND provision fits into the Early Help refresh to ensure schools can access advice and support at the earliest opportunity.
- 1.3 Develop protocols and procedures to improve effective information sharing and to help parents and carers 'tell their story once'.

- 1.4 Work with 'A Better Start' to identify and support the roll out of successful pilot schemes to address areas where current processes do not fully meet needs.
- 1.5 Develop an agreed protocol to help support children and young people who enter youth custody with SEND or whose SEND is subsequently identified whilst in custody.

Priority 2: Partnership working

This is important because everyone needs to work efficiently together in the best interest of the child or young person.

We aim to work in partnership with parents, carers and young people to provide information and develop the local offer of provision. We aim to work in partnership across agencies so that parents and carers experience a co-ordinated and joined up service for children with complex and acute needs. We aim to ensure a smooth progression to adulthood for all young people with SEND.

To achieve Priority 2 we will:

- 2.1 Review the EHC needs assessment process and cooperate with the CCG to increase the percentage of EHC needs assessments completed within 20 week statutory timescale.
- 2.2 Monitor progress against the transition plan, and modify as appropriate to ensure all statements are converted to EHC plans by April 2018.
- 2.3 Develop systems and practices to support agencies working in partnership with parents, carers and young people and ensure all children and young people are included in setting up their plan and reviewing their progress.
- 2.4 Continue to review and develop the local offer to ensure all services, policies and practices are included. Work with parents and young people to monitor and review this information and presentation and to help identify gaps in local provision.
- 2.5 Review and develop protocols to support agencies to work together to ensure a smooth progression to adulthood for all young people with SEND.

Priority 3: Quality and effective SEND provision

This is important because we want to ensure that outcomes for young people with SEND improve.

We aim to commission or deliver a range of high quality provision for all children and young people with SEND. We aim to provide access to mainstream, specialist and alternative provision and outreach services that work together flexibly to meet children's needs and offer a choice for parents and carers.

To achieve Priority 3 we will:

- 3.1 Ensure Post 16 Learning and Skills Strategy delivers appropriate alternative education and vocational learning with appropriate qualifications for children and young people with SEND.
- 3.2 Commission outreach services to enhance support to mainstream schools so they can better meet the needs of their pupils.
- 3.3 Continue to work closely with the special schools and outreach services to strengthen their leading role in developing school to school improvement for children and young people with SEND.
- 3.4 Assess school training needs and broker or commission appropriate training.

Priority 4: Raise attainment and expectations

This is important because we want young people with SEND to be as independent as possible and achieve healthy and fulfilling lives.

We aim to close the gap between SEND pupils in Southend and their peers with SEND nationally, and narrow the gap between SEND pupils and others. We aim to ensure that expectations for young people are set sufficiently high and a greater number of young people with SEND achieving paid employment.

To achieve Priority 4 we will:

- 4.1 Work with providers to reduce number of all young people with SEND who are NEET and increase the offer and take up of supported internships.
- 4.2 Work with schools to track pupils who are at risk of becoming NEET and develop an understanding of their needs in order to commission appropriate services.
- 4.3 Identify pupils who are underachieving and support schools to provide appropriate provision to enable all their children and young people make progress.
- 4.4 Monitor outcomes and aspirations on EHC plans to ensure settings have suitably high expectations for every child and young person and devise a way of measuring outcomes for individuals, such as the Personal Outcomes Evaluation Tool to measure effectiveness of provision.
- 4.5 Monitor Southend school's 'School Offer' of SEND provision or annual SEND information report and ensure this meets the needs of their pupils and increases their readiness for work.

Priority 5: Ensure value for money

This is important because demands and pressures on services are increasing while resources become more constrained.

We aim to ensure resources are cost effective, used effectively and distributed equitably and transparently with performance monitoring and measurement of

impact. We aim to offer all children and young people the option of a personal budget as an integral part of the Education Health and Care plan.

To achieve Priority 5 we will:

- 5.1 Review the allocation of places and funding for special schools and units and ensure specialist places are cost effective and used effectively.
- 5.2 Devise a system for allocating top-up resources to ensure they are distributed equitably and transparently with performance monitoring and measurement of impact.
- 5.3 Work with CCG to extend choices for personal budgets and provide all children and young people with the option of a personal budget as an integral part of the Education Health and Care plan.
- 5.4 Monitor statutory and agreed performance targets at the SEN strategic board.

Workstreams

To meet the above priorities a number of workstreams will need to be re-established reporting to the SEN strategic board. These workstreams will have a lead and supporting lead from relevant partners and may be virtual or link in with other groups that are focussing on the same or similar issues.

SEND Local Offer

Review and seek to improve the Local Offer to ensure it meets legal requirements and the quality expected by parents and young people.

Develop, pilot and implement an outcomes evaluation framework at school and borough level.

High Needs Places and Funding

Review the allocation of Southend's special school and special unit placements to determine if the number of places available meets demand. Review the funding approach for meeting the most complex and exceptional needs in mainstream and special schools to determine whether it is still fit for purpose and make any necessary recommendations for improvements or alternative approaches.

Joint commissioning and personal budgets

To determine scope, process and governance for joint commissioning and personal budgets.

Information sharing

To develop protocols and procedures to improve effective information sharing and to help parents and carers 'tell their story once'.

Preparation for Adulthood

Review current protocols for partnership working across agencies and where gaps exist identify and prepare new ones to ensure a smooth progression to adulthood for young people with SEND.

Education Health and Care Plans

Review the systems and processes for new requests with all partners to ensure we are able to comply with statutory deadlines to complete individual cases within 20 weeks wherever possible. To review systems and processes involved with conversion from statements and LDAs and meet statutory timescales for converting individual cases and all existing statements by April 2018.

Monitoring

The multi-agency SEN Strategic Board will meet quarterly to monitor the actions in the strategy. A summary report will be provided to the Success for all Group twice a year and an annual report to Scrutiny committee will be published and copies circulated to all headteachers in the Borough. Where there are link performance indicators these will be monitored through the normal processes of the Children and Young People's Plan and Service Plans.

The progress against the five priorities will be monitored against a set of high level proxy indicators. An annual report outlining progress will be produced. It will focus on 3 critical questions

- 1) How do we know we are identifying the right children at the right time?
- 2) Is our activity making any difference and what evidence do we have to support that?
- 3) What do families think of what we do?

The report will include the following areas of performance compared to a 3 or a 5 year trend and compared to national and statistic neighbour data where available:

- a. Percentage of population (0-25) with SEND – with statement of SEN/ EHC Plans and SEN support - by Early Years, primary, secondary and post-16
- b. Percentage of pupils with statement of SEN/ EHC plan educated at home (EHE) - by Early Years, primary, secondary and post-16
- c. Numbers of requests for EHC needs assessment – those approved and those declined.
- d. Numbers and percentages of EHC plans completed within statutory timescales - with and without exceptions.
- e. Number of mediation requests and SENDIST tribunals appeals
- f. Number of pupils attending out of borough (residential) provision
- g. Percentage of providers rated outstanding or good by Ofsted in Leadership and Management
- h. Percentage of pupils with SEND –statement of SEN/ EHC Plans and SEN support - making a good level of development at Early Years Foundation Stage. As an interim measure we will report monthly on the transition and

conversion of statements to EHCPs against the trajectory we will set for this process.

- i. Percentage of pupils with SEND –statement of SEN/ EHC Plans and SEN support - achieving age related expectations in reading, writing and maths at Key Stage 2*
- j. Percentage of pupils with SEND –statement of SEN/ EHC Plans and SEN support - achieving at Key Stage 4 GCSEs or equivalent or level 2 by 19*
- k. Permanent and fixed term exclusions of children with SEN and statements/EHC plans
- l. Persistent absence of pupils with SEN and statements/EHC plans
- m. Numbers and percentage of young people 16-18 with SEN who are not in education, employment or training (NEET)
- n. Confidence of stakeholders - through Local Offer feedback, evaluation of the EHC needs assessment process and outcomes measure such as Personal Outcomes Evaluation Tool when available.

*In both cases this will be a comparison between the performance of learners with SEND, their peers and against similar pupils nationally.

Appendix 1 - Matching Provision to Needs –progress made since 2013

The 2013-2016 strategy identified a number of gaps and key issues. The table below shows the progress made in addressing these from 2012 to 2015, what effect the work done to date has had and what we still have to achieve.

| Issue | Activity | Outcome | What we still need to do |
|---|---|--|---|
| Transitions and changes of schools or settings are key points in children and young people's lives particularly in the early years. There is a need to focus on planning and support to ensure these changes are smooth and that information is shared effectively to support planning. | For those with an EHC plans all transitions, including post 16, are now within EHC process. A working group is looking at the transition protocol with a focus on preparing for adulthood. | For all children with EHC plans transitions work well. | There is a continued need to focus on planning and support for transitions for early years children with SEND who are not known to education or and young people with SEND but without EHC plans. |
| There are gaps in appropriate provision and choices for young people at post 16 and effective progression routes into young adulthood for those with complex needs and BESD. In September 2012 13% of pupils with SEN left school to unknown destinations | South Essex College (SEC), SEEVIC and Southend Adult Community College (SACC) have reviewed their offer to students who may have social, emotional and mental health difficulties in line with the specific statutory duties on post-16 institutions. | In September 2015, 5% of students with EHC Plans left school to unknown destinations. The number of students accessing Supported Internships has risen with little or no additional cost to the High Needs Budget. Post-16 provision now includes independent and private training and employment services often catering for students with complex difficulties, i.e. Life Skill | Increase pathways and options for supported internships for young people with SEMH difficulties. |

| Issue | Activity | Outcome | What we still need to do |
|---|---|---|---|
| | | Solutions and Catch 22 with Work Based Learning opportunities. | |
| There is a lack of breadth and quality of alternative and vocational learning at Key Stage 4 with appropriate qualifications | As of September 2015 there were 3 full time AP providers: YMCA Free School; SEC; Seabrook; and 4 part time providers: Trust Links; Rally Sport; Big Yin; Kip McGrath, supporting 55 young people. | The majority of AP placements are at Seabrook College and the YMCA free school. The YMCA opened in 2013 and in 2015 Ofsted noted that 'almost all students make good and sometimes outstanding progress'. | Work with providers to ensure the AP available matches what young people want to do to promote greater engagement, particularly with raising participation age |
| In Southend the attainment gap between Children and young people with SEN is wider than it is at a national level and progress to close the gap is too slow | A lot of work has been done to raise the profile of SEN and identify training needs of schools. Cluster groups and termly Borough SENCO network established. There have been 3 SEN conferences - all well attended with representation from headteachers and governors as well as SENCOs. An audit of schools training needs around SEN has been carried out. New SENCO induction programme in place. | Narrowing the attainment gap in Southend continues to be challenging and the gap remains higher than national. | We will be supporting schools to develop systems to demonstrate that SEN pupils are making good progress relative to their starting point, for example through triangulation and implementation of case studies linked to provision and support provided. |
| The effectiveness of support for children with Behaviour, Emotional and Social Difficulties (BESD) behaviour | Seabrook College in place with one over-arching Governing Body. Seabrook college has been commissioned to deliver | Seabrook college has a PRU-plus class to provide specialist primary provision for those with long term and complex | Ongoing monitoring needed to ensure required services are delivered and meet the needs of the children and young |

| Issue | Activity | Outcome | What we still need to do |
|---|--|---|--|
| is a key issue for many schools, parents and children and young people. There are gaps in specialist education provision for children at primary age with long term and complex BESD needs. | the behaviour outreach support and offsite nurture provision to mainstream schools. | BESD needs. The outreach service was recently rated 100% satisfactory or better by schools that used the service with 50% rating it as good and 30% excellent. | people. |
| There is a high reliance on statements for children in Years 5 and 6 prior to secondary transfer | Advisory SENCO support for staff in EY settings to identify needs at earliest stages. All SENCOs who are required to have the recognised qualification have it. Audit of school needs completed and appropriate training being signposted or provided. Advisory SENCOs are supporting schools and further developing cluster groups to provide ongoing support and moderation. | While there is still a relatively high number of assessment requests received in years 5 and 6, the number of statemented children starting Y7 whose statements were requested after Y5 has fallen from a high of 9.5% of those starting in September 2012 to 6.8% in September 15. | Support schools to identify needs at the earliest opportunity. Additional training on linking outcomes to aspirations should raise the sights and encourage school and parents to look further head from an earlier age. |
| The rise in the numbers of children with Autistic Spectrum Disorder (ASD) Attention Deficit Hyperactivity Disorder (ADHD) and other complex needs could potentially lead to more residential provision. | Through the work of special schools and commissioned outreach services (for ASD and SEMH) we have strengthened local provision. A coordinated Training Programme is available to mainstream schools. | The number of pupils in out of borough residential school provision is consistently reducing year on year in line with our aim to keep children and young people 'close to home'. This is evidenced by the reduction in costs for out of | Ensure there continues to be enough suitable local provision for children with complex needs |

| Issue | Activity | Outcome | What we still need to do |
|---|--|---|--|
| | Strong partnerships are in place to ensure a co-ordinated approach in commissioning services to meet the needs of students for children and young people with the most complex of needs who require a comprehensive package of joined up support. | borough residential schools. | |
| There is a need to continue to focus on addressing the needs of children with Speech, Language and Communication difficulties as there continues to be a significant number of children coming in to schools or settings with poor language skills. | A service level agreement is in place to provide a speech and language outreach service. The 2015 SEN conference focused on Speech, Language and Communication with training delivered by outreach service and a special school. Training has been provided to all Southend schools. | There continues to be a significant number of children coming in to schools or settings with poor language skills. Schools are identifying considerably less pupils as having SLCN that both our statistical neighbours and national. | Work with A Better Start to identify new ways and opportunities to address early speech and communication needs. Ensure the services available to schools are able to meet the identified needs. |
| There is a lack of mental health services for children with learning difficulties after the age of 12. It is anticipated that this will be addressed in the review of Child and Adolescent Mental Health Services (CAMHS) that is underway. | A new Emotional Wellbeing and Mental Health Service (EWMHS) has been commissioned from NELFT to provide services across south Essex, including Southend. Workshops delivered to school staff on Managing Anxiety by CAMHS professionals in Spring 15. | The new service started from November 2015, and supports children and young people up to age 18 or up to 25 if they have an EHCP. | Ensure children have needs met at earlier stages reducing the need for more specialist services |

Appendix 2: SEN Strategy Action Plan

| Priority 1: Timely Intervention – Improve the identification and assessment of SEND across agencies in order to offer help at the earliest opportunity; Share information effectively to help parents and carers ‘tell their story once’ | | | | |
|---|--|--|---|------------------|
| | Action | Outcomes | Lead | Timescale |
| 1.1 | Work with the CCG to jointly commission effective services to best meet the needs of children and young people with SEND and provide accurate and timely assessments while minimising disruption to their education. These services should support schools and settings through well trained staff and minimise delays between referral and action. Where appropriate this should be before children reach school. | LA and CCG have agreed specification for services that need to be commissioned and initial tendering process has begun. | Group Manager SEN Children's Commissioner | Apr-17 |
| 1.2 | Review how school based SEND provision fits into the Early Help refresh to ensure schools can access advice and support at the earliest opportunity. | All schools and settings have clear guidance on the system of accessing support and services available through Early Help. | Group Manager for Early Help | Apr-17 |
| 1.3 | Develop protocols and procedures to improve effective information sharing and to help parents and carers ‘tell their story once’. | Protocols in place to allow information sharing between education, social care and health | Group Manager SEN Managers in Health and Social Care | Sep-17 |
| 1.4 | Work with ‘A Better Start’ to identify and support the roll out of successful pilot schemes to address areas where current processes do not fully meet needs. | Suitable pilot project identified. | Group Manager SEN Group Manager - A Better Start & Early Years | Apr-17 |
| 1.5 | Develop an agreed protocol to help support children and young people who enter youth custody with SEND or whose SEND is subsequently identified whilst in custody. | Protocol in place | Group Manager SEN Group Manager for Early Help | Dec-16 |

| Priority 2: Partnership working – Work in partnership with parents, carers and young people to provide information and develop the local offer of provision; Work in partnership across agencies so that parents and carers experience a co-ordinated and joined up service for children with complex and acute needs; Ensure a smooth progression to adulthood for all young people with SEND | | | | |
|---|---|---|--|------------------|
| | Action | Outcomes | Lead | Timescale |
| 2.1 | Review the EHC needs assessment process and cooperate with the CCG to increase the percentage of EHC needs assessments completed within 20 week statutory timescale. | Assessment processed reviewed and any revision trialled. Increased percentage of assessments completed within 20 weeks. | Group Manager SEN Service Manager SEN Designated Medical Officer Managers in Social care | Sep-17 |
| 2.2 | Monitor progress against the transition plan, and modify as appropriate to ensure all statements are converted to EHC plans by April 2018. | Conversion plan on track. | Group Manager SEN Service Manager SEN | Sep-17 |
| 2.3 | Develop systems and practices to support agencies working in partnership with parents, carers and young people and ensure all children and young people are included in setting up their plan and reviewing their progress. | All children and young people attend, or are involved in, their own co production meeting or annual review. | Group Manager SEN Service Manager SEN | Sep-17 |
| 2.4 | Work with parents and young people to monitor and review the information in, and presentation of, the Local Offer, and help identify gaps in provision or services. | Local offer compliant, parental feedback good. | IASS Officer | Sep-17 |
| 2.5 | Review and develop protocols to support agencies to work together to ensure a smooth progression to adulthood for all young people with SEND. | revised transition protocol in place | Group Manager Fieldwork Services Group Manager Social Care SEN Complex Case and Transitions Manager Integrated Youth Support Services | Apr-17 |

| Priority 3: Quality and effective SEND provision - Commission or deliver a range of high quality provision for all children and young people with SEND; Provide access to mainstream and specialist provision and outreach services that work together flexibly to meet children's needs and offer a choice for parents and carers. | | | | |
|--|--|---|--|------------------|
| | Action | Outcomes | Lead | Timescale |
| 3.1 | Ensure Post 16 Learning and Skills Strategy delivers appropriate alternative education and vocational learning with appropriate qualifications for children and young people with SEND. | All children with SEND are in education | SEN Complex Case and Transitions Manager | Sep-17 |
| 3.2 | Commission outreach services to enhance support to mainstream schools so they can better meet the needs of their pupils. | Outreach services commissioned to support a greater range of needs than currently supported | Group Manager SEN | Sep-17 |
| 3.3 | Continue to work closely with the special schools and outreach services to strengthen their leading role in developing school to school improvement for children and young people with SEND. | Offer of support and training available to schools for whole schools as well as individuals. | Group Manager SEN Special School and Outreach Head Teachers SEN Adviser Principal EP | Sep-17 |
| 3.4 | Assess school training needs and broker or commission appropriate training. | Audit of schools training need completed, analysed and appropriate support available to schools. Good practice is shared. SENCO programmes and induction for new SENCOs in place. | Group Manager SEN SEN Adviser | Apr-17 |

| Priority 4: Raise attainment and expectations– Set sights high for every child and young person so that their hopes and aspirations can be realised both now and in their future lives. | | | | |
|--|--|---|---|------------------|
| | Action | Outcomes | Lead | Timescale |
| 4.1 | Work with providers to reduce number of all young people with SEND who are NEET and increase the offer and take up of supported internships. | A limited number of supported internships available. | SEN Complex Case and Transitions Manager Integrated Youth Support Services | Sep-17 |
| 4.2 | Work with schools to track pupils who are at risk of becoming NEET and develop an understanding of their needs in order to commission appropriate services. | Schools identify potential NEET pupils early. | SEN Complex Case and Transitions Manager Integrated Youth Support Services | Sep-17 |
| 4.3 | Identify pupils who are underachieving and support schools to provide appropriate provision to enable all their children and young people make progress. | Schools make effective use of data. Underachieving pupils make expected progress. Attainment of children with SEN is improved and gap to national peers reduces. | SEN Adviser | Sep-17 |
| 4.4 | Monitor outcomes and aspirations on EHC plans to ensure settings have suitably high expectations for every child and young person and devise a way of measuring outcomes for individuals, such as the Personal Outcomes Evaluation Tool to measure effectiveness of provision. | Outcome measure in place Relative improvements in attainment and progress of learners | Group Manager SEN | Sep-17 |
| 4.5 | Monitor Southend school's 'School Offer' of SEND provision or annual SEND information report and ensure this meets the needs of their pupils and increases their readiness for work. | All settings publish SEND information report or update school offer. | IASS Officer SEN Complex Case and Transitions Officer SEN Service Manager | Dec-16 |

| Priority 5: Ensure value for money – Resources are used effectively, are cost effective and distributed equitably and transparently with performance monitoring and measurement of impact; Provide all children and young people with the option of a personal budget as an integral part of the Education Health and Care plan. | | | | |
|---|--|---|---|-------------------------|
| | Action | Outcomes | Lead | Timescale |
| 5.1 | Review the allocation of places and funding for special schools and units and ensure specialist places are cost effective and used effectively. | Monitoring arrangements in place – budgets in line | Group Manager SEN | Sep-17 |
| 5.2 | Devise a system for allocating top-up resources to ensure they are distributed equitably and transparently with performance monitoring and measurement of impact. | A resource allocation system is in place and shared with all mainstream schools. | Group Manager SEN Group Accountant | Apr-17 |
| 5.3 | Work with CCG to extend choices for personal budgets and provide all children and young people with the option of a personal budget as an integral part of the Education Health and Care plan. | A number of children are in receipt of a personal budget for Education and Health | Group Manager SEN Children's Commissioner Designated Medical Officer Managers in Social Care | Sep-17 |
| 5.4 | Monitor statutory and agreed performance targets at the SEN strategic board. | SEN Strategy Group monitors performance on a quarterly basis and targets are set annually. Annual Report produced and circulated to Headteachers and reported to members. | Group Manager SEN Data, Performance & Information Manager | Annually Spring term |

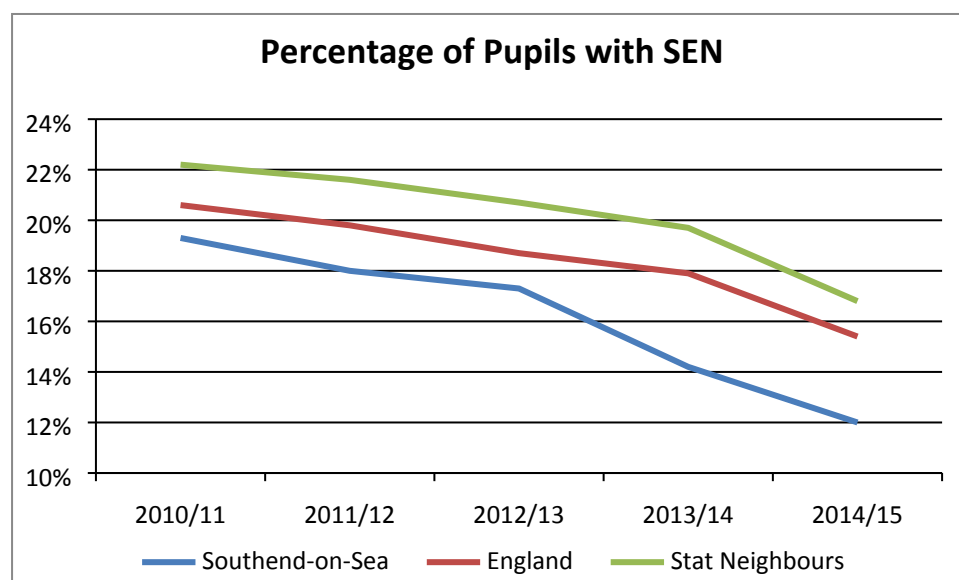
Appendix 3 Glossary of Terms Used in the strategy document

| | |
|-------|--|
| ADHD | Attention Deficit Hyperactivity Disorder |
| AP | Alternative Provision |
| ASD | Autistic Spectrum Disorder |
| BESD | Behaviour, Emotional and Social Difficulties |
| CAMHS | Child and Adolescent Mental Health Services |
| CCG | Clinical Commissioning Group |
| EHA | Early Help Assessment |
| EHC | Education Health and Care |
| EHCP | Education Health and Care Plan |
| EHE | Elective Home Education |
| EPS | Education Psychology Service |
| EWMHS | Emotional Wellbeing and Mental Health Service |
| EY | Early Years |
| FE | Further Education |
| KS 4 | Key Stage 4 – children aged 14-16 |
| LA | Local Authority |
| LDA | Learning Difficulty Assessment- for post 16 planning |
| NEET | Not in Employment Education or Training |
| NELFT | North East London Foundation NHS Trust |
| PRU | Pupil Referral Unit |
| SEN | Special Educational Needs |
| SENCO | Special Educational Needs Co-ordinator |
| SEND | Special Educational Needs and/or Disabilities |
| SLCN | Speech, Language or Communication Need |
| SSEN | Statement of Special Educational Needs |

Appendix 4 2015 SEN profile 2015

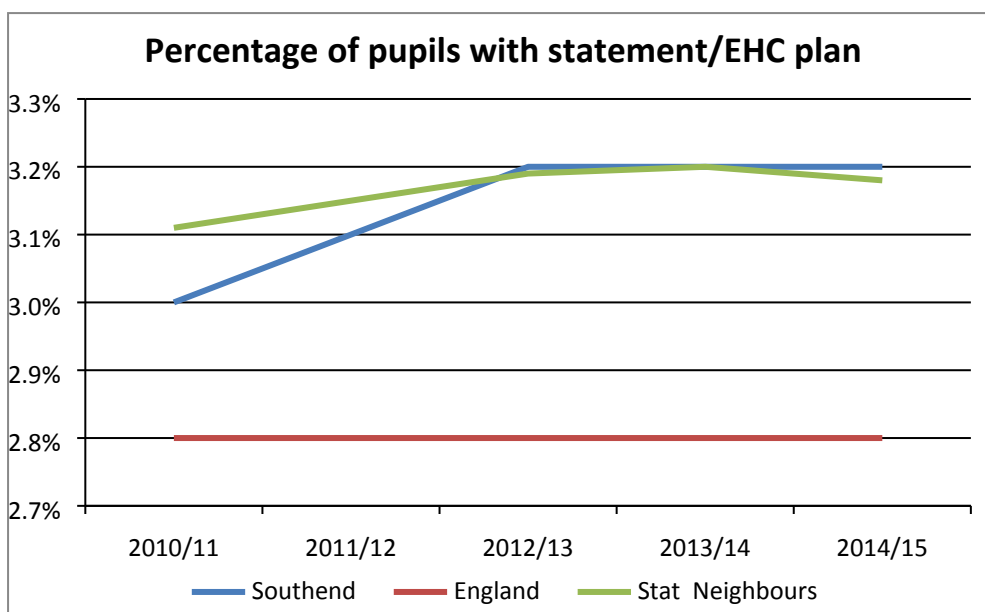
Supporting data from the 2015 SEN profile 2015

Prevalence and Key Trends

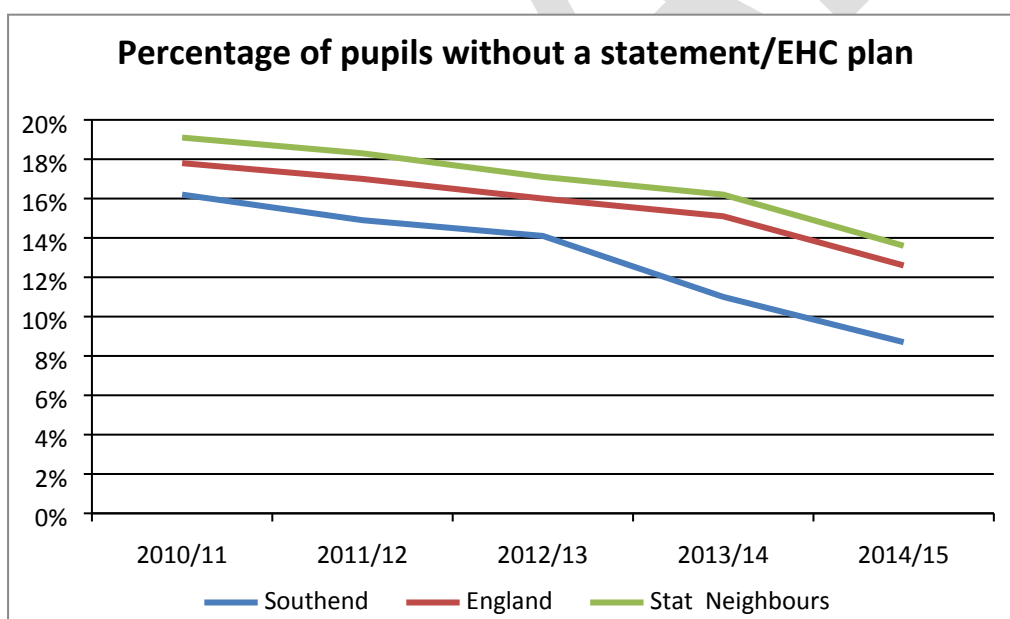


The proportion of SEN pupils in Southend has dropped from 19.3% in 2010/11 to 12.0% in 2014/15. The latest data comprises 3,547 pupils, including those in pupil referral units and independent schools. Prevalence of SEN in Southend has historically been lower than the national and statistical neighbour average but the decline has been more rapid in Southend since 2012/13. Southend is now ranked 145th out of 151 local authorities for prevalence of SEN.

In primary schools 11.5% of Southend children are SEN, compared to 14.4% nationally, putting Southend in the lowest 10% of all LAs nationally in this indicator. At secondary level, only two other local authorities have lower proportion of SEN children; Southend's figure of 8.3% is 6 percentage points lower than the national average.

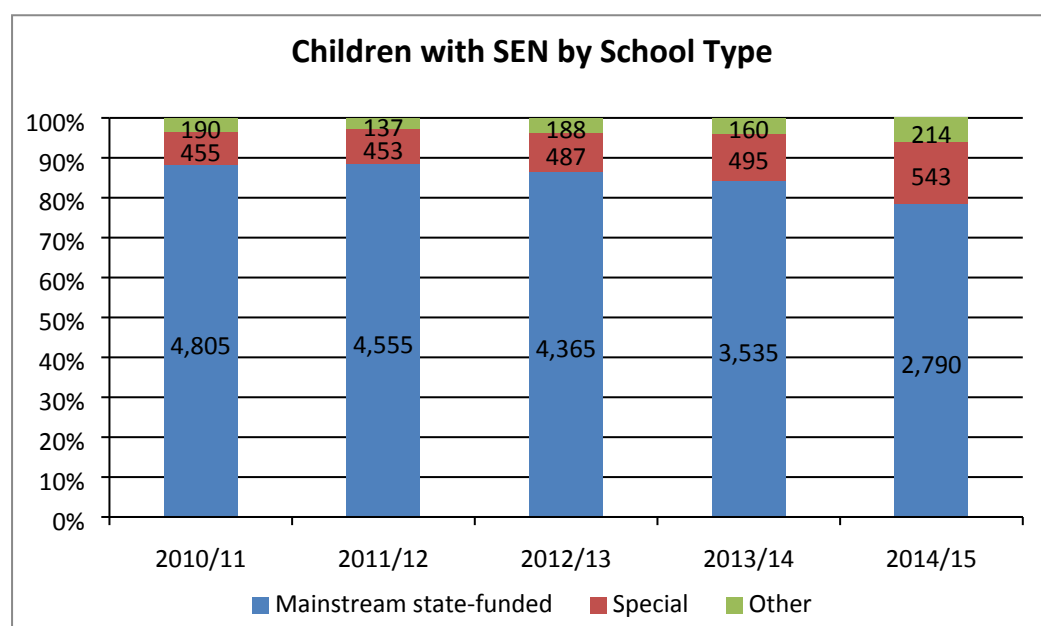


The proportion of pupils with a statement or EHC Plan has risen slightly in Southend since 2010/11 but has remained stable at 3.2% for the last three years. This is in line with the stat neighbour average but higher than the national figure (2.8%).



The percentage of SEN pupils without statements/EHC plans has declined over the last five years and particularly in Southend since 2012/13. The latest figure of 8.7% is 4 percentage points lower than the national and stat neighbour benchmarks - only 3 LAs nationally have a lower proportion. Nationally, the steeper drop in 2014/15 may be due to more accurate identification of those with SEN following the implementation of the SEN reforms.

School Type



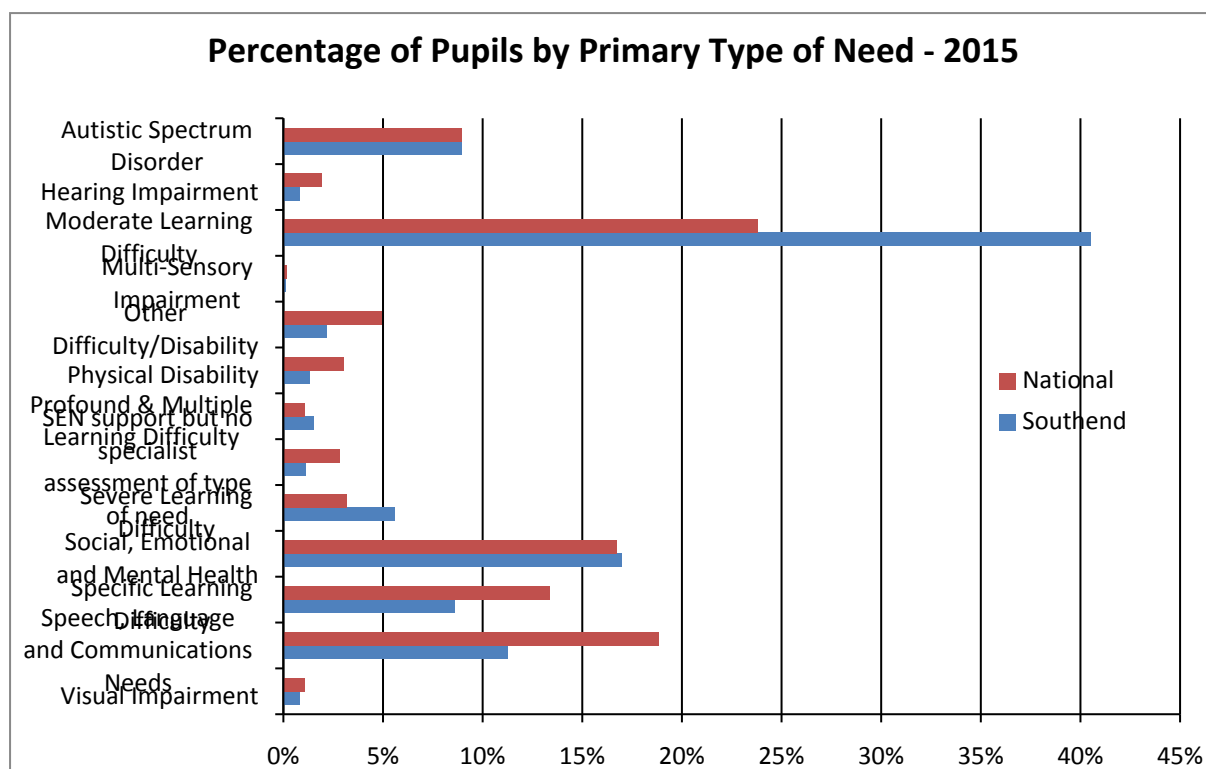
The percentage of SEN children placed in special schools has increased over the last five years in Southend. 15% of Southend's SEN pupils are now in special schools, up 3 percentage points over last year and nearly double the proportion five years ago. This needs to be considered in the context of the reduction in numbers of SEN children identified but increased number of those with EHC/statements. However the number of pupils in special school has increased by 19%.

Type of Need

Primary need is collected for those pupils on SEN support or with a statement of SEN/ EHC plan. The coverage for 2015 is different to previous years – pupils who were formerly School Action but have transferred to SEN support are now required to provide a type of need.

There have been changes to the classification of type of need in 2015: the previous code of 'Behaviour, Emotional and Social Difficulties (BESD)' has been removed. A new code 'Social, Emotional and Mental Health (SEMH)' has been introduced, although this shouldn't be a direct replacement. The code 'SEN support but no specialist assessment of type of need' was also introduced in 2015.

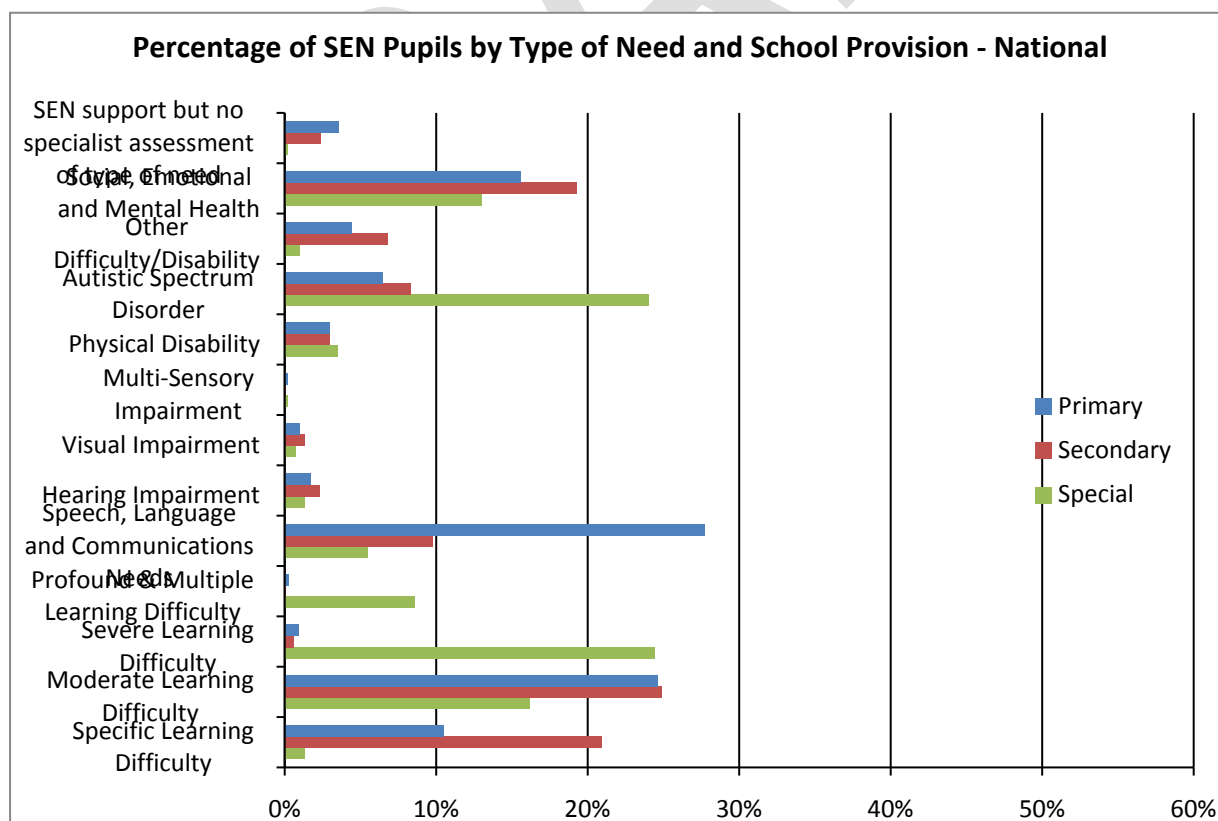
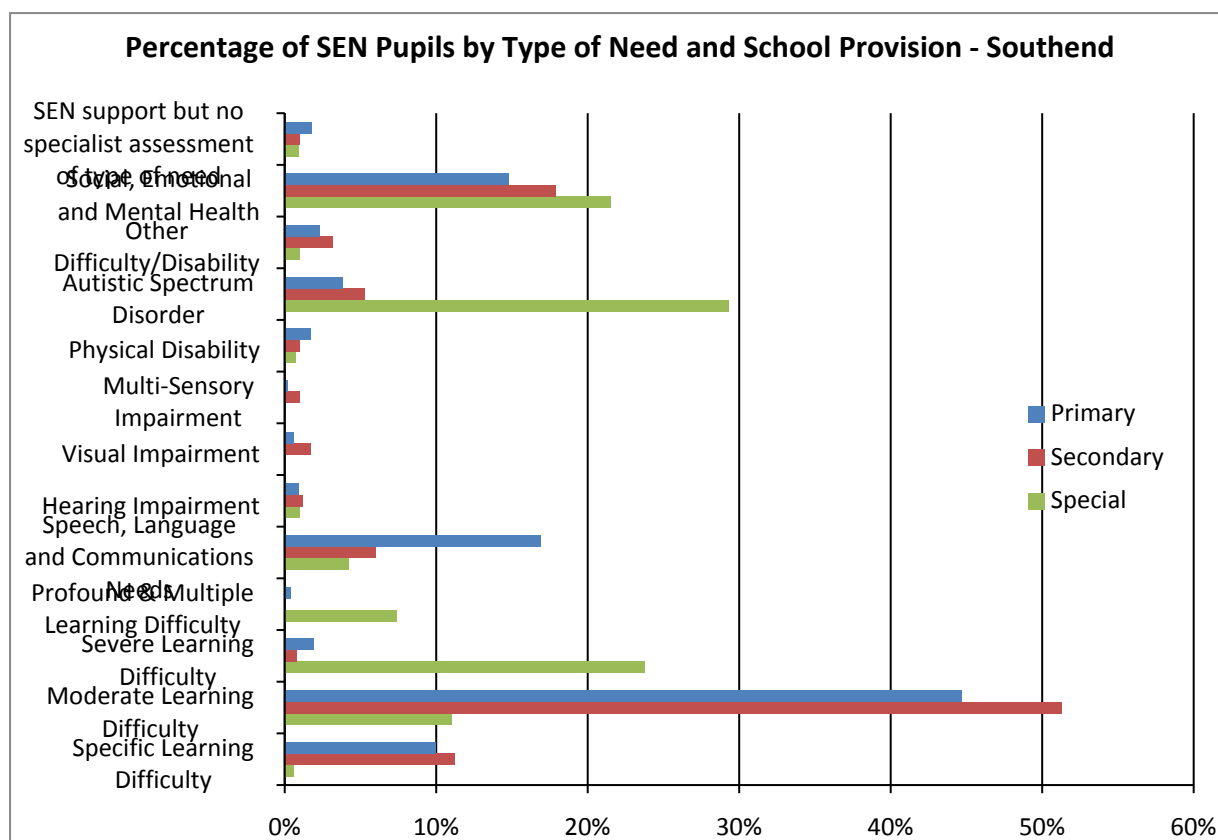
Due to the changes in coverage and classification of the types of primary need, it is not possible to produce a direct comparison with data for previous years.



Moderate learning difficulty is the most common type of need in Southend – 40.5% of pupils with a primary need in Southend have this type of need. This is also the most common type of need nationally, although the proportion is much lower at 23.8%. The percentage of children with a Speech, Language and Communication primary need is lower in Southend compared to national by 8 percentage points.

In Southend's special schools the most prevalent type of need is Autistic Spectrum Disorder, accounting for 29.3% of all SEN pupils. This is closely followed by Severe Learning Difficulty (23.8%) and Social, Emotional and Mental Health (21.5%).

In mainstream schools, Moderate Learning Difficulty is the most common type of need. Speech, Language and Communication Needs are also prominent in primary schools (16.9%) but this is less common in secondary schools where the figure drops to 6.0%. The majority of secondary school pupils in Southend with SEN have a Moderate Learning Difficulty (51.3%).



Comparing the two charts it can be seen that the difference compared to national in the Speech, Language and Communication primary need is most marked in primary schools. Southend's figure of

16.9% is nearly 11 percentage points lower than the national average and is the second lowest proportion of all local authorities in the country.

Given the low proportion of SEN compared to national it is also useful to look at prevalence of SEN.

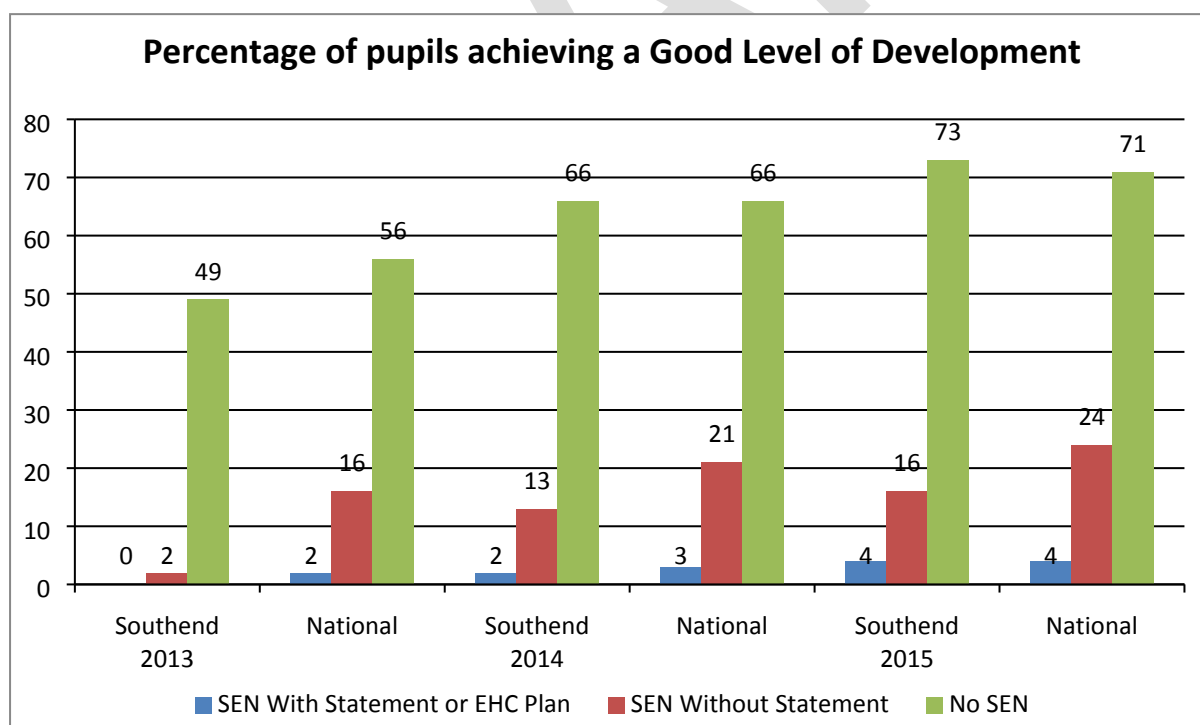
Early Years Foundation Stage Profile

Percentage of pupils achieving a good level of development

| | 2013 | | | 2014 | | | 2015 | | |
|-----------------|---------|---------|-----|---------|---------|-----|---------|---------|-----|
| | All SEN | Non-SEN | Gap | All SEN | Non-SEN | Gap | All SEN | Non-SEN | Gap |
| Southend | 2 | 49 | -47 | 9 | 66 | -57 | 13 | 73 | -60 |
| National | 14 | 56 | -42 | 19 | 66 | -47 | 21 | 71 | -50 |

The attainment gap between SEN and non-SEN children has widened locally and nationally since 2013 but Southend's gap remains wider by 10 percentage points. The widening gap has been caused by the rapid improvement in the outcomes of non-SEN children which has not been matched by their SEN peers.

In 2015 SEN attainment was highest in Physical Development. Literacy was the lowest performing area of learning, with Writing in particular being the goal with the lowest attainment (18% achieving at least the expected level, compared to 29% nationally).



The proportion of pupils achieving a good level of development has increased on Southend and nationally since 2013. Outcomes for SEN pupils with a statement have improved in Southend and are now in line with the national figure (4%). However, SEN pupils without a statement perform less well compare to their peers nationally and have been 8 percentage points lower for the last two years.

Phonics Screening Check

Southend's attainment gap in 2014/15 was 51 percentage points with 33% of pupils with SEN meeting the required standard compared to 84% of pupils with no SEN. This is wider than the national gap (44 percentage points).

Key Stage 1

Percentage of pupils achieving level 2+ at Key Stage 1 in 2015

| | | Reading | Writing | Speaking and Listening | Maths | Science |
|----------|---------|---------|---------|------------------------|-------|---------|
| Southend | All SEN | 55 | 45 | 63 | 60 | 65 |
| | Non-SEN | 96 | 94 | 96 | 97 | 96 |
| | Gap | 41 | 49 | 33 | 37 | 31 |
| National | All SEN | 60 | 51 | 60 | 67 | 63 |
| | Non-SEN | 96 | 95 | 96 | 98 | 96 |
| | Gap | 36 | 44 | 36 | 31 | 33 |

In 2015 Southend's attainment gap between SEN pupils and non-SEN pupils was wider than the national figure in reading, in writing and in maths. The attainment of SEN pupils in these subjects was below the national average by 5, 6 and 7 percentage points respectively. The gaps in speaking & listening and science were narrower in Southend than the national benchmarks.

The attainment of SEN pupils with a statement/EHC plan was particularly low in Southend in 2015 – the proportion achieving level 2 or above was in the bottom 25% of all LAs nationally for reading, for writing and for maths.

Value Added Achievement at Key Stage 1

When exploring educational achievement, one should not only analyse attainment but also the progress that pupils make relative to their starting point. This is known as valued-added analysis and the model used in FFT Aspire uses prior attainment, month of birth and gender as a starting point to analyse whether pupils have achieved better or worse than similar pupils nationally, in terms of these factors. As we are focussing on SEN pupils it is useful to use a contextual value added model – this takes account of a pupil's SEN status, as well as ethnicity, language, school mobility and FSM eligibility and also the type of school they attend. This enables a 'like-for-like' comparison between Southend's SEN pupils and similar SEN pupils nationally.

Taking these factors into account, FFT Aspire calculates that over the last three years Southend SEN pupils *without* a statement/EHC plan have achieved 5 percentage points lower than similar pupils nationally in the level 2+ indicator. This is mainly due to a very low valued added score in 2015 of -13%. However, the achievement of pupils *with* a statement/EHC plan was actually in line with their estimate over the three year period. Therefore, although the attainment was very low for this particular group, they achieved what you would expect given their low prior attainment and contextual make-up. Value added outcomes in other indicators are shown below.

Value added achievement of SEN pupils at KS1 2013-2015

SEN without statement/EHC Plan

SEN with a statement

| | Pupil progress | | | Pupil progress | | |
|----------------------------------|----------------|------|------|----------------|------|--------|
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Number of pupils / % matched | 98% | 97% | 97% | 98% | 95% | 95% |
| Average level (Re, Wr, Ma) | -0.0 | +0.0 | -0.1 | -0.0 | -0.0 | +0.1 ↗ |
| Average Point Score (Re, Wr, Ma) | -0.0 | +0.2 | -0.7 | -0.1 | -0.2 | +0.8 ↗ |
| % Level 2+ (Re, Wr, Ma) | -2% | +0% | -13% | +4% | -1% | -4% |
| % Level 2B+ (Re, Wr, Ma) | -2% | +2% | -10% | +1% | +4% | -3% |
| % Level 3+ (Re, Wr, Ma) | +2% | -0% | -0% | -0% | -0% | -0% |
| Average Point Score Reading | -0.1 | +0.1 | -0.8 | -0.2 | -0.3 | +0.7 ↗ |
| % Level 2+ Reading | -2% | -0% | -9% | +1% | -2% | +1% |
| % Level 3+ Reading | +1% | +3% | -3% | +1% | +1% | -0% |
| Average Point Score Writing | +0.1 | +0.2 | -0.8 | -0.2 | -0.1 | +0.6 ↗ |
| % Level 2+ Writing | -1% | -0% | -12% | +3% | +0% | -4% |
| % Level 3+ Writing | +2% | +0% | -1% | -0% | -0% | -0% |
| Average Point Score Maths | -0.1 | +0.1 | -0.6 | -0.2 | -0.2 | +0.7 ↗ |
| % Level 2+ Maths | -4% | -2% | -11% | -0% | -4% | -3% |
| % Level 3+ Maths | +3% | +4% | -2% | +1% | +3% | -0% |

It is worth noting the positive value added scores for SEN pupils with a statement in 2015. The statistically significant results (green pluses) occurred in the point score indicators. These types of indicators take into account the progress made by all pupils in the group, whereas the threshold measure such as level 2+ will only count the achievements of pupils who met the expected level. This suggests that statemented SEN pupils of lower ability managed to exceed their estimates, even though they may not have achieved the expected level.

Key Stage 2

Percentage of pupils achieving level 4+ at Key Stage 2 in 2015

| | | RWM | Reading | Writing | Maths |
|----------|------------|-----------|-----------|-----------|-----------|
| Southend | All SEN | 29 | 52 | 40 | 51 |
| | Non-SEN | 88 | 95 | 96 | 93 |
| | Gap | 59 | 43 | 56 | 42 |
| National | All SEN | 39 | 62 | 51 | 57 |
| | Non-SEN | 90 | 95 | 95 | 94 |
| | Gap | 51 | 33 | 44 | 37 |

At Key Stage 2 the attainment gap between SEN pupils and non-SEN pupils was wider than national in reading, writing and maths. As in KS1, the gap was widest in writing; this is replicated nationally although Southend's gap was 12 percentage points wider than the England figure.

Value Added at Key Stage 2

Using a contextual value added model, FFT Aspire calculates that over the last three years Southend SEN pupils without a statement/EHC plan have achieved 6 percentage points lower than similar

pupils nationally in the level 4+ indicator. This is mainly due to a very low valued added score in 2015 of -14%. The achievement of pupils with a statement/EHC plan was in line with their estimate over the three year period. Value added outcomes in other indicators are shown in the next table.

Value added achievement of SEN pupils at KS2

| | SEN without statement/EHC Plan | | | SEN with a statement | | |
|----------------------------------|--------------------------------|------|------|----------------------|------|------|
| | Pupil progress | | | Pupil progress | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Number of Pupils / % Matched | 98% | 96% | 97% | 98% | 98% | 98% |
| Average level (Re, Wr, Ma) | -0.0 | -0.1 | -0.1 | -0.2 | +0.0 | -0.1 |
| Average Point Score (Re, Wr, Ma) | -0.2 | -0.3 | -0.7 | -0.9 | +0.1 | -0.3 |
| % Level 4+ (Re, Wr, Ma) | -2% | -4% | -14% | -0% | -2% | +3% |
| % Level 4B+ (Re, Wr, Ma) | -2% | -2% | -10% | +3% | -2% | +4% |
| % Level 5+ (Re, Wr, Ma) | -1% | -1% | -1% | -0% | -1% | -1% |
| % 2 levels progress Reading | -1% | -3% | -5% | -10% | -2% | -3% |
| % 3 levels progress Reading | -3% | -0% | -4% | -3% | -5% | +4% |
| % 2 levels progress Writing | +1% | +0% | -7% | -8% | +12% | -0% |
| % 3 levels progress Writing | -2% | -1% | -11% | +1% | -2% | +6% |
| % 2 levels progress Maths | +0% | -7% | -3% | -5% | +2% | -2% |
| % 3 levels progress Maths | -3% | -3% | -4% | +0% | -0% | +0% |

Key Stage 4

Given the grammar school influence it may be more useful to look at the gap between the performance of our SEN pupils and that of SEN pupils nationally throughout this section.

| | | Southend | | National | | |
|------|---------|----------------|-----|----------------|-----|-----------------|
| Year | SEN | % A*-C inc E&M | Gap | % A*-C inc E&M | Gap | Gap to national |
| 2014 | Non-SEN | 70 | -54 | 65 | -45 | -9 |
| | SEN | 16 | | 20 | | |
| 2015 | Non-SEN | 71 | -56 | 63 | -44 | -12 |
| | SEN | 15 | | 19 | | |

In Southend in 2015, 15% of pupils with SEN achieved 5+ GCSEs at A*-C or equivalent including English and maths, 56 percentage points lower than those with no SEN (71%). This gap has widened since 2014 by 2ppts and is 12ppts wider than the national gap. Note that due to reforms introduced in 2014 data is not comparable to earlier years.

Expected Progress

46% of Southend's SEN pupils achieved 3 levels of progress in English, just above the national average of 45%. This compares to 78% of non-SEN pupils, meaning a gap of 32 percentage points. This is wider than the national gap of 29 percentage points.

In the maths progress measure, 34% of SEN pupils made expected progress, compared to 35% of SEN pupils nationally. The strong performance of Southend's non-SEN cohort has resulted in a large gap of 45 percentage points, compared to a national gap of 37ppts.

Value Added at Key Stage 4

Using a contextual value added model, FFT Aspire calculates that over the last two years Southend SEN pupils *without* a statement/EHC plan have achieved their estimated outcomes based on similar pupils nationally in the main attainment indicator. SEN pupils *with* a statement/EHC plan have achieved 3 percentage points lower than similar pupils nationally in the same indicator.

DRAFT