

# Worcestershire Health & Well-being Board

## Joint Strategic Needs Assessment (JSNA) Profile on Children with Special Educational Needs & Disabilities (SEND) in Worcestershire

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### Executive Summary

In the U.K. it is estimated that there are approximately 0.9 million children aged 0-18 years who are disabled, which equates to around 7% of children overall<sup>1</sup>. Of these, around 42% experience impairments in social and behavioural skills, 36% with learning and 26% have impairments with stamina, breathing or fatigue. Just over one in five children experience impairment with their mobility (21%)<sup>2</sup>.

By applying the national prevalence above it is estimated that in Worcestershire:

- There are around 3,631 children aged 0-18 with impairments in social and behavioural skills.
- There are around 3,112 children 0-18 who have a learning disability.
- There are around 2,248 children who have impairments with stamina, breathing or fatigue.
- There are around 1,815 children who experience impairment with their mobility.

The percentage of school pupils with special educational needs (SEN) in Worcestershire increased to 15.2% in 2018, which is a significantly higher proportion than the England average of 14.2%.

In Worcestershire in 2017, there were 5,859 (14.0%) Primary School children with SEN and in Secondary Schools a total of 4,614 (13.0%) children were receiving some type of SEN support. In Special Schools 1,291 (89.3%) pupils either had a statement or EHC plan and 155 (10.7%) were receiving some level of SEN support.

Further analysis of the data highlights differences in the prevalence of Special Educational Needs and Disabilities (SEND) by type, age, gender, ethnicity and between each geographical area. In Worcestershire, 33.3% of children with SEND were girls and 66.7%

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<sup>1</sup> Papworth Trust (2016), Disability in the United Kingdom Facts and figures,[Online], Accessed: 03/11/2017, Available from: <http://www.papworthtrust.org.uk/campaigns/disability-facts-and-figures>

<sup>2</sup> Department for Work and Pensions (2015-16) Family Resources Survey: financial year 2015/16,[Online], Accessed: 21<sup>st</sup> December 2017, Available from: <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-201516>

were boys. In 2017, Wyre Forest District had the highest number (2389) and % (12.5%) of resident children with SEND. Malvern District had the fewest children with SEND (1342), approximately 9.3% of resident children.

In Worcestershire, the proportion of Primary School children with Speech Language and Communication SEN Needs are higher at 40.6% compared to England (29.0%). The proportion with Moderate Learning Difficulties is lower at 18.4% compared to England (23.3%). The proportion with Autistic Spectrum Disorder is lower at 4.0% when compared to England (6.7%).

It is a similar pattern in Secondary School children. The proportion of Secondary School children with Speech Language and Communications SEN Needs are also higher at 13.4% when compared to England (10.8%). The proportion with a Moderate Learning Difficulty is similar to the England average (24.0%). The proportion with Autistic Spectrum Disorder is much lower at 11.4% when compared to England (26.9%).

A similar pattern is evident in Special Schools. The proportion of children at a Special School and who have Speech Language and Communication SEN Needs is higher at 9.6% compared to England (6.4%). The proportion with Severe Learning Difficulty is higher at 25.8% compared to England (23.2%). The proportion that has Autistic Spectrum Disorder is lower at 11.4% compared to England (26.9%).

The data also identified that there was a strong relationship between SEND status and deprivation, with the highest levels in the most deprived areas. Analysis also established that there were differences according to different type of SEND. Social, emotional and mental health difficulties, Speech, language and communication needs, Moderate learning difficulties were all associated with deprivation.

Using population estimates and applying current levels of need for SEND, it is estimated that by 2037 there is forecast to be an increase in the number of children with SEND aged 4-19 years of 4.1% (n.308) for boys and 4.6% (n.175) for girls. For children aged 2 to 4 years, there is estimated to be an increase in SEND for this age group of around 10% (n.53). This suggests that by 2037 there will be approximately 536 additional children with SEND in Worcestershire.

The profile identified that outcomes for those with SEND are good at ages 2-2.5 years and also at the EYFS stage (Reception). However, at Educational Key Stage 1, 2 and 4 the picture is quite mixed. For children with an EHC plan or statement, attainment levels are lower than the England average at all Key Stages with the exception of Key Stage 2. For children without an EHC plan or statement, attainment is better than the England average until Key stages 2 and 3, where outcomes are poorer than England. In contrast, children in Worcestershire with no identified SEND are achieving educational outcomes at levels higher than the England rate, with the exception of Key Stage 2. There is still a significant gap between attainment levels at every part of the education system for children with an identified SEND need and for those without.

This profile has identified the prevalence and distribution of SEND across Worcestershire. However to gain deeper understanding of the needs of children with SEND requires development of a central data source and/or disabilities register. The profile has also highlighted the need for a deeper dive to consider further the prevalence of Autistic Spectrum Disorder, the high level of speech language and communication needs and the high number of children who appear to have not yet undergone specialist assessment and review of their special educational needs.

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## Introduction

This profile has been developed to identify and understand the needs of children and young people aged 0-to 25 years with special educational needs and disabilities (SEND) in Worcestershire. This profile forms part of the wider JSNA for Worcestershire. Local Authorities and health partners have a statutory duty to assess the needs of the local population and to use this to jointly plan and commission services for children and young people who have special educational needs or are disabled. Local partners across education, health and social care should work together to establish what is needed to address the needs identified in this profile.

## National Policy Context

The Equality Act, 2010, requires public bodies and service providers to take reasonable steps so that children with SEND do not face substantial disadvantage compared with children who do not have SEND. The Act also contains a Specific Equality Duty for Public Sector organisations. This duty requires us, when developing policies and planning and delivering services, to consciously consider how we can promote equal opportunities for children and young people who have SEND.

The Children and Families Act 2014 seeks to reform the way support is provided for children and young people with SEND. The Act places the views, wishes and aspirations of children and young people and their parents at the heart of the system and requires a culture change in the ways in which professionals work with families and with each other. This is set out in the SEND Code of Practice (2015). The SEND Code of Practice provides statutory guidance for organisations who work with children and young people with SEND and their families.

## Definitions

This profile provides data and information across the 0-25 year age range for children and young people with special educational needs (SEN) as well as all disabled children and young people. A child or young person has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16

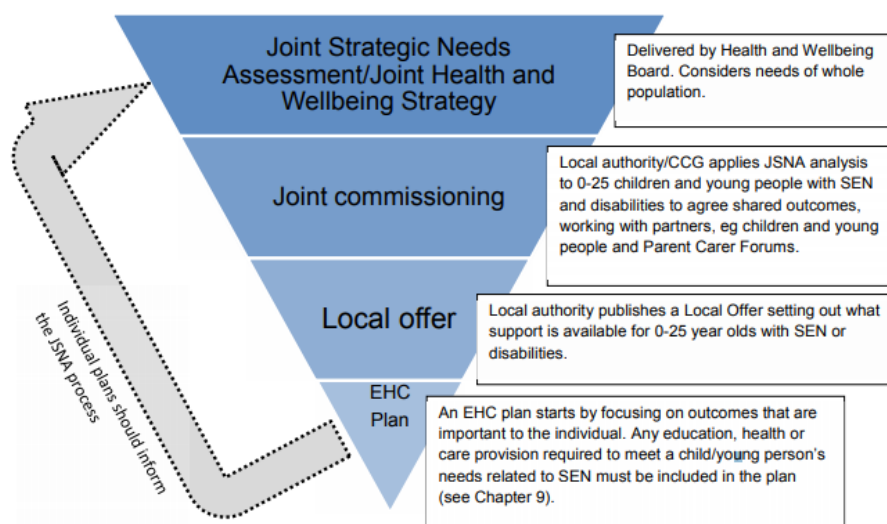
For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this profile across the 0-25 age range but includes LDD.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial

adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## SEND Joint Strategic Needs Assessment

The Special Educational Needs Code of Practice provides statutory guidance on duties, policies and procedures relating to children and young people with SEND. The Code of Practice identifies the duty to assess the needs of the local population and to ensure that their needs are met appropriately through joint working relationships across a number of different local partners including education and health and social care.



The Code of Practice states that JSNA analysis for children and young people aged 0 to 25 with SEND be applied to understand and predict need for services. The analyses should draw on the wide range of local data sets as well as qualitative information about the likely education, health and social care needs of children and young people with SEN or disabilities. These data sets are expected to include but are not restricted to:

- Population and demographic data
- Prevalence data for different kinds of SEN and disability among children and young people at national level
- Numbers of local children and young people with EHC plans and their main needs
- Use of out-of-area placements for those with low-incidence needs

- Analysis of key performance indicators that are shared across health, education and social care as part of the new joint commissioning arrangements
- Outcomes of developmental assessments (including the two-year-old check)
- Information from the Early Years Foundation Stage (EYFS) profile
- Where children or young people with SEN or disabilities are educated
- Employment rates for young people leaving education
- Local data on disabled children from the register of disabled children in their area (including those with impaired hearing and vision)

This information is included within this report to understand the picture in Worcestershire and to better understand the local needs and requirements of children and young people with SEND across Worcestershire.

## **Methodology**

This profile has been created to understand in greater depth about children and young people with SEND who are resident in Worcestershire. It looks at the different types of SEND across Worcestershire, comparing to regional and national data.

Analysis has been done at District level for each of the six district areas in Worcestershire. Differences have been explored for demographics such as age, gender and links to deprivation have also been explored.

This report focuses primarily on data collected from the national Special Educational Needs Census released in January 2017. The local dataset has been used to analyse the data. There was limited information available about Early Years and type of SEND need and as such the focus is primarily on school-age children and as such forms the majority of analysis in this report. Data included in this report has been separated into sections based on data source. For additional detail about methods used for collecting data see Appendix 2.

Data from the Early Years Census is provided, however, lower level analysis relating to level of need was not available at the time of producing this profile. Data is available for mainstream autism bases, primary and secondary alternative provision, all of which are included within the main school census dataset.

A detailed description of SEND definitions is available in Appendix 1.

## Factors for childhood disability<sup>3</sup>.

The information in the following section has been summarised for the purposes of this report. Further detail is provided in the Annual Report of the Chief Medical Officer report (2012)<sup>3</sup>.

The specific causes of childhood disability can be difficult to identify but they are often a combination of social, genetic and environmental factors, which interact together in complex ways. Factors include: Birthweight, age, sex, ethnicity, socio-economic status, parental behaviours, communicable diseases and unintentional injuries.

**Pregnancy and Birth Outcomes:** Birthweight is a known contributory factor in a number of conditions which include epilepsy, cerebral palsy and reduced cognitive function. Babies that are born prematurely or extremely prematurely have a higher risk of neurodevelopmental disabilities and poorer health outcomes. There have been significant improvements in neonatal care across England between 1995 and 2006, which appear to be associated with increased survival rates at birth. A study of children born very preterm in 1995 showed that at age 11 years more than half of premature birth children have no or only minor impairments or health problems; however, this means approximately 45% have a moderate or severe impairment or condition by the time they reach this age<sup>3</sup>.

**Congenital anomalies:** Congenital anomalies can contribute to long-term disability. The most common severe congenital anomalies are heart defects, neural tube defects and Down syndrome<sup>4</sup>. In England and Wales, the estimated prevalence of congenital anomalies is 243.3 per 10,000 total births. Data shows that birth prevalence of all congenital anomalies have decreased between 2007 and 2011. However, respiratory anomalies and neural tube defects have increased significantly during the same time period. Neural tube defects are of concern as there is a known preventative measure in the form of taking folic acid supplementation preconceptionally and in the first trimester<sup>5</sup>.

**Table 1 Estimated prevalence of congenital anomalies in England and Wales (2012)<sup>5</sup>**

Congenital anomaly <sup>1</sup>	Birth prevalence per 10,000 total births [95% CI]	Adjusted birth prevalence accounting for late notifications <sup>2</sup> per 10,000 total births [95% CI]
All cases	226.5 [220.8, 232.4]	243.3 [237.4, 249.4]
Nervous system	26.4 [24.5, 28.5]	27.7 [25.8, 29.8]
Congenital heart defects	60.2 [57.3, 63.3]	63.7 [60.6, 66.8]
Respiratory	9.8 [8.6, 11.1]	11.0 [9.8, 12.4]
Oro-facial clefts <sup>3</sup>	14.3 [12.9, 15.8]	14.5 [13.1, 16.0]
Digestive system	18.1 [16.5, 19.8]	19.6 [17.9, 21.3]
Abdominal wall defects	9.1 [8.0, 10.3]	9.2 [8.0, 10.4]
Urinary	27.8 [25.8, 29.9]	29.6 [27.6, 31.8]
Genital	17.9 [16.3, 19.6]	19.3 [17.7, 21.1]
Limb	34.9 [32.6, 37.2]	35.9 [33.7, 38.3]
Chromosomal <sup>4</sup>	43.0 [40.5, 45.6]	48.7 [46.0, 51.4]

<sup>3</sup> Blackburn,C; Read,J; Spencer, N. (2012), Children with neurodevelopmental disabilities, Annual Report of the Chief Medical Officer, Our Children Deserve Better: Prevention Pays,[Online], Accessed:21<sup>st</sup> December 2017, Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/255237/2901304\\_CMO\\_complete\\_low\\_res\\_accessible.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/255237/2901304_CMO_complete_low_res_accessible.pdf)

<sup>4</sup> World Health Organisation (2017) Health Topics: Congenital anomalies,[Online], Accessed: 21<sup>st</sup> December 2017, Available from: [http://www.who.int/topics/congenital\\_anomalies/en/](http://www.who.int/topics/congenital_anomalies/en/)

<sup>5</sup> British Isles Network of Congenital Anomaly Registers (2012) Congenital Anomaly Statistics 2012, [Online], Accessed: 10<sup>th</sup> January 2018, Available from: [http://www.binocar.org/content/Annual%20report%202012\\_FINAL\\_nologo.pdf](http://www.binocar.org/content/Annual%20report%202012_FINAL_nologo.pdf)



**Sex:** There are a higher proportion of males with disability in comparison to females. This can be attributable to a number of different factors, including biological genetic differences and under diagnosis of specific conditions in females, for example Autistic Spectrum Disorder. Boys are more likely to have problems with Communication, concentration and awareness of danger. Girls are more likely to experience problems with mobility in comparison to males<sup>10</sup>.

**Ethnicity:** There is some evidence to show an association between some types of disabilities. Research has shown that for all-cause disability for children and young people there is an increased risk for mixed ethnicity and black African or Caribbean origin only. For neurodevelopmental disabilities, a higher rate of less severe intellectual disabilities were identified in Gypsy/Romany and traveller children of Irish heritage and more severe forms of intellectual disability amongst children of Pakistani and Bangladeshi heritage<sup>10</sup>.

**Socio-economic disadvantage:** Evidence shows that the prevalence of child disability increases as socio-economic status decreases. Experiencing socio-economic disadvantage in early childhood has been shown to be a predisposing factor for disabling conditions later in childhood, for these children, the odds are twice as high compared to children in the least disadvantaged households. The reasons for this include poverty, poor nutrition, unsafe living conditions, environmental hazards, infections and unintentional injuries and some negative parental behaviours<sup>10</sup>. 40% of disabled children in the UK live in poverty. This accounts for around 320,000 disabled children, and almost a third of those are classified as living in 'severe poverty'<sup>6</sup>. The annual cost of bringing up a disabled child is three times greater than that of bringing up a non-disabled child<sup>7</sup>.

**Parental behaviours:** Parental behaviours include smoking, drug and alcohol consumption as well as unsupportive and unstimulating parenting. Those behaviours linked to poor health outcomes are more common in socio-economically disadvantaged households and linked to poor personal and household resources<sup>10</sup>.

**Communicable diseases:** Some communicable diseases and childhood infections can cause disabling conditions. For example, Rubella (German Measles), Mumps and Measles can all have lasting physical effects and cause disabling conditions. Certain groups of individuals have a higher risk of contracting communicable diseases due to social disadvantages, including people not registered with a GP, non-English speaking families and looked-after children. These groups of individuals are less likely to be fully immunised against communicable diseases<sup>10</sup>.

**Unintentional injuries:** Infants and toddlers are most at risk of injuries in the home while road traffic accidents dominate as children get older. At all ages, children and young people in poorer households and neighbourhoods are at greater risk of injury. This partly results from living in accommodation near busy roads and in poor quality housing.

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<sup>6</sup> Papworth Trust (2016), Disability in the United Kingdom Facts and figures,, [Online], Accessed: 03/11/2017, Available from: <http://www.papworthtrust.org.uk/campaigns/disability-facts-and-figures>

<sup>7</sup> Disabled Living Foundation (2017) Key Facts, [Online], Accessed: 09/01/17, Available from: <http://www.dlf.org.uk/content/key-facts>

## Prevalence of Children with disabilities

In the U.K. it is estimated that there are approximately 0.9 million children aged 0-18 years who are disabled, which equates to around 7% of children overall<sup>8</sup>. Around 42% of children with a disability experience impairments in social and behavioural skills, 36% with learning and 26% of children have impairments with stamina, breathing or fatigue. Just over one in five children experience impairment with their mobility (21%)<sup>9</sup>.

Based on applying national prevalence figures as detailed above it is estimated that in Worcestershire:

- There are around 3,631 children aged 0-18 who have impairments in social and behavioural skills.
- There are around 3,112 children aged 0-18 who have a learning disability.
- There are around 2,248 children who have impairments with stamina, breathing or fatigue.
- There are around 1,815 children who experience impairment with their mobility.

Neurodevelopmental conditions are the largest type of impairment in disabled children and young people and prevalence is estimated to be at around 3-4% in children overall. These include, but not limited to, Attention Deficit Hyperactivity Disorder (ADHD), speech, language and communication issues and specific and moderate learning difficulties. National estimates for specific neurodevelopmental impairment conditions or needs disability are included in the table below:

**Table 2: Percentage of children and young people with specific neurodevelopmental impairments, conditions or needs<sup>10</sup>**

Impairment/Condition	Children (%) National Estimates	Worcestershire Estimates (No.)
Any neurodevelopmental disorder	3.0–4.0	3705 - 4940
ADHD		
<i>DSM IV</i>	3.0–9.0	3705 - 11115
<i>ICD10</i>	1.0–2.0	1235 - 2470
Cerebral palsy	0.2	247
Epilepsy	0.3	370
Autism:		
<i>All children</i>	1	1235
<i>School-aged children</i>	0.9	1111

<sup>8</sup> Papworth Trust (2016), Disability in the United Kingdom Facts and figures,[Online], Accessed: 03/11/2017, Available from: <http://www.papworthtrust.org.uk/campaigns/disability-facts-and-figures>

<sup>9</sup> Department for Work and Pensions (2015-16) Family Resources Survey: financial year 2015/16,[Online], Accessed: 21<sup>st</sup> December 2017, Available from: <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-201516>

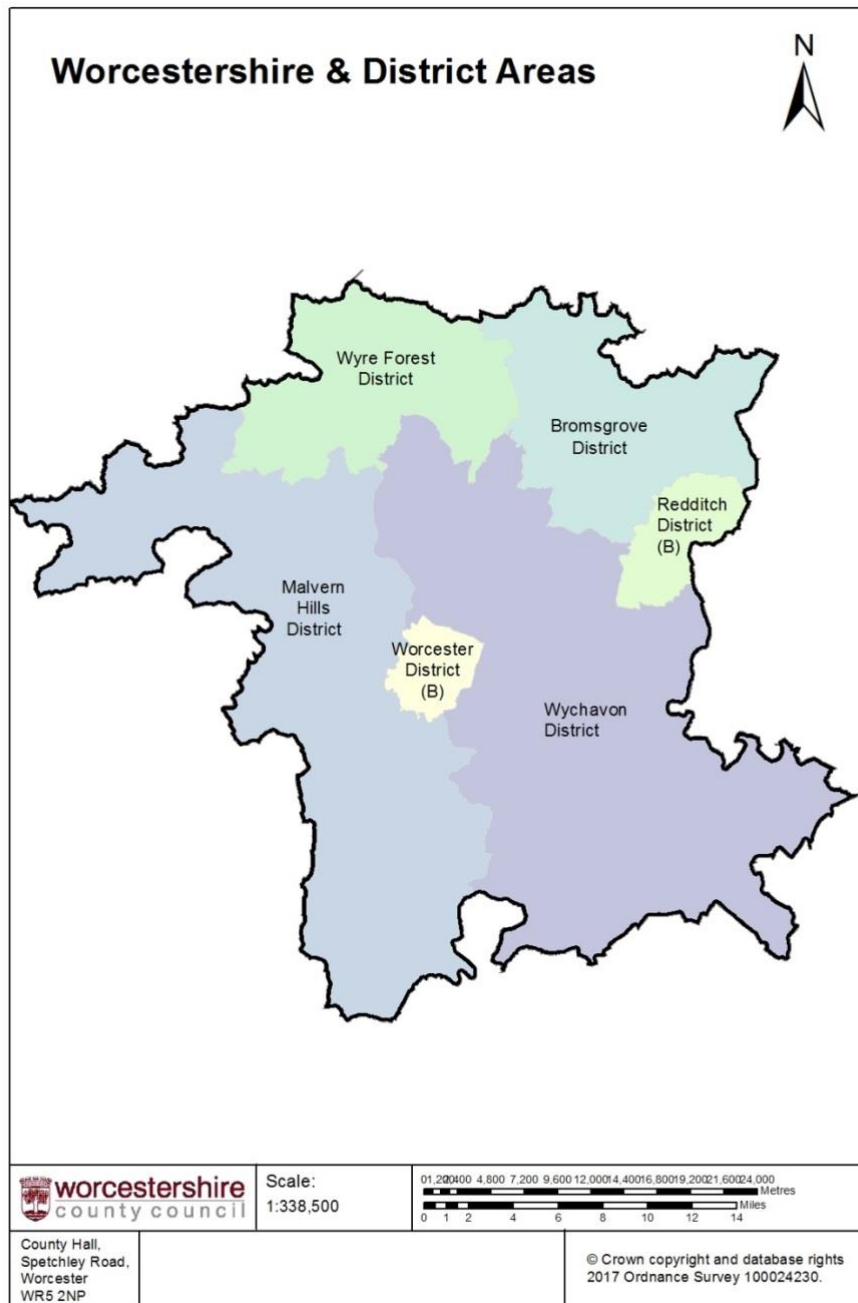
<sup>10</sup> Blackburn,C; Read,J; Spencer, N. (2012), Children with neurodevelopmental disabilities, Annual Report of the Chief Medical Officer, Our Children Deserve Better: Prevention Pays, [Online], Accessed:21<sup>st</sup> December 2017, Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/255237/2901304\\_CMO\\_complete\\_low\\_res\\_accessible.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/255237/2901304_CMO_complete_low_res_accessible.pdf)

Specific learning difficulties	1	1235
Moderate learning difficulties	2	2470
Severe learning difficulties	0.4	494
Profound learning difficulties	0.1	123
Speech, language and communication needs	1.7	2099
Hearing impairment	0.2	247
Visual impairment	0.2	247
Multi-sensory impairment	0.01	12
Physical disability	0.4	494
Other (unspecified)	0.4	494

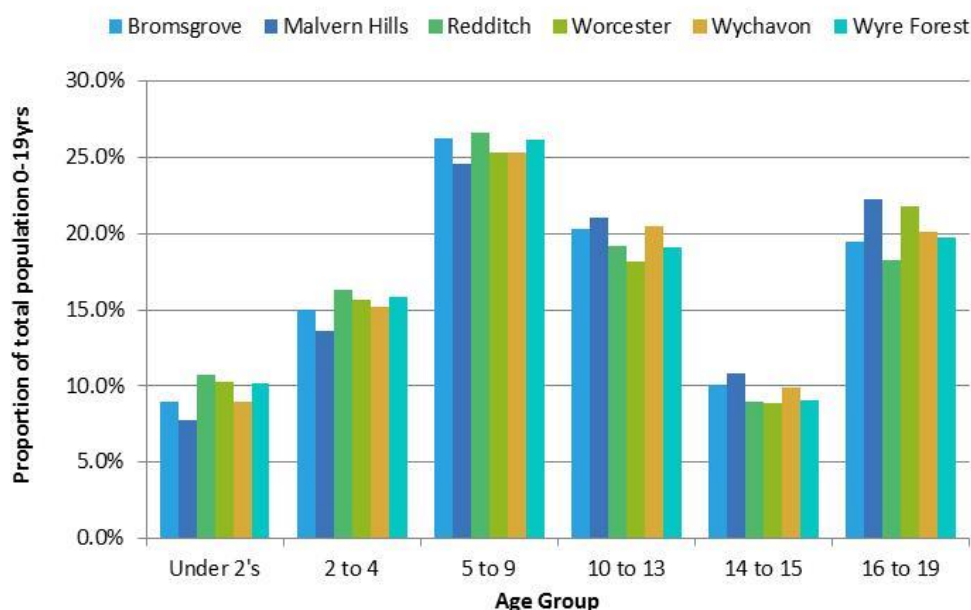
## Population overview

Worcestershire covers approximately 1,700 square kilometres and is located South West of Birmingham in the West Midlands. The county has a population of 583,053 which is predicted to rise in coming years, and is divided into the six Local Authority districts of Bromsgrove, Malvern Hills, Redditch Borough, Worcester City, Wychavon and Wyre Forest.

**Figure 1: Worcestershire and District Areas**



**Figure 2: Proportion of Population aged 0-19 years by district area**



Source: ONS mid-year population estimates, 2016. Available from: [www.ons.gov.uk](http://www.ons.gov.uk)

**Bromsgrove:** is one of the 20% least deprived districts in England and relative to England it has an older population. In Bromsgrove, 16.4% of the population is aged 0-19 years.

**Malvern Hills:** has the lowest proportion of children and young people aged 0-19 years in Worcestershire at 12.1%. It also has the highest proportion of people aged 65 and over. There are a lower proportion of people living in most deprived areas in the country when compared to the England average.

**Redditch:** has a higher proportion of people living in most deprived areas in the country compared to the England average. In Redditch, 16.0% of children and young people live in the district.

**Worcester:** is less deprived than England overall, but has significant pockets of deprivation in the central area and towards the north east of the city.

**Wychavon:** has the highest proportion of children aged 0-19 (20.1%) in comparison to Worcestershire overall. It has lower levels of deprivation than England.

**Wyre Forest:** has 16.6% of the children and young people population aged 0-19 years living in Worcestershire. Wyre Forest also has a higher proportion of people living in most deprived areas in the country compared to the England average

## Ethnicity

Worcestershire has a higher proportion of individuals who identify as being White British (92.4%) compared to England (79.8%). In Worcestershire, there are a lower proportion of individuals who are in Black and Minority Ethnic Groups (BAME) at 7.6% (43,247 people) when compared England (20.2%). The proportion of White Gypsy or Irish Travellers in Worcestershire is twice that of the national rate at 0.2% compared to 0.1% in England, which equates to 1,165 people.

**Table 3: Ethnicity of the Worcestershire population**

	Worcestershire (%)	England (%)	Worcestershire (No.)
<b>Total White</b>	<b>95.7%</b>	<b>85.4%</b>	<b>542058</b>
White British	92.4%	79.8%	522922
White Irish	0.6%	1.0%	3480
White: Gypsy or Irish Traveller	0.2%	0.1%	1165
White Other	2.6%	4.6%	14491
<b>Total Asian/Asian British:</b>	<b>2.4%</b>	<b>7.8%</b>	<b>13741</b>
Asian/Asian British: Indian	0.6%	2.6%	3634
Asian/Asian British: Pakistani	0.9%	2.1%	4984
Asian/Asian British: Bangladeshi	0.2%	0.8%	1316
Asian/Asian British: Chinese	0.3%	0.7%	1601
Asian/Asian British: Other Asian	0.4%	1.5%	2206
<b>Total Black:</b>	<b>0.4%</b>	<b>3.5%</b>	<b>2372</b>
Black/Black British: African	0.1%	1.8%	767
Black/Black British: Caribbean	0.2%	1.1%	1275
Black/Black British: Other	0.1%	0.5%	330
<b>Total Mixed:</b>	<b>1.2%</b>	<b>2.3%</b>	<b>7045</b>
Mixed: White & Black Caribbean	0.6%	0.8%	3150
Mixed: White & Black African	0.1%	0.3%	592
Mixed: White & Asian British	0.4%	0.6%	2053
Mixed: Other	0.2%	0.5%	1250
<b>Total Other:</b>	<b>0.2%</b>	<b>1.0%</b>	<b>953</b>
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>566169</b>

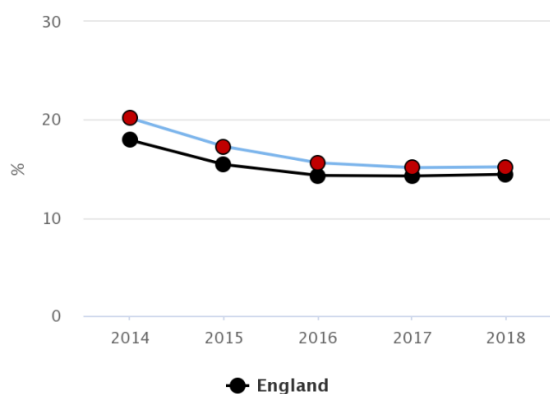
Source: Census 2011

## Prevalence of SEND

Data is collected each year as part of the school census by the Department for Education on Special Educational Needs and Disabilities and reported at Local Authority level. This report focuses primarily on data collected from the national Special Educational Needs Census released in January 2017. The local dataset has been used to analyse the data. There was limited information available about Early Years and type of SEND need and as such the focus is primarily on school-age children and forms the majority of analysis in this report.

Worcestershire has a significantly higher proportion of school pupils with SEN in 2018, 15.2% of all school pupils had a SEN need. This has been consistently significantly higher than England from 2014 onwards.

**Figure 3: Pupils with special educational needs (SEN): % of school pupils with SEN in Worcestershire**



Data from Public Health England shows that in Worcestershire, the rate per 1,000 Children with Moderate Learning difficulties, Profound and Multiple Learning difficulties and Children with Autism were lower in Worcestershire in comparison to the national average. There is a higher rate of children per 1,000 population with Severe Learning Difficulties in Worcestershire in comparison to the England average.

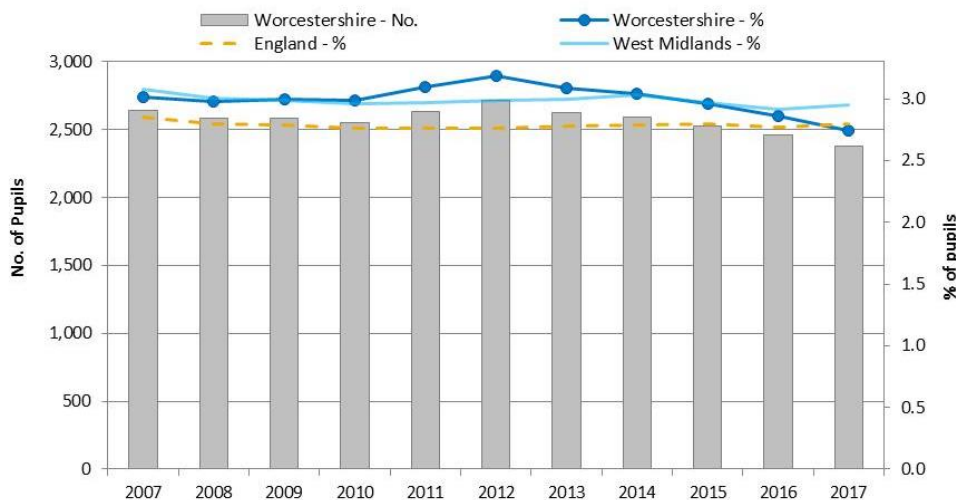
**Table 4: Public Health Outcome Framework Indicators for Special Educational Needs and Disabilities (2018)<sup>11</sup>**

Indicator	Period	England	West Midlands	Worcestershire
Children with Moderate Learning Difficulties known to schools	2018	28.9	44.2	26.2
Children with Severe Learning Difficulties known to schools	2018	3.74	4.25	4.44
Children with Profound & Multiple Learning Difficulty known to schools	2018	1.26	1.29	0.63
Children with Autism known to schools	2018	13.7	14.1	10.0
Children with learning disabilities known to schools	2018	33.9	49.8	31.3

<sup>11</sup> Public Health England (2018), Public Health Outcomes Framework – Learning Disabilities, <https://fingertips.phe.org.uk>, [Online], Accessed: 10/12/2018

## National Picture: Special Educational Needs and Disability (SEND) in England, West Midlands and Worcestershire

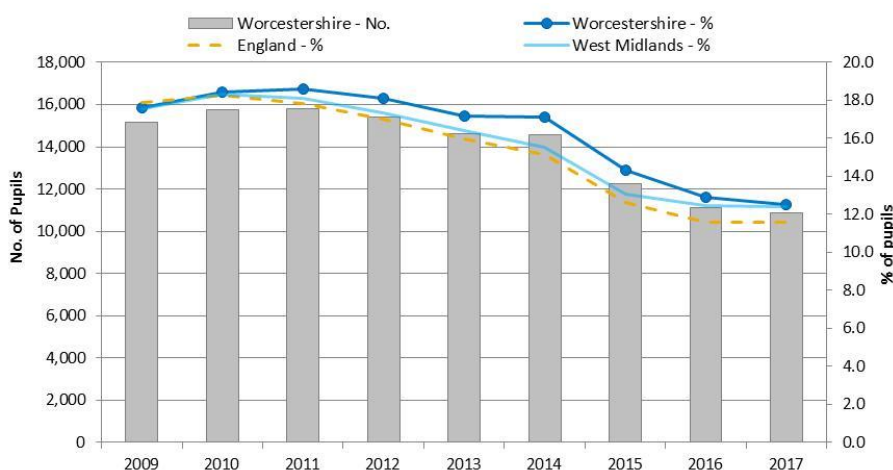
**Figure 4: Pupils with a Statement or EHC Plan (2007- 2017)**



Source: Special Educational Needs in England 2017, Department for Education

The numbers of pupils with an statement or Education, Health and Care Plan (EHC plan) remained relatively stable between 2007 and 2014 where the numbers of pupils with statement or EHC plan was around 2616. Numbers of pupils with a statement or EHC plan started to fall in 2015 and have fallen every year since, in 2017 the lowest numbers of pupils with a statement was recorded with 2, 381. 2.7% of pupils across all schools had a statement or EHC plan just below the England average of 2.8% and lower than the West Midlands at 3.0%.

**Figure 5: Pupils with SEN but no Statement or EHC Plan (2009-2017)**



Source: Special Educational Needs in England 2017, Department for Education

In 2017, there were a total of 10,863 pupils with a special educational need but who did not have a statement or EHC plan. This equates to 12.5% of the total school population. This is higher than England overall at 11.6% and also West Midlands 12.4%. The proportion of pupils without a statement or EHC plan has been falling from 2014 and this is in line with the national and regional trend.



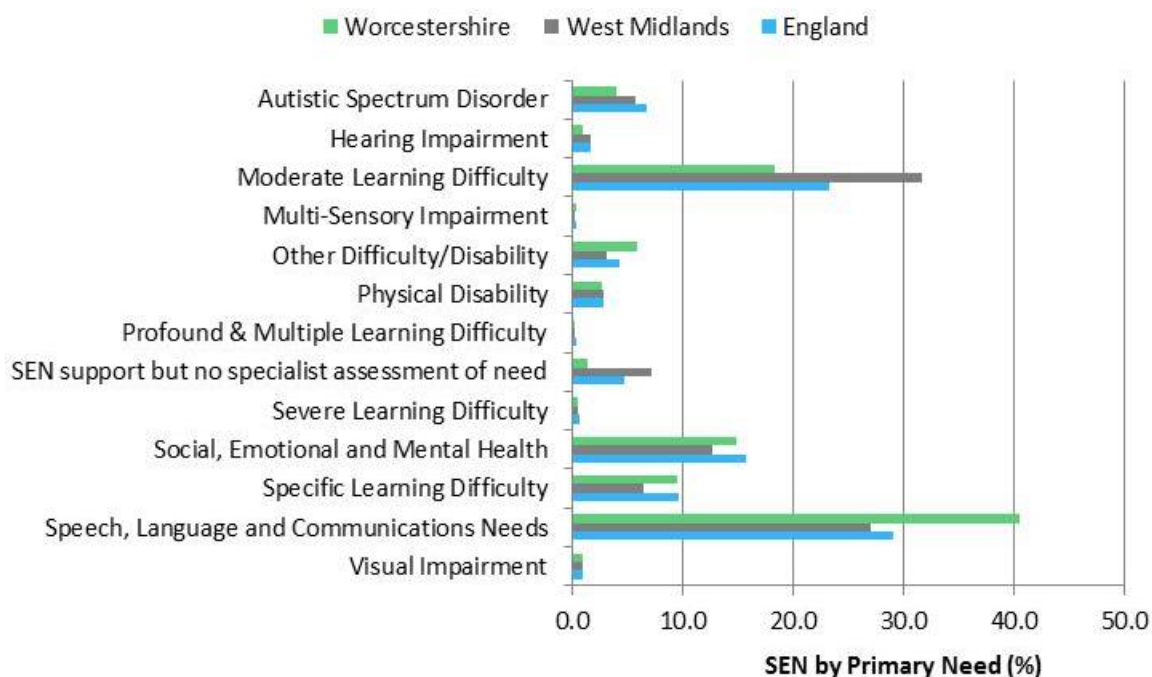
## Primary, Secondary and Special Schools

In Worcestershire, there were a total of 5,859 (14.0%) Primary School children with special educational need, of which 320 (0.8%) had a statement or EHC and 5,339 (13.2%) were receiving some level of SEN support. In Secondary Schools a total of 4,614 (13.0%) children were receiving some type of SEN support. 513 (1.4%) pupils had a statement or EHC and 4,101 (11.5%) receiving SEN support. In Special Schools 1,291 (89.3%) pupils either had a statement or EHC plan and 155 (10.7%) were receiving some level of SEN support. A detailed explanation of types and categories of special educational needs is provided in Appendix 3.

### Primary Schools:

- In Worcestershire, the proportion of Primary School children with Speech Language and Communication Needs are higher at 40.6% when compared to both West Midlands (27.1%) and England (29.0%).
- In Worcestershire, the proportion of Primary School children with Moderate Learning Difficulties is lower at 18.4% when compared to West Midlands (31.6%) and England (23.3%).
- In Worcestershire, the proportion of Primary School children with Autistic Spectrum Disorder is lower at 4.0% when compared to West Midlands (5.7%) and England (6.7%).

**Figure 6: SEN by Primary Need - Primary School**

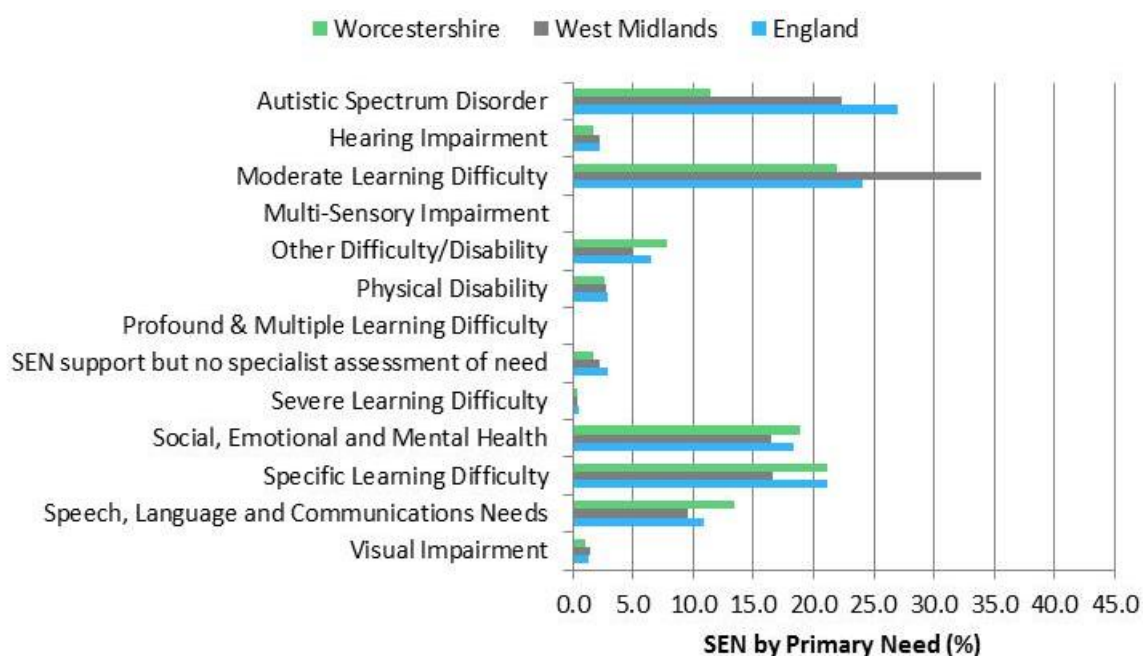


Data Source: Special Educational Needs in England 2017, Department for Education

**Secondary Schools:**

- In Worcestershire, the proportion of Secondary School children who have Speech Language and Communications Needs are higher at 13.4% when compared to West Midlands (9.6%) and England (10.8%).
- In Worcestershire, the proportion of Secondary School children who have Autistic Spectrum Disorder is much lower at 11.4% when compared to West Midlands (22.4%) and England (26.9%).
- In Worcestershire, the proportion of Secondary School Children who have a Moderate Learning Difficulty is much lower at 22.0% when compared to West Midlands (33.9%) but is similar to the England average (24.0%).

**Figure 7: SEN by Primary Need - Secondary School**

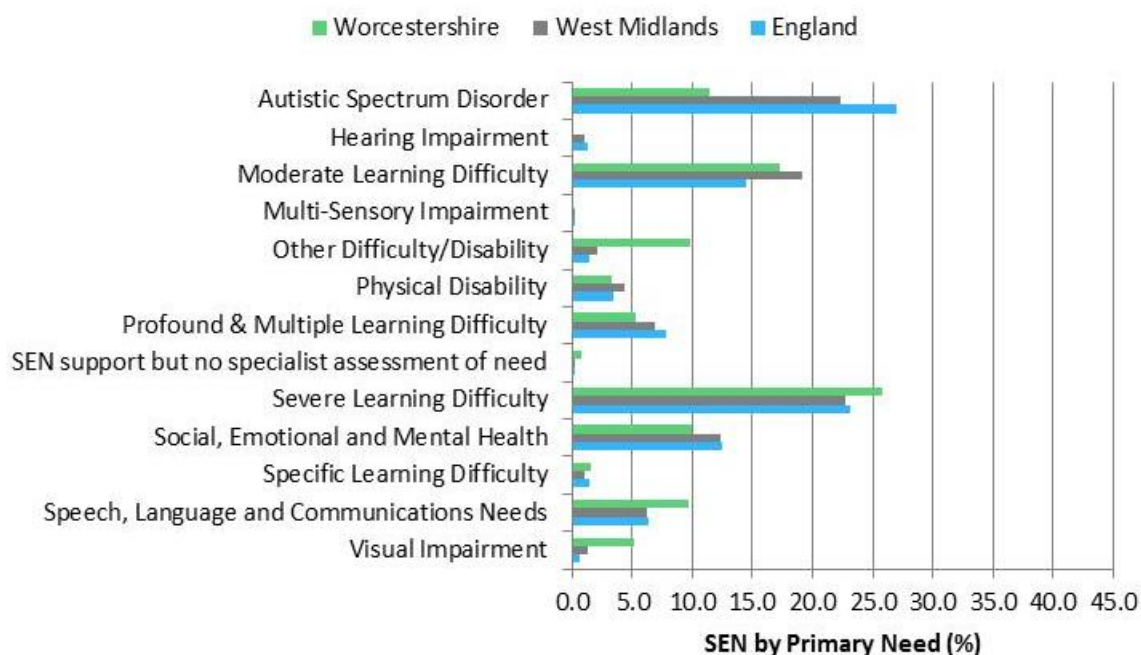


Data Source: Special Educational Needs in England 2017, Department for Education

### Special Schools:

- In Worcestershire, the proportion of children at a Special School and who have Speech Language and Communication Needs is higher at 9.6% compared to West Midlands (6.2%) and England (6.4%).
- In Worcestershire, the proportion of children at a Special School and who have Severe Learning Difficulty is higher at 25.8% compared to West Midlands (22.8%) and England (23.2%).
- In Worcestershire, the proportion of children at a Special School who have a Visual Impairment is higher at 5.2% when compared to West Midlands (1.3%) and England (0.7%).
- In Worcestershire, the proportion of children at a Special School who have Autistic Spectrum Disorder is lower at 11.4% when compared to West Midlands (22.4%) and England (26.9%).

**Figure 8: SEN by Primary Need - Special School**



Data Source: Special Educational Needs in England 2017, Department for Education

## Early Years

There are different types of mainstream Early Years provision in Worcestershire. These include: Day Nurseries, Pre-Schools, Local Authority Maintained Nurseries, Childminders, Home child carers, Governor run nurseries and Specialist nursery provision.

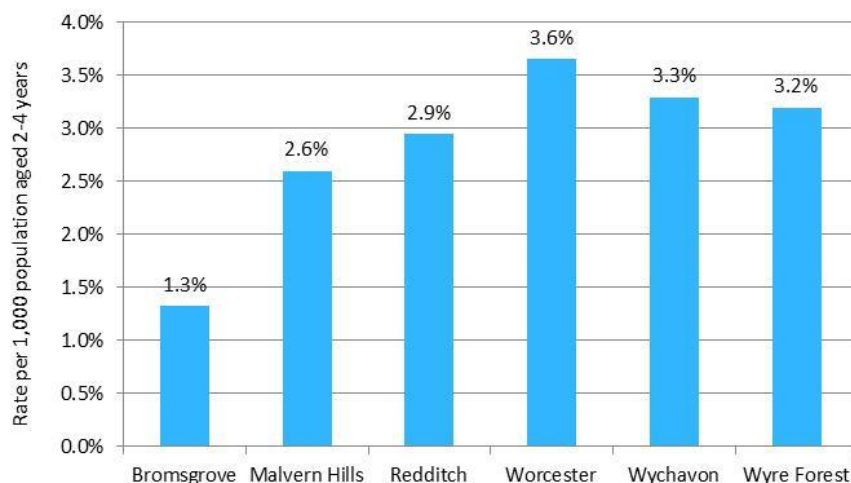
All three and four year olds are entitled to 15 hours free Nursery Education. These hours can be taken at any of the 500 Worcestershire Early Years providers registered to offer Nursery Education Funding for 3 and 4 year olds. Some two year old children are also eligible for 15 hours of Nursery Education Funding; those eligible are determined by a range of national criteria. From September 2017, some 3 and 4 year olds will be eligible for the free extended entitlement of 30 hours a week. Pre-School age children (generally 2, 3 & 4 year olds) can be referred to Pre-School Forum (PSF) if an Early Years professional believes the child requires Specialist support with their educational needs.

The SEN Code of Practice states that a child's needs must be picked up at the earliest point with appropriate support. The number of referrals to Pre-School Forum increased significantly between 2014 and 2015, this may be in part due to the introduction of 2 year old funded places and the joined up working of Health & Education, where improvements have been made in early identification and subsequent referrals but also in part to demographic growth<sup>12</sup>.

There are over 500 primary, voluntary and independent early years' providers in Worcestershire. The Early Years Census collects details of the 2, 3 and 4 year old children attending these settings accessing the fee Nursery Education Funded places. The chart below shows the proportion of children recorded on the Early Years Census in January 2017 by SEN Status and provider district.

Approximately 2.9% (n.572) of 2, 3 and 4 year olds resident in Worcestershire were reported to have either an Education Health and Care plan, SEN Statement or SEN Need. A total of 29 children had an Education, Health and Care plan or Statement. A further 543 had an SEN need but no statement.

**Figure 9: Proportion of children aged 2-4 years recorded on Early Years Census as having EHC, SEN Statement or SEN Need by District (2016)**



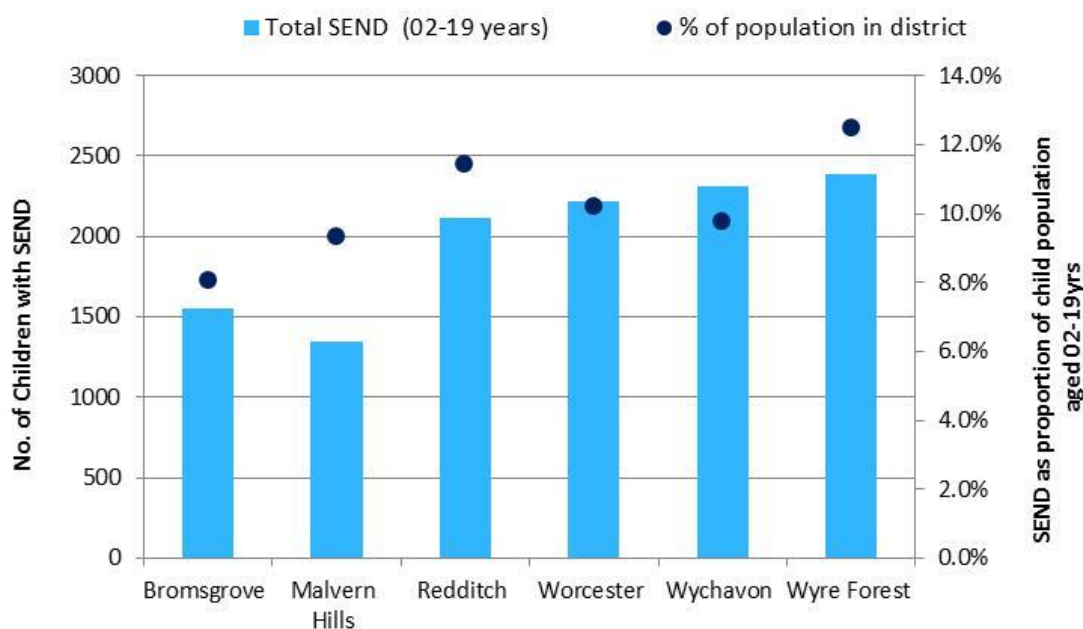
Data Source: Local SEND Census Data, January 2017

<sup>12</sup> Worcestershire County Council, SEND Sufficiency Plan 2017, Draft V4.0

## SEND: Children with Special Educational Needs and Disabilities (SEND) aged 2-19 years by District

Wyre Forest has the largest number of resident children with SEND and accounts for almost a fifth of all Special Educational Needs and Disabilities in the county (2389, 20.0% of cohort). Redditch has the second highest 'population density' of children with SEND, with the children with SEND population (2,112 children) accounting for 11.4% of the total child population (18,481 children) in the district. Wychavon is a particularly large district and has more children aged 2 to 19 than any other district in the county at 23,665 and has 19.4% of all children with SEND across the county but within Wychavon 9.8% of children had a special educational need or disability. Malvern Hills has fewer children with an SEND need than any other district (1342 children). Approximately 9.3% of children within Malvern had a SEND need.

**Figure 10: Number of children with Special Educational Need or Disability by District including proportion of Children with SEND by district resident child population aged 2-19 years (2016)**



Data Source: Local SEND Census Data, January 2017, ONS mid-year population estimates 2016

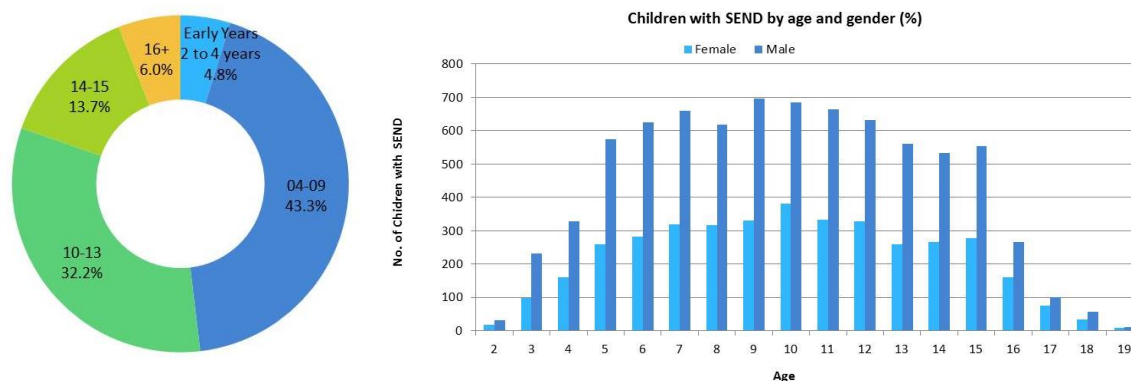
**Table 5: SEND Population in Worcestershire by District (Early Years/School Age)**

District	No. of Children with Disabilities aged (2-4): Early Years	No. of Children with SEND aged (4-19): School Age Children	Total Children with SEND (02-19 years)	As a proportion of Children with SEND in County	Total child population (aged 02-19)**	Children with SEND as a proportion of total child population (aged 02-19)
Bromsgrove	42	1509	1551	13.0%	19290	8.0%
Malvern Hills	55	1287	1342	11.3%	14379	9.3%
Redditch	99	2013	2112	17.7%	18481	11.4%
Worcester	138	2076	2214	18.6%	21693	10.2%
Wychavon	130	2182	2312	19.4%	23665	9.8%
Wyre Forest	108	2281	2389	20.0%	19182	12.5%
<b>Worcestershire</b>	<b>572</b>	<b>11348</b>	<b>11920</b>		<b>103753</b>	<b>11.5%</b>

\*\* ONS mid-year population estimates 2016

## Protected Characteristics

**Figure 11: SEND by Age Group and Single Year of Age**



### Gender

In Worcestershire, 33.3% of Children with SEND were girls and 66.7% were boys.

National data shows that across all children with statements/EHC plans, 73% are boys and 27% are girls (a more pronounced gender gap than in the UK Census, social care or mental health data)<sup>13</sup>.

Amongst disabled children, boys have a higher rate of disability than girls, and are more likely to experience social and behavioural, learning and memory difficulties<sup>14</sup>.

### Ethnicity

Local data was not available for analysis at the time of writing this report. National data shows that special educational needs remain most prevalent in Travellers of Irish Heritage and Gypsy/Roma pupils with 35.5% and 30.9% respectively having special educational needs. Travellers of Irish heritage and black Caribbean pupils had the highest proportion of pupils with statements or EHC plans (4.7% and 4.2% respectively). Indian pupils had the lowest percentage of pupils with statements or EHC plans at 1.9%, compared with 2.8% of all pupils nationally<sup>15</sup>.

<sup>13</sup> Council for Disabled Children, Understanding the needs of disabled children with complex needs or life-limiting conditions, p11, [Online], Accessed: 03/11/2017. Available from: <https://councilfordisabledchildren.org.uk>

<sup>14</sup> Papworth Trust (2016), Disability in the United Kingdom Facts and figures, pg8, [Online], Accessed: 03/11/2017, Available from: <http://www.papworthtrust.org.uk/campaigns/disability-facts-and-figures>

<sup>15</sup> Department for Education (2016), Special Educational Needs in England: January 2017, [Online], Accessed: 03/11/2017, Available from: <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

## Type of Special Educational Need and Disability (SEND): 4-19 years

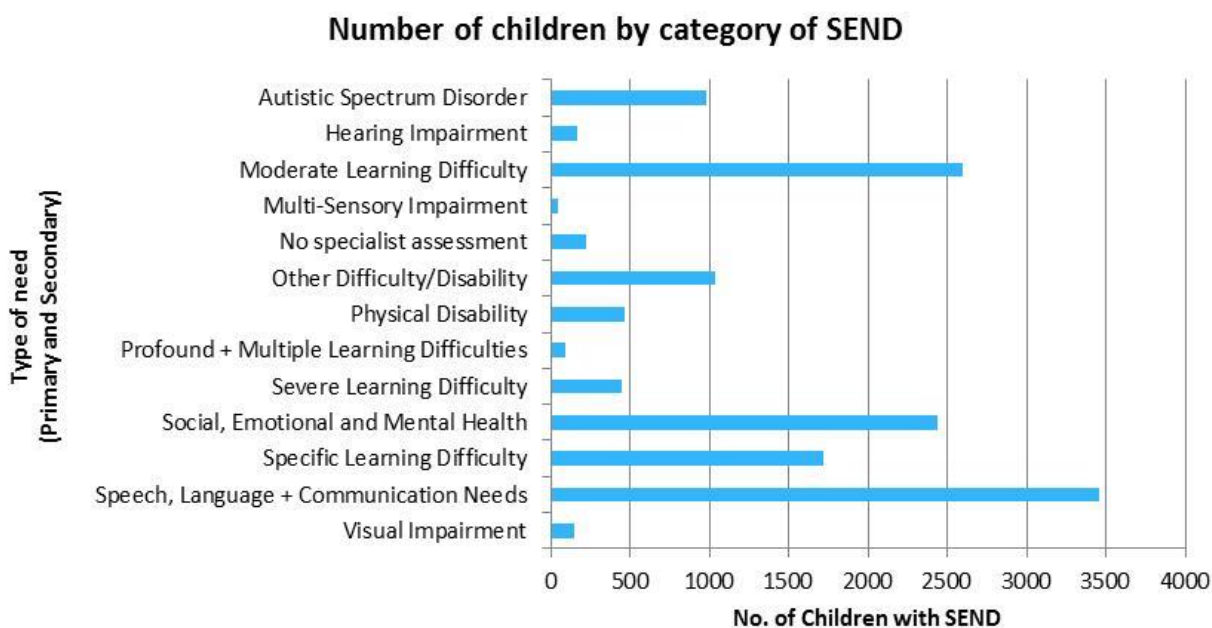
The data in the following sections is for school aged children, aged 4 years to 19 years only from the National School Census data for SEND. Detail by type of SEN need was not available for analysis for this report for the Early Years cohort (2, 3, 4 years) and is therefore not included in analysis within the section below.

Types of SEND have been considered in two ways – primary SEND need, and general prevalence. See method section for further detail (pp. 48-49).

### Overall Prevalence of disability:

The most common SEND type for children aged 4-19 years was Speech, Language and Communication Needs with 3,458 children reported as having this disability (30.5% overall). The second most common disability was Moderate Learning Difficulty where 2,599 children aged 4-19 years old, where just under a quarter of children (22.9%) were living with this disability in Worcestershire. Multi-sensory impairment was the least common disability with 45 children having this disability in Worcestershire. When all Sensory Impairment categories are grouped together there are a total of 359 children aged 4 to 19 across Worcestershire, who have a visual impairment (n.146), hearing impairment (n.168) or both (n.45).

**Figure 12: Number of Children by Category of SEND**

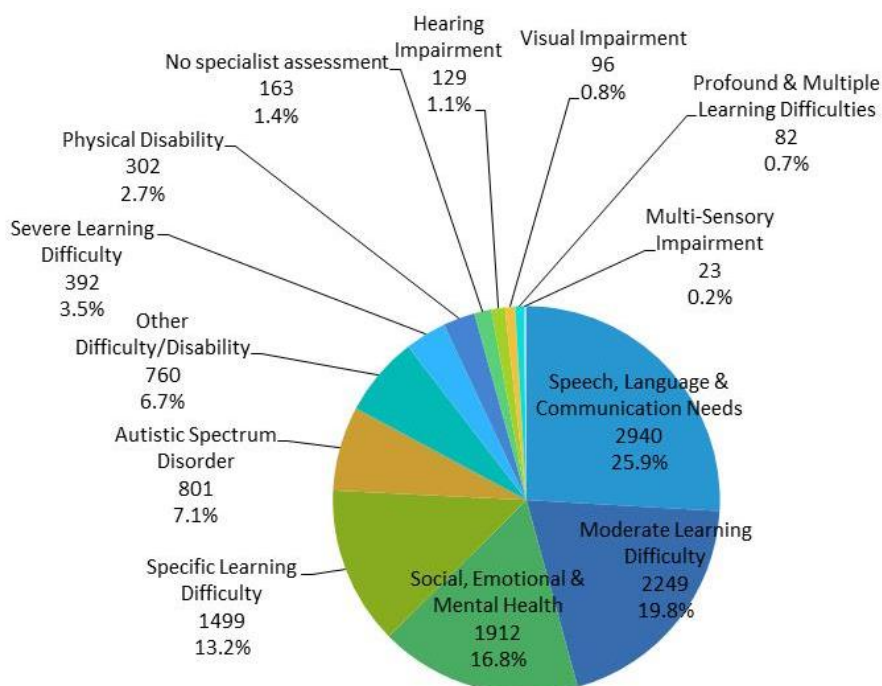


Data Source: Local SEND Census Data, January 2017

### Special Educational Need or Disability: Primary Need

Proportional breakdown by primary SEND type shows that the category with the highest number of children aged 4 to 19 years was Speech, Language and Communication Needs (n.2940). This equates to around one in four school aged children with SEND (25.9%) who have this type of disability identified as their primary need. This is followed by Moderate Learning Difficulty, where approximately one in five children (19.8%, n.2249) had this identified as their primary need. Around one in seven children with SEND aged 4 to 19 years had Social, Emotional and Mental Health identified as their area of primary need (n.1912, 16.8%). The smallest group for primary SEND type is for Multi-sensory impairment with just 23 children aged 4 to 19 years with this identified as their primary need.

**Figure 13: Children with SEND by Primary Category of SEND**



Data Source: Local SEND Census Data, January 2017

### Special Educational Need or Disability – Primary and Secondary Need (All)

To understand the needs of children with SEND in Worcestershire, it is important to consider both the overview of the population by primary SEND type and the overall prevalence of each type of need. Table 5 (below) shows each primary need and the number of children who have been identified with this as their primary need in comparison to all children who present with this type of SEND type overall.

- The greatest primary need identified for children with SEND aged 4 to 19 years in Worcestershire was Speech, Language and Communication needs where 2940 children had this identified as their primary need, around one in four (25.9%). When considering all children who had Speech Language and Communication needs identified as either primary or a secondary need, there were 3458 children, which equates to just under a third (30.5%) of all children aged 4 to 19 years in Worcestershire, with SEND, who presented with this type of need.



- The second highest primary need was Moderate Learning Difficulties (n.2249, 19.8%). A total of 2,559 children across Worcestershire had this identified as primary or secondary need (22.9%).
- The proportion of children with a SEND need aged 4 to 19 years, who had Social, Emotional and Mental Health identified as their primary need was 16.8%. Interestingly, when considering all children who presented with Social, Emotional and Mental Health as their primary or secondary need, there were a much higher proportion of children who presented with this type of need 21.5% (n.2443).
- The lowest proportion of children with a need was for Multi-Sensory Impairment at 0.4% for both primary and secondary need (n.45).

**Table 6 : Number and proportion of children with SEND by type of primary need and all children presenting with type of need (Primary & Secondary)**

Primary Need	Children with this as their Primary need		All children presenting with this type of need	
	No.	Proportion of local SEND population	No.	Proportion of local SEND population
Autistic Spectrum Disorder	801	7.1%	981	8.6%
Hearing Impairment	129	1.1%	168	1.5%
Moderate Learning Difficulty	2249	19.8%	2599	22.9%
Multi-Sensory Impairment	23	0.2%	45	0.4%
No specialist assessment	163	1.4%	226	2.0%
Other Difficulty/Disability	760	6.7%	1036	9.1%
Physical Disability	302	2.7%	470	4.1%
Profound & Multiple Learning Difficulties	82	0.7%	90	0.8%
Severe Learning Difficulty	392	3.5%	445	3.9%
Social, Emotional & Mental Health	1912	16.8%	2443	21.5%
Specific Learning Difficulty	1499	13.2%	1715	15.1%
Speech, Language & Communication Needs	2940	25.9%	3458	30.5%
Visual Impairment	96	0.8%	146	1.3%
<b>Total</b>	<b>11348</b>			

Data Source: Local SEND Census Data, January 2017

## Characteristics by SEND type

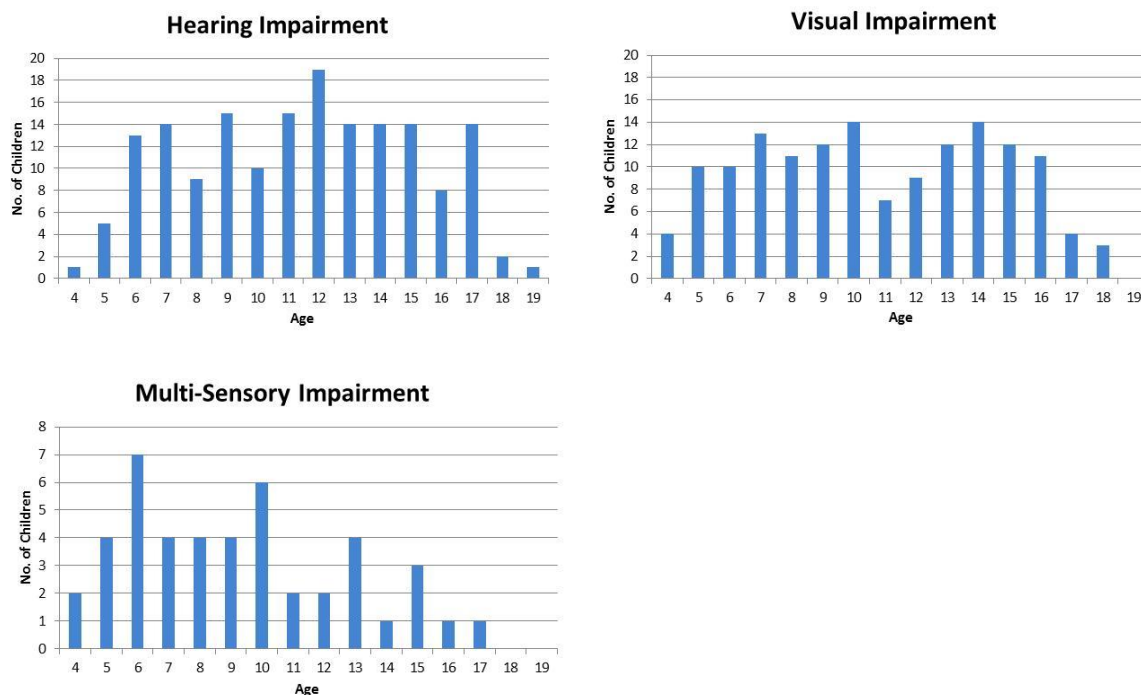
Previous sections discussed the age and gender profiles of the overall Worcestershire cohort of children with SEND; however these two characteristics differ considerably depending on the type of need.

### *Age breakdown by type of SEND*

Below are charts showing, for each category of need, the total number of children presenting this type of need by age. The charts have been arranged into groups for discussion of similar profiles.

Hearing Impairment and Visual impairment does not appear to follow a distinct pattern and particularly for Hearing Impairment there is variation across the different ages. For Multi-Sensory Impairment need appears to be lower from ages 11 onwards

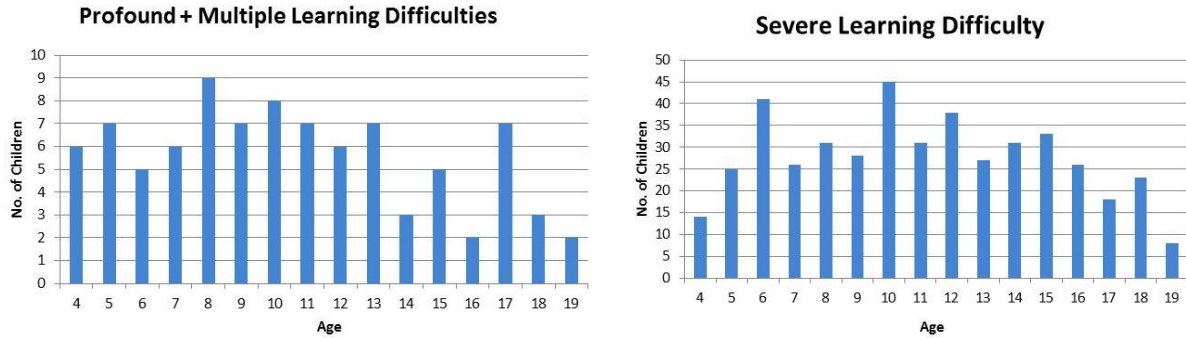
**Figure 14: Age breakdown by type of need: Sensory Impairment**



Data Source: Local SEND Census Data, January 2017

For Profound and Multiple Learning Difficulties (PMLD) and for Severe Learning Difficulty (SLD) the number of children with this type of need across all ages does not follow a distinct pattern, particularly for SLD. There is a slight reduction in the numbers of children with PMLD for children aged 13 and above. However, numbers are very small for this category to enable any meaningful interpretation of this trend.

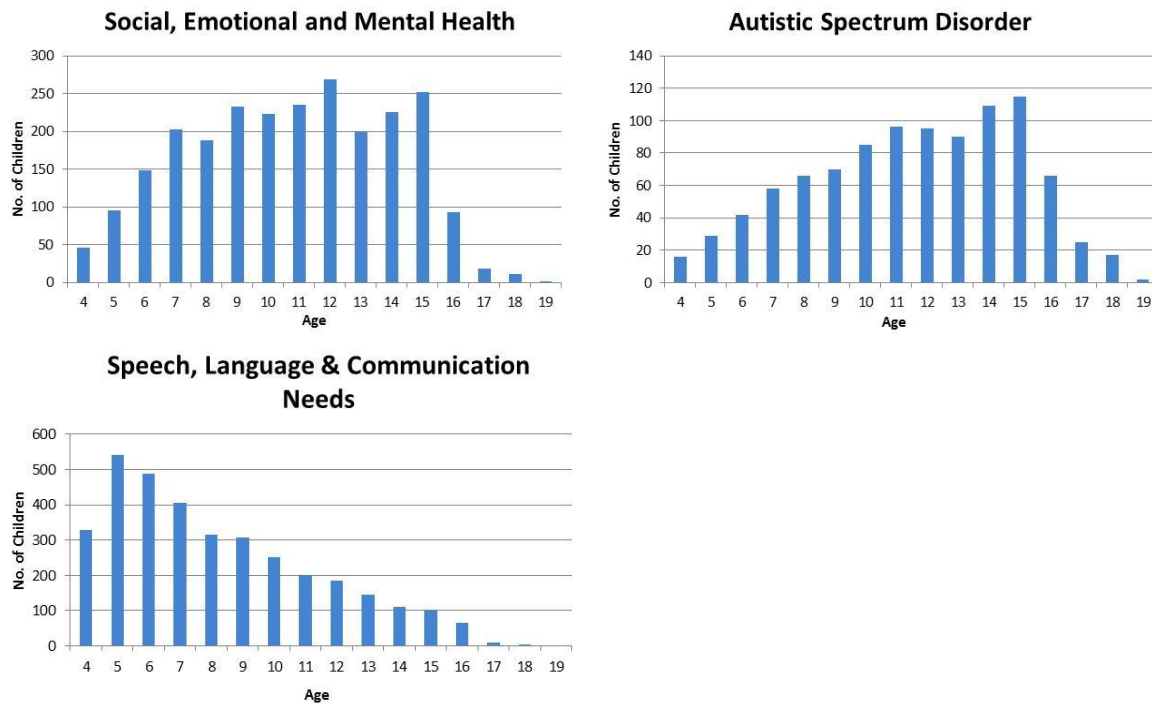
**Figure 15: Age breakdown by type of need: Profound and Multiple Learning Difficulties and Severe Learning Difficulty**



Data Source: Local SEND Census Data, January 2017

For both Social Emotional and Mental Health (SEMH) and Autistic Spectrum Disorder (ASD) there is an upward trend for children being identified as having either of these types of need. Conversely, Speech Language and Communication needs (SLCN) peak at ages 5 and 6 and gradually reduce for each year a child gets older.

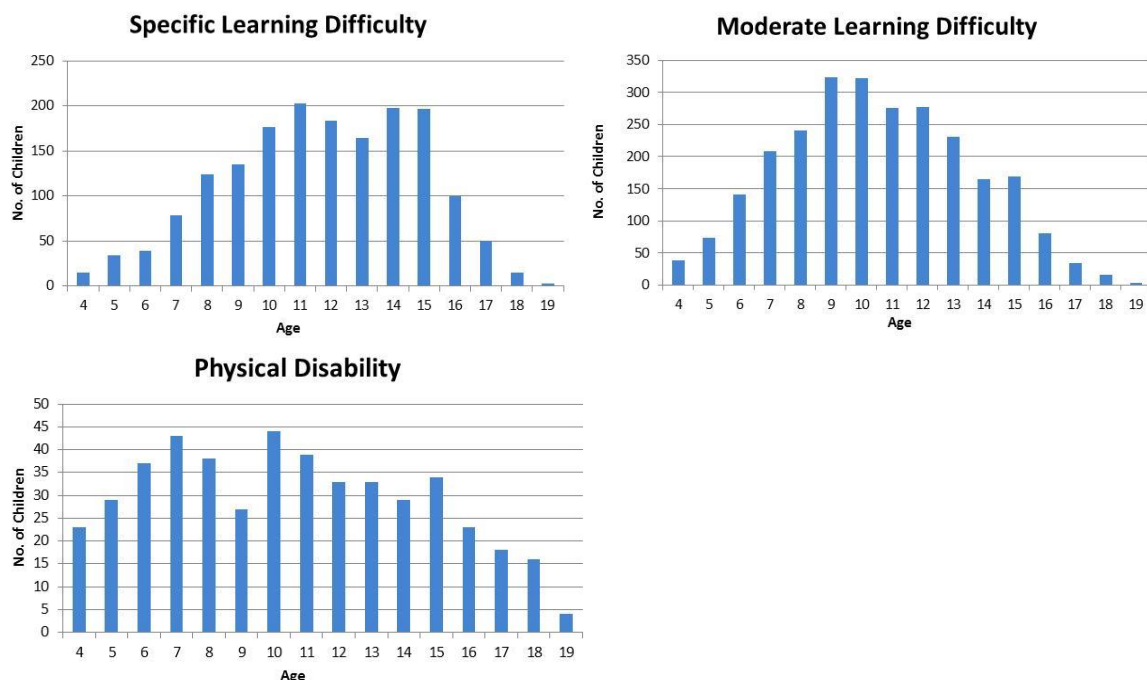
**Figure 16: Age breakdown by type of need: Social Emotional and Mental Health, Autistic Spectrum Disorder and Speech Language and Communication needs**



Data Source: Local SEND Census Data, January 2017

Children identified as having a Specific Learning Difficulty (SpLD) or Moderate Learning Difficulty (MLD) appear to follow a distinct pattern whereby need gradually increases from age 4 upwards, peaking at ages 10 and 11, with a second peak also noted during ages 14 and 15 years for SLD and ages 9 and 10 years for MLD.

**Figure 17: Age breakdown by type of need: Specific Learning Difficulty, Moderate Learning Difficulty and Physical Disability**



Data Source: Local SEND Census Data, January 2017

*Gender breakdown by SEND type*

In the total cohort, there were 2474 children aged 4 to 19 years in Worcestershire who had a SEND need 33.4% were female (n.3787) and 66.6% were male (n.7561). Just over one in five (21.8%, n.2474) children in Worcestershire had more than one type of need.

**Table 7: Type of need (Primary, Secondary) by Gender**

Type of Need	Total	Male (%)	Female (%)
Autistic Spectrum Disorder	981	81.5%	18.5%
Hearing Impairment	168	46.4%	53.6%
Moderate Learning Difficulty	2599	62.9%	37.1%
Multi-Sensory Impairment	45	66.7%	33.3%
No specialist assessment	226	58.0%	42.0%
Other Difficulty/Disability	1036	64.6%	35.4%
Physical Disability	470	62.8%	37.2%
Profound & Multiple Learning Difficulties	90	68.9%	31.1%
Severe Learning Difficulty	445	69.0%	31.0%
Social, Emotional and Mental Health	2443	72.9%	27.1%
Specific Learning Difficulty	1715	63.0%	37.0%
Speech, Language & Communication Needs	3458	68.7%	31.3%
Visual Impairment	146	54.8%	45.2%
<b>Total</b>	<b>13822</b>		

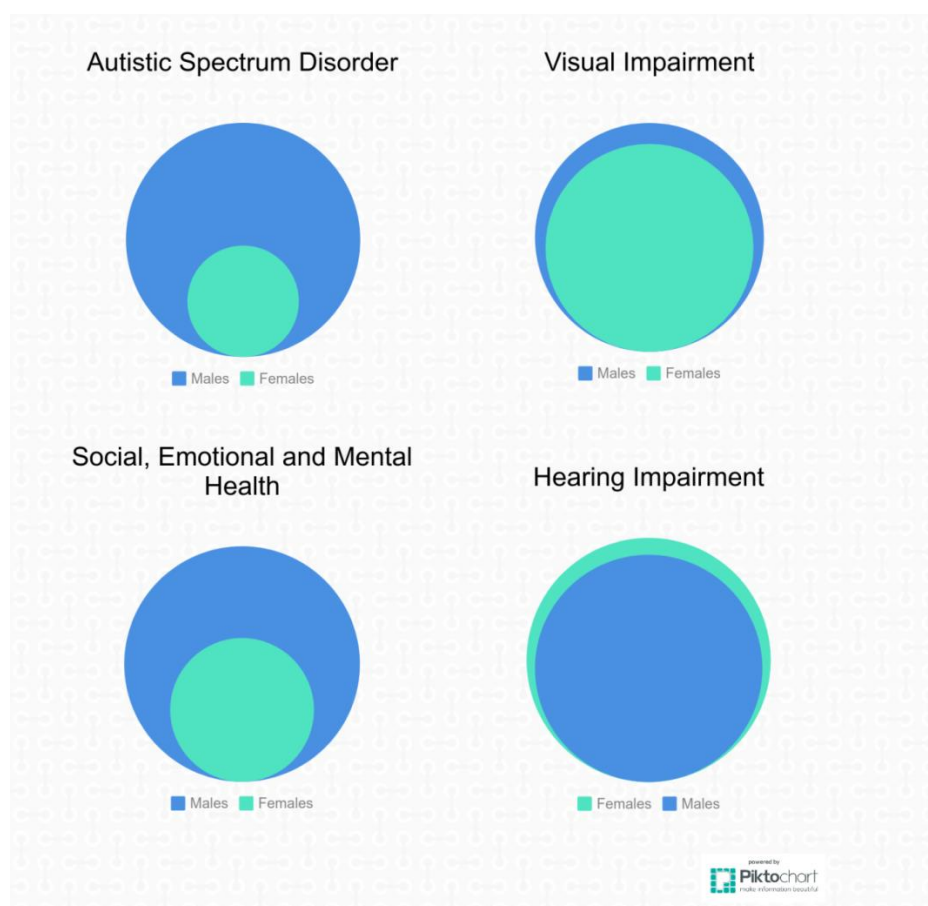
Data Source: Local SEND Census Data, January 2017

## Gender Differences:

For some types of need there is a significant variation between boys and girls. In Worcestershire:

- Boys are 4.5 times more likely to have a primary or secondary need of Autistic Spectrum Disorder (ASD) when compared to girls. National data shows that boys are much more likely to be diagnosed with ADHD and autism than girls<sup>5</sup>.
- Boys are 2.5 times more likely to have a primary or secondary need for Social, Emotional and Mental Health (SEMH). National data shows that a higher proportion of girls than boys reach expected levels of personal, social and emotional development in early childhood and also girls are more likely to internalise problems compared to boys who are more likely to exhibit 'externalising' problems, for example through 'acting out'<sup>16</sup>.
- Gender differences are more balanced between children who have a Hearing Impairment or Visual Impairment. Hearing Impairment is the only category of need where there are more females than males.

**Figure 18: Visual Representation of Gender Differences for selected SEND Needs**



Data Source: Local SEND Census Data, January 2017

<sup>16</sup> National Children's Bureau (2016) Gender and children and young people's emotional and mental health: Manifestations and responses: a rapid review of the evidence. [Online]. Available from: [http://www.going4growth.com/downloads/NCB\\_evidence\\_review\\_-\\_gender\\_and\\_CYP\\_mental\\_health\\_-2.pdf](http://www.going4growth.com/downloads/NCB_evidence_review_-_gender_and_CYP_mental_health_-2.pdf)

## Special Educational Needs and Disability (SEND) and Deprivation in Children

### National Statistics:

- About 60% of children and young people with learning disabilities and mental ill health live in poverty.
- There is a 2 way relationship between disability and poverty in childhood. Disabled children are amongst the most likely to experience poverty, and children from poorer backgrounds are more likely to become disabled than those who are better off<sup>17</sup>.

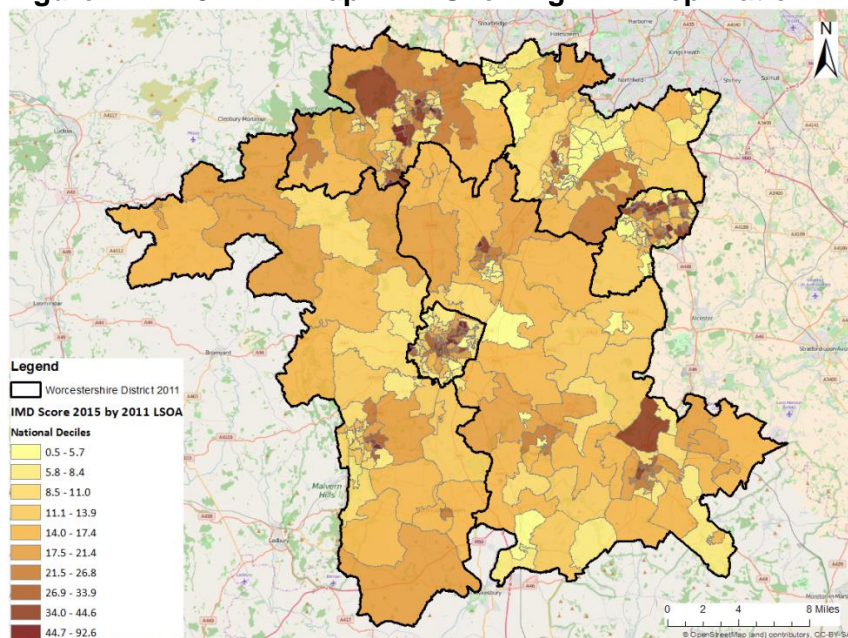
### About the data

The school census dataset allows us to derive the Lower Super Output Area (LSOA – areas of 1,500 to 2,000 population) of residence for pupils. This usefully allows us to link the information with the Index of Multiple Deprivation to analyse the statistics by deprivation of area of residence.

In simplistic terms the patterns that emerge in the graphs are the result of differences in prevalence by and differences in reporting and diagnosis by deprivation. There may be some conditions where access to diagnosis services is easier for those living in more affluent areas.

In the following analysis the term SEND refers to children identified as having SEN in the School Census dataset.

**Figure 19: Map Showing Deprivation in Worcestershire**



Source: Index of Multiple Deprivation <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

<sup>17</sup> Papworth Trust (2016), Disability in the United Kingdom Facts and figures, pg33, [Online], Accessed: 03/11/2017, Available from: <http://www.papworthtrust.org.uk/campaigns/disability-facts-and-figures>

**Table 8: Children with SEND age 4-19 by IMD 2015 Decile, Worcestershire schools, January 2017**

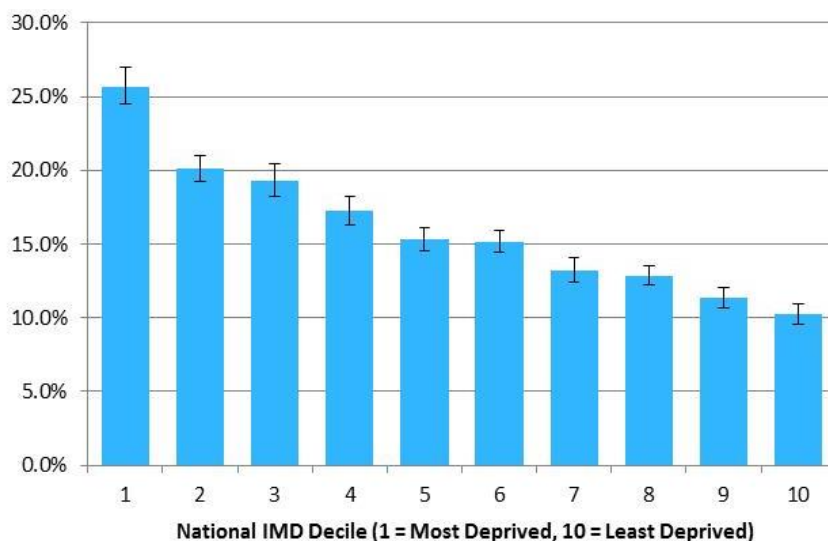
IMD 2015 - National Decile	Population	Children with SEND	% SEND
1	4667	1199	25.7%
2	8155	1640	20.1%
3	4981	962	19.3%
4	5867	1010	17.2%
5	8439	1293	15.3%
6	8837	1340	15.2%
7	6478	854	13.2%
8	10573	1357	12.8%
9	8272	940	11.4%
10	7350	753	10.2%
<b>Total</b>	<b>73619</b>	<b>11348</b>	

Source: Index of Multiple Deprivation <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015> and School Census January 2017. Children with disabilities defined as those with a SEND status

### Deprivation and SEND

Overall there would appear to be a strong relationship between SEND status and deprivation, with the highest levels in the most deprived areas. It is interesting to note the sizeable gap between decile 1 (25.7%) and decile 2 (20.1%) in these statistics.

**Figure 20: Children with SEND by Deprivation Decile: All (Aged 4-19 yrs)**



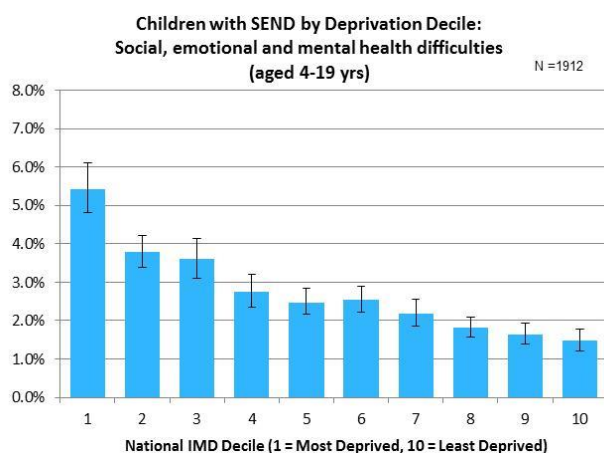
When the analysis is disaggregated by type of SEND need (primary need), we see some interesting variations in the patterns which emerge. For some conditions the relationship with deprivation is obvious, while for others there is no clear pattern.

### Conditions for which there is a relationship with deprivation

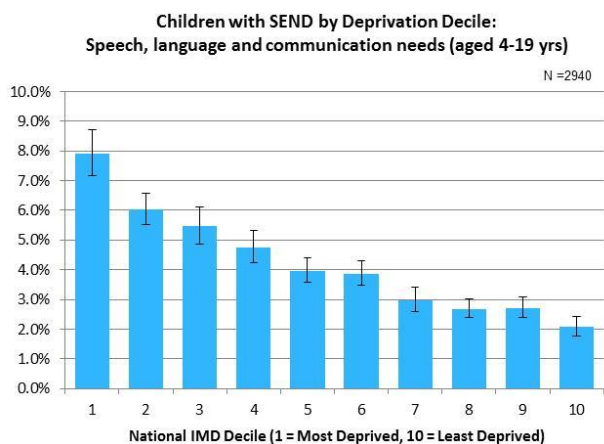
For these conditions there is a clear relationship with levels of deprivation, and a larger gap between decile 1 and 2

- Social, emotional and mental health difficulties
- Speech, language and communication needs
- Moderate learning difficulties

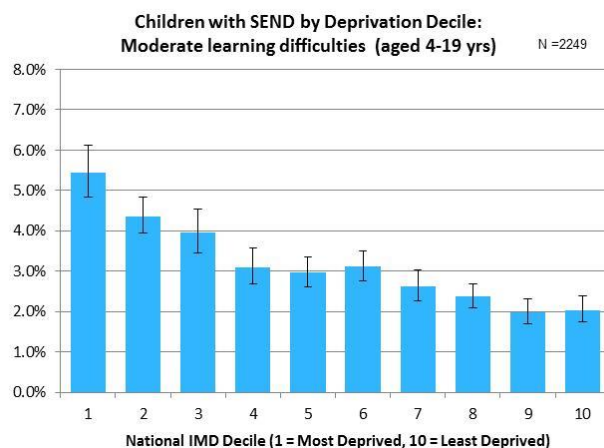
**Figure 21**



**Figure 22**



**Figure 23**

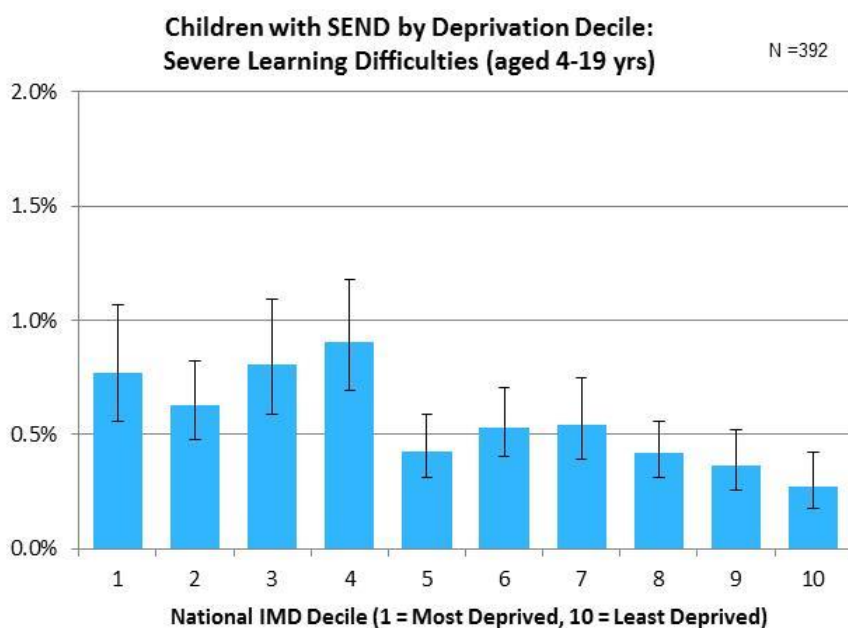




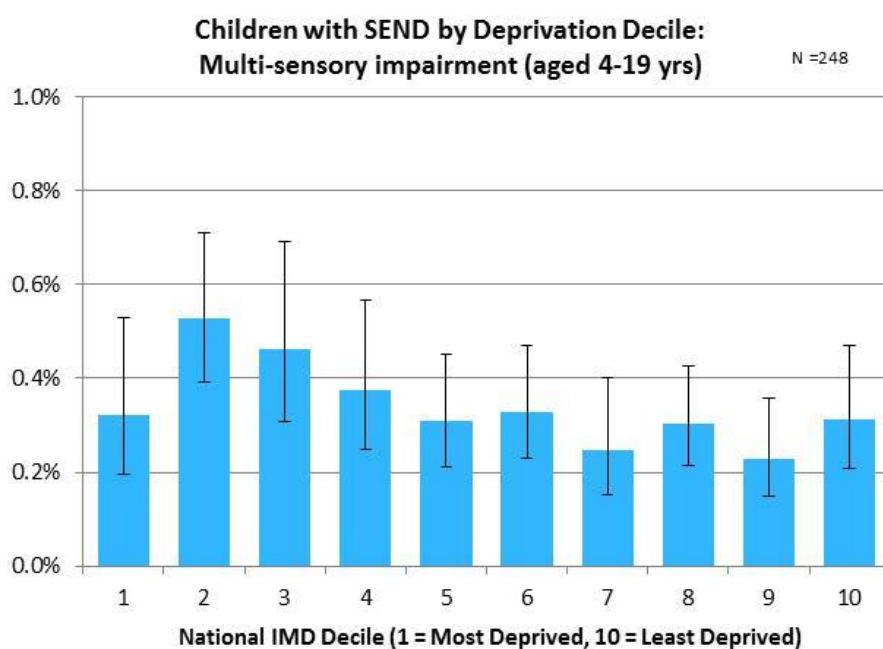
### Conditions for which there may be a relationship with deprivation

- Severe learning difficulties The 40% most deprived areas have a high prevalence
- Multi- Sensory impairment IMD deciles 2 and 3 have a high prevalence but decile 1 has a low prevalence

**Figure 24**



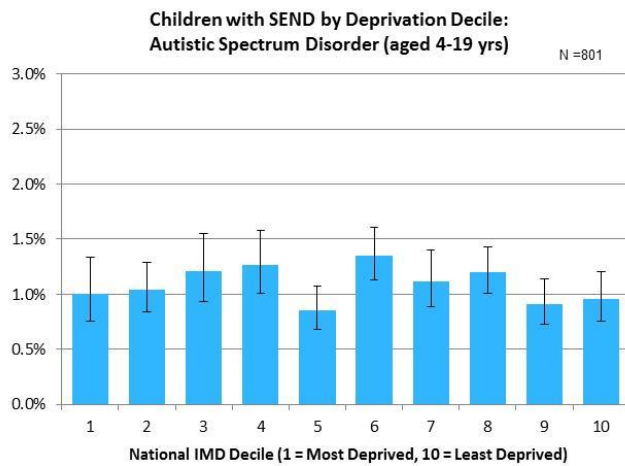
**Figure 25**



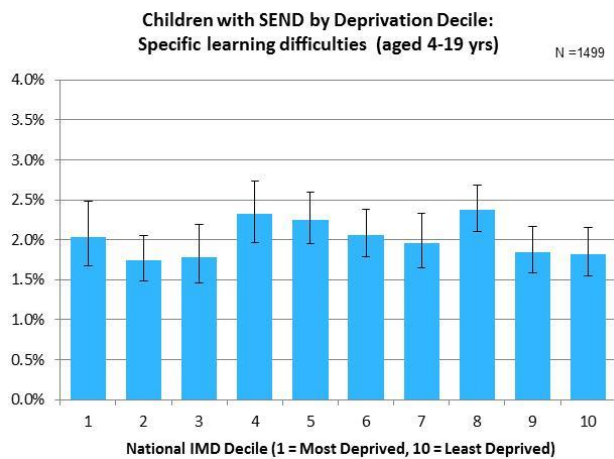
Conditions for which there appears to be no relationship with deprivation

- Autistic spectrum disorder
- Specific learning difficulties
- Physical disabilities

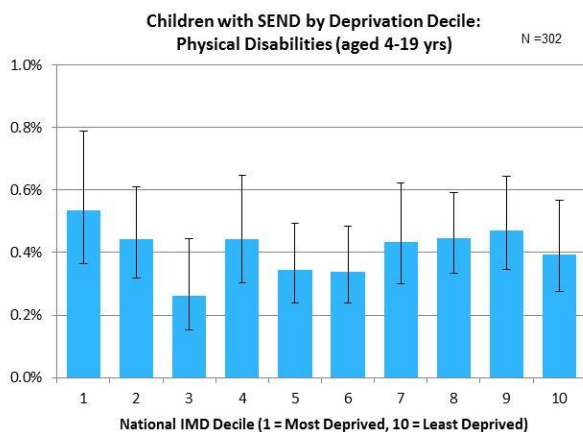
**Figure 26**



**Figure 27**



**Figure 28**



## District Level Data: Bromsgrove

*Please note that the following data at district level is for ages 4 to 19 years only*

The population in Bromsgrove is 96,769. There are 20,414 children aged under 19 in the district, making up 21.1% of the total population, which is similar to the county average of 22.1%.

### Children with SEND

This study found there to be 1509 children aged between 4 and 19 with SEND resident in Bromsgrove. This translates to 7.4% of the total child population in the district, which is below average for the county (9.2%).

### Nature of SEND

As for the county as a whole, types of SEND in Bromsgrove have been considered in two ways – primary SEND type, and general prevalence.

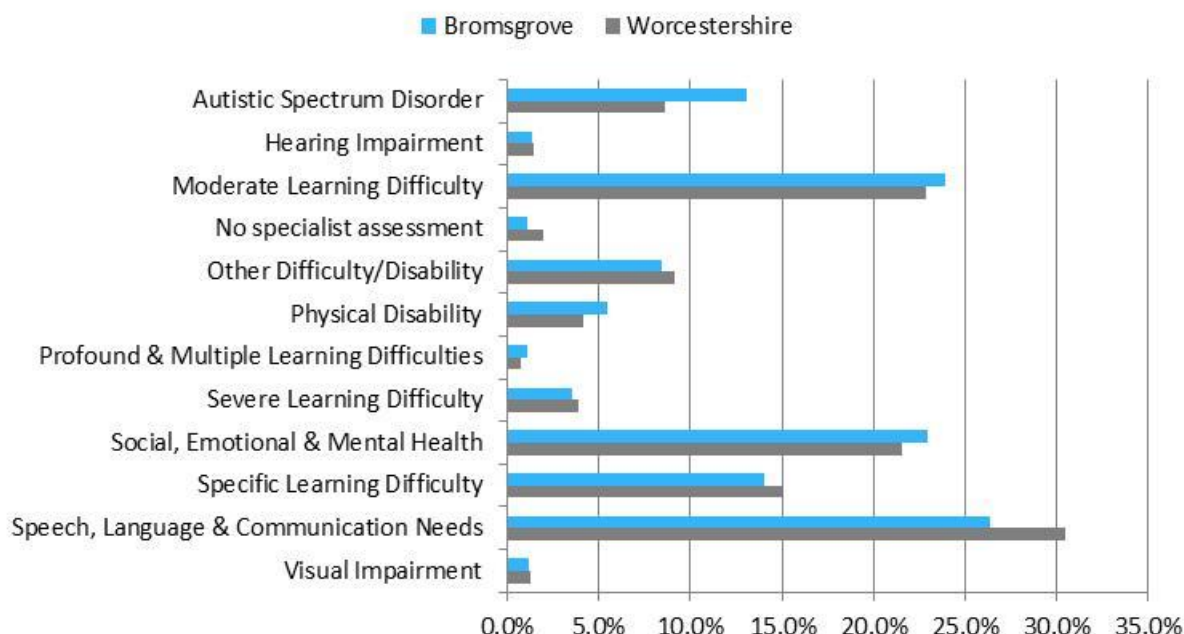
**Table 9: Primary SEND Type and General Prevalence**

Bromsgrove	Children with this as their Primary need		All children with SEND	
	No.	Proportion of local SEND population	No.	Proportion of local SEND population
Autistic Spectrum Disorder	166	11.0%	197	13.1%
Hearing Impairment	20	1.3%	21	1.4%
Moderate Learning Difficulty	326	21.6%	361	23.9%
Multi-Sensory Impairment	≤5	≤0.5%	≤5	≤0.5%
Physical Disability	57	3.8%	82	5.4%
Profound & Multiple Learning Difficulties	15	1.0%	17	1.1%
Severe Learning Difficulty	41	2.7%	54	3.6%
Social, Emotional & Mental Health	271	18.0%	346	22.9%
Speech, Language & Communication Needs	314	20.8%	398	26.4%
Visual Impairment	11	0.7%	18	1.2%
Other Difficulty/Disability	95	6.3%	127	8.4%
Specific Learning Difficulty	179	11.9%	212	14.0%
No specialist assessment	12	0.8%	17	1.1%
<b>Total</b>	<b>1507</b>	<b>100.0%</b>		

Data Source: Local SEND Census Data, January 2017

Breakdown by SEND type for primary need shows that the highest number of children was for Moderate Learning Difficulty 21.6% (n.326) followed by Speech, Language and Communication needs 20.8% (n.314) and Social, Emotional and Mental Health 18.0% (n.271).

**Figure 29 : Prevalence by type of SEND – Bromsgrove & Worcestershire**



Proportional break down by SEND type, whether a primary or secondary need shows that Bromsgrove is similar to the rest of the county in many respects, but with some noticeable differences. The top three categories with the highest proportion of children are Speech, Language and Communication Needs, Moderate Learning Difficulty and Social Emotional and Mental Health, which are also the top three categories for Worcestershire overall.

Notable differences are:

- There are a **significantly higher** proportion of children who have Autistic Spectrum Disorder as a primary or secondary need and who are resident in Bromsgrove 13.1% (CI: 11.4-14.8) in comparison to Worcestershire 8.6% (CI: 8.1-9.2) overall.
- There are a **significantly lower** proportion of children who have a Speech, Language and Communication Need, as a primary or secondary need and who are resident in Bromsgrove 20.8% (CI: 18.8-22.3) in comparison to Worcestershire 30.5% (CI: 29.6-31.3) overall.

## District Level Data: Malvern Hills

*Please note that the following data at district level is for ages 4 to 19 years only*

The population in Malvern Hills is 76,130<sup>18</sup>. There are 14,901 children aged under 19 in the district, making up 19.6% of the total population, which is lower than the county average of 22.1%.

### Children with SEND

This study found there to be 1287 children aged between 4 and 19 with SEND resident in Malvern Hills. This translates to 8.6% of the total child population in the district, which is slightly below average for the county (9.2%).

### Nature of SEND

As for the county as a whole, types of SEND in Malvern Hills have been considered in two ways – primary SEND need, and general prevalence.

**Table 10: Primary SEND Type and General Prevalence**

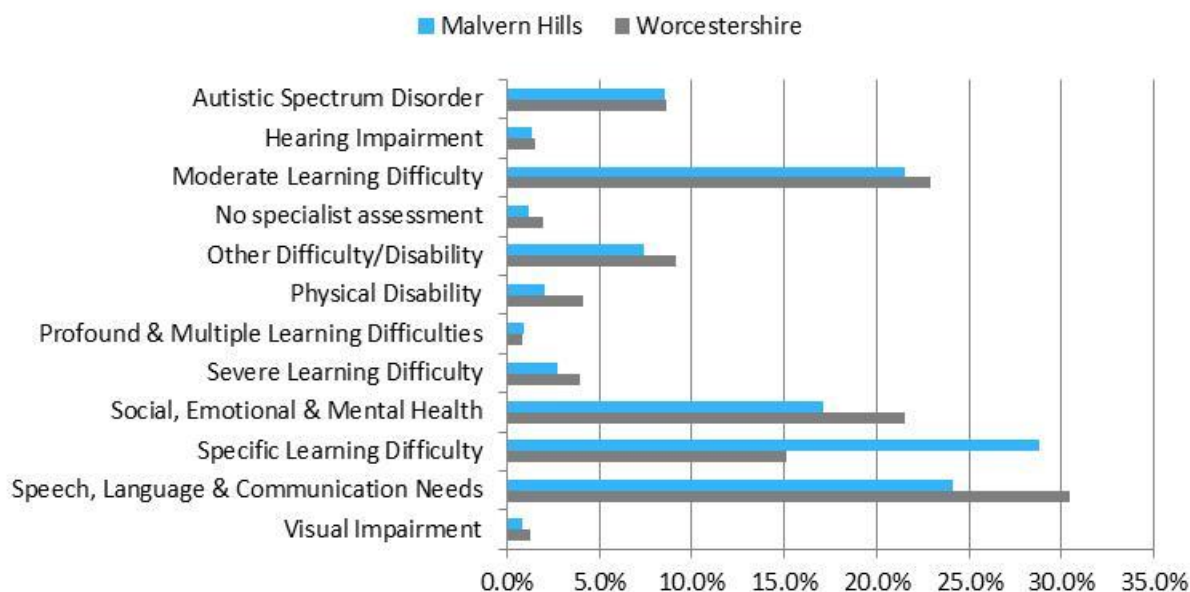
Malvern Hills	Children with this as their Primary need		All children with SEND	
	Category of SEND	No.	Proportion of local SEND population	No.
Autistic Spectrum Disorder	95	7.4%	110	8.5%
Hearing Impairment	10	0.8%	17	1.3%
Moderate Learning Difficulty	235	18.3%	277	21.5%
Multi-Sensory Impairment	≤5	≤0.5%	≤5	≤0.5%
Physical Disability	21	1.6%	26	2.0%
Profound & Multiple Learning Difficulties	11	0.9%	12	0.9%
Severe Learning Difficulty	33	2.6%	35	2.7%
Social, Emotional & Mental Health	175	13.6%	220	17.1%
Speech, Language & Communication Need	267	20.7%	310	24.1%
Visual Impairment	7	0.5%	11	0.9%
Other Difficulty/Disability	76	5.9%	95	7.4%
Specific Learning Difficulty	339	26.3%	371	28.8%
No specialist assessment	14	1.1%	15	1.2%
<b>Total</b>	<b>1287</b>	<b>100.0%</b>		

Data Source: Local SEND Census Data, January 2017

Breakdown by SEND type for primary need shows that the highest proportion of children Specific Learning Difficulty at 26.3% (n.339), Speech, Language and Communication Needs at 20.7% (n.267) and Moderate Learning Difficulty at 18.3% (n.235).

<sup>18</sup> ONS (2016) Mid-year population estimates. Online. Available from: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2016/relateddata>

**Figure 30: Prevalence by type of SEND – Malvern Hills & Worcestershire**



Data Source: Local SEND Census Data, January 2017

Proportional break down by SEND type, whether a primary or secondary need shows that Malvern Hills has some differences in comparison to other districts across the county. The highest proportion for primary or secondary need is for Specific Learning Difficulty where more than one in four children with SEND who had this as their primary or secondary need at 28.8% (n.371). The second highest need in Malvern Hills is for Speech, Language and Communication Needs at 24.1% (n.310) and in third place Moderate Learning Difficulty at 21.5% (n.277).

Notable differences are:

- There are a **significantly higher** proportion of children who have a Specific Learning Difficulty as a primary or secondary need and who are resident in Malvern Hills at 28.8%(CI: 26.0-31.9) in comparison to Worcestershire 15.1% (CI: 14.5-15.8) overall. The rate in Malvern Hills is almost double that of Worcestershire overall, and the highest across the six district areas within the county.
- There are a **significantly lower** proportion of children who have Speech, Language and Communication needs as a primary or secondary need and who are resident in Malvern Hills at 24.1% (CI: 21.8-26.5) in comparison to Worcestershire at 30.5% (CI: 29.6%-31.3%)
- There are **significantly lower** proportion of children who have a Social, Emotional and Mental health need as a primary or secondary need and who are resident within Malvern Hills at 17.1% (CI: 14.9-19.5%) in comparison to Worcestershire at 21.5% (CI: 20.8-22.3%).
- There are a **significantly lower** proportion of children who have a Physical Disability as a primary or secondary need and who are resident within Malvern Hills at 2.0% (CI: 1.3-3.0%) in comparison to Worcestershire at 4.1% (CI: 3.8-4.5%).

## District Level Data: Redditch

*Please note that the following data at district level is for ages 4 to 19 years only*

The population in Redditch is 84,971<sup>19</sup>. There are 19,792 children aged under 19 in the district, making up 23.3% of the total population, which is higher than the county average of 22.1%.

### Children with SEND

This study found there to be 2013 children aged between 4 and 19 with SEND resident in Redditch. This translates to 10.2% of the total child population in the district, which is above average for the county (9.2%).

### Nature of SEND

As for the county as a whole, types of SEND in Redditch have been considered in two ways – primary SEND, and general prevalence.

**Table 11 : Primary SEND Type and General Prevalence**

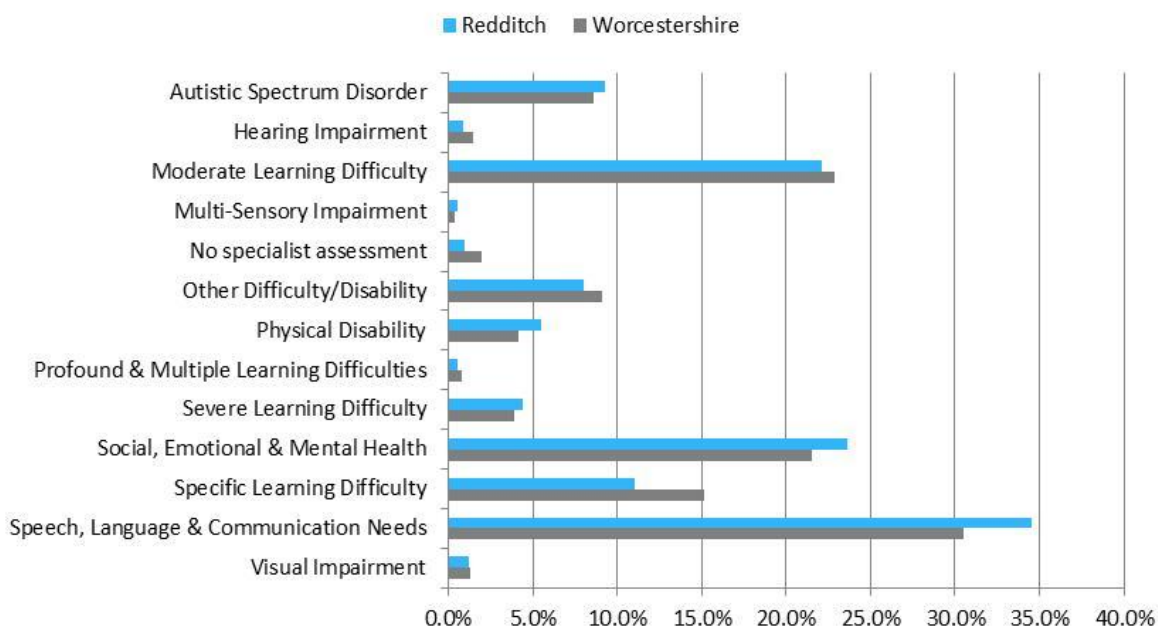
Redditch	Children with this as their Primary need		All children with SEND	
	No.	Proportion of local SEND population	No.	Proportion of local SEND population
Autistic Spectrum Disorder	138	6.9%	186	9.3%
Hearing Impairment	15	0.7%	18	0.9%
Moderate Learning Difficulty	397	19.8%	446	22.2%
Multi-Sensory Impairment	≤5	≤0.5%	11	0.5%
Physical Disability	58	2.9%	111	5.5%
Profound & Multiple Learning Difficulties	10	0.5%	11	0.5%
Severe Learning Difficulty	69	3.4%	89	4.4%
Social, Emotional & Mental Health	375	18.7%	475	23.6%
Speech, Language & Communication Needs	597	29.7%	695	34.6%
Visual Impairment	14	0.7%	24	1.2%
Other Difficulty/Disability	135	6.7%	161	8.0%
Specific Learning Difficulty	188	9.4%	222	11.1%
No specialist assessment	13	0.6%	19	0.9%
<b>Total</b>	<b>2009</b>	<b>100.0%</b>		

Data Source: Local SEND Census Data, January 2017

Breakdown by SEND type for primary need shows that the highest proportion of children was for Speech, Language and Communication Needs at 29.7% (n.597) and Moderate Learning Difficulty at 19.7% (n.397) and Social, Emotional and Mental Health at 18.6% (n.375).

<sup>19</sup> ONS (2016) Mid-year population estimates. Online. Available from: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2016/relateddata>

**Figure 31: Prevalence by type of SEND – Redditch & Worcestershire**



Data Source: Local SEND Census Data, January 2017

Proportional break down by SEND type, whether a primary or secondary need shows that Redditch has some differences in comparison to other districts across the county. Approximately one in three children with SEND resident in Redditch has a Speech Language and Communication Need as their primary or secondary need at 34.5% (n.695). Just under a quarter have a Social, Emotional and Mental health need as a primary or secondary need at 23.6% (n.475).

Notable differences are:

- There are a **significantly higher** proportion of children who have a Physical Disability as a primary or secondary need and who are resident in Redditch at 5.5%(CI:4.5-6.6%) in comparison to Worcestershire 4.1% (CI: 3.8%-4.5%) overall.
- There are a **significantly higher** proportion of children who have a Speech, Language or Communication as a primary or secondary need and who are resident in Redditch at 34.5% (CI:32.0-37.2%) in comparison to Worcestershire 30.5% (CI: 29.6-31.3%) overall.
- There are a **significantly lower** proportion of children who have a Specific Learning Difficulty as a primary or secondary need and who are resident in Redditch at 11.0% (CI: 9.6-12.6%)



## District Level Data: Worcester City

*Please note that the following data at district level is for ages 4 to 19 years only*

The population in Worcester City is 102,338<sup>20</sup>. There are 22,397 children aged under 19 in the district, making up 21.9% of the total population, which is lower than the county average of 22.1%.

### Children with SEND

This study found there to be 2,076 children aged between 4 and 19 with SEND resident in Worcester City. This translates to 9.3% of the total child population in the district, which is similar to the average for the county (9.2%).

### Nature of SEND

As for the county as a whole, types of SEND in Worcester City have been considered in two ways – primary need, and general prevalence.

**Table 12 : Primary SEND Type and General Prevalence**

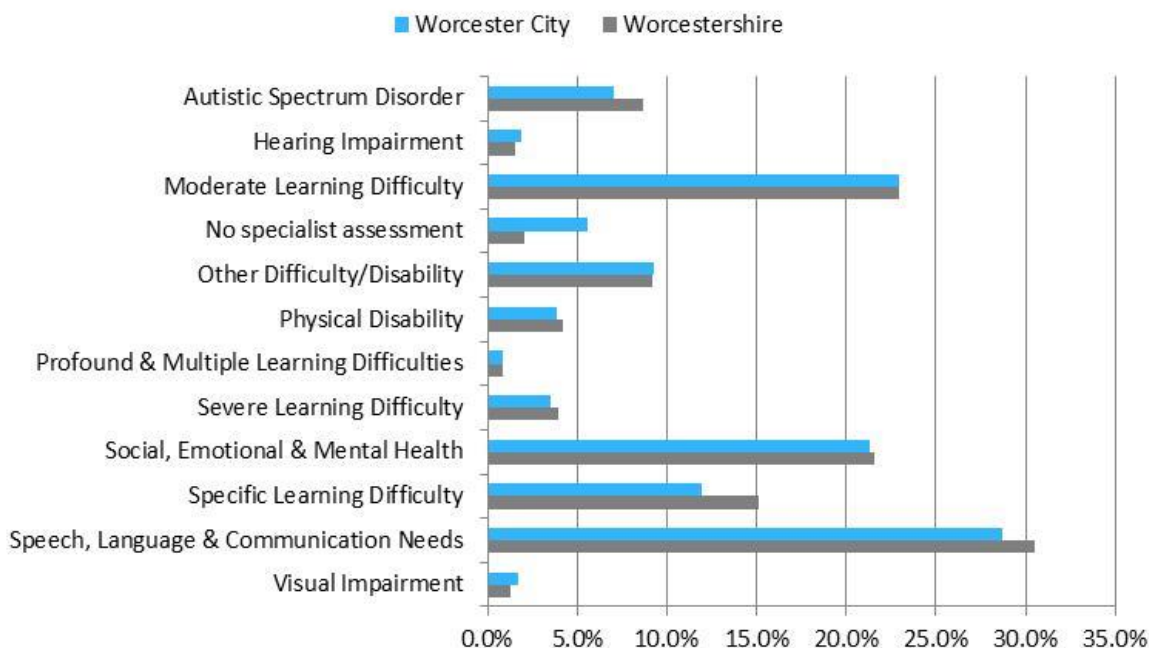
Worcester	Children with this as their Primary need		All children with SEND	
	No.	Proportion of local SEND population	No.	Proportion of local SEND population
Autistic Spectrum Disorder	129	6.2%	146	7.0%
Hearing Impairment	31	1.5%	39	1.9%
Moderate Learning Difficulty	413	19.9%	477	23.0%
Multi-Sensory Impairment	≤5	≤0.5%	≤5	≤0.5%
Physical Disability	60	2.9%	80	3.9%
Profound & Multiple Learning Difficulties	15	0.7%	18	0.9%
Severe Learning Difficulty	65	3.1%	72	3.5%
Social, Emotional & Mental Health	362	17.5%	443	21.4%
Speech, Language & Communication Need	524	25.3%	595	28.7%
Visual Impairment	24	1.2%	35	1.7%
Other Difficulty/Disability	156	7.5%	192	9.3%
Specific Learning Difficulty	222	10.7%	247	11.9%
No specialist assessment	73	3.5%	115	5.5%
<b>Total</b>	<b>2074</b>	<b>100.0%</b>		

Data Source: Local SEND Census Data, January 2017

Breakdown by SEND type for primary need shows that the highest proportion of children was for Speech, Language and Communication Needs at 25.2% (n.524) and Moderate Learning Difficulty at 19.9% (n.413) and Social, Emotional and Mental Health at 17.4% (n.362).

<sup>20</sup> ONS (2016) Mid-year population estimates. Online. Available from: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2016/relateddata>

**Figure 32: Prevalence by type of SEND – Worcester City & Worcestershire**



Data Source: Local SEND Census Data, January 2017

Proportional break down by disability type, whether a primary or secondary need shows that Worcester City, follows the pattern across the county for some types of need, however some differences in comparison to other districts across the county are noted.

- There are a **significantly higher** proportion of children who have not had a specialist assessment of primary or secondary need and who are resident in Worcester City at 5.5% (CI:4.6-6.6%) in comparison to Worcestershire 2.0% (CI: 1.8-2.3%) overall. This is the highest across the six district areas in Worcestershire.
- There are a **significantly lower** proportion of children who have a Specific Learning Difficulty as a primary or secondary need and who are resident in Worcester City at 11.9%(CI:10.5-13.5%%) in comparison to Worcestershire 15.1% (CI: 14.5-15.8%) overall.

## District Level Data: Wychavon

*Please note that the following data at district level is for ages 4 to 19 years only*

The population in Wychavon is 122,943<sup>21</sup>. There are 24,925 children aged under 19 in the district, making up 20.3% of the total population, which is lower than the county average of 22.1%.

### Children with SEND

This study found there to be 2,182 children aged between 4 and 19 with disabilities resident in Wychavon. This translates to 8.8% of the total child population in the district, which is lower than the average for the county (9.2%).

### Nature of SEND

As for the county as a whole, types of SEND in Wychavon have been considered in two ways – primary SEND type, and general prevalence.

**Table 13 : Primary SEND Type and General Prevalence**

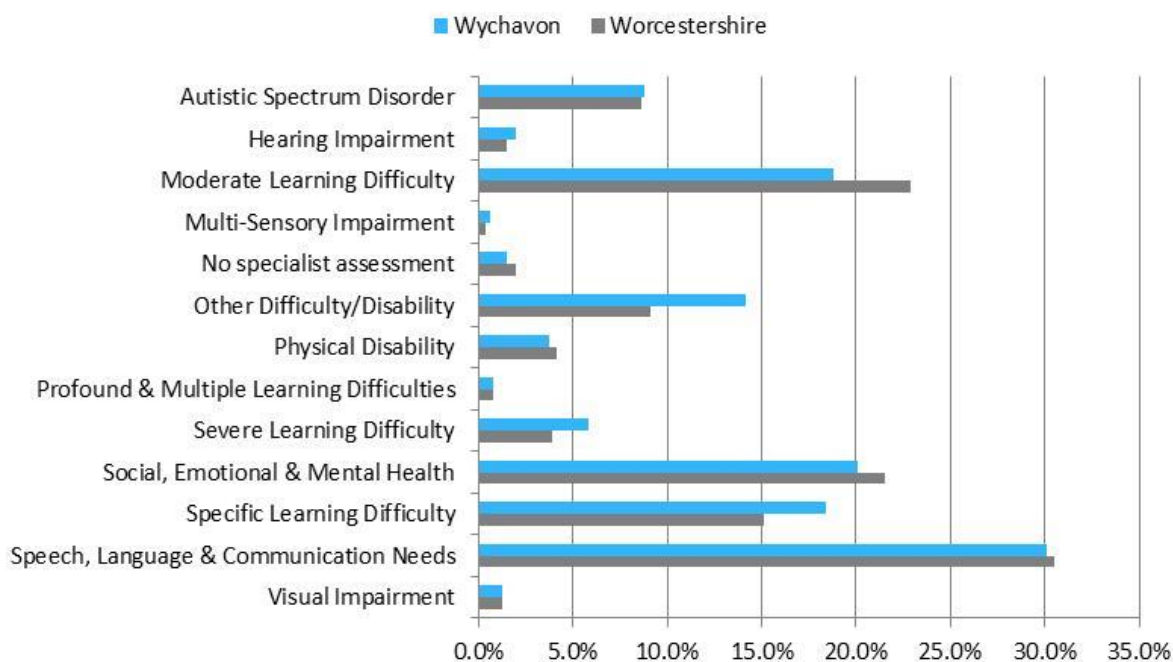
Wychavon	Children with this as their Primary need		All children with SEND	
	No.	Proportion of local SEND population	No.	Proportion of local SEND population
Autistic Spectrum Disorder	138	6.3%	192	8.8%
Hearing Impairment	28	1.3%	43	2.0%
Moderate Learning Difficulty	345	15.8%	410	18.8%
Multi-Sensory Impairment	≤5	≤0.5%	13	0.6%
Physical Disability	51	2.3%	82	3.8%
Profound & Multiple Learning Difficulties	15	0.7%	16	0.7%
Severe Learning Difficulty	124	5.7%	126	5.8%
Social, Emotional & Mental Health	337	15.5%	437	20.1%
Speech, Language & Communication Needs	554	25.4%	656	30.1%
Visual Impairment	19	0.9%	28	1.3%
Other Difficulty/Disability	200	9.2%	308	14.1%
Specific Learning Difficulty	339	15.6%	400	18.4%
No specialist assessment	27	1.2%	33	1.5%
<b>Total</b>	<b>2177</b>	<b>100.0%</b>		

Data Source: Local SEND Census Data, January 2017

Breakdown by SEND type for primary need shows that the highest proportion of children was for Speech, Language and Communication Needs at 25.4% (n.554) and Moderate Learning Difficulty at 15.8% (n.345) and Specific Learning Difficulty 15.5% (n.339).

<sup>21</sup> ONS (2016) Mid-year population estimates. Online. Available from: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2016/relateddata>

**Figure 33: Prevalence by type of SEND – Wychavon & Worcestershire**



Data Source: Local SEND Census Data, January 2017

Proportional break down by type of SEND, whether a primary or secondary need, shows that Wychavon has some differences in comparison to Worcestershire County. Over a quarter of children with SEND resident in Wychavon has a Speech Language and Communication Need as their primary or secondary need at 30.1% (n.656). One in five children have a Social, Emotional and Mental health need as a primary or secondary need at 20.0% (n.437).

Notable differences are

- There are a **significantly higher** proportion of children who have a Severe Learning Difficulty as a primary or secondary need and who are resident in Wychavon at 5.8% (CI: 4.8-6.9%) in comparison to Worcestershire at 3.9% (CI: 3.6-4.3%).
- There are a **significantly higher** proportion of children who have a Specific Learning Difficulty as a primary or secondary need and who are resident in Wychavon at 18.3% (CI:16.6-20.2%) in comparison to Worcestershire at 15.1% (CI: 14.5-15.8%).

## District Level Data: Wyre Forest

*Please note that the following data at district level is for ages 4 to 19 years only*

The population in Wyre Forest is 99,902<sup>22</sup>. There are 20,386 children aged under 19 in the district, making up 20.4% of the total population, which is lower than the county average of 22.1%.

### Children with SEND

This study found there to be 2,182 children aged between 4 and 19 with SEND resident in Wyre Forest. This translates to 10.7% of the total child population in the district, which is higher than the average for the county (9.2%).

### Nature of SEND

As for the county as a whole, types of SEND in Wyre Forest have been considered in two ways – primary need, and general prevalence.

**Table 14 : Primary SEND Type and General Prevalence**

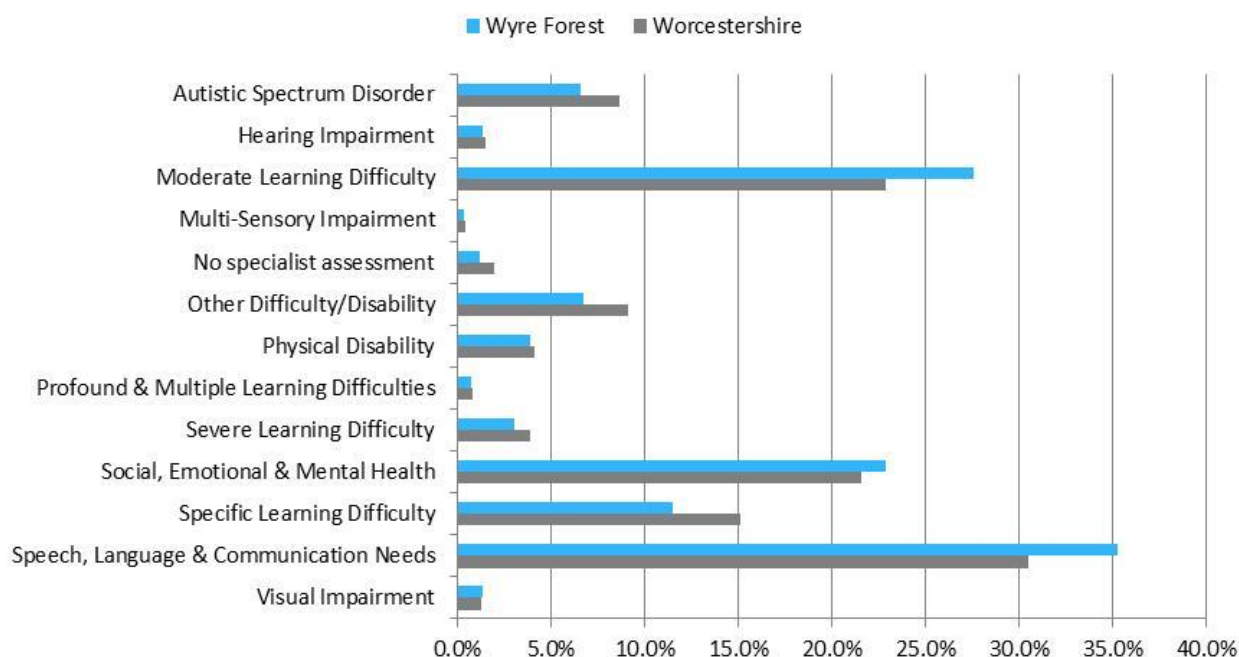
Wyre Forest	Children with this as their Primary need		All children with SEND	
Category of disability	No.	Proportion of local SEND population	No.	Proportion of local SEND population
Autistic Spectrum Disorder	135	5.9%	150	6.6%
Hearing Impairment	25	1.1%	30	1.3%
Moderate Learning Difficulty	533	23.4%	628	27.5%
Multi-Sensory Impairment	6	0.3%	8	0.4%
Physical Disability	55	2.4%	89	3.9%
Profound & Multiple Learning Difficulties	16	0.7%	16	0.7%
Severe Learning Difficulty	60	2.6%	69	3.0%
Social, Emotional & Mental Health	392	17.2%	522	22.9%
Speech, Language & Communication Need	684	30.0%	804	35.2%
Visual Impairment	21	0.9%	30	1.3%
Other Difficulty/Disability	98	4.3%	153	6.7%
Specific Learning Difficulty	232	10.2%	263	11.5%
No specialist assessment	24	1.1%	27	1.2%
<b>Total</b>	<b>2281</b>	<b>100.0%</b>		

Data Source: Local SEND Census Data, January 2017

Breakdown by disability type for primary need shows that the highest proportion of children was for Speech, Language and Communication Needs at 30.0% (n.684) and Moderate Learning Difficulty at 23.4% (n.533) and Social, Emotional and Mental Health Need at 17.2% (n.392).

<sup>22</sup> ONS (2016) Mid-year population estimates. Online. Available from: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2016/relateddata>

**Figure 34: Prevalence by type of SEND – Wyre Forest & Worcestershire**



Data Source: Local SEND Census Data, January 2017

Proportional break down by SEND type, whether a primary or secondary need, shows that Wyre Forest has some differences in comparison to Worcestershire County. Over one in three children with SEND resident in Wyre Forest has a Speech Language and Communication Need as their primary or secondary need at 35.2% (n.804). Just over a quarter of all children with a SEND resident in Wyre Forest has a Moderate Learning Difficulty as a primary or secondary need at 27.5% (n.628) Around one in five children in Wyre Forest have a Social, Emotional and Mental Health need at 22.9% (n.522).

Notable differences are:

- There are a **significantly higher** proportion of children who have a Speech Language and Communication Needs as a primary or secondary need and who are resident in Wyre Forest at 35.2% (CI: 32.9-37.8%) in comparison to Worcestershire at 30.5% (CI: 29.6-31.3%).
- There are a **significantly higher** proportion of children who have a Moderate Learning Difficulty as a primary or secondary need and who are resident in Wyre Forest at 27.5% (CI:25.4-29.8%) in comparison to Worcestershire at 22.9% (CI: 22.1-23.7%).
- There are a **significantly lower** proportion of children who have a Specific Learning Difficulty as a primary or secondary need and who are resident in Wyre Forest at 11.5% (CI:10.2-13.0%) in comparison to Worcestershire at 15.1% (CI: 14.5-15.8%).
- There are a **significantly lower** proportion of children who have no specialist assessment and who are resident in Wyre Forest at 1.2% (CI:0.8-1.7%) in comparison to Worcestershire at 2.0% (CI: 1.8-2.3%).

## Outcomes

### Identification of SEND - Child Developmental Checks<sup>23</sup>

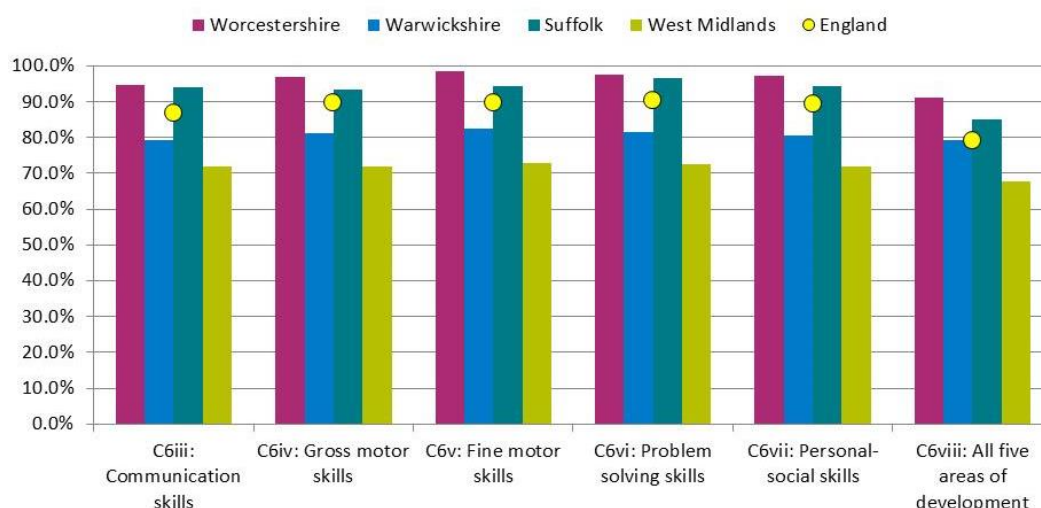
At ages 2 – 2½ years, children undergo a developmental check. This check covers general development across different areas including movement, speech, social skills and behaviour, hearing and vision. The check is one of the earliest points at which SEND can be identified.

The Department of Health has developed a number of measures for child development at age 2 – 2½ years. The indicator will help to build a picture of child development at age 2-2½ at national and local level. It helps local areas to assess the effectiveness and impact of services for 0-2 year olds and with planning services for children age 2 and beyond. The data will also help to assess the effectiveness and impact of services for 0-2 year olds and support future planning.

The data is collected at the Healthy Child Programme (HCP) two year review or integrated review, where in place. The Ages and Stages Questionnaire-3 (ASQ-3) covers five domains of child development: communication, gross motor skills, fine motor skills, problem solving and personal-social development. Data is reported quarterly and is defined as follows: Total number of children who received a 2-2½ year review in the quarter who were at or above the expected level in selected ASQ-3 domain.

In Worcestershire, 91.0% of children were offered the ASQ-3 as part of their 2-2 ½ year review, which was significantly higher than the England average of 79.0%. Latest data for Worcestershire that is available shows that across all five areas of development, Worcestershire performs better than the England, West Midlands average and rates are comparable to other similar local authority areas Warwickshire and Suffolk.

**Figure 35: Child Development Outcomes at 2-2.5yrs using ASQ-3 by Local Authority (2017-18)**



<sup>23</sup> Public Health England (2018) Indicator Definitions and Supporting Information, [Online], Available from: <https://fingertips.phe.org.uk/child-health-early-years#page/6/gid/1938132986/pat/6/par/E12000005/ati/102/are/E10000034/iid/92543/age/241/sex/4> , Accessed: 14/05/2018

## Early Years Foundation Stage Profile<sup>24</sup>

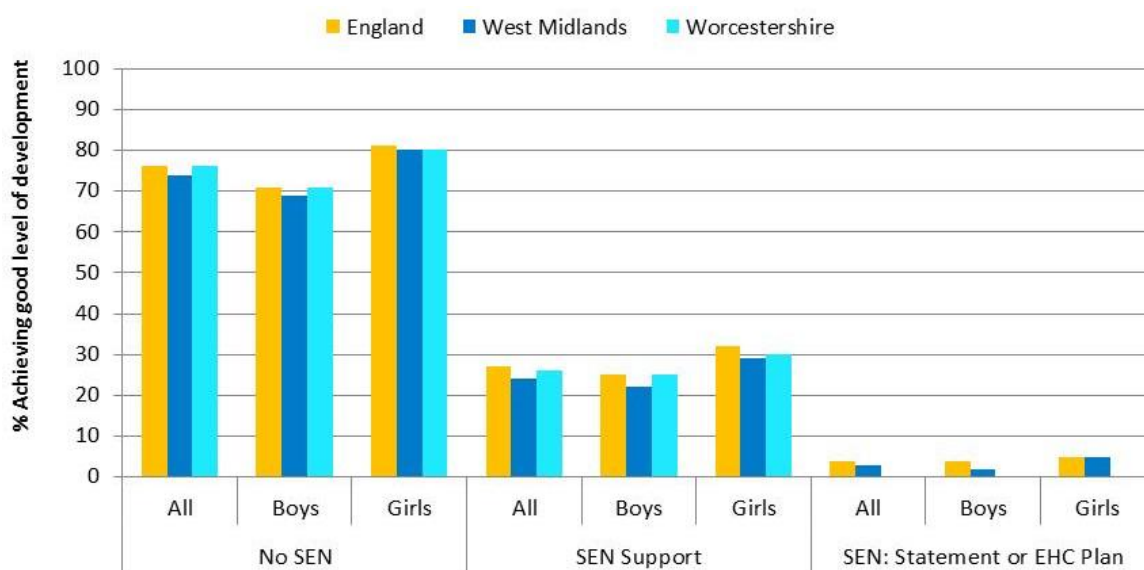
Children develop and grow significantly during the early years period between birth and 5 years are critical periods for providing a solid base for future life chances.

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old that early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

The areas of learning are communication and language, physical development, personal social and emotional development, literacy, mathematics, understanding the world, expressive arts and design.

In Worcestershire, the proportion of children with no SEN who achieved a good level of development by the end of reception was the same as the England average at 76%. For children in Worcestershire with SEN support this was 26% overall, 25% for boys and 30% for girls. Data was not available for those children with an SEN statement or EHC plan. However, we know that nationally this is around 4% for children who have a statement or EHC plan.

**Figure 36: EYFS Profile % achieving a good level of development (2016-17)**



Source: Department for Education, [www.gov.uk](http://www.gov.uk)

<sup>24</sup> Department for Education (2017). Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five. [online] pp.1-37. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf) [Accessed 14 May 2018].



## Educational Outcomes and SEND

### Overall Summary

In Worcestershire, children who have a Special Educational Need (SEN) and who have either a statement or EHC plan, have a lower attainment at Key Stage 1 and Key Stage 4. Children who require SEN support without a statement have a higher attainment than the England average at Key Stage 1 but have lower attainment at Key Stages 2 and 4.

### Key Stage 1:

- **Overall** in Worcestershire, a **higher proportion of children are reaching the expected standard** in Reading, Writing, Mathematics and Science.
- Children who have a **SEN and who have a statement or EHC plan** had a **lower percentage of pupils who were reaching the expected standard** when compared to the England average.
- Children who required **SEN support** but who do not have a statement, the proportion of children reaching the expected standard was **higher than the England average**.

### Key Stage 2:

- Overall in Worcestershire, **the proportion of children who are achieving the expected level in reading, writing and maths is lower than the England average**, across all pupil categories,
- Of children who have SEN and who have a statement or EHC plan, the proportion of children reaching the expected standard was **higher than the England average**.
- Children who required **SEN support** but who do not have a statement, the proportion of children reaching the expected standard was **lower than the England average**.

### Key Stage 4 (GCSEs):

- Achievement at Key Stage 4 is calculated by an 'Attainment 8' Score. Attainment 8 measures pupils' attainment across 8 qualifications.
- Overall in Worcestershire, **the average Attainment 8 score is similar** to the England average.
- For pupils who have a SEN with statement or EHC and those requiring SEN support without a statement, **the average Attainment 8 score is lower** than the England average.

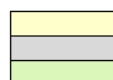
**Figure 37: Educational Attainment by Key Stage and SEN type with comparison to West Midlands and England (2017)**

			SEN with a statement or EHC plan	SEN support (without statement)	Pupils with no identified SEN	All pupils		
Key Stage 1	Percentage of pupils reaching the expected standard in key stage 1 teacher assessments in Reading	England	14	34	84	76		
		West Midlands	10	32	83	74		
		<b>Worcestershire</b>	<b>8</b>	<b>36</b>	<b>85</b>	<b>77</b>		
		Percentage of pupils reaching the expected standard in key stage 1 teacher assessments in Writing	England	9	23	77	68	
Key Stage 1	Percentage of pupils reaching the expected standard in key stage 1 teacher assessments in Writing	West Midlands	7	22	76	67		
		<b>Worcestershire</b>	<b>6</b>	<b>24</b>	<b>78</b>	<b>69</b>		
		Key Stage 1	Percentage of pupils reaching the expected standard in key stage 1 teacher assessments in Mathematics	England	14	35	83	75
				West Midlands	11	34	83	74
<b>Worcestershire</b>	<b>8</b>			<b>37</b>	<b>83</b>	<b>76</b>		
Key Stage 1	Percentage of pupils reaching the expected standard in key stage 1 teacher assessments in Science			England	16	47	90	83
		West Midlands	13	43	89	81		
		<b>Worcestershire</b>	<b>10</b>	<b>50</b>	<b>91</b>	<b>84</b>		
		Key Stage 2	Percentage of pupils in reading, writing and maths reaching the expected standard at Key Stage 2	England	8	21	71	62
West Midlands	6			18	69	59		
<b>Worcestershire</b>	<b>10</b>			<b>16</b>	<b>67</b>	<b>57</b>		
Key Stage 4	Average Attainment 8 score per pupil	England	13.9	31.9	49.7	46.4		
		West Midlands	12.1	31.5	48.8	45.4		
		<b>Worcestershire</b>	<b>12.6</b>	<b>30.8</b>	<b>50.0</b>	<b>46.4</b>		

Source: GOV.UK

**Key:**

Lower than England Average  
Same as England Average  
Higher than England Average



## Employment rates for young people: 16-18 year olds Not in Education, Employment or Training

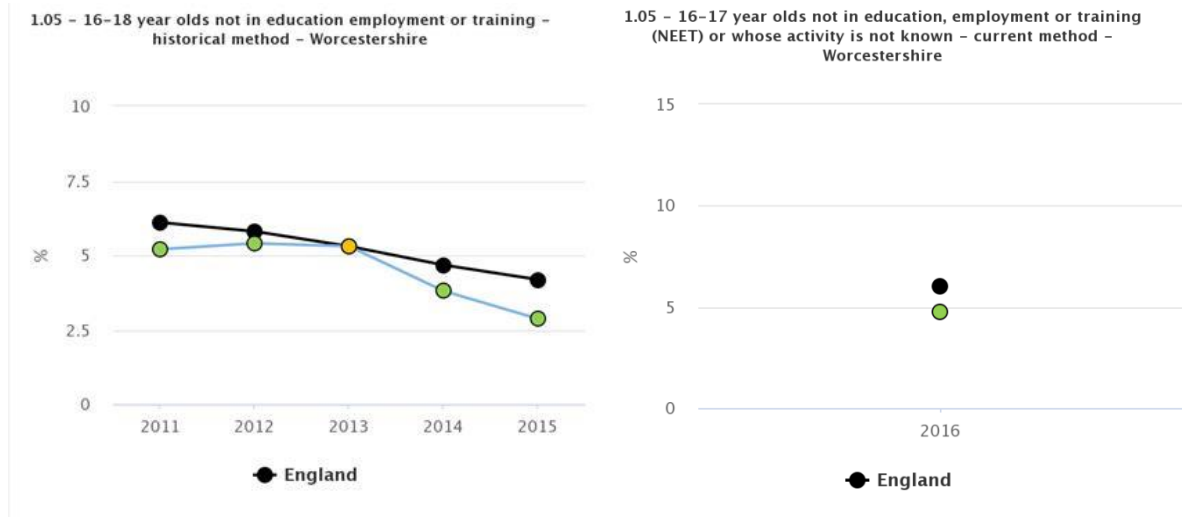
Young people who are not in education, employment or training are at greater risk of a range of negative outcomes, including poor health, depression or early parenthood. The indicator is included to encourage services to work together to support young people, particularly the most vulnerable, to engage in education, training and work. The Government recognises that increasing the participation of young people in learning and employment not only makes a lasting difference to individual lives, but is also central to the Government's ambitions to improve social mobility and stimulate economic growth.

To support more young people to study and gain the skills and qualifications that lead to sustainable jobs and reduce the risk of young people becoming NEET, legislation was included in 2013 to raise the participation age as contained within the Education and Skills Act 2008. This required that from 2013 all young people remain in some form of education or training until the end of the academic year in which they turn 17<sup>25</sup>.

<sup>25</sup> Public Health England (2018) Indicator Definitions and Supporting Information, [Online], Accessed: 14/05/2018, Available from: <https://fingertips.phe.org.uk/search/Not%20in%20Education#page/6/gid/1/pat/6/par/E12000005/ati/102/are/E10000034/iid/93203/age/174/sex/4>

Historically, Worcestershire has had a significantly lower proportion of 16-18 year olds who are not in education, employment or training (NEET) when compared to the England average, with the exception of 2013 where rates were similar to the England average. The way NEETS were calculated changed in 2016 and therefore data cannot be compared to previous years.

In 2016, the rate for Worcestershire was 4.7% which was significantly lower than the West Midlands 7.3% and England average 6.0%. When compared to comparator Local Authority areas Worcestershire has significantly lower rates than Warwickshire, Gloucestershire and Suffolk.

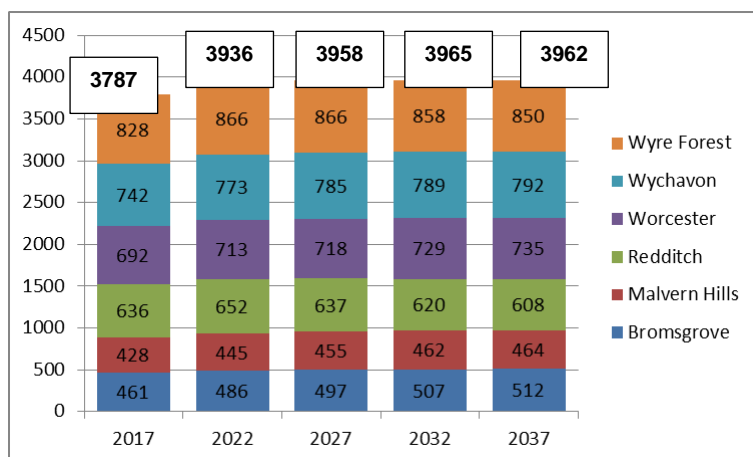


## Population Projections of Children with SEND

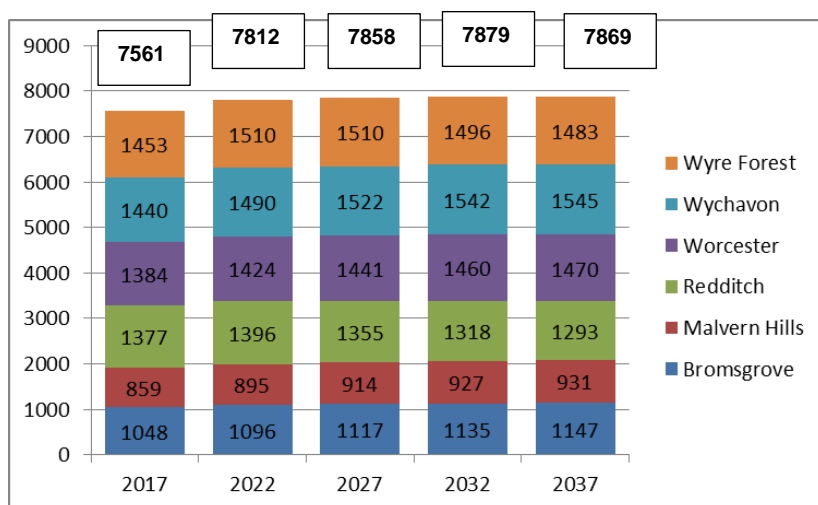
We can project the future numbers of pupils with Special Educational Needs and Disabilities for the next 20 years by combining the numbers of children with SEND from the School Census dataset with the latest population projections from the ONS (2014 based). The projections can be interpreted as an assessment of the impact of population change on the number of children with SEND. There will in reality be a number of other influences on future numbers such as policy change, change in the health levels of the population.

There is an implicit assumption in these projections that the prevalence of SEND pupils in the population will remain constant. In reality this is unlikely to be the case, as this will be affected by changes in the general health of the population as well as changes in the extent to which disabilities in children are diagnosed. The best interpretation of these figures is that of *estimating the impact of population change on the number of children with a disability*. Over the period 2017 to 2037 there is forecast to be an increase of 4.1% (n.308) for males and 4.6% (n.175) for females in the numbers of SEND.

**Figure 38: Projected number of Children with SEND at school age 4-19 in Worcestershire 2017-2037: Females**



**Figure 39: Projected number of Children with SEND at school age 4-19 in Worcestershire 2017-2037: Males**



**Table 15: Forecast percentage change in numbers of Children with SEND at school age 4-19 from 2017**

<b>Males</b>				
	<b>2022</b>	<b>2027</b>	<b>2032</b>	<b>2037</b>
Bromsgrove	4.6%	6.6%	8.3%	9.4%
Malvern Hills	4.2%	6.4%	7.9%	8.4%
Redditch	1.4%	-1.6%	-4.3%	-6.1%
Worcester	2.9%	4.1%	5.5%	6.2%
Wychavon	3.5%	5.7%	7.1%	7.3%
Wyre Forest	4.0%	3.9%	2.9%	2.1%
Worcestershire	3.3%	3.9%	4.2%	4.1%

<b>Females</b>				
	<b>2022</b>	<b>2027</b>	<b>2032</b>	<b>2037</b>
Bromsgrove	5.4%	7.9%	9.9%	11.1%
Malvern Hills	4.0%	6.4%	7.9%	8.5%
Redditch	2.6%	0.2%	-2.6%	-4.5%
Worcester	3.1%	3.8%	5.4%	6.3%
Wychavon	4.2%	5.8%	6.4%	6.7%
Wyre Forest	4.6%	4.5%	3.6%	2.7%
Worcestershire	3.9%	4.5%	4.7%	4.6%

As most of the change in population is forecast to be in the next five years, we are looking at the individual years between 2017 and 2022, in which an increase of 3.3% for males and 3.9% for females is expected.

**Table 16: Forecast change in numbers of Children with SEND at school age 4-19 from 2017 to 2022**

<b>Males</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Bromsgrove	1048	1057	1069	1076	1087	1096
Malvern Hills	859	869	878	885	889	895
Redditch	1377	1387	1394	1397	1395	1396
Worcester	1384	1396	1404	1412	1417	1424
Wychavon	1440	1453	1463	1470	1479	1490
Wyre Forest	1453	1471	1483	1494	1501	1510
Worcestershire	7561	7634	7690	7735	7768	7812

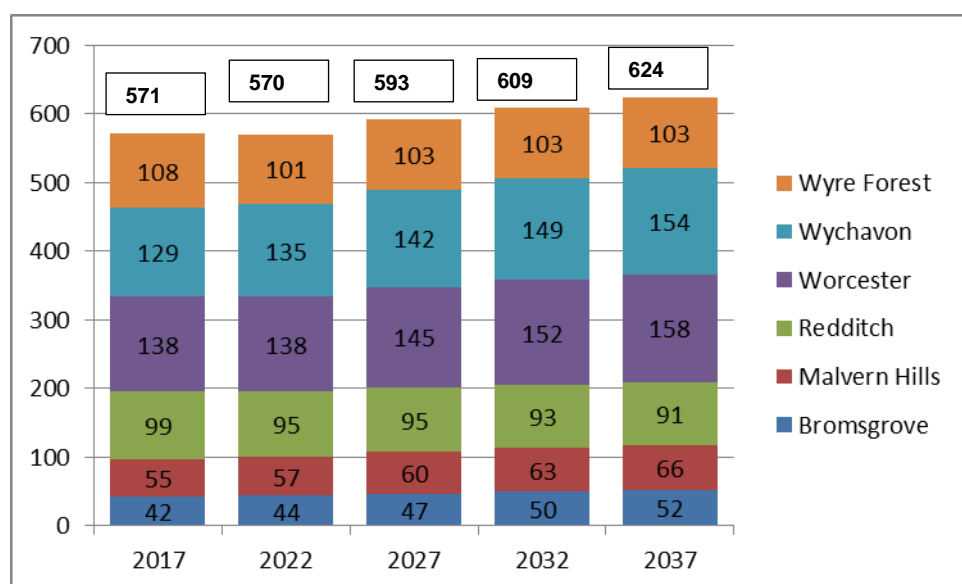
<b>Females</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Bromsgrove	461	468	475	478	483	486
Malvern Hills	428	435	441	445	450	445
Redditch	636	644	652	656	662	652
Worcester	692	699	710	716	721	713
Wychavon	742	753	762	770	776	773
Wyre Forest	828	837	849	854	861	866
Worcestershire	3787	3837	3888	3918	3953	3936

The next four years may see some significant changes in the numbers of SEND pupils as a result of forecast population change. The number of boys with SEND is forecast to increase by 2.7% between 2017 and 2021 and the number of girls may increase by 4.4%.

### Early Years Projections (age 2-4)

These were produced using a similar methodology. In these projections there is little change anticipated in the numbers of SEND in the five years to 2022, followed by a gradual increase over the following 15 years of approximately 10%. This contrasts with the pattern for school children in that the increase occurs between 2022 and 2037 rather than between 2017 and 2022.

**Figure 40: Projected number of Children with SEND in Early Years Provision aged 2-4 in Worcestershire 2017-2037**



### Technical note on production of projections

SEND data from the school Census for January 2017 were disaggregated by single year of age and district of residence.

Then ONS projections growth from 2017-2037 by single year of age and district of residence was applied to these numbers..

## SEND Provision in Worcestershire

A significant piece of work to identify and assess whether there is adequate provision for Special Educational Needs and Disabilities (SEND) was undertaken by children's services in 2017 the key points from executive summary from the 2017 SEND Provision Sufficiency Report<sup>26</sup> are provided below:

- The number of pre-school children being referred to Specialist Early Years provision including Special School nursery places is continuing to rise. On average between 2010 and 2016, 8% of pre-school age children (3 & 4 year olds) in Worcestershire were referred to PSF.
- There has been a 42% increase in the number of children on roll in a Special School nursery between 2010 and 2016. The implementation of 30 hour early entitlement for eligible 3 and 4 year olds in September 2011, will extend the demand for places and have a direct impact upon the sufficiency of early years specialist places.
- The largest recorded primary need in pre-school age children in Worcestershire is Speech Language and Communication Needs. Cabinet Members are committed to offer Early Years Specialist Language provision in each district to support pre-school age children identified specific speech and / or language disorder / impairment as a primary need.
- There has been a 17% increase in the number of children on roll in Worcestershire Special Schools between 2010 to 2016. The LA have supported expansions at several of the Special Schools to enable more places to be made available. Based on the previous year forecast and the 5 year average forecast projections there is a requirement for additional special school places across all districts.
- The area of need showing the most significant increase in Worcestershire Primary Schools is Speech, Language and Communication needs. The areas of need showing the most significant increases in Worcestershire Secondary Schools have been in Moderate and Specific Learning Difficulties. Speech, Language and Communication needs and Autistic Spectrum Disorder and Other Difficulties are also on the increase.
- School-age Language Units projections are not showing significant sufficiency issues but the data recorded does not show the full picture of demand for Specialist SLCN provision. Geographical gaps are significant, with no such provision in the South of Worcestershire
- Autism base data and immediate projections show insufficient places are available in Bromsgrove, Malvern, Worcester, Wychavon and Wyre Forest. The numbers of children and young people being referred for MAB provision is increasing.

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<sup>26</sup> Kiernan, R (2017) 2017 SEND Provision Sufficiency Report, [Online] Available from: [http://www.worcestershire.gov.uk/downloads/file/10057/2017\\_send\\_sufficiency\\_report](http://www.worcestershire.gov.uk/downloads/file/10057/2017_send_sufficiency_report) Accessed: 26/10/2018

- SEND pupils attending Alternative Provision are predominantly identified with Social, Emotional, Mental Health needs. A high proportion of the SEND pupils accessing the Medical Education Team, choosing Elective Home Education, and those attending independent or non-maintained Special Schools are also identified with a primary need of SEMH, along with ASD.
- Data relating to SEND pupils, children and young people in Worcestershire and those Looked After by Worcestershire is not consistently recorded or easily extracted from the systems used to record the data. This needs to be improved to enable a clearer, more accurate picture of Specialist Education provision in Worcestershire and the analysis of future needs.



## Conclusion

This profile has started to build up a picture of Special Educational Needs and Disabilities by exploring some of the wider determinants of health and how they relate to children with SEND and understanding the different reasons for disability in children and young people.

The profile has identified that Special Educational Needs and Disabilities is a complex area and special consideration needs to be given when looking at the different types of provisions that are required for children. The profile of need is different for children in Primary School, Secondary School and again for children in a Special School setting.

The profile has also identified that there are differences in prevalence of certain types of need by gender and age. Some types of SEND are higher in reception aged children, such as Speech, Language and Communication Needs and some types of SEND are higher in boys than in girls, such as Autistic Spectrum Disorder and Social Emotional and Mental Health needs. The profile also explored the relationship between deprivation and type of SEND, showing that there was a clear relationship between deprivation and Social, emotional and mental health difficulties, Speech, language and communication needs and Moderate learning difficulties

There is a difference in type and level of SEND need across Worcestershire at district level. Each of the district profiles outline the varying needs of children resident within each district area, which should support planning and service provision.

The profile identified that outcomes in relationship to SEND are good at ages 2-2.5 years and also at the EYFS stage (Reception). However, at Key Stage 1, 2 and 4 the picture is quite mixed. For children with an EHC plan or statement, attainment levels are lower than the England average at all Key Stages with the exception of Key Stage 2. For children without an EHC plan or statement, attainment is better than the England average until Key stages 2 and 3. In contrast, children in Worcestershire with no identified SEND need, they are achieving educational outcomes at levels higher than the England rate, with the exception of Key Stage 2.

There are a number of limitations to this profile, primarily related to the data that was able to be obtained. There was limited information about SEND needs for Early Years. Throughout the process a couple of issues were identified in relation to both available information and to specific areas as outlined below:

**Central Data Source :** Throughout the process some key issues were identified particularly in relation to data about Children with Disabilities (CwD). This profile was initially going to be focused on CwD, it became apparent that data was not available in one single place. The best locally available data came from the school SEND census, which is carried out each year across the country for the Department for Education. Section 22 of the Children and Families Act 2014 states that there is a duty for local authorities to identify all disabled children and young people in their area and all the children and young people who may have special educational needs. There is an expectation that systems are put in place for gathering this information from educational institutions and other services<sup>27</sup>.

**Autistic Spectrum Disorder (ASD):** One of the questions identified within this profile was in relation to Autistic Spectrum Disorder (ASD). Data for Worcestershire shows that the proportion of children with ASD as a primary need in primary, secondary and special schools

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<sup>27</sup> Council for Disabled Children (2017) The Children and Families Act 2014: Part 3: Children and young people with special educational needs and disabilities - A briefing from the Council for Disabled Children, Accessed: 11<sup>th</sup> January 2018, Available from: <https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/import/ChildrenAndFamiliesActBrief.pdf>

was 6.3% (CI: 5.9-6.7%) which is significantly lower than both England 8.7% (CI: 8.7-8.8%) and West Midlands (CI:8.2%-8.5%). The picture becomes slightly more complicated when a comparison is made to our nearest statistical neighbours. Both Warwickshire (9.0%, CI: 8.5-9.5%) and Suffolk (9.8%, CI: 9.3%-10.3%) have significantly higher proportion of children with ASD as a primary need than Worcestershire and Gloucestershire has a significantly lower proportion (4.1%, CI: 3.8%-4.5%).

There could be a number of different reasons for this, which may warrant further investigation. Reasons could include underdiagnoses of ASD in Worcestershire or it may be related to access to diagnostic services. Worcestershire has a referral pathway for autism assessment called the Umbrella Pathway. There has been a sharp increase in referrals to the service from February 2017 onwards, it has been suggested this may indicate an increase in inappropriate referrals to the service. This is currently being investigated and guidelines are being set out for appropriate referrals to the service.

**Speech, Language and Communication Needs:** It is noted that, for Speech Language and Communication Needs, there are a significantly higher number of children who have this type of need, in comparison to the West Midlands and England. On closer inspection of the data available, there are a high number of children in primary school with this identified as a need. This may warrant closer inspection with consideration being given to whether this relates to utilisation of local services that are provided in Worcestershire or whether there is a wider issue surrounding this. The proportion of children in Wyre Forest and Redditch with Speech, Language and Communication Needs is significantly higher than Worcestershire overall.

**No specialist assessment of primary or secondary need:** The review of data also identified that there was a significantly higher proportion of children who have not had a specialist assessment of primary or secondary need and who are resident in Worcester City at 5.5% (CI:4.6-6.6%) in comparison to Worcestershire 2.0% (CI: 1.8-2.3%) overall. This was the highest proportion across the six district areas in Worcestershire. This would warrant further understanding and explanation.

The implications for the production of this profile are that this has provided a more in-depth understanding of SEND type and needs across Worcestershire, which will hopefully inform future service provision and assessment of needs. IT is envisaged that this piece of work has started the process for a future specific Joint Strategic Needs Assessment for Special Educational Needs and Disabilities in Worcestershire.

In summary, the SEND needs for children across Worcestershire are varied and different for each individual child with differences by age, gender, deprivation, area of residence, school year.

## Appendix 1: Definitions

### Disability

The Disability Discrimination Act (DDA) 2005 describes disability as "a physical or mental impairment which has a substantial and long-term adverse effect on [a person's] ability to carry out normal day-to-day activities".

### Special Educational Needs (SEN)<sup>28</sup>.

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her"

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

"For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind"

### Education, Health and Care (EHC) plans

"An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The plan is drawn up by the local authority after an EHC needs assessment. EHC plans are for children and young people whose special educational needs require more help than would normally be provided in a mainstream education setting (a college, school, and nursery)." <sup>29</sup>

### SEN Statement

"This is a legal document which sets out a child's special educational needs and all the additional help that will be given to meet those needs. The local authority is responsible for ensuring that all the educational help in the statement is provided. Although some children

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<sup>28</sup> Department for Education & Department for Health (2015) Special educational needs and disability code of practice: 0 to 25 years. Online. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<sup>29</sup> Contact (2017) Education, Health and Care plans (EHC), Online. Available from: [https://contact.org.uk/advice-and-support/education-health-social-care/education/education-health-and-care-\(ehc\)-plans/](https://contact.org.uk/advice-and-support/education-health-social-care/education/education-health-and-care-(ehc)-plans/)

in England still have statements, these are being replaced by Education, Health and Care plans"<sup>30</sup>

### **Children with SEN but no Statement or EHCP**

"Children with special education needs (SEN) who don't have a Statement of SEN or an Education, Health and Care Plan (EHCP) should have provision made for them in school through 'SEN Support'. SEN Support should focus on a cycle which requires the school to assess, plan, do and review, to ensure they understand the child's needs and the support needed to help them make good progress. This is therefore likely to differ according to the individual needs of each child"<sup>31</sup>

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<sup>30</sup> Contact (2017) The Statement of Special Educational Need (SEN), Online. Available from: <https://contact.org.uk/advice-and-support/education-health-social-care/education/all-about-the-statement-of-special-educational-needs/>

<sup>31</sup> The Good Schools Guide (2017) Children with SEN but no Statement or EHCP, Online, Available from: <https://www.goodschoolsguide.co.uk/special-educational-needs/legal/sen-but-no-ehcp>

## Appendix 2: Method

### Data Sources



\*No pupil level data available

The data used in this report was taken from various sources including nationally published Department for Education statistics, local Worcestershire census data, pupil information recorded on the ONE database, the Early Years Tribal database and other local sources provided by Children and Young Peoples Services. All of the data extracted was cross referenced to remove or count duplicate children and young people and to cross reference data quality.

This report focuses primarily on data collected from the national Special Educational Needs Census (SEND) released in January 2017. The local dataset has been used to analyse the data. There was limited information available about Early Years and type of SEND need and as such the focus is primarily on school-age children and as such forms the majority of analysis in this report. Data included in this report has been separated into sections based on data source.

Data from the Early Years Census is provided, however, lower level analysis relating to level of need was not available at the time of producing this profile. Data is available for mainstream autism bases, primary and secondary alternative provision all of which are included within the main school census dataset.

#### Note:

Children and Young Peoples Services have produced a significant separate piece of work looking at Special Educational Needs (SEND) provision and therefore, it is not covered within in this report.

Table 17: Categories of Special Educational Need (SEND)

Code	Special Educational Need Description
ASD	Autistic Spectrum Disorder
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
NSA	No specialist assessment
OTH	Other Difficulty/Disability
PD	Physical Disability
PMLD	Profound & Multiple Learn Difficulties
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
VI	Visual Impairment

## General Prevalence

The dataset allowed us to identify a child's primary need and also secondary need. For example, a child who is a wheelchair user and is partially blind will fall into both categories of Physical Disability and Visual Impairment. This meant that we were able to look at the number of children with a particular type of need or disability, which allowed us to provide a general prevalence of this in Worcestershire.

## Primary Special Educational Need

Utilising the same work carried out for the general prevalence study, identification of primary need goes one step further and seeks to identify one main disability category to be allocated to each child. For example, a child who is a wheelchair user and is partially blind will be classified as having a Physical Disability over Visual Impairment, on the basis of presumed severity and impact on the child's daily life. Without knowing the personal circumstances of individual children, this prioritisation is clearly tricky and can be flawed. At an aggregate level, however, it can be very useful in gauging the general make up of an overall cohort of children with Special Educational Needs.

## Geographical analysis

Most of the analysis in this report has been completed at district level. Population estimates have been based on Office of National Statistics mid-year population estimates. Crude rates have been calculated to identify differences between geographical areas.

## Confidentiality

All datasets submitted provided details of age, gender, postcode and type of SEN of children. No personal details were retained for any other use.

## Appendix 3: SEND Categories – Broad areas of need<sup>32</sup>

Table 18: Types and categories of special educational needs

Broad Category	SEN Type	Description
Communication and interaction	Speech, language and communication needs (SLCN)	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
	Autistic Spectrum Disorder (ASD)	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others
Cognition and learning	Learning Difficulties (MLD, SLD, PMLD)	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
	Specific specific learning difficulties (SpLD)	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Social, emotional and mental health difficulties (SEMH)	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Visual impairment (VI), Hearing impairment (HI), Multi-sensory Impairment (MSI), Physical Disability (PD).	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

<sup>32</sup> Department for Education (2015) Special educational needs and disability code of practice: 0 to 25 years, pp.97-98 [Online], Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **Data notes/caveats**

The data used in this report was taken from various sources including nationally published Department for Education statistics, local Worcestershire census data, pupil information recorded on the ONE database, the Early Years Tribal database and other local sources provided by Children and Young Peoples Services. All of the data extracted was cross referenced to remove or count duplicate children and young people and to cross reference data quality.

This report focuses primarily on data collected from the national Special Educational Needs Census (SEND) released in January 2017. The local dataset has been used to analyse the data. There was limited information available about Early Years and type of SEND need and as such the focus is primarily on school-age children and as such forms the majority of analysis in this report. Data included in this report has been separated into sections based on data source.

Data from the Early Years Census is provided, however, lower level analysis relating to level of need was not available at the time of producing this profile. Data is available for mainstream autism bases, primary and secondary alternative provision all of which are included within the main school census dataset.

Organisations who carried out the original collection and analysis of the data bear no responsibility for its further analysis or interpretation.

## **Further information & feedback**

This profile has been created by Worcestershire County Council's Public Health Intelligence Team. We welcome your comments on our work please do contact us if you have any:

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This document can be provided in alternative formats such as Large Print, an audio recording or Braille. Please contact Janette Fulton by telephone on: 01905 843359, or by email at: [jfulton@worcestershire.gov.uk](mailto:jfulton@worcestershire.gov.uk)