

SEND Data Report – January – March 2019

SEND Performance Framework

In order to fully support the SEND Improvement plan there was a requirement to produce a conceptual Performance Framework. This provides one specific source of robust performance measurables which relate back directly to the Worcestershire Statement of Action. Following an extensive initial list which contained both measurable and position statements, the framework has been refined to include only measurable data collected either Annually or Quarterly. The framework will improve throughout 2019/20 as metrics continue to be collected and monitored with relevant actions to improve and support the SEND action plan.

The table below shows the respective work streams included:

| Work stream | Title | Owners | Details |
|--------------------|------------------------------------|--|--|
| 1 | The Local Offer | Penny Richardson Sally Anne Osbourne | <i>Accurate, Available and useful to enable access to help and information at the earliest opportunity.</i> Measurables include :Provision of places. Mostly in relation to documentation and updating details and changes of the Local Offer |
| 2 | Embedding the Graduate Response | Gabrielle Stacey Phillipa Coleman | <i>Improve and embed the Graduated Response so needs are identified at the earliest point with appropriate support</i> Measurables include : Aged 0-25 - All Educational Outcomes, Attendance, Exclusions, Post 16 |
| 3 | Assessment and Planning | Penny Richardson Liz Staples Louise Levett | <i>Children and Young People's needs are assessed and met in a timely and purposeful manner</i> Measurables include: Education and Health Care plan assessments and timeliness. Attainment in Adulthood (Post 25 years) |
| 4 | Joint Commissioning and Leadership | Sarah Wilkins Lucy Noon Steve Larking | <i>Children and Young People's needs are understood and resources applied so they get what they need when they need it</i> Measurables include: All metrics in regards to Health |
| 5 | Workforce and Engagement | Laura Folkers Steve Larking Steph Courts | <i>Children and Young People's needs are supported by a workforce that achieves the best possible outcomes, through effective engagement and coproduction. A multiagency workforce shares a culture which promotes inclusive practice, equipped through knowledge and skills</i> No specific measurables |

The following table shows an overall summary of all current performance measurables:

| <u>SEND Dashboard Summaries</u> | | Improved on last year and/or better than National (where available) | Improved on last year and/or behind national (where available) | Not Improved and worse than national | Unable to RAG / RAG would be inappropriate / Data to follow |
|--|--------------------------|---|--|--------------------------------------|---|
| Statement of Action Key Concern | Number of metrics | Green | Amber | Red | Grey |
| Academic Outcomes | 12 | 1 | 2 | 5 | 4 |
| Vulnerability Characteristics | 9 | 4 | 1 | 4 | 0 |
| Education Health Care Plans | 2 | 1 | 0 | 1 | 0 |
| Health | 7 | 0 | 0 | 1 | 6 |
| Placement / Provision | 28 | 0 | 0 | 1 | 27 |
| Post 16 | 4 | 2 | 0 | 1 | 1 |
| Worcestershire Totals | 62 | 8 | 3 | 13 | 38 |

Supporting Commentary

Recently issued DfE data deals with placement data and changes in EHCP numbers. A separate presentation will reflect on changes between 2017 and 2018 Calendar years – these are the periods used by the DfE that enable comparison with other LAs.

Work Stream 1 – Penny Richardson

Placement / Provision - Penny Richardson

Annually collected Performance Indicators for SEND Improvement Board

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | National 2017/18 |
|--|--|--|------------------|
| % of children with EHCPs placed in mainstream education provision (Maintained, Academy, RP & units) | 30.1 | 26.4 | 39.1 |
| % of children with EHCPs placed in resourced provision and units | 5.2 | 3.9 | 5.1 |
| % of children with EHCPs placed in state-funded special school | 45.6 | 43.5 | 34.8 |
| % of children with EHCPs placed in NMISS | 3.3 | 3.9 | 4.9 |
| % of children with EHCPs placed in all special | 48.9 | 47.4 | 39.7 |
| % of children with EHCPs attending alternative provision/Pupil referral unit at point of issue | 0.3 | 0.2 | 0.7 |
| % of children with EHCPs attending post-16 FE institution (mainstream & Sixth-form college) | 14.5 | 15.8 | 12.4 |
| % of children with EHCPs attending post-16 FE institution (specialist) | 1.6 | 2.7 | 1.3 |
| % of children with EHCPs attending post-16 FE institution (other FE) | 0.2 | 0.3 | 0.8 |
| % of pupil population with EHCPs | 2.7 | 2.9 | 2.9 |
| % of pupil population with EHCPs (Primary) | 0.8 | 0.8 | 1.4 |
| % of pupil population with EHCPs (Secondary) | 1.4 | 1.4 | 1.6 |
| % of pupil population with SEN Support | 12.5 | 12.6 | 11.7 |
| % of pupil population with SEN Support (Primary) | 13.2 | 13.9 | 12.4 |
| % of pupil population with SEN Support (Secondary) | 11.5 | 10.8 | 10.6 |
| % of pupil population with SEN (Primary) | 14 | 14.7 | 13.8 |
| % of pupil population with SEN (Secondary) | 13 | 12.2 | 12.3 |
| % of children with first time EHCPs placed in mainstream education provision (Maintained, Academy, RP & units) | 39.8 | 42.9 | 61.6 |
| % of children with first time EHCPs placed in resourced provision and units | 2.4 | 3.7 | 4.6 |
| % of children with first time EHCPs placed in state-funded special school | 49 | 39.2 | 20.4 |
| % of children with first time EHCPs placed in NMISS | 1.9 | 5.3 | 3.3 |
| % of children with first time EHCPs placed in all special | 51 | 44.5 | 23.7 |
| % of children with first time EHCPs attending alternative provision/Pupil referral unit at point of issue | 2.4 | 0.3 | 1.8 |
| % of children with first time EHCPs attending post-16 FE institution (mainstream & Sixth-form college) | 1 | 5.9 | 4.2 |
| % of children with first time EHCPs attending post-16 FE institution (specialist) | 2.4 | 1.1 | 0.4 |
| % of children with first time EHCPs attending post-16 FE institution (other FE) | 0.5 | 0.8 | 0.5 |

Quarterly collected Performance Indicators for SEND Improvement Board

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | End of Q1 (Dec) | End of Q2 (Mar) |
|--|--|--|-------------------|-------------------------|
| Number on a waiting list for specialist provision / Unable to place | Not available | 26 | 31 | 55 |
| % of mainstream schools that have undertaken a self-review of their SEND provision in the previous 2 years | Data not Received | Data not Received | Data not Received | Data requested 25.06.19 |

Supporting Commentary

Recently issued DfE data deals with placement data and changes in EHCP numbers. This enables comparisons to be made across LAs and with the national position, drawing on the national SEN2 data returns. The following table shows the Jan 2019 position.

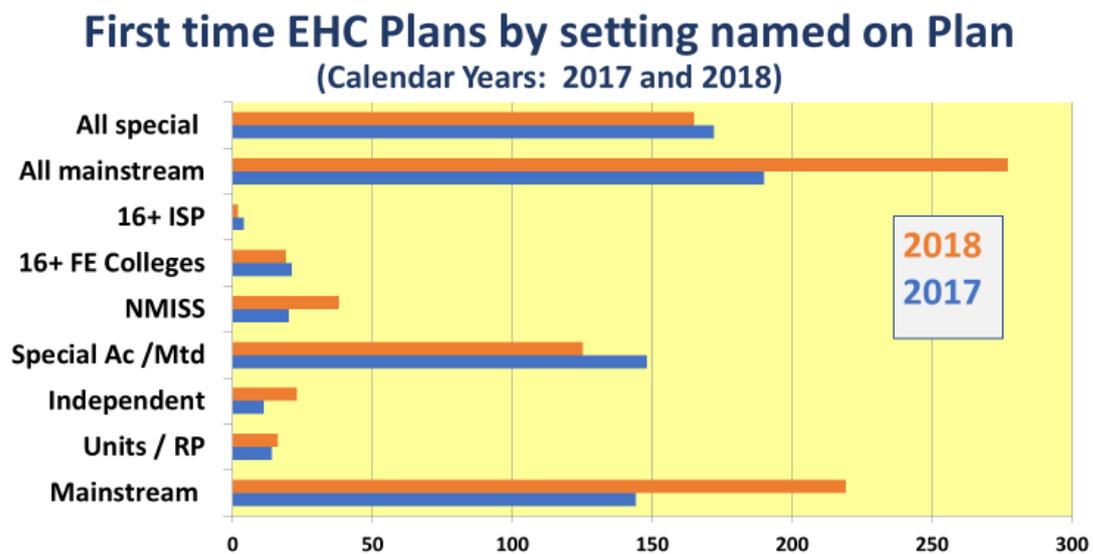
| Table WS1.1 - January 2019 - % of pupil population with EHC Plans or at SEN Support | | | |
|---|-----------------|-----------------|----------------|
| | National | Regional | Worcestershire |
| % of pupil population with EHCP | 3.1 | 3.1 | 3 |
| % pupil population - SEN Support (& % increase from Jan 18) | 11.9 (+0.2%) | 12.6 (+0.1%) | 12.6 (+0.3%) |
| Primary mainstream - % with EHCP | 1.6 | 1.2 | 1.0 |
| Primary mainstream - % at SEN Support | 12.6 | 13.4 | 14.4 |
| Primary mainstream - % All SEND | 14.2 | 14.6 | 15.3 |
| Secondary mainstream - % with EHCP | 1.7 | 1.4 | 1.5 |
| Secondary mainstream - % SEN Support | 10.8 | 11.6 | 10.9 |
| Secondary mainstream - % All SEND | 12.4 | 13.1 | 12.3 |
| Total SEND (incl sp schools in LA area) | 14.9 | 15.7 | 15.9 |

The % of pupils with EHC Plans is slightly lower than the national and regional averages. However, the percentage growth in those at SEN support has grown to the same level as the regional position.

Whilst the percentage of those with EHC Plans in mainstream primary schools is lower than the national position, the % at SEN Support and the % of all primary aged pupils with SEND (SEN Support and Plans) is higher. In secondary mainstream, the % at SEN support is lower and for EHC Plans higher than the regional position. The overall (primary, secondary and special) % pupils with SEND is higher than both the national and regional position.

In Worcestershire the balance between placements of first time EHC Plans in mainstream and special changed. The strategic intention was to rebalance the placement profile of those with EHC Plans.

Chart - WS1.2



More comparative analysis will be prepared to show national and regional differences.

Numbers of pupils waiting for specialist provision

These numbers do not relate to pupils out of school. The waiting relates to outstanding consultations following parental preference and includes more than one consultation for a number of pupils. The metric needs to be re-titled to make sure its descriptor is not misleading. It is more an indicator of demand for special school and the complexities of satisfying the legal requirement to consult with schools in specific circumstances. Numbers change throughout the year and are influenced by annual review, phase transition, first time Plans, transfers of pupils from another LA into Worcestershire. In 2017/18 academic year, 137 pupils were provided with a new special school place. In 2018/19 academic year, by May 2019, 58 pupils had been provided with a special school place with 64 for whom placement options were being considered.

Work Stream 2 – Gabrielle Stacey

Academic Outcomes - Gabrielle Stacey

Annually collected Performance Indicators for SEND Improvement Board

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | National 2017/18 |
|---|--|--|------------------|
| % of children achieving a good level of development - SEND support | 26% | 32% | 28% |
| % of children achieving a good level of development - with an EHCP | 4% | 3% | 5% |
| % of pupils reaching expected standard in Reading, Writing, Maths KS1 teacher assessments - SEND support | 20% | 19% | 21% |
| % of pupils reaching expected standard in Reading, Writing, Maths KS1 teacher assessments - with an EHCP | 4% | 4% | 7% |
| % of pupils reaching the expected standard RWM at KS2 - SEND support | 16% | 18% | 24% |
| % of pupils reaching the expected standard RWM at KS2 - with an EHCP | 10% | 7% | 9% |
| Average Attainment 8 score per pupil at the end of KS4 - SEND support | 30.8 | 31.8 | 32.2 |
| Average Attainment 8 score per pupil at the end of KS4 - with an EHCP | 12.6 | 11.0 | 13.5 |
| % of KS4 pupils with SEND support going to or remaining in education and employment or training opportunities | 91% | Not published yet | 88% |
| % of KS4 pupils with an EHCP going to or remaining in education and employment or training opportunities | 89% | Not published yet | 91% |

Quarterly collected Performance Indicators for SEND Improvement Board

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | End of Q1 (Dec) | End of Q2 (Mar) |
|---|--|--|-------------------|-----------------|
| % of children who have had early years developmental checks | Data not Received | Data not Received | Data not Received | 93.1% |
| % of children not meeting developmental milestones | Data not Received | Data not Received | Data not Received | 9.7% |

Vulnerability Characteristics - Gabrielle Stacey

Quarterly collected Performance Indicators for SEND Improvement Board

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | End of Q1 (Dec) | End of Q2 (Mar) |
|---|--|--|-----------------|-----------------|
| Overall attendance - EHCP pupils | 88.3% | 88.3% | 88.3% | 88.7% |
| Overall attendance - SEND Support pupils | 91.4% | 91.5% | 91.9% | 92.5% |
| Permanent exclusions - EHCP Pupils | 25 | 14 | 5 | 8 |
| Permanent exclusions - SEND Support pupils | 57 | 62 | 20 | 28 |
| Fixed term exclusions (>=5 days) - EHCP Pupils | 34 | 16 | 4 | 7 |
| Fixed term exclusions (>=5 days) - SEND Support pupils | 58 | 44 | 31 | 47 |
| Number of Children Missing Education with an EHCP | 2 | 4 | 4 | 4 |
| Number of Children Missing Education with SEND Support | 14 | 8 | 14 | 19 |
| Number of Young people with a EHCP open to the Youth Justice Service team | 9 | 10 | 5 | 5 |

Post 16

Annually collected Performance Indicators for SEND Improvement Board - Gabrielle Stacey & Penny Richardson

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | National 2017/18 |
|---|--|--|------------------|
| % of 16-17 year olds with SEND in education or training (Gabrielle) | 91% | Not published yet | 89% |
| % of 19 year olds with an EHCP qualified to Level 2 including E&M (Gabrielle) | 13% | 15% | 15% |

Supporting Commentary

- Key Stage 2 outcomes in Worcestershire have been below national figures for the last few years for ALL pupils, including key groups. Outcomes are improving over time but not rapidly enough to close the gap with national comparators
- Historically, there have been lower expectations in schools for the attainment of pupils with EHCP – this is still evident in many schools
- Achievement data for small cohorts of pupils with SEND in small, rural schools are not deemed to be 'significant' with the school's overall data outcomes and comparison to national figures is therefore not meaningful. However, collectively, these small cohorts equate to a significant number of Worcestershire pupils and therefore impact more adversely on LA data
- Attainment for pupils at SEN Support has increased from 2017 across all Key Stages with the exception of KS1. This may be due to increased focus on SEND locally, particularly since the Local Area inspection

- Although attainment at KS2 is not strong compared to national figures, this demonstrates an upward 3 year trend. Progress measures for pupils with EHCP demonstrate significant improvements over time; in 2018, progress measures were in line with or exceeded national comparators i.e. pupils with EHCPs are making better progress across KS2 but from lower starting points
- The percentage of children who have undergone EY developmental checks is available in this quarter for the first time. Over time this will allow for trend analysis and a greater understanding of the measures needed to achieve 100% in this area.
- This is also the case with the metric describing the % of children who are not yet meeting developmental milestones.
- The percentage of 19 year olds with an EHCP qualified to Level 2 including English and Maths has improved from 2016/17 and is in line with national data.
- Attendance of both EHCP and SEND support pupils has risen slightly in the last quarter.
- If current rates of permanent exclusions of both EHCP and SEND support pupils continue there is likely to be a decrease compared to 17/18. This is also the case for fixed term exclusions of EHCP students. Fixed term exclusions of SEND support students have increased.
- The number of SEND support pupils missing education has increased relative to 17-18.

Factors which may be influencing trends:

Supports

- Heightened focus on achievement of pupils with SEND from LA officers and partner services leading to improved attainment and progress
- Increased lines of communication from LA to schools to ensure expectations are clear e.g. Assistant Director letters to schools, SEN communications via Children's Services Portal, clearer and consistent messages to schools from a wide range of services though support and training; SENCo Seminars etc.
- Increased opportunities for partnership working across services to deliver improved services to schools and ensure a coordinated approach
- Coordinated work between the Prime Post 16 team and WCC (including SEN casework) ensures that individual post 16 students at risk of NEET are identified.
- Missing Mondays has introduced robust identification and tracking of Children Missing Education. This may account for the increase in SEND support pupils identified as such over the last two quarters.

Challenges

- Funding – discussions with school leaders make reference to lack of sufficient funding to effectively meet needs, clearly a national and local issue
- Higher frequency of complex needs in mainstream schools mirrored with a reduction in preventative services to schools over time (national and local issue)
- Teacher workload impacts on capacity and well-being – recruitment and retention (national and local issue)

Work Stream 3 – Penny Richardson

Education and Health Care Plans - Penny Richardson

Quarterly collected Performance Indicators for SEND Improvement Board

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | End of Q1 (Dec) | End of Q2 (Mar) |
|---------------------------------------|--|--|-----------------|-----------------|
| % of new EHCPs issued within 20 weeks | 21% | 14% | 17% | 13% |
| % of EHCP decisions made in 16 weeks | 37% | 60% | 38% | 53% |

Post 16

Annually collected Performance Indicators for SEND Improvement Board - Gabrielle Stacey & Penny Richardson

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | National 2017/18 |
|---|--|--|------------------|
| % of Adults with a learning disability in paid employment (Penny) | 6.8% | 6.5% | Not applicable |
| % of Adults with a learning disability living at home (Penny) | 79.2% | 80.5% | Not applicable |

Supporting Commentary

There are three stages in the EHC assessment process that are subject to statutory timelines:

- (i) Following a request / referral for EHC assessment the decision on whether to assess must be made within 6 weeks.

So far in 18/19 academic year, of 556 requests, 99% of decisions have been made on time. 27% of requests were from parent carers. Of the 556 requests, 66% led to Assessment.

Numbers of requests for assessment are up by 29% since 17/18, and numbers of assessments by 37%.

- (ii) By 16 weeks, the assessment must be complete, and a decision made on whether or not to issue an EHC Plan. In March and April 72% and 76% respectively of decisions were made on time. In May, performance dropped to 68%. (Numbers of cases in May were up at 47, compared to 32 and 34 in the two previous months.)
- (iii) By 20 weeks, EHC Plans should be finalised. In January 2019, 7% were completed on time. By March this had increased to 43% and by June to 53%. This increased performance is directly related to increased numbers of caseworkers supported with coaching and training.

Work Stream 4 – Phillipa Coleman

Health - Phillipa Coleman

Quarterly collected Performance Indicators for SEND Improvement Board

| Key Performance Indicator | Worcs Annual 2016/17 (End of Sept 17) | Worcs Annual 2017/18 (End of Sept 18) | End of Q1 (Dec) | End of Q2 (Mar) |
|---|--|--|-----------------|-------------------|
| Rate per 10,000 population referrals to CAMHS | 214 | 211 | 251 | Not Published yet |
| % of Looked After Children with SEND with up to date Health Assessments | Not available | 68% | 74% | 81.9% |
| % of children seen for Choice Assessment within 8 weeks of CAMHS referral | Reporting starts from April 2019 | | | |
| % of children seen for Partnership appointment within 18 weeks of their referral to CAMHS | Reporting starts from April 2019 | | | |
| % of children seen for Physiotherapy services within 18 weeks of referral | Reporting starts from April 2019 | | | |
| % of children seen for Occupational therapy services within 18 weeks of referral | Reporting starts from April 2019 | | | |
| % of children seen for Speech and Language therapy services within 18 weeks of referral | Reporting starts from April 2019 | | | |

Supporting Commentary

The percentage of looked after children with up to date Health Assessments continues to improve and RAG rating has therefore improved from red to amber.

The indicators about waiting times for CAMHS shown in the table above are forthcoming ones and therefore data is not yet available to report on them. However, at the end of March 2019 the CAMHS indicator was for at least 99% of children to be seen within 18 weeks of referral and the service achieved 100% compliance.

There is also good compliance for children being seen within 18 weeks of referral to other therapy services, for which the target is 95% compliance. This was exceeded for all children's therapy services at March 2019, being achieved for 100% of referrals to occupational therapy, 99% to physiotherapy and 98% to speech and language therapy.