

Suffolk SEND Sufficiency Plan



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Executive Summary

The SEND Sufficiency Plan is a strategic plan that sets out how Suffolk County Council (SCC) and the Clinical Commissioning Groups (CCGs) in Suffolk will develop future services for children and young people with special educational needs and disabilities (SEND) to ensure that we have enough provision to meet future need. The Sufficiency Plan is part of the much larger SEND Strategy 2017-2020 that has been developed by stakeholders across Suffolk. This work is being led by a steering group of partners from education, health, care and parent/carer representatives.

Once it is complete the Sufficiency Plan will cover specialist service development for education, health, and care, however this work is progressing to different timescales, so at this stage the draft sections of the plan that we are publishing for consultation focus on education. The development of this part of the plan has been led by Suffolk County Council, Inclusion Service, working alongside our partners.

The work to develop the content of this plan has been led by partners from education, health and care services working alongside service users and service providers. We have drawn together all the data available across the system to provide us with the best possible picture of the current supply of specialist education and put this data alongside projected future demand for specialist education placements. This has provided the basis for the supply and demand sections.

The data and our discussions with service users and providers tell us that in recent years there has been rapid growth in the demand for specialist education placements and we have now reached a point where Suffolk's existing offer cannot meet current need or the future projected growth in demand. This has meant that Suffolk relies heavily on independent placements which are often far from children's home communities and do not always represent good value for money. The demand projections indicate that by 2020 Suffolk could need as many as 300 to 400 new specialist education places for school age children and over one hundred new specialist places in Post-16 learning. The demand for new places is particularly strong for children with autism, moderate learning difficulties and speech, language, and communication needs.

We tested these findings with parents and carers and education providers at workshops during the spring and early summer and invited participants to help co-produce the approach we should take to filling this gap in our local offer. They told us the data reflected their experience, although it didn't fully represent the social emotional and mental health needs of their children and young people. We have used the feedback from these workshops to develop a set of principles that can guide our commissioning of specialist placements going forward and to design our proposals for development of specialist placements going forward.

We have analysed three options for the future development of specialist places for children aged 5-16 years. These are:

Option 1 – To meet all additional growth for new specialist places through the independent sector.

Option 2 – To meet most of the additional growth by developing new special schools, using independent placements for a small number of children with very specialist needs.

Option 3 – To meet the additional growth by a combination of new specialist support centres attached to existing mainstream and specialist providers and new special schools, using independent placements for a small number of very specialist needs.

The option most preferred by those involved in workshop discussions and recommended by the Council is Option 3.

For Post-16 growth it is proposed to work with the existing provider network to seek to grow specialist placements within their settings to meet the rising demand, in particular to grow supported internships and other pathways to work, as our young person's survey told us that this was a priority for them.

We still have more work to do to finalise this plan but we wanted to publish these draft education sections at this time to seek a wider range of views on the work so far. We will then be able to use this feedback to shape the final proposals that are presented to our Council Cabinet for approval.

A consultation has been launched which will run until 5pm on the 7 August 2018. To participate in the consultation please go to <https://www.suffolk.gov.uk/SENDSufficiencyEducation> . We would very much appreciate it if you would take the time to feedback your thoughts on the proposals presented as this will help to make sure we get these important decisions right. Once we have consulted service users and providers about these plans we will develop final proposals to present to Suffolk County Council Cabinet for approval in the autumn. Education commissioners will then work closely with all our partners to implement the agreed plan.

Section 1 - Introduction

What is the SEND Sufficiency Plan?

The SEND Sufficiency Plan is a strategic plan that sets out how Suffolk County Council and the Clinical Commissioning Groups (CCGs) in Suffolk will develop future services for children and young people with special educational needs and disabilities (SEND) so that we have enough provision to meet future needs. The sufficiency plan is part of the much larger SEND Strategy 2017-2020 that has commitment from partners, parents and carers and its development is the first objective under Priority 3 'The Development of Provision and Services' of the strategy.

The SEND Sufficiency plan will guide how those leading education, health and care services commission going forward by making future requirements clearer. It will also be useful to providers as they will be able to use the information contained within the document to inform the further development of their organisations, so they are prepared to meet the projected demand. It will also provide families with a clear picture of the current situation with regards to Suffolk's SEND provision and what Suffolk County Council and the CCGs intend to do to address the gaps in provision and services to ensure their children have every opportunity to access the right specialist services.

Developing the Suffolk Plan

To date we have undertaken the following activities to develop the plan:

An audit of education, health and care provision and services to determine the current supply and current/future demand.

Information was gathered from the local authority education and social care teams regarding what is currently being supplied in terms of provision and services. Health providers have also shared information about their services as part of the data collection.

Demand data has been collected through the local authority's internal recording and reporting systems and compared to the data sets provided by our Statistical Nearest Neighbours (SNN) and the England Average. Health providers have also contributed data as to their current demand and how the projected increase of children and young people with SEND will impact upon their services.

This part of the work is mainly completed.

Identify what the gaps are now and, in the future,

Using the supply and demand data we have been able to identify service and provision gaps. This stage is completed for education and is currently in progress for health and social care services.

Plan how we are collectively going to meet those gaps and the future demand for services

We have held several workshops to share the supply, demand and gap analysis and invite participants to co-produce our response to the gaps through shaping future commissioning plans. These workshops have involved service providers and parent and carer representatives. For the education sections that are included in this document, there has been over 100 education provider representatives from across all phases and 30 parent/carer representatives involved in this stage.

Using this information we have drafted these education sections to provide a plan that can be used to inform how we develop future services and provision. This includes using the resources across the system more effectively and efficiently so that we could secure enough provision and services locally

to meet the presenting needs of children and young people near to where they live. These workshops are complete for this phase of the work in education. For health services the workshops are continuing for the development of speech, language and communication services and neuro-developmental services. In social care the Sufficiency Strategy for Children in Care is currently being progressed through a development group with senior representatives from education, care and health attending.

Why have we done this?

Suffolk County Council (SCC) and the Clinical Commissioning Groups (CCGs) recognise that the provision and services available through our local offer are not currently meeting the collective needs of children and young people with SEND and that as demand grows for specialist services the pressures will increase. This was evident through both the feedback Suffolk and the CCGs received from the Ofsted and CQC Inspection in December 2016 and through feedback from families.

The Ofsted and CQC report stated that, *'Feedback from parents, in response both to the inspection and to a recent survey undertaken by the Suffolk Parent Carer Network (SPCN), overwhelmingly reflects dissatisfaction, frustration and confusion regarding the local area's provision for children and young people who have SEND.'*

SCC and the CCGs were also aware that there were areas of our provision and services that were not satisfactory. In education we knew that we did not have enough specialist places for learners with SEND. Each year we were having to place more children in independent specialist provision because we didn't have the right specialist schools in Suffolk. The CCGs found it challenging to ensure there was enough advice, support, and local provision for children with autism spectrum disorder and mental health difficulties and had already commenced work to redesign services for speech, language, and communication needs. We also recognise that our services across education, health and care are not well integrated in aspects where this could be beneficial to service users and for the efficient use of resources.

Therefore, it is vital that we have a plan for the future development of services and provision, developed collectively and known to everyone involved.

The SEND Strategy 2017-2020

Suffolk's SEND Strategy 2017-2020 is Suffolk's response to the inspection and is a key strategy for both SCC and the CCGs. It provides the direction for the development and delivery of SEND Services across the county. The development of the priorities for the strategy was led by the Suffolk Parent Carer Network and developed through a series of co-produced workshops with partners. As a result, four key strategic priorities were identified:

1. Communicating the Local Offer - Children, young people, families and professionals will be able to use the local offer effectively to support their own SEND journey.
2. The SEND Journey - Professionals will be working more closely to share information; through the new EHCP hub and other integrated pathways, we will deliver more timely, high quality co-production with children, young people and families.
3. Developing Services and Provision - Developing a good understanding of the gaps in services and provision and be co-producing new offers to meet identified need.
4. Transitions/ Moving into Adulthood - The transition through to adulthood will be better understood by children young people and families with co-produced pathways being developed.

These four priorities underpin and deliver the overarching vision that Suffolk has for our children and young people with SEND:

Working together with families and communities to support children and young people with SEND to meet their potential, and live healthy, fulfilling lives in their community.

The strategy is closely monitored by the DfE and the CQC to ensure we are delivering against the outcomes. Suffolk's SEND Strategy can be found using the following link: [Suffolk SEND Sufficiency Plan](#). The strategy has informed the development of the SEND Sufficiency Plan

Education, Health and Care – sufficiency plan timescales

The development of a sufficiency plan for all specialist services in Suffolk is a huge undertaking and different parts of the work are progressing at different rates. Therefore, it has been decided that it would be most useful to everyone involved to publish sections of the plan as they are completed. This will avoid unnecessary delays in future service development for services that need to proceed more quickly while not requiring other services to rush the review work they are undertaking. This is the first release of parts of the plan within this phased approach and this release focuses on education sufficiency. Further information is provided below about the phasing.

Health

The health elements of the SEND sufficiency plan have been commenced and are being worked on throughout the remainder of 2018. This will be informed by a combination of the Mental Health Needs Assessment and the CCGs engagement activity over the summer/autumn of 2018 which will form a case for change, of which services for Children and Young People will form part. This is due to be developed by November 2018. The re-design of the Speech, Language and Communication and Neurodevelopment Behaviour Pathways will also inform the health elements of the sufficiency plan, as will a review of other therapies. The outcome of this work is due to report in October 2018.

Social care

Alongside the SEND Sufficiency Strategy, the Sufficiency Strategy for Children in Care (CiC) is currently in development. Public Health are also currently developing the Children in Care Needs Assessment. It is expected that the Needs Assessment and CiC Sufficiency Strategy will be agreed by the Corporate Parenting Board at the end of July 2018. Further information and consultation with stakeholders will be provided and undertaken after this date to contribute to the sufficiency work for SEND.

Education

The education sections of the Sufficiency Plan are presented here for consultation with stakeholders and service users. The education consultation for SEND Sufficiency will conclude in August 2018. A final version of the education sections, informed by consultation, will be presented to Suffolk County Council Cabinet in September 2018 for their approval. Once this process has been completed, education commissioners will work closely with all our partners to begin the work to implement the agreed plan for long term development of specialist education provision.

Further sections to be added

As described previously, this current version of the Sufficiency Plan only includes the sections relevant to education. The following additional sections will be added to the plan over the next six months to complete the document as health and social care teams complete their parts of the work described above:

- Additional demand and supply information for health and care
- Gap analysis and strategies to develop sufficiency in health and care services in response to the supply and demand information.
- Future service development and commissioning strategies.

Section 2 – Our Proposals for Developing Specialist Education Places for Children and Young People in Suffolk

Summary

This section contains the proposals that we want to consult on during the period June to August 2018. It sets out future options for the development of specialist education placements in Suffolk based on the supply and demand information set out in sections 3 and 4 which follow. It provides proposals for developing a set of key principles for the future commissioning of specialist education provision and sets out options for the future commissioning of specialist education provision for SEND learners both pre and Post-16.

Key principles for the commissioning of specialist educational provision and services

As part of developing these proposals we held workshops across Suffolk during April, May and June. These involved education providers and parents. In the workshops we asked attendees to help us to develop a set of key principles that could form the basis for our future commissioning of specialist education placements. It is this co-produced piece of work that has been used to inform the key principles set out below.

Proposed principles for future development of specialist education provision

- **Parents are part of the decision-making process, they have choice of provision for their child that is located near to their home.** Parents and carers have an opportunity to co-produce their child's Education and Health and Care plan. Parents can make an informed choice about which provision will best meet their child's needs and the settings they are able to choose from are located near to their home.
- **Suffolk has a range of flexible specialist provision that will appropriately meet the growing and changing needs of SEND pupils.** A variety of specialist provisions i.e. small group, special schools, and alternative provision, that are set up to meet the different profiles of need that we have specified as requiring additional places in Section 3.
- **A personalised curriculum in place for all learners.** A curriculum that has been tailored to meet the individual needs of the child or young person attending the provision.
- **There is effective multi-agency working to integrate services so a range of support is available for pupils and families within educational provision.** To ensure that all providers are committed to multi-agency working and can evidence how they have worked together to ensure the best outcomes for children, young people and their families.
- **There should be equity of access to resources across the county.** Wherever children live in Suffolk they should have the same access to a similar a range of specialist provision as possible to any other child in the county.
- **Robust monitoring and evaluation to ensure high quality and value for money.** Robust monitoring and evaluation systems are in place to ensure provision remains of high quality and that we can identify where we might want to expand provision or decommission so that we spend funding efficiently and effectively.

Once consultation is complete, the resulting principles will underpin our future education commissioning strategy for specialist placements.

Please tell us what you think of these principles through answering the consultation questions

Possible Options to meet growth in demand for specialist education placements in Suffolk for children aged 5 to 16 years

The supply and demand sections which follow identify that Suffolk does not have enough specialist education provision for certain profiles of need and neither do we have enough accommodation within which to expand our current provision. Therefore, we need to strategically plan how we can ensure we have enough places in the future whilst also considering how that might best be achieved within the current financial envelope and the resources available. It is also important that any decisions made on future commissioning incorporate the co-produced key principles so that the voice of our key partners is clearly reflected in the new model. Taking into account the current deficiency in places and the likely growth in demand we are projecting a need for between 300 and 400 new specialist places within our local offer.

We believe there are three options that form the basis of the consultation for the commissioning of specialist provision for children and young people between the ages of 5 and 16:

Option 1 – To meet all additional growth for new specialist places through the independent sector.

Option 2 – To meet most of the additional growth by developing new special schools, using independent placements for a small number of children with very specialist needs.

Option 3 – To meet most additional growth by a combination of new specialist support centres, with some new special schools, using independent placements for a small number of very specialist needs.

Analysis of options

To provide some clarity as to the advantages and disadvantages of each option we have provided a table that summarises the for and against for each proposal. Below each table there is supporting text that further explores each point.

Option 1 – To meet all additional growth for new specialist places through the independent sector.

We have already worked with our local specialist providers to maximise the placements within their schools and our supply information tells us that there is very little scope for any further growth within these, therefore the only option to meet new demand in this scenario would be to increase our use of the independent sector. The table below provides a summary of the positives and negatives of this option in the context of the principles above:

For	Against
<ul style="list-style-type: none"> • Independent providers are already established so can offer placements immediately; • For some children with highly specialist needs a very specialist independent provider is best placed to meet the needs of the child or young person. 	<ul style="list-style-type: none"> • Choice will continue to be very limited within this model; • Nationally there is a shortage of independent placements and often providers do not have places available for some months due to high levels of demand;

	<ul style="list-style-type: none"> • Often children will not be able to access an independent placement within their local community and will need to travel a long distance, not have local school friends or must become resident due to distance; • Independent placements are often much higher in cost than an equivalent placement within the local offer, therefore may not always offer good value for money; • The quality of the offer made by independent providers is highly variable ranging from excellent to very poor and the LA has less influence over quality due to high demand for places and low volumes commissioned.
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Choice will continue to be very limited within this model and there is a national shortage of independent places.

Our special schools are full and there is pressure for them to continue to accommodate more pupils as the demand increases. Our supply analysis in section 4 indicates that only three of our special schools could expand to take more learners whilst ensuring that DfE guidelines are still met. One of those special schools has been placed in an Ofsted category, therefore, only two could viably expand their numbers. To simply expand what we already have is not a viable option if we are to meet all the future need.

78% (28) of the parental complaints Inclusive Services have received in the autumn and spring term academic year 2017/18 are regarding placement either because there is no capacity in the most appropriate special school or because there is not a specialist setting in Suffolk that meets their child's needs.

In addition, Suffolk's special schools all have a designation of either MLD, SLD or PMLD this has created some issues with regards to admissions, particularly where a child's needs are more complex. To expand special schools as they are currently would not allow Suffolk to meet the range of needs that are predicted to increase over the next few years. Therefore, our key principle of providing a range of specialist provisions that can be flexible to meet the growing and changing needs of SEND pupils would not be met.

It is likely that if this option is chosen the situation within the Alternative Provision sector will deteriorate as more children with longer term needs remain in these settings not allowing for the turnaround early intervention function for which they were originally designed. The implication is that we are not meeting our key principle to always provide an appropriate placement that is designed to meet a learner's additional needs. Consequently, more pupils may become permanently excluded as they have not been able to access support when required. This in turn will increase the pressure on our 1:1 alternative tuition service.

In summary, with Suffolk's special schools and the independent specialist sector at full capacity complaints regarding placement are likely to increase. Parents are frustrated and finding suitable interim provision whilst the right placement is found is incredibly difficult. Because of the shortage in provision we are not able to provide parents with choice which is also a key principle proposed for our new commissioning strategy.

Children will not be able to access education near to their home.

By doing nothing differently we will continue to have a significant number of children and young people in independent specialist provision. There are currently 35 Suffolk pupils who are receiving their education away from home and travelling long distances to access their education. This has meant that children and young people have had to be away from their families in the week and therefore not had the opportunity to receive support from their parents and siblings. They also do not have the chance to form relationships with their peers and to feel part of their local community. The county council, partners and parents/ carers are united in their wish for all Suffolk children to be educated near to their home wherever possible. This cannot be achieved if we do not commission placements in a different way.

Independent placements are often much higher in cost than an equivalent placement within the local offer, therefore may not offer good value for money.

If Suffolk County Council were to continue with the current arrangements additional funding would need to be added to the high needs block. We are anticipating a rise of between 15% and 21% for specialist placements in the North of the county and between 17% and 24% in the South of the county and in the West 12% and 19%, an average % being 18%. The combined spend in 2017/18 for special school place funding, their 'top up' and independent placements is £25m to increase this spend by 18% would mean we would need an additional £5m in funding to continue with the current commissioning approach.

In addition, the perpetuation of children and young people attending schools a long way from their home is having a profound impact upon the 'home to school' transport budget. The amount we currently spend for SEND learners to attend independent specialist provision and in county special schools is £1.5m. Transport could cost an additional £278,000 by 2020 if the demand for additional places is in line with the predictions in Section 3.

The funding implications if we continue with 'as is' will not support the key principles of 'best value' and the equity of funding and resources across the county. This is because there are differing levels of spend depending upon what provision has been purchased for the same profile of need and varying levels of quality. Also, approximately £9m is funding provision outside of Suffolk and therefore not investing in our own specialist provision infrastructure that will prevent future high cost placements. This option is not affordable in the long term.

The quality of the offer made by independent providers is highly variable ranging from excellent to very poor and the LA has less influence over quality due to high demand for places and low volumes commissioned.

Although Suffolk has improved how we monitor the quality of independent specialist providers the quality remains variable. It is very difficult to have a 'hands on' approach to quality assurance when many of the providers are some distance away. Because of the distance we are not able to visit as often as we would like to ensure the child we have placed there is making suitable progress. Only having one or two children in a setting also means we do not have enough purchasing power with

many of our independent providers to effectively challenge practice i.e. it is sometimes easier for schools to terminate one placement than change their processes or systems.

Option 2 – To meet most of the additional growth by developing new special schools, using independent placements for a small number of children with very specialist needs.

For	Against
<ul style="list-style-type: none"> • For children with more complex needs a special school placement is the best option; • Building new special schools in Suffolk would reduce the need for purchasing more independent placements so would be better value for money in terms of revenue than Option 1; • Pupils would be educated closer to home than if attending independent placements. 	<ul style="list-style-type: none"> • Time taken to build a new school from decision it is needed to opening is at least 4 years, this option will not deliver the additional places Suffolk needs quickly enough; • For some pupils with SEND, a mainstream school can provide a wider education offer and wider social opportunities than a special school; • Pupils are less likely to be educated with their peers from their local community; • The cost of this option in terms of capital funds is prohibitive.

Time taken to build a new school from decision it is needed to opening is at least 4 years, this option will not deliver the additional places Suffolk needs quickly enough.

The development of additional special schools may resolve the placement issues in the longer term. However, this approach will do little to serve those children and young people requiring a specialist placement now.

The time, physical and human resources required to build one new school are extensive, this would be multiplied several times over. As the local authority are no longer able to open new schools there would need to be a Free School presumption process in liaison with the DfE for each new school. The last wave of Free Schools and the new wave will target the areas with the lowest educational performance, specifically, the third of local authorities with the lowest standards and lowest capacity to improve. Suffolk does not fit within this category well and this means it may be difficult to secure new schools through this route.

Considering that Suffolk needs the additional places within the next three years the timescale implications for Option 2 does not make this achievable, also trying to secure three new schools to meet the 300 to 400 place projection would be very challenging.

For some pupils with SEND, a mainstream school can provide a wider education offer and wider social opportunities than a special school.

This option would not provide provision for children or young people who may benefit from a placement in a mainstream school with higher levels of support. In many local authorities some mainstream schools have specialist units alongside that can cater for different profiles of need but the pupils attending must be able to meet the following criteria:

- cope with and benefit from the access to a mainstream curriculum;
- cope with and benefit from access to a mainstream environment and peers;

- cope with and benefit from progressively increasing amounts of independence.

Many of these units are very successful where children and young people can be well supported by a combination of mainstream and specialist intervention within the unit. By just commissioning special schools we would not be supporting at least four of our key principles that refer to parental choice, access to education in a mainstream setting, personalised curriculum and appropriateness of provision.

The cost of this option in terms of capital funds is prohibitive.

To meet the future demands for specialist placements evident in the data we would need to open between two and three new special schools (using an average PAN of 125). To build a new school costs in the region of £6m to £7m. The Bridge Special School primary campus cost the local authority £6.5m for 80 pupils with a floor area of 2436 sqm. According to our Schools Infrastructure Team it is likely that a new all through special school would cost approximately £8m. Suffolk County Council would need to identify a school sponsor with the specialist experience and expertise to lead and manage this work.

In addition to the building the local authority is responsible for identifying a site and meeting the pre/post-opening revenue costs. Although, we could surmise that the revenue costs would be less than the purchasing of many independent placements, the capital costs would remain unaffordable within the current financial envelope. Suffolk County Council currently has £104m in The Capital Programme for 18/19-20/21 to deliver additional places for mainstream schools, the only allowance within this for special schools is a small project to build some additional classrooms on one site. We would need to secure a new capital fund to build a large number of new special school places and this would take further time.

The funding of the capital programme is made up of a combination of Basic Need funding, Developer contributions, capital receipts, maintenance and already includes £13m of council borrowing. Therefore, to find between £16m and £24m of additional funding for such a largescale project would not be feasible.

Although we accept that it is likely that Suffolk is going to require at least one new special school in the future, careful consideration will need to be given as to where this is located and how we manage the timescale.

Option 3 – To meet most additional growth by a combination of new specialist support centres with some new special schools, using independent placements for a small number of very specialist needs.

For	Against
<ul style="list-style-type: none"> • A wider range of placements providing more local placements and more flexibility; • Establishing small group provision for ASD and MLD in both the primary and secondary phase would allow access to mainstream wherever appropriate; • Increased special school capacity for more complex needs; 	<ul style="list-style-type: none"> • Dependent on there being enough providers in the right locations in Suffolk willing to host the small group provision to meet the demand; • Some mainstream schools may be reluctant to host a specialist unit because of perceived impact on their performance data and Ofsted ratings;

<ul style="list-style-type: none"> • Equitable offer of specialist provision across the county; • Best use of resources across the education sector; • Increased flexibility within special schools through 'complex needs' designation; • Reduction in the number of inappropriately placed children in alternative provision; • Places can be created more quickly than only building new special schools. 	<ul style="list-style-type: none"> • More contracts to manage and monitor placing a greater demand on the contracts and quality assurance teams within the local authority.
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A wider range of placements providing more local placements and more flexibility.

This option builds on the existing Specialist Support Centre model in the south of Suffolk and would create a continuum of provision that can flexibly meet the needs of children across the range of SEND profiles, from those who can benefit from a mainstream offer through to those needing highly specialist placements.

Small group provision for ASD and MLD in both the primary and secondary phase to allow access to mainstream wherever appropriate.

As previously mentioned Suffolk generally has either mainstream or full-time specialist provision as part of the local offer for most children and young people with SEND. There are three exceptions: First Base PRUs which offer part time AP placements for reception and Key Stage 1 pupils; dual placements with some of our special schools and specialist support centres (SSCs). The first two exceptions will not form part of this proposal. However, if we are to provide an equitable continuum of provision across the county a review of the specialist support centre model will be required.

Specialist Support Centres were intended to be short term specialist provision for children who had MLD. The aim was for pupils with moderate learning difficulties and an EHC plan to access a short-term intervention within mainstream that would enable them to reintegrate back into a mainstream school placement. Unfortunately, this has not been the outcome and 100% of Year 6 SSC children due to start their secondary provision in September 2018 will require special school or longer-term specialist placement.

This is not due to poor practice within the schools where they are based; the opposite is the case and pupils generally make good progress and really benefit from the small nurturing environment. Rather, the issue is the pupils usually require a longer-term specialist placement which is not immediately available due to the lack of special school places.

However, the original SSC model remains of value and is a model widely used by many local authorities to promote inclusive practice and allow children and young people with SEND to enjoy the wider curriculum offer available within mainstream. Indeed, in the academic year 2016/17 Suffolk only had 0.6% of pupils with an EHC plan based in SEN Units compared to our SNN at 1.4% and the England average at 2.6%.

In reviewing our current offer, we need to consider the following three issues:

The most significant rise in primary need for placements is ASD followed by MLD and SEMH. Therefore, to be fit for the future the current designation for SSCs needs to be reviewed alongside our special school provision.

The profile of need within Suffolk’s SSC provision is very mixed with only 71 (57%) of the 125 places filled by children with a primary need of MLD. Therefore, as with other specialist provision there is evidence to suggest that the designation of our current small group provision needs to be reviewed. Particularly, as the evidence clearly supports that ASD is the profile of need that will require the most additional places going forward in both the south and north of the county.

There is only small group specialist provision for the primary phase, this is putting pressure on secondary special school provision and we are no longer able to meet need for those transferring from Year 6 to Year 7.

All of Suffolk’s small group provision is for the primary phase. Therefore, when children who attend the SSCs are ready to transition into secondary school they either transition into a special school which is not always appropriate but is ‘best fit’ or into mainstream high school where they will be introduced into a larger environment with many changes to negotiate in contrast to the relative consistency they experienced in their primary school. These places can often break down and result in exclusion. In this model we would develop secondary SSC places

Equitable offer of specialist provision across the county.

The offer of specialist provision is not equitable across the county and therefore parents do not have the choice of provision that parents are afforded in the south of the county. The consequence of this has been that mainstream schools in both the north and west of the county have undoubtedly had to support more children in the primary phase with complex needs than possibly in the south. This is further supported by the table below that sets out the additionality afforded to the south in terms of complex needs provision as per % of the overall pupil population.

Figure 1: Specialist education places by geographical area compared with pupil population

Area	No of places	0-16 area pupil population	Ratio of pupils per specialist placement
North	258	22,695	1 place for every 87 pupils
South	491	36,997	1 place for every 75 pupils
West	418	35,002	1 place for every 83 pupils

Best use of resources across the education sector.

In using spare physical capacity within secondary schools/ academies to develop small group provision, Suffolk would be able to quickly create much needed specialist places for those learners who would benefit from having some of their education within a small group setting whilst also accessing mainstream. This would support the commissioning principle of allowing learners to attend mainstream wherever possible and provide access to a broader curriculum offer and specialist resources alongside peers with similar needs. It would facilitate incremental integration into full time mainstream should the child make the necessary progress or if they are experiencing difficulties increase their time within the unit without having to leave their school for another provision. It would also allow for a transition between primary and secondary small group provisions should that be required rather than a transfer to a special school.

By using spare mainstream school accommodation both in primary and secondary settings, this will reduce the capital cost for creating new places and the pressure on our already oversubscribed special schools to expand. Thereby supporting our ‘best value’ key principle for future commissioning.

In addition, by locating small specialist groups across the county for ASD and MLD within mainstream we can ensure that the local offer is more equitable across the county. The data provides evidence to suggest that we will require small group provision in the north and west to meet the increase in demand particularly as three of the six special schools located in those areas have no more physical capacity to expand.

Some mainstream schools may be reluctant to host a specialist unit because of perceived impact on their performance data and Ofsted ratings.

One of the concerns raised by mainstream schools within the recent SEND Sufficiency workshops is the possible impact upon academic results if they were to have the pupils attending the SEN unit on their roll. This is not supported by our existing evidence in primary SSCs where one school has secured an outstanding Ofsted judgement, partly because of its work within its SSC. However, we recognise further work would be needed to assess the impact particularly for the secondary sector and that in some circumstances a hub and spoke model with a specialist provider might be appropriate.

Increased special school capacity for more complex needs.

Given that there will be a potential need to grow our specialist offer by between 300 and 400 places over the next 3-5 years, considering potential increase in demand, housing and population growth and a reduced reliance on independent placements, there will be a need for increased special school capacity within this option. This would however be focused on meeting the needs of children with more complex SEND. Children who can benefit from access to a mainstream offer would be catered for within our specialist units therefore our demand for special school places would change accordingly to meeting the needs of those children with more complex profiles. This may mean the need to change the designation of some of our existing special schools. A number of our existing special schools already cater for needs beyond their headline designation as illustrated in the table below.

Figure 2: Special school % of pupils aligned to designation and % with a different primary need

Special School	Designation	Ofsted	% of primary need aligned to designation	% of primary need different from designation
The Bridge	SLD	Inadequate (2018)	49%	51%
Riverwalk	SLD	Good (2016)	77%	23%
Hillside	SLD	Outstanding (2018)	79%	21%
Warren	SLD	Inadequate (2017)	71%	29%
Stone Lodge	MLD	Good (2018)	67%	33%
The Priory	MLD	Outstanding (2014)	86%	14%
The Ashley	MLD	Outstanding (2018)	51%	49%
Thomas Wolsey	PMLD	Outstanding (2014)	8%	92%
Churchill	ASD	Outstanding	77%	23%

		(2015)		
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As part of these proposals we would want to explore the potential for some of our special schools to take a wider range of pupils as part of their cohort and to extend their capacity to meet the needs of children with more challenging behaviour. This issue would be explored in detail with our special schools if the decision is made to proceed with Option 3 as in this scenario Suffolk may require some special schools that are able to support ‘complex needs’ rather than a narrower specialism.

There would also be a need for some new special schools in this option. It is anticipated that there would certainly be a requirement for a new school on the north side of Ipswich. This would be partly to meet some of the existing over demand for places at the Bridge Special School, which could then return to one form entry all through and secondly to accommodate additional demand from population growth and increased incidence of complex needs. We would also need to consider capacity to support children with complex social emotional and mental health needs in the west of Suffolk. We would seek to explore options for developing this offer either with existing providers or via a new school if this were not possible.

Recommended Option

The local authority is recommending Option 3 for the following reasons:

- It supports all the key principles that have been identified by parents and stakeholders as being important in our future commissioning strategy.
- There was strong support from workshop participants for this option.
- It creates a wider continuum of provision and promotes early intervention.
- It provides more choice for parents/ carers and their children with SEND in terms of placement.
- It will reduce the numbers of children and young people in independent specialist placements outside of Suffolk.
- It will reduce travel times to and from school.
- It can be delivered more quickly and is the most cost effective.

Post-16 Provision for Young People Aged 16-25

We expect a growth of around 500 in the cohort of young people with SEND aged 16-25 over the next four years. This takes the total cohort of SEND young people who likely need Post-16 provision from 2,406 to 2,965 and includes young people across the full profile of need. Most of these young people will be able to access a mainstream course with additional support. Possibly up to one fifth will need a specialist placement.

Figure 2a: Post-16 predictions 2018 to 2021:

NCY	Year in 'Post 16' Provision	Number of Year 12 & 13 students	Number of Year 14+ students	Total number of Post-16 students
10	2018	1,863	543	2,406
9	2019	1,915	547	2,462
8	2020	2,076	634	2,711
7	2021	2,294	671	2,965

Tracking the current destinations of young people who were recorded with SEND in secondary school, we know that the majority now access Further Education at Post-16 (56%). A significant group of young people also access school sixth form and sixth form college (27%) and a small group of young people access learning through a training provider (5%) with a further small group in employment (6%). However, we also know from our young people's SEND survey that many more young people want a pathway to employment than currently happens.

There is already a diverse range of provision for young people in Suffolk in the Post-16 sector provided by a mix of very large providers and specialist training organisations. The predicted growth in requirements for specialist places is a relatively small proportion of the overall Post-16 cohort that they currently serve. Therefore, while we will need to work closely with the Post-16 sector to develop the offer needed to meet the needs of young people who are currently in our school system our current information suggests that the Post-16 sector would have the capacity to grow new programmes within our current provider base and we would not need to create new post-16 colleges or providers to meet this increased demand. Instead we will need to work with the current Post-16 providers to plan the growth needed in Post-16 specialist courses over the next four years.

We will be particularly focused on increasing access to supported internships and other routes into work, alongside improving access for young people with SEND to Apprenticeship type programmes. We will also be focused on developing further specialist provision to meet the needs of young people that are currently not in education, employment or training.

The following analysis provides more detail for specific types of need:

Growing Specialist Placements in Further Education (FE)

Based on current secondary school placements we expect the increased demand for places over the next four years in FE to particularly focus on:

1. Autistic Spectrum Disorder: Expected growth in the South (+5 young people), a gradual growth in the West (+8 young people) and a slight decline in the North of Suffolk (-3 young people).
2. Moderate Learning Difficulties: A spike in young people with MLD in the West (+22 young people) as well as an increase in the South (+15 young people).
3. Social, Emotional & Mental Health: The number of young people in both the South and the West is due to increase for 2020/2021 (+11 young people in the South & +17 young people in the West).
4. Speech, Language or Communication Needs: An increase of young people in the West (+8) and in the South (+5).
5. Dyslexia: Significant growth in young people with Dyslexia as a primary need across the South area (+13 young people) and the West (+20 young people).

Growing specialist Sixth Form Provision

Currently 27% of young people with SEND in secondary school go onto school sixth form or sixth form college at Post-16 (including those at a specialist school placement). The number of SEND young people accessing sixth form provision is expected to increase by 130 over the next four years. Following the trend at FE, we expect the largest growth in the West (+90 young people), followed by the South (+50) and a small decline in the North.

We will consider the inclusion of a sixth form within the new special school proposed in the Ipswich Northern fringe area if this option goes ahead. We would seek to use this offer to reduce reliance on

independent placements as currently almost 30% (35 students) are placed in independent specialist places.

Given current characteristics of students in secondary education we expect the need for Autistic Spectrum Disorder (ASD) placements to grow. This primary need currently accounts for 17% of SEND young people. We also expect to see a growth in young people with Speech, Language or Communication Needs and young people with a Severe Learning Difficulty (currently 19% of the cohort).

Section 3 – Education - Demand for learners with SEND between 5 and 25 years of age

Section summary

This section will be useful to everyone who needs information about the predicted future demand for specialist education places in Suffolk. It provides predictions on the likely demand for additional specialist education places in Suffolk for children and young people aged 5-25 years. It identifies the types of specialist placements that will be needed and where in Suffolk the greatest demand will be.

Key conclusions

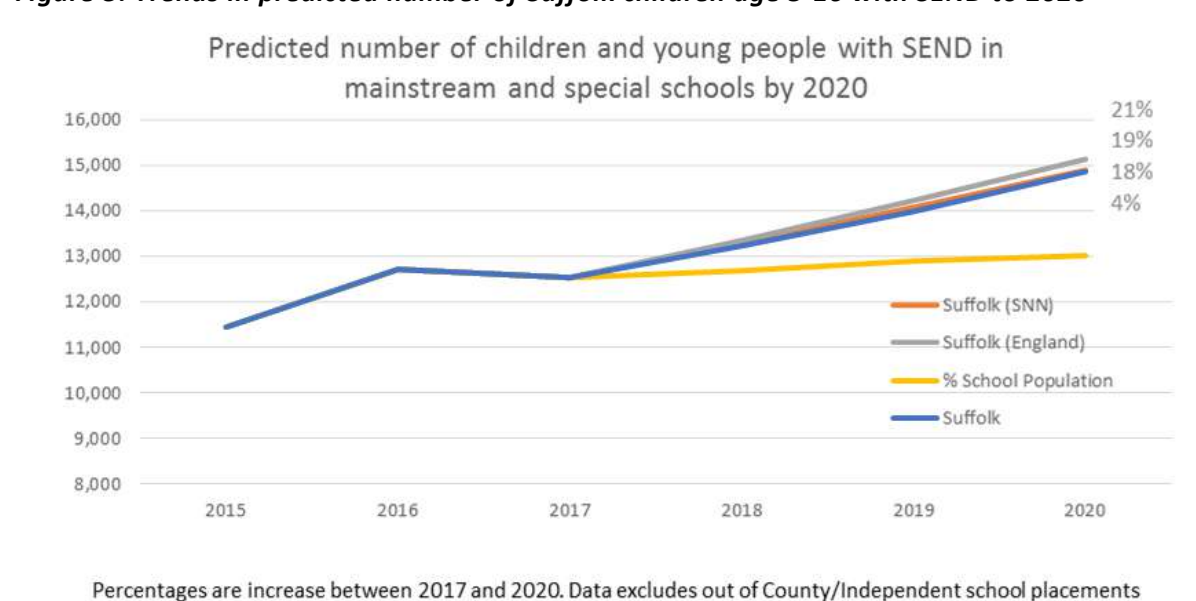
- By 2020 the number of school age children with some form of special education need or disability will rise by at least 18% compared with 2017, even though the overall population of Suffolk children will rise by only 4%.
- There is a particularly significant rise in predicted in the numbers of children and young people with a primary need of moderate learning difficulties, autistic spectrum disorder and speech, language and communication needs.
- Between 300 and 400 new specialist education places for those aged 5-16 years are likely to be needed in Suffolk by 2020.
- Overall, we expect a 23% growth in the number of young people with SEND aged 16-25 in Suffolk over the next four years. This equates to an additional 559 young people who are likely to need Post-16 provision.

The predicted number of children and young people with SEND across Suffolk, our SNN and England

The number of children and young people in Suffolk who will require some form of specialist input through education or health, whether in mainstream or specialist provision, is projected to grow over the next three years.

By projecting forward the overall SEND population data (includes all pupils in mainstream or specialist provision) for 2015 and 2017 Suffolk is predicting an 18% increase in SEND by 2020 compared to a 21% average increase across England and 19% increase reported by our SNN. The 18% increase represents 4% of the overall school population within the academic year 2020.

Figure 3: Trends in predicted number of Suffolk children age 5-16 with SEND to 2020



The rise in demand for each profile of need

Although there is an overall rise in SEND prevalence over the next few years, there are significant increases for six primary profiles of need: Autistic Spectrum Disorder (ASD) 22.2%; Moderate Learning Difficulties (MLD); Multi-Sensory Impairment 100%; SEN Support no specialist assessment 54.5%; 13.9% Speech Language and Communication Needs (SLCN) 21.1%; Visual Impairment 17.2%.

Figure 4: Numbers of Suffolk children with SEND by primary need 2015-17

Number of Children by primary need category	Year			% Change
Primary Need	2015	2016	2017	2015-17
Autistic Spectrum Disorder (ASD)	1,160	1,283	1,417	22.2%
Hearing Impairment (HI)	234	235	230	-1.7%
Moderate Learning Difficulty (MLD)	2,285	2,776	2,602	13.9%
Multi-Sensory Impairment (MSI)	16	23	32	100%
Other Difficulty/Disability*	517	504	496	-4.1%
Physical Disability	499	528	506	1.4%
Profound & Multiple Learning Difficulty (PMLD)	96	89	92	-4.2%
SEN support no specialist assess*	178	237	275	54.5%
Severe Learning Difficulty (SLD)	378	391	393	4.0%
Social, Emotional and Mental Health (SEMH)	2,273	2,329	2,142	-5.8%
Speech, Language or Communication Need (SLCN)	1,946	2,183	2,357	21.1%

Specific Learning Difficulty (SpLD) e.g. Dyslexia, Dyspraxia	1,718	1,976	1,821	6.0%
Visual Impairment (VI)	145	165	170	17.2%
Grand Total	11,445	12,719	12,533	9.5%

In predicting the demand for future specialist placements three of the categories Multi-Sensory Impairment, SEN support no specialist assessment and Visual Impairment are not considered likely to have significant impact on future place planning. This is for the following reasons:

- Multi-Sensory Impairment – very small numbers of children and young people with this primary need across ages and geographical locations. Therefore, it is believed that these needs could be met through the current local offer and where necessary individual bespoke packages of support.
- SEN support no specialist assessment - the two categories ‘Other difficulty/disability’ and ‘SEN support, no specialist assessment’ represent low level additional needs within mainstream schools and therefore would not be used when forecasting additional specialist placements.
- Visual Impairment – the needs of children and young people with visual impairment are generally met within mainstream school, indeed, many children and young people with visual impairment do not have an EHC plan. Therefore, figures for this profile of need have not been included when considering how many specialist placements Suffolk will require in the future.

However, the increase in demand for ASD (257), MLD (317) and SLCN (411) between 2015 and 2017 is highly significant and consequently all of these figures have been included in the forecast. The outcome of the data was not unexpected as there has been considerable demand for specialist provision that meets these three profiles of need. Indeed, 17% of Suffolk’s special school population has a diagnosis of ASD in 2017 compared to 14% in 2015. Through the SEND Sufficiency education workshops and other forums schools both special and mainstream have agreed with the data as they are experiencing first hand the additional pressure the rise in these areas is having on resources. Suffolk Parents Carer Network are also reporting through their surveys and meetings with the local authority that many more parents with these profiles of need are struggling to get the right provision for their children. This increase in need has understandably placed additional pressure upon both the education system and health services; consequently, there has been an impact upon the meeting of statutory duties for education, health and social care.

Suffolk levels of primary need compared to our SNN and England Average.

However, it would be a risk if we were to only use Suffolk’s data to project future need as we could not be sure that any errors in recording and reporting would be identified. Therefore to ‘sense check’ Suffolk’s data and to make sure there were no errors that could skew the data and therefore the projected forecast, we decided to compare our figures with our Statistical Nearest Neighbours (SNN) and the England Average (methodology in section 2). The following table sets out the annual % increase for each need for Suffolk our SNN and the England Ave for comparative purposes.

Figure 5: Percentage annual increase by Primary Need - Suffolk, SNN and England Average

	Autistic Spectrum Disorder	Hearing Impairment	Moderate Learning Difficulty	Multi-Sensory Impairment	Other Difficulty/Disability	Physical Disability	Profound & Multiple Learn Diff	SEN supp no specialist assess	Severe Learning Difficulty	Soc, Em and Mental Health	Speech, Lang or Comm Needs	Spl Learning Diff(Dyslexia)	Visual Impairment	Total annual change	Total change 2017 - 2020
Suffolk	10.5%	-0.9%	7.6%	41.4%	-2.1%	0.8%	-2.0%	24.6%	2.0%	2.8%	10.1%	3.6%	8.4%	4.8%	18%
SNN	5.9%	1.7%	6.2%	15.4%	8.9%	4.6%	-1.4%	10.7%	2.8%	5.8%	8.2%	3.2%	6.5%	5.9%	19%
Eng Ave.	9.3%	4.6%	4.2%	21.4%	4.2%	4.6%	0.3%	20.5%	0.4%	5.2%	34.6%	11.7%	4.7%	6.5%	21%

Where there were clear outliers between Suffolk, SNN and England Average figures for each profile of need, we decided that we would discount the outlier in our calculations (see previous section on methodology). We believe that this will provide a more accurate forecast and prevent unusually high or low figures creating a skewed picture of what is required.

When predicting future values for education purposes, it was decided that the following primary needs: ASD, MSI, SEMH, SPCLN, SpLD will not be based on all the three values. Therefore, the forecast minimum and maximum numbers of places required will only reflect two of the data sets whereas the forecasts for HI, MLD, PMLD, SLD and VI will use all three.

Figure 11: Data sets used for predictive purposes for each profile of need to address outliers

Primary Need	Data used for prediction
Autistic Spectrum Disorder	Suffolk and England Average
Hearing Impairment	Suffolk, Statistical Nearest neighbour and England Average
Moderate Learning Difficulties	Suffolk, Statistical Nearest neighbour and England Average
Multi-Sensory Impairment	Statistical Nearest neighbour and England Average
Physical Difficulty	Suffolk, Statistical Nearest neighbour and England Average
Profound and Multiple Learning Difficulty	Suffolk, Statistical Nearest neighbour and England Average
Severe Learning Difficulties	Suffolk, Statistical Nearest neighbour and England Average
Soc, Em and Mental Health	Statistical Nearest neighbour and England Average
Speech, Lang or Comm Needs	Statistical Nearest neighbour and Suffolk
Spl Learning Diff (Dyslexia)	Statistical Nearest neighbour and Suffolk
Visual Impairment	Suffolk, Statistical Nearest neighbour and England Average

Two data sets used

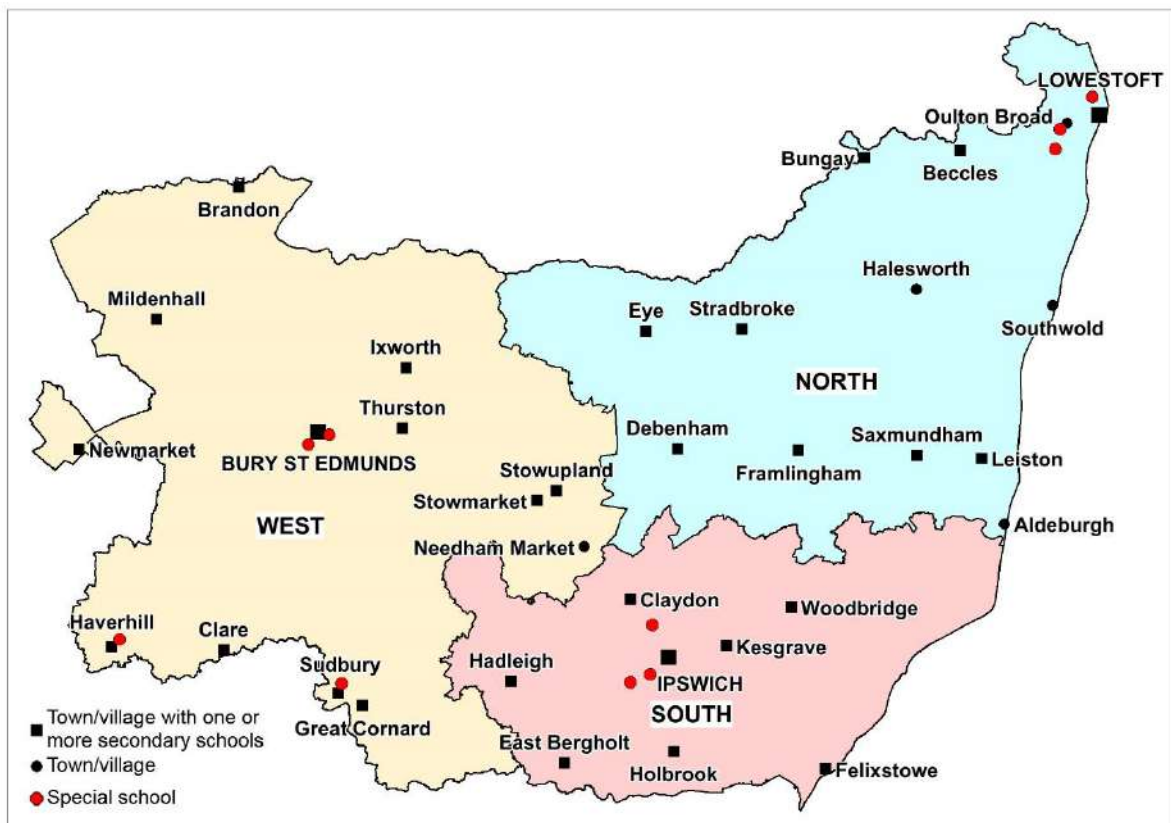
Three data sets used

Overall number and type of additional educational places that will be required.

The following data illustrates the geographical areas used to identify where in Suffolk we will require additional specialist placements, it will also demonstrate how the additional need will translate into actual numbers of children and young people who are attending both mainstream and specialist provision. The figures have then been distilled further to show the actual number of specialist educational placements required for each area of Suffolk by 2020.

Due to historical boundaries used for data recording purposes by schools and the Local Authority, geographical references to the North, South and West localities of Suffolk have been employed. Please see map below:

Figure 6: Map showing boundaries for west, south and north localities within Suffolk



The table below sets out the ranges of minimum and maximum numbers of children or young people that will require a level of additional specialist support either within mainstream, special schools or alternative provision within each locality by 2020.

Figure 7: Places (mainstream and specialist) by Primary Need and Area for 2020 excluding outliers.

	North			South			West		
	2017	Min 2020	Max 2020	2017	Min 2020	Max 2020	2017	Min 2020	Max 2020
Autistic Spectrum Disorder	368	480.3	496.8	637	831.4	860.0	412	537.7	556.2
Hearing Impairment	64	62.4	73.2	94	91.6	107.6	72	70.2	82.4
Moderate Learning Difficulty	674	762.5	839.9	1,092	1235.4	1360.8	836	945.7	1041.8
Multi-Sensory Impairment	7	10.7	12.5	21	32.2	37.6	4	6.1	7.2
Other Difficulty/Disability	160	150.4	206.7	176	165.4	227.4	160	150.4	206.7
Physical Disability	123	126.1	140.9	244	250.1	279.4	139	142.5	159.2
Profound & Multiple Learn Diff	17	16.0	17.2	28	26.4	28.3	47	44.3	47.5
SEN supp no specialist assess	93	126.1	179.9	70	94.9	135.4	112	151.9	216.6
Severe Learning Difficulty	103	104.2	112.0	110	111.3	119.6	180	182.1	195.7
Soc, Em and Mental Health	774	900.6	916.6	814	947.2	964.0	554	644.6	656.1
Speech, Lang or Comm Needs	581	735.8	774.9	1,101	1394.3	1468.4	675	854.8	900.3
Spl Learning Diff (Dyslexia)	589	647.3	654.7	798	877.0	887.0	434	477.0	482.4
Visual Impairment	29	33.3	37.0	76	87.4	96.8	65	74.7	82.8
Grand Total	3,582	4155.7	4462.2	5,261	6144.5	6572.2	3,690	4282.0	4634.7

It is very important to note that these projections relate to the whole population of children and young people with SEND however many of these children will thrive in mainstream education settings. Only a small percentage of these children will require specialist school places. The following table sets out how many specialist school places are likely to be required by 2020 for each of the profiles of need. The table includes the prediction based on the data we have for the cohort of children currently attending special schools and those children and young people attending independent specialist provision.

Figure 8: The minimum and maximum of additional education specialist placements required for each area of Suffolk, excluding outliers

	North			South			West		
	2017 pupils	Min 2020	Max 2020	2017 pupils	Min 2020	Max 2020	2017 pupils	Min 2020	Max 2020
Autistic Spectrum Disorder	80	24.4	28	185	56.4	64.7	83	25.4	29.1
Hearing Impairment	3	-0.1	0.4	3	-0.1	0.4	7	-0.2	1
Moderate Learning Difficulty	80	10.5	19.7	175	23	43	154	20.3	37.9
Multi-Sensory Impairment	0	0	0	13	7	10.3	1	0.5	0.8
Other Difficulty/Disability	0	0	0	19	-1.1	5.5	0	0	0
Physical Disability	9	0.2	1.4	59	1.4	8.6	8	0.1	1.2
Profound & Multiple Learn Diff	8	-0.5	0.1	12	-0.7	0.1	40	-2.3	0.4
SEN Supp no specialist assess	0	0	0	2	0.7	1.9	0	0	0
Severe Learning Difficulty	92	1.1	8	94	1.1	8.2	167	2	14.5
Soc, Em and Mental Health	123	20.2	22.6	148	24.3	27.2	121	19.8	22.3
Speech,Lang or Comm Needs	17	4.5	5.7	112	29.9	37.3	32	8.5	10.7
Spl Learning Diff(Dyslexia)	12	1.2	1.3	51	5.1	5.7	10	1	1.2
Visual Impairment	0	0	0	6	0.9	1.6	0	0	0
Grand Total	424	61.5	87.4	879	147.9	214.6	623	75.1	119.1

Even though these figures represent a small proportion of the total population of children with SEND, Suffolk will still need to generate between 300 and 400 additional special school places to accommodate the growing demand by 2020.

The majority of these placements will be needed for the following profiles of need:

- Autistic Spectrum Disorder
- Moderate Learning Difficulties
- Social Emotional and Mental Health
- Speech, Language and Communication

The south of the Suffolk will require the most additional specialist placements, followed by the West and then the North. The table below summarises the numbers of specialist places that will be required for each profile of need by 2020 if Suffolk are to meet all the needs of all learners with SEND.

Figure 9: predictions for number of additional specialist placements needed by 2020

Profile of need	North		South		West	
	Min	Max	Min	Max	Min	Max
ASD	24	28	56	65	25	29
MLD	10	19	23	43	20	37
SEMH	20	23	24	27	19	22
SPLD	4	5	29	37	8	10
TOTAL	48	75	132	162	72	98

Location

If Suffolk decides to develop more specialist provision to meet this additional need then we need to identify where in the county they should be located. The best locations for future provision was collated based on the number of pupils travelling 45 minutes or more to their specialist provision. Although most of the provision is best placed within the three key towns of Suffolk, i.e. Ipswich, Lowestoft and Bury St Edmunds, because of transport links, it is evident from the data that there are two geographical areas that would benefit from particular types of specialist provision: West Ipswich/Stowmarket requires specialist ASD provision and Leiston/Saxmundham require better access to complex needs provision.

Figure 10: Number of special school pupils travelling 45 minutes or longer to school by primary need

	ASD	SLD	MLD	PMLD
Ipswich	7	3	0	0
Stowmarket	5	0	0	0
Framlingham	0	1	3	0
Heveningham	0	0	1	0
Leiston	0	2	9	2
Rumburgh	0	0	0	1
Saxmundham	0	3	5	1
Southwold	0	0	0	2
Woodbridge	0	1	0	0
Total	12	7	18	6

We are expecting the numbers for the coastal areas to increase over the next few years as two housing developments are being built over the next 10 to 12 years with a total of 5,100 houses. The developments will be on the Northern Fringe of Ipswich and Martlesham, Ipswich. This will add to the pocket of demand already identified in east Suffolk in the table above.

Post-16 – Demand

Overall, we expect a 23% growth in the number of young people with SEND aged 16-25 in Suffolk over the next four years. This equates to an additional 559 young people who likely need Post-16 provision.

Figure 11: predictions for numbers of Post-16 students 2018 to 2021

NCY	Year in 'Post-16' Provision	Number of Year 12 & 13 students	Number of Year 14+ students	Total number of Post-16 students
10	2018	1,863	543	2,406
9	2019	1,915	547	2,462
8	2020	2,076	634	2,711
7	2021	2,294	671	2,965

Tracking the current destinations of young people who were recorded with SEND in secondary school, we know that the majority now access Further Education at Post-16 (56%). A significant group of young people also access school sixth form and sixth form college (27%) and a small group of young people access learning through a training provider (5%) with a further small group in employment (6%).

Figure 12: predicted additional numbers by potential destination

Post-16 Destinations	Current Destinations for Y12s with SEND		Predicted Number of Young People By Future Destination			
	No. of YP	% of YP	2018	2021	Year 12 Growth	Y12 & 13 Growth
Employment	61	6.2%	58	72	+14	+28
Further Education	562	56.3%	537	664	+127	+254
NEET	53	5.3%	51	63	+12	+24
Other	2	0.2%	2	2	0	0
School/Sixth Form College	267	26.7%	255	315	+60	+120
Training	53	5.3%	51	63	+12	+24
Grand Total	998	100%	954	1179	225	450

Using destinations information, we can predict the expected increase in demand for the differing types of Post-16 provision over the next four years. The below projections add students in Year 14+ who still maintain their EHCP to the above growth in Year 12 & 13 students.

- FE provision (+300 young people)
- Sixth Form/SF College, including specialist placements (+130 young people)
- Training Providers (+40 young people)

Further Education (FE)

We know that the majority of young people with SEND move onto FE for Post-16 learning. 56% of Year 12s access FE provision and 41% of Year 14+ young people with SEND who maintain their EHCP.

In addition to the significant numbers of young people already accessing FE provision we expect a growth of 300 young people over the next 4 years (250 in Year 12 & 13 and an additional 50 young people at Year 14+).

We know there is significant variation by area with a 63% increase in Year 12 students with SEND predicted to access FE in the West, a 26% increase in the South and an 11% decrease in the North.

Figure 13: Summary of growth in numbers of Post-16 young people with SEND by locality

Area	Year of Post-16	2018	2019	2020	2021	2018-2021 Growth
	Area					
Total Predicted Numbers for Year 12: FE (56.3%)	North	185.8	193.1	203.2	165	-20.8
	South	201.6	194.8	243.8	254.5	+52.9
	West	149.8	153.1	180.7	244.3	+94.5
	Total	537.2	541	627.7	663.8	+126.6

Understanding more about the characteristics of learners we expect will be looking for FE provision at Post-16 (students currently at secondary school), we have identified their current primary need, as well as areas of expected growth during 2018-2021.

Figure 14: Predicted growth in demand for Post-16 places by primary need to 2021

	2018			2019			2020			2021		
	North	South	West	North	South	West	North	South	West	North	South	West
Autistic Spectrum Disorder	17.2	18.7	13.9	17.9	18.0	14.2	18.8	22.6	16.7	15.3	23.6	22.6
Beh, Emotional and Social Diff	0.3	0.4	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.3	0.5	0.4
Hearing Impairment	5.3	5.8	4.3	5.5	5.6	4.4	5.8	6.9	5.2	4.7	7.3	6.9
Moderate Learning Difficulty	45.3	49.2	36.6	47.0	47.5	37.3	49.5	59.5	44.1	40.2	62.2	59.5
Not Known	9.3	10.1	7.5	9.6	9.7	7.6	10.1	12.2	9.0	8.2	12.7	12.2
Other Difficulty/Disability	8.9	9.7	7.2	9.3	9.4	7.4	9.8	11.7	8.7	7.9	12.3	11.7
Physical Disability	4.3	4.7	3.5	4.5	4.5	3.5	4.7	5.6	4.2	3.8	5.9	5.6
Severe Learning Difficulty	2.3	2.5	1.9	2.4	2.4	1.9	2.5	3.0	2.3	2.1	3.2	3.0
Soc, Em and Mental Health	34.1	37.0	27.5	35.4	35.7	28.0	37.2	44.7	33.2	30.2	46.7	44.7
Speech, Lang or Comm Needs	16.5	18.0	13.3	17.2	17.3	13.6	18.1	21.7	16.1	14.7	22.7	21.7
Spl Learning Diff (Dyslexia)	40.0	43.5	32.3	41.6	42.0	32.9	43.7	52.5	39.0	35.5	54.9	52.5
Visual Impairment	2.3	2.5	1.9	2.4	2.4	1.9	2.5	3.0	2.3	2.1	3.2	3.0
Total	186	202	150	193	195	153	203	244	181	165	255	244

We expect an increase in SEND young people who we expect to access FE with the below primary needs.

Autistic Spectrum Disorder Expected growth in the South (+5 young people), a gradual growth in the West (+8 young people) and a slight decline in the North of Suffolk (-3 young people).

Moderate Learning Difficulties A spike in young people with MLD in the West (+22 young people) as well as an increase in the South (+15 young people).

Social, Emotional & Mental Health The number of young people in both the South and the West is due to increase for 2020/2021 (+11 young people in the South & +17 young people in the West).

Speech, Language or Communication Needs An increase of young people in the West (+8) and in the South (+5).

Dyslexia Significant growth in young people with Dyslexia as a primary need across the South area (+13 young people) and the West (+20 young people).

School Sixth Form/Sixth Form College, including specialist placements

We know that currently 27% of young people with SEND in secondary school go onto school sixth form or sixth form college at Post-16 (including those placed at a special school with a Post-16 offer). Based on the expected 23% growth in students (an additional 130 young people), we expect to see a similar trend as for FE above; the largest future growth in the West, followed by the South and a small decline in the North.

Of this group, we expect only 10% of those young people with an EHCP in Year 12–13 to require specialist Post-16 provision (76 young people) and an additional 88 young people at Year 14+. We are expecting a growth of 19 young people aged 16-25 who will require a specialist Post-16 placement over the next four years.

In addition, we know that 35 students are currently in Independent Specialist Placements at Post 16.

Figure 15: Growth in demand for specialist placements

Number of Post-16 students in Specialist Provision (Of these, the number in Specialist OOC placements)										
Year in 'Post 16' Provision	Year 12		Year 13		Year 14		Age 19-25		Total	
2018	26	3	45	2	39	17	19	13	129	35
Growth	+6		+6		+5				+19	

Understanding the cohort of young people who attend a special school in Year 11 we know that currently 50% of the group have a primary need of Moderate Learning Difficulty (MLD), 17% with Autistic Spectrum Disorder (ASD) and 19% with a Severe Learning Difficulty. Of these young people we expect around a third to look for a specialist Post-16 placement within a special school, with the remainder likely to access learning in an alternate environment (e.g. FE college or training provider). Looking at future needs for this group we expect:

ASD: A slight growth in demand for ASD placements, looking at 2018-20 and then a decrease for the following year.

MLD: The number of young people with MLD is expected to drop by 20.

Speech, Language and Communication: An expected growth of young people with Speech, Language or Communication Needs.

SLD: Expected growth for young people with a Severe Learning Difficulty.

We can note a difference in findings here for young people who have been placed at a special school at secondary age, to the expected trends above for all young people with SEND who we expect to access FE provision. This is explained given the difference in characteristics and needs between those in a specialist placement and the total SEND cohort.

Figure 16: Changes in Post-16 cohort who have previously been attending a special school, 2018-20, by primary need.

Special School Primary Needs	% of 2018 SEND Cohort	2018	2019	2020	2021	2018-2021 Growth
Autistic Spectrum Disorder	17%	18	14	21	12	-6
Moderate Learning Difficulty	51%	54	46	48	34	-20
Multi-Sensory Impairment	2%	2	1	-	1	-1
Physical Disability	3%	3	8	6	4	+1
Profound & Multiple Learn Diff	5%	5	3	6	2	-3
Severe Learning Difficulty	19%	20	17	15	27	+7
Soc, Em and Mental Health	1%	1	2	6	1	0
Speech, Lang or Comm Needs	-	-	4	9	14	+10
Spl Learning Diff(Dyslexia)	3%	3	1	2	2	-1
Total	100%	106	96	113	97	-

Training and Work

We know we are also expecting an increase in the small numbers of young people with SEND who will study with a Training Provider at post 16. This is expected to increase by +12 young people countywide. Given the small cohort it is hard to identify trends, but we do predict a slight increase in young people with Social, Emotional and Mental Health as a primary characteristic, as well as young people with a Moderate Learning Difficulty.

Based on the breakdown of young people with SEND across Suffolk we know that we are expecting the highest growth in the West, following by the South. Ipswich has a variety of Post-16 independent training providers that are well placed to respond to this growing need.

Figure 17: Growth in demand for Post-16 places at training providers by 2021, by primary need

Post-16 Training	2018	2019	2020	2021	2018-2021 Growth
Autistic Spectrum Disorder	8.1	8.2	9.5	10.0	+1.9
Beh, Emotional and Social Diff	0.0	0.0	0.0	0.0	-
Hearing Impairment	0.9	0.9	1.1	1.1	+0.2
Moderate Learning Difficulty	12.6	12.7	14.7	15.6	+3
Not Known	1.8	1.8	2.1	2.2	+0.4
Other Difficulty/Disability	0.0	0.0	0.0	0.0	-

Physical Disability	1.8	1.8	2.1	2.2	+0.4
Severe Learning Difficulty	0.9	0.9	1.1	1.1	+0.2
Soc, Em and Mental Health	13.5	13.6	15.8	16.7	+3.2
Speech, Lang or Comm Needs	4.5	4.5	5.3	5.6	+1.1
Spl Learning Diff(Dyslexia)	3.6	3.6	4.2	4.4	+0.8
Visual Impairment	0.0	0.0	0.0	0.0	-
Total	47.7	48.1	55.8	59.0	+11.3

Many young people with SEND tell us they want to work, but currently few have this opportunity. The recent development of supported internships has provided new work opportunities for young people aged 16-25. Although past demand would indicate a low take up of training and work, Suffolk County Council will be seeking to boost opportunities in this type of Post-16 activity to meet the wishes of young people, therefore these demand predictions are likely to be an under estimate for training and work.

NEET Young People with SEND

We know that already there is a group of young people with SEND who are not accessing appropriate Post-16 provision and are currently recorded as Not In Education, Employment or Training (NEET). With dedicated support and provision, we expect this group could access appropriate Post-16 provision. This group equates to around 50 young people in Year 12; 40% in the South, 30% in the North & 30% in the West. Across each area, around half of this cohort are identified with Social, Emotional and Mental Health primary needs.

Assuming the proportion of young people who are NEET in Year 12 & 13 remains in future years we would expect an additional 24 young people to be NEET by 2021, however we are determined to reduce this figure, and if we are successful this will mean more Post-16 provision is required.

Other relevant demand indicators

0-5 Year Olds

It is difficult to put together a comprehensive data set for 0-5 year olds as early years settings do not have the same reporting procedures to the DfE as schools. In addition, many special educational needs are not identified until the child starts formal schooling. However, we do have health data that can support some basic assumptions.

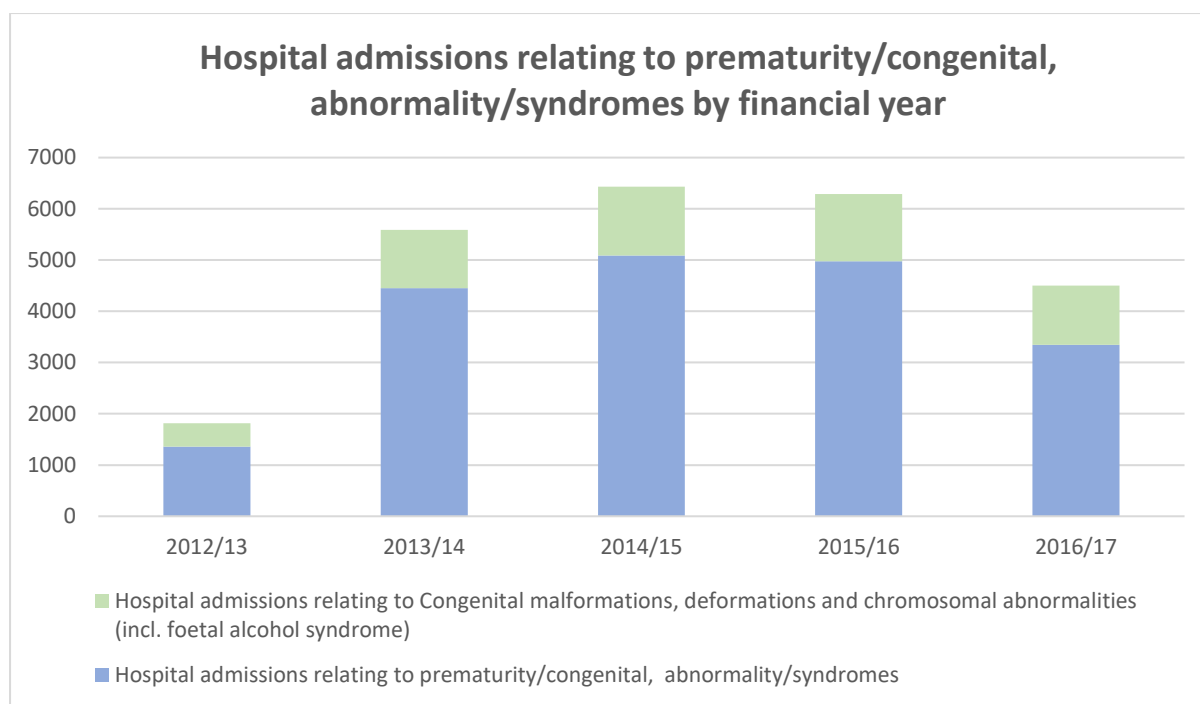
The first assumption is that the prevalence of special educational needs in 0-5 year olds will continue to rise. Although the data is not at an individual level, we were able to extract data for admissions of new born babies with specific diagnosis (see below). The data has been provided by Ipswich Hospital, James Paget Hospital, West Suffolk Hospital and some smaller Suffolk Hospital Trusts. The bar chart below gives an indication of the number of babies born with serious health problems. These babies are likely to be requiring specialist education over the next couple of years. This data shows a significant increase in new-born babies with additional needs particularly between 2018 and 2019. These children will not yet be in full-time school.

Babies born in 2012/13 will have begun school in the 2017/18 academic year (1900 children)

Babies born in 2013/14 will begin school in the 2018/19 academic year (5500 children)

Babies born in 2014/15 will begin school in the 2019/20 academic year (6300 children)

Figure 18: Hospital admissions for new born babies with a specific diagnosis



The table below shows SEND Suffolk doctor diagnosis by age for the period 1 April 2016 to 31 March 2017. Of the diagnoses made 83% are for autistic spectrum disorder. This further supports the increasing trend identified earlier in the paper where numbers of children and young people with a diagnosis of ASD continue to increase compared to other needs that can be diagnosed at an early age.

Figure 19: Doctor diagnosis by age and primary SEND need for the period 1 April 2016 to 31 March 2017 for pre-school children.

	< 1 yr	1yrs	2yrs	3yrs	4yrs	5yrs	Grand Total
Speech and language disorder	0	0	1	0	0	1	2
Autistic spectrum disorder	0	0	1	27	119	203	350
Behavioural, emotional and social difficulties	0	0	0	0	0	1	1
Hearing loss	1	3	7	11	18	24	64
Impaired vision	0	1	1	1	1	2	6
Grand Total	1	4	10	39	138	231	423

Housing growth

In addition to using the percentage rise in need for SEND it is important that population growth is taken into to account. There are 50 housing developments expected to be built across Suffolk over

the next 15 years with the largest and most significant housing growth in Ipswich, North Lowestoft and Forest Heath.

Figure 20: Number of potential houses that could be built within each district over the next 10 years.

District	Potential numbers of houses within district	Number of new schools required should housing be completed
Babergh	3,449	1 primary school
Forest Heath	4,670	2 primary schools
Waveney	6,825	5 primary schools
Ipswich	4,230	1 high school and 4 primary schools
Mid Suffolk	3,330	1 primary school

The population growth generated by these housing developments has been included within the predictions for additional provision in the ‘demand’ section of the plan. The full break down of the number of houses and their locations can be found in the Education & Learning Infrastructure plan by clicking on the following link: <https://www.suffolk.gov.uk/assets/Children-families-and-learning/schools/Education-and-Learning-Infrastructure-Plan-Version-2.1.pdf>

However, it is difficult to specify the actual number of children and young people with SEND who will require education specialist placements and who will be living on these developments. For example, if we were to apply our current formula with regards to the future increase for children with ASD who would require a specialist place using an indicator of 900 children we would possibly need 2 specialist places. This would be lower for less prevalent needs.

Never-the-less we can use this information to inform where we may want to locate provision and where there are opportunities to add SEN accommodation to newly built schools. We know from the first graph in this section that we are predicting that 4% of the school population will have some type of special educational needs. Therefore, we can predict that when building a new high school for between 750 and 900 pupils as required for the Northern Fringe (see below) housing development we can predict that between 30 and 36 of their pupils will require SEND support. This formula can also be applied when developing the 13 primary schools identified in fig. 26 to ensure there is additional accommodation for SEND learners.

Housing developments

Although, Waveney has the highest number of potential houses being built these are made up of 8 smaller developments ranging between 150 and 1,650 houses. The two largest housing developments are the Northern Fringe (Ipswich Garden Suburb) development that will provide approx. 3,100 homes between Henley Road and Tuddenham Road in Ipswich and Adastral Park (Martlesham) a housing development of approx. 2,000 homes. An all through primary and secondary school will need to be built to meet the education requirements for such a large development.

The above presents Suffolk with an opportunity to consider additional specialist provision within this area either a special school or smaller group provision integrated into the new build. Particularly, as these areas have a significant number of pupils who are travelling long distances to get to their special school.

At present we are only able to provide estimates of when the developments are likely to begin as they are all dependent on planning timescales, when the developer gets onto the site and the rate at which the housing is built. However, these are helpful indicators in terms of when we need to have provision in place.

Figure 21: Planned large scale housing developments in Suffolk 2018 to 2032

	Total	2018-2020	2021-2023	2024 – 2026	2027 - 2029	2030 - 2032
Adastral Park (Site A)	1300	150	450	500	200	
Adastral Park (Site B)	620				300	320
Adastral Park (Site C)	80					80
Adastral Park total	2000	150	450	500	500	400
Henley Gate, Ipswich Garden Suburb	1100	160	270	270	270	130
Valley Road (Ipswich School)	320					
Mersea Homes Site A	1085					
North Ipswich (Westerfield Site)	600					
Northern Fringe total	3105	160	270	270	270	130

Section 4 – Supply of specialist education placements in Suffolk

Section summary

This section will be of interest to anyone who would like to have a clearer picture of the current specialist local offer of education places. It provides a summary of the current available supply of specialist education places in Suffolk and information about additional places the local authority commissions from independent providers outside of the government funded sector. This includes special schools, Pupil Referral Units (PRUs), SEN Units on mainstream school sites and specialist FE placements and independent specialist provision.

Key conclusions

- Suffolk currently commissions 1,683 specialist placements within the local offer for children aged 5 to 16 years and 482 places for learners aged 16-25 years.
- A further 156 placements are purchased from the independent specialist sector for 5-16 years and 47 for Post-16.
- Suffolk has a lower proportion of children with EHC plans attending specialist placements in SEN units and special schools within our local offer than our Statistical Nearest Neighbours (SNN) and England Average.
- The number of children with an EHC plan that attend a PRU placement is high compared to SNN and national data.
- The scope for further placement growth within our existing specialist provider estate is limited with only two special schools and three PRUs with potential additional capacity.

Context

Suffolk has a continuum of specialist support and provision as part of its Local Education Offer designed to meet a broad range of needs within the county.

Outreach Provision to Support Children Attending Mainstream Schools

Where a school has a child or young person who is not managing to access the curriculum through quality first teaching and in-house expertise, they can ask for support from Suffolk County Council Education Outreach Services, these include the following:

The County Inclusion Support Service (CISS) (5-16 yrs)

The County Inclusion Support Service (CISS) is a Suffolk County Council outreach service for Suffolk mainstream schools seeking additional support for pupils with: a diagnosis of ASD, traits of ASD but no diagnosis, social and communication difficulties, social, emotional and mental health difficulties and all associated behaviours.

Dyslexia Outreach Service

The Dyslexia Outreach service works with schools to best meet the needs and improve outcomes for individual students at Key Stage 2 and 3 who are not making expected progress following school intervention. Assessment of literacy need and action planning with student, staff and parents/carers defines the level of support offered.

Learning Difficulties Outreach Service (5-16 years)

The aim of the SENDAT Outreach Service is to improve outcomes for pupils with complex learning needs in mainstream schools by building capacity through facilitating training and resource development. Members of the outreach team can visit school and work with staff and students over fixed periods to develop specific skills.

Sensory and Communication Service (0-25 years)

Specialist support for children and young people aged 0-25 with hearing, visual or multi-sensory impairment and speech and language difficulties.

Specialist provision 5-16 years

If a child or young person's needs cannot be met within mainstream with outreach support then specialist provision may be required. Suffolk's Local Offer of specialist provision for 5 to 16 year olds comprises of special schools, SEN units and Pupil Referral Units. However, where we cannot meet a child's needs within the Local Offer the local authority does commission a number of placements in independent specialist provision.

In total Suffolk has 1,633 specialist placements for children and young people for this age range within the Local Offer and 156 pupils being educated within the independent sector.

Special schools

Suffolk has 10 special schools providing 946 places offering provision for children aged 5-16.

Each pupil that attending a special school will have an Education, Health and Care plan (EHCP) and admission to each of the provisions is through the Local Authority.

All of Suffolk's special schools have a specialist designation such as 'severe learning difficulties' or 'moderate learning difficulties'. However, these designations do not necessarily reflect the range of primary needs that each school supports.

Severe Learning Difficulties Special Schools (SLD)

Currently 4 of our special schools are designated for children and young people with Severe Learning Difficulties (SLD). Pupils with SLD will usually have significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile. This has a major effect on their ability to participate in the school curriculum without support.

Learners with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will require support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority remain dependent on adults for all aspects of their care.

Figure 22: SLD Special Schools in Suffolk places available

Special School	Key stage	Commissioned places	Actual Pre-16 Places @ 31/1/18	Location
Riverwalk School	KS1 – KS5	111	128	Bury St Edmunds
Hillside Special	KS1 – KS5	68	74	Sudbury
Warren	KS1 – KS5	100	95	Lowestoft
Bridge	KS1 – KS4	110	129	Ipswich
Total SLD Special		389	426	

Moderate Learning Difficulties Special Schools (MLD)

Suffolk has 3 special schools for children and young people with moderate learning difficulties. Two of the MLD special schools Priory School based in Bury St Edmunds and The Ashley School in Lowestoft also provide a residential facility for pupils who attend their school.

The general level of academic attainment of these learners will be significantly lower than that of their peers. Their cognitive ability and/or attainment levels will be at or below the second percentile. They will usually have difficulty acquiring literacy and numeracy skills. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Figure 23: MLD Special Schools in Suffolk places available

Special School	Key stage	Commissioned places	Actual Pre-16 Places @ 31/1/18	Location
Priory	KS2 – KS4	130	156	Bury St. Edmunds
Ashley	KS2 – KS4	135	139	Lowestoft
Stone Lodge	KS1 – KS4	163	174	Ipswich
Total MLD Special		428	469	

Profound and multiple learning difficulties special schools (PMLD)

Suffolk has 1 PMLD school based in Ipswich. A child or young person with profound and multiple learning disability (PMLD) usually has more than one disability, with the most significant being a learning disability. Many children diagnosed with PMLD will also have a sensory or physical disability, complex health needs, or mental health difficulties.

Figure 24: PMLD Special Schools in Suffolk places available

Special School	Key stage	Commissioned places	Actual Pre 16 Places @ 31/1/18	Location
Thomas Wolsey	KS1 – KS4	84	90	Ipswich
Total PMLD Special		84	90	

Social, Emotional and Mental Health Special School (SEMH)

Suffolk has 1 special school for Social, Emotional and Mental Health needs based in Carlton Colville near Lowestoft. The Everitt Academy is currently phasing in the intake with an expected 50 full time placements in 2019.

Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. However, their cognitive ability may range from being quite able to having some difficulty with their learning.

This means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in mainstream education. Children with SEMH will often feel anxious, scared and misunderstood.

Figure 25: SEMH Special Schools places available in Suffolk

Special School	Key stage	Comm. places	Actual Pre 16 Places @ 31/1/18	Location
Everitt Academy (Carlton Colville) - Free school	KS1 – KS2	50	32	Lowestoft
Total Special SEMH		50	32	

Autistic Spectrum Disorder Special Schools(ASD)

Suffolk has 1 special school for high functioning ASD, however, many children and young people attending other special school provision and alternative provision also have a diagnosis of ASD.

Autism spectrum disorder (ASD) is the name for a group of developmental disorders. ASD includes a wide range, “a spectrum,” of symptoms, skills, and levels of disability.

Children and young people with ASD often have ongoing social problems that include difficulty communicating and interacting with others. They may express repetitive behaviours as well as have limited interests or activities. Some children are mildly impaired by their symptoms, while others are severely disabled.

Figure 26: ASD Special Schools in Suffolk places available

Special School	Key stage	Comm. places	Actual Pre-16 Places @ 31/1/18	Location
Churchill (SWAT) - Free school	KS2 – KS5	43	69	Haverhill
Total Special		43	69	

The table below illustrates the numbers of pupils who attending our special schools by primary need and shows that in some schools there is a more diverse range of children than would be suggested by the school’s designation

Fig 27: Special school designations and number of pupils for each primary profile of need in the 2016/17 cohort

Special School	Designation	ASD	SLD	PMLD	MLD	SEMH	Sp,Lang, comm	Spld	PD	MSI and HI	TOTAL
The Bridge	SLD	71	61	0	0	0	0	0	0	0	132
Riverwalk	SLD	4	102	23	0	0	1	1	1	0	132
Hillside	SLD	0	60	16	0	0	0	0	0	0	76
Warren	SLD	19	87	8	2	0	3	3	1	0	123

Stone Lodge	MLD	12	16	1	103	3	12	4	0	1	153
The Priory	MLD	2	0	0	125	4	10	2	0	3	146
The Ashley	MLD	36	5	0	69	4	12	4	4	1	135
Thomas Wolsey	PMLD	0	11	8	7	0	11	1	51	12	101
Churchill	ASD	34	0	0	0	3	11	0	0	1	49

Therefore, there is some difference between the designation and cohort of children actually attending each school, this needs to be taken into account when considering the overall supply of school places and how these may be provided in the future.

Independent Specialist Provision

In addition to special school places within the local offer as described above Suffolk currently has just over 150 pupils between the ages of 10 and 16 attending independent specialist provision. The range of schools varies greatly from non-specialist independents to highly specialist schools educating children with highly complex needs.

Figure 28: Independent Specialist Placements purchased by SCC as at March 2018 for children aged 10-16 years

	Suffolk	Norfolk/Cambs/Essex	National	Total
ASD/ADHD/Asperger's Syndrome	23	57	3	83
SEMH sometimes with ASD/ADHD	16	9	3	28
Specific Learning Difficulties including dyslexia and dyspraxia	4	4	3	11
Hearing Impairment	-	-	3	3
SLCN sometimes with ASD or acquired brain injury	-	-	2	2
Highly complex SEND with extreme/ challenging behaviour	3	5	13	16
Non-specialist independent	3	5	-	8
Totals	49	80	27	156

Specialist Units

Specialist Support Centres (SSCs)

In addition to the 3 special schools that support children and young people with moderate learning difficulties we also have 7 Specialist Support Centres (SSCs). Six of these SSCs are based in the South of the county with one based in Sudbury. We have 125 places overall and admissions are managed by the Local Authority.

The aim of the Specialist Support Centres is to provide a small group teaching and learning environment in a specialist class within a mainstream school. The children who attend will all have moderate learning difficulties and complex additional needs, they are likely to have an Education

Health Care Plan and are deemed not to be able to make sufficient progress in a mainstream environment.

Figure 29: Specialist Support Centres in Suffolk places available

Specialist Support Centres	Key Stage	Commissioned places	Actual Pre 16 Places @ 31/1/18	Location
Castle Hill Infant School	R - KS1	10	10	Ipswich
Castle Hill Junior School	KS2	20	18	Ipswich
Sidegate Primary School	KS1 – KS2	25	22	Ipswich
Causton Junior School	KS2	15	11	Felixstowe
Maidstone Infant School	R – KS1	10	7	Felixstowe
Gorseland Primary School	KS1 – KS2	25	25	Ipswich
St Gregory C of E VCP School	KS1 – KS2	20	20	Sudbury
Total SSC Places		125	113	

Hearing Impaired Units (HIU)

Suffolk’s hearing-impaired units help children access the same curriculum as their peers in mainstream education for most subjects. As well as learning in the HIU the students also take part in classes with the rest of their peers, assisted by a support worker who can help them communicate with fellow pupils and teachers.

Hearing impairment, or hearing loss, occurs when children and young people lose part or all of their ability to hear. Hearing impairments are classified based on the severity and type of hearing impairment. The severity of hearing impairment can be mild, moderate, severe, or profound.

Suffolk has 4 specialist HI units based in both primary and secondary schools across the county. However, we are currently exploring the potential for a specialist secondary provision in north Suffolk.

Figure 30: Hearing impaired units in Suffolk places available

Hearing Impaired unit	Key Stage	Commissioned places	Actual Pre 16 Places @ 31/1/18	Location
Elm Tree Primary	KS1 – KS2	9	9	Lowestoft
Rushmere Primary	KS1 – KS2	10	10	Ipswich
Westgate Primary	KS1 – KS2	15	11	Bury St Edmunds
King Edward	KS3 – KS5	7	6	Bury St Edmunds
Total HIU		41	36	

Speech, Language and Communication Needs Units (SLCN)

Children who have been diagnosed as having a specific speech and language disorder through a variety of assessments including those from a speech and language therapist or an educational

psychologist. They will have been or be in the process of being assessed with a view to having an Education, Health and Care Plan.

Some children and young people find it difficult to listen, understand and communicate with others and may need support to develop the complex skills involved.

SLCN is the umbrella term most commonly used to describe these difficulties.

Children with SLCN may have difficulty with only one, several or a combination of speech, language or communication skills. Children may have difficulties with listening and understanding or with talking or both. Each child also has a unique combination of strengths. This means that every child with SLCN is different.

In Suffolk we have 3 specialist units for children with speech, language and communication difficulties.

Figure 31: Speech and Language Units in Suffolk and available places

Speech and Language Unit	Key Stage	Commissioned places	Actual Pre 16 Places @ 31/1/18	Location
Elm Tree Primary	KS1 – KS2	15	10	Lowestoft
Rushmere Primary	KS1 – KS2	15	15	Ipswich
Hardwick Primary	KS1 – KS2	15	12	Bury St Edmunds
Total SLU Places		45	37	

Provision for those with Visual Impairment (VI)

Suffolk does not have any specialist units for children and young people with visual impairment. Pupils with this disability have their needs met within mainstream schools and through additional outreach support from the Sensory and Communication service. The number of children and young people whose needs cannot be met within this local offer is very small and where this is the case these children attend a highly specialist independent provider.

Bespoke Packages and Additional Short-Term Groups

Although Suffolk has an established long-term offer of 2,277 specialist placements and additional 89 places have been provided in 2017-18 through short term arrangements that have been brokered individually with providers in particular geographical areas where we have had high demand to meet immediate need. These include groups such as The Attic’s Landing provision for children with ASD and the Alderwood Bridge in Ipswich. To support the development of this provision and provide more stability these arrangements have been formalised through a recent competition for short term additional places which will provide some extra capacity for immediate needs between September 2018 and July 2020. The outcomes of this competition are described at the end of this section.

Short Term Specialist Placements

Pupil referral units (PRU)

Suffolk currently has 13 Pupil Referral Units offering 428 places between the ages of 5 and 16.

Pupils attending a PRU are not required to have an Education, Health and Care Plan, although some do. The main criteria for admission being that the child or young person being referred is at risk of exclusion from school and has the potential to be reintegrated back into mainstream. Usually the pupil will have social, emotional and mental health difficulties as referenced earlier in the section.

Admission to the PRU is decided upon through the locality In Year Fair Access Panels (IYFAP) and placements are monitored through that forum.

First Base PRUs support Key Stage 1 pupils. The majority of pupils who are supported in Key Stage 1 provision do so on a part time basis with a small number of children attending full time. PRUs who support Key Stage 2 and 3 offer two term placements to provide short term intensive intervention with regards to helping pupils manage their own behaviour and self-regulate to prepare them to reintegrate back into mainstream school. Pupils who attend Key Stage 4 PRUs tend to stay for the full two years i.e. Year 10 and 11 so that they can complete their academic qualifications and be supported in to Post-16 provision.

Hampden House PRU based in Sudbury provides a residential facility for 12 boys.

Figure 32: Pupil Referral Units in Suffolk and available places

PRU	Key stage	Commissioned places	Actual Pre 16 Places @ 31/1/18	Location
Old Warren House	4	24	25	Lowestoft
The Attic	2,3 and 4	50	53	Lowestoft
First Base, Lowestoft	1	12	12	Lowestoft
Harbour	2 and 3	24	24	Lowestoft
The Albany	4	44	38	Bury St Edmunds
Alderwood	2 and 3	24	23	Ipswich
St Christophers	2, 3 and 4	20	20	Ipswich
First Base, Ipswich	1	12	14	Ipswich
Kingsfield/Olive AP Academy	2, 3 and 4	60	57	Stowmarket
First Base, Bury	1	12	11	Bury St Edmunds
Parkside	3 and 4	90	96	Ipswich
Westbridge	4	32	33	Ipswich
Hampden House	2 and 3	24	19	Sudbury
Total PRU Places		428	425	

Independent Alternative Provision

In addition to the above, Suffolk have a contract with Catch 22 to provide 50 alternative provision places for Key Stages 1 and 2 for children in Ipswich, Bury St Edmunds and Lowestoft. The children who attend this provision have social, emotional and mental health difficulties and usually require longer than two terms of support before being reintegrated back into mainstream school.

Figure 33: Independent Alternative Provision Places purchased by Suffolk County Council

Independent Alternative Provision	Key stage	Commissioned places	Actual Pre 16 Places @ 31/1/18	Location
Include	KS1 – KS2	20	24	Ipswich

Include	KS1 – KS2	10	14	Bury St. Edmunds
Include	KS1 – KS2	20	15	Lowestoft
Total		50	53	

Specialist Provision for 16-25 years (Post-16)

Students in Suffolk with additional needs most commonly have their needs met within the Local Offer in mainstream further education, and through the delivery of bespoke learning packages. A small number access Post-16 specialist provision in specialist colleges around the country when their needs, or choice of specialist course require this. Placement may sometimes be as a result of a SEND Tribunal. For Key Stage 5 the local authority commissions 482 places from a range of local Further Education providers based in Suffolk and Norfolk. For the small number of young people who require placement at a specialist college the authority commissions 47 places with independent specialist providers.

The local authority policy is to meet the needs of young people moving into adulthood through the local offer where possible and we continue to work to develop the local offer to support this. We expect our local colleges and providers to make reasonable adjustment to ensure they meet the needs of all students, regardless of learning difficulty or disability.

Students access their courses in a range of ways, the majority attending a college-based course which may also support vocational learning and work experience. Currently one FE college has a programme of bespoke learning and this can be delivered in a range of settings dependent on the student's needs, including individual teaching and support and specialist small group work. The local authority also commissions independent FE providers, such as WS Training to deliver individualised learning. Any commissioned provider must be registered with DfE to provide Post-16 learning.

Where a student has an EHC Plan, they will apply for an FE course in the usual way supported by the SEND Family Services team who ensure the support set out in the EHC plan is delivered. A full-time offer is delivered through 540 guided learning hours a year, which is most commonly delivered on a 3 day a week attendance pattern. All students must be following a meaningful pathway of learning within which they make measurable progress. Course length is generally between 1 and 3 years dependent on the level of qualification. A student supported by an Education, Health and Care plan may need to continue with a package of learning beyond the age of 19 years. The EHC Plan has the potential to be in place to support a student up to the age of 25 years, as long as there continues to be an educational need identified as a meaningful learning programme with measurable progression.

The following table sets out the number of places the local authority commissions from local providers to provide personalised packages of support. The level of support required through these providers helps learners access provision on mainstream campus alongside their peers.

Figure 34: Post-16 FE Providers commissioned by the Local Authority in the academic year 2017/18 to deliver Post-16 specialist provision

Post-16 Specialist FE Provider	Commissioned places	Actual Post-16 Places @ 31/1/18	Location
Cambridge Regional College	3	3	Cambridge
City College Norwich	8	8	Norwich
East Coast College	33	33	Lowestoft & Great Yarmouth
East Norfolk Sixth Form College	14	14	Great Yarmouth
Easton and Otley College	35	35	Otley, Nr Ipswich
Lowestoft Sixth Form College	19	19	Lowestoft
Suffolk New College	136	136	Ipswich
West Suffolk College	109	109	Bury St. Edmunds
WS Training	61	61	Ipswich
Suffolk ONE	64	64	Ipswich
Total	482	482	

In addition, the provisions listed below are specialist and the young people who attend have complex needs and will require much more support to access their education.

Figure 35: Post-16 Independent Specialist Provision Placements academic year 2017/18

	Suffolk	Norfolk/Cambs/Essex	National	Total
ASD/ADHD/Asperger's Syndrome	7	8	4	19
SEMH sometimes with ASD/ADHD	-	3	-	3
Specific Learning Difficulties including dyslexia and dyspraxia	-	1	1	2
Hearing Impairment/Visual Impairment	3	-	1	4
SLCN sometimes with ASD or acquired brain injury	-	-	3	3
Highly complex SEND with extreme/ challenging behaviours	-	-	11	11
Specialist Vocational College for young people with SEND	-	-	5	5
Non-specialist independent	-	-	-	-
Totals	10	12	25	47

How Suffolk's Local Offer of Specialist Placements compares to Statistical Nearest Neighbours (SNN) and England

Although Suffolk has a wide range and mix of specialist provision there are areas where we differ significantly from our statistical nearest neighbours and the England data in terms of the mix of provision where children and young people needing a specialist placement are educated.

Figure 36: Where Suffolk pupils with EHCPs were placed in 2017/18 by % compared to SNN and England source: SEN2 2018 Census return

Type of provision	Suffolk %	Statistical Neighbour Group %	England %
Early years settings	0%	0.5%	0.5%
Specialist units in mainstream schools	1.8%	1.2%	1.8%
Mainstream Schools	39.3%	34.7%	34%
Special Schools	13.7%	20.3%	26.4%
Independent specialist schools	4.3%	6.4%	5.9%
Pupil Referral Units/Alt. Provision	2.2%	1.1%	0.7%
General Further education/Higher Education	10.1%	15.1%	11.7%
Other further education (includes training providers)	4.9%	3.2%	2.8%
CYP educated other than in school	4.8%	2.1%	2.2%

Suffolk has less pupils attending small group SEN Units in mainstream schools than the England Ave.

Suffolk has a lower number of SEND learners within special schools/ academies and free schools than our SNN and England.

Suffolk has less children and young people in independent specialist providers than our SNN and the England Ave.

Suffolk has a higher number of children and young people with EHCPs in maintained mainstream schools/ academies and free schools. This is also the case for the number of pupils with EHCPs in alternative provision.

In 2018 Suffolk has a higher number of children and young people with an EHC plan who are educated other than at school than our SNN and the England Ave.

In taking this information into account, consideration needs to be given as to the further development of two types of provision so that Suffolk has a similar offer to our SNN and England, these are:

- a) SEN Unit provision
- b) Special school provision

This issue will be picked up in section 5 Sufficiency planning.

Specialist Education Accommodation capacity in Suffolk

1st Planner

To explore how Suffolk might make better use of our special school and PRU accommodation we commissioned a company called 1st Planner. 1st Planner specialises in supporting local authorities with SEND Sufficiency Planning with reference to the use of buildings for SEND learners. The company was commissioned by Suffolk in November 2017 to assess our specialist provision estate. This included all special schools/ academies and alternative provision.

1st Planner used their BB104 Sufficiency Assessment tool to establish the net capacity of all our SEND settings taking into account pupil numbers, needs, severity, class sizes and curriculum delivery into account. Heat maps, produced by 1st Planner, that identified the type of use for each area of the school were sent all Head teachers in January 2018.

Figure 37: Example of a 'heat map' provided by 1st Planner to the Heads of both special schools and PRUs for sense checking. These were returned by Headteachers and the outcomes reflect the Heads assessment of the use of the building.



The Headteachers were asked to 'sense check' the current usage of the building so the local authority could work with the schools to identify any expansion opportunities. It has become clear that only three special schools may have additional capacity to expand.

Special Schools 1st Planner Findings

All of our special schools were assessed in terms of the following:

- Surplus place position
- Internal area comparison (m2) against number on roll
- Internal area overview by type of space (m2) against number on roll

- Potential pupil places

The outcome of the Special School Sufficiency Review suggests that across the special school estate there is a potential to accommodate additional students within existing facilities whilst continuing to ensure DfE guidelines are met.

- 3 of the 9 Special Schools included in the scope of the Special School Sufficiency Review have existing surplus places against their commissioned numbers.
- 3 of the 9 Special Schools included in the scope of the Special School Sufficiency Review have the capacity within their actual total internal area to increase their numbers on roll (as at October 2017) whilst ensuring that DfE guidelines are still met.
- 2 of the 9 Special Schools included in the scope of the Special School Sufficiency Review have the capacity within their workspace allowance area to increase their numbers on roll (as at October 2017) whilst ensuring that DfE guidelines are still met.
- 5 of the 9 Special Schools included in the scope of the Special School Sufficiency Review have existing 'classroom' areas in excess of the recommended areas from the relevant Building Bulletin (BB104).
- 2 of the 9 Special School included in the scope of the Special School Sufficiency Review have existing 'practical room' areas in excess of the recommended areas from the relevant Building Bulletin (BB104).
- Against the minimum BB104 external area requirements for the schools October 2017 number on roll, the estate has a surplus external area of 41,426 m².

Overall the key finding is that The Ashley School Academy Trust and Churchill Special Free School have the greatest potential to increase their number on roll (October 2017) whilst ensuring that DfE guidelines are still met.

Alternative Provision 1st Planner Findings

The same analysis was undertaken for alternative provision settings. The outcome of the Alternative Provision Sufficiency Review suggests that across the alternative provision estate there is a potential to accommodate additional students within existing facilities whilst continuing to ensure DfE guidelines are met.

- 15 of the 17 Pupil Referral Units included in the scope of the PRU Sufficiency Review have existing surplus places against their commissioned numbers.
- 5 of the 17 Pupil Referral Units included in the scope of the PRU Sufficiency Review have the capacity within their actual total internal area to increase their numbers on roll (as at October 2017) whilst ensuring that DfE guidelines are still met.
- 6 of the 17 Pupil Referral Units included in the scope of the PRU Sufficiency Review have the capacity within their workspace allowance area to increase their numbers on roll (as at October 2017) whilst ensuring that DfE guidelines are still met.
- 16 of the 17 Pupil Referral Units included in the scope of the PRU Sufficiency Review have existing 'classroom' areas in excess of the recommended areas from relevant Building Bulletin (BB104).
- 3 of the 17 Pupil Referral Units included in the scope of the PRU Sufficiency Review have existing 'practical room' areas in excess of their recommended areas from the relevant Building Bulletin (BB104).
- Against the minimum BB104 external area requirements for the Schools October 2017 number on roll, the estate has a shortfall in external area of 76,048 m².

The PRU Sufficiency Review suggests that The Attic Carlton Colville Learning Centre, Olive Alternative Provision Academy Suffolk (Central) and Harbour have the greatest potential to increase their number on roll (October 2017) whilst ensuring that DfE guidelines are still met.

Therefore, in summary Suffolk has two special schools and three PRUs that have additional physical capacity to admit additional children. Discussions with Heads and Academy trusts will take place in the Autumn Term 2018 with regards to the opportunities for expansion on their sites.

Immediate Actions Taken to Supply Additional Specialist Placements in Autumn 2018

Although, Suffolk will require at least 252 new places by 2020, the Inclusive Services team is already in the process of commissioning 130 interim additional placements for ASD, MLD and SEMH across the county with 'good' or 'outstanding' education providers. Due to the current pressures on provision, the county council has not been able to wait until the outcome of the SEND Sufficiency plan and has acted quickly to add much needed capacity to our specialist provision.

The reason for these additional places being interim (two years) is so that the local authority can agree with partners a joint SEND Sufficiency Plan and commissioning strategy that will secure resources from all partners and be able to provide for our SEND population in the longer term.

Figure 38: Locality, profile of need and number of specialist additional places already commissioned to meet need.

Profile of need	North		South		West	
	No. Comm	No. Remain	No. Comm	No. Remain	No. Comm	No. Remain
ASD	24	0 - 4	6	50 - 59	10	15-19
MLD	12	0 - 7	20	3 - 23	6	14 - 29
SLD*	0	1 - 8	0	1 - 8	8	0 - 6
SEMH	0	20 - 22	26	0 - 3	18	1 - 4
SPLD	0	4 - 5	0	29 - 37	0	8 - 10
TOTAL	36	25- 46	52	83 - 127	42	38 - 68

**Note: Additional places have been created for SLD in the west in Key Stage 1 because their local special school has been unable to admit them due to their current circumstances.*

Appendices

Appendix A – Data Collection and Analysis Methodology

Section summary

This Section will be of interest to those who like the background information to how data has been assembled and analysed. It describes the processes undertaken to gather the data for the supply and demand Sections that follow. This includes information on where the evidence was gathered from and data flow processes, assumptions we have had to make in predicting future demand and how we have analysed the data in the follow-on Sections.

Key Conclusions

- The national data available to inform future demand prediction is very limited.
- There has been very little work done across the country to undertake this kind of sufficiency study and therefore limited methodology to draw on from elsewhere.

Introduction and Background

In June 2017 a workshop for all stakeholders including representatives from; education, health, social care, parents and carers was held to begin to scope the work of the sufficiency plan. It was identified that answers to the following questions were key.

The questions were:

- What provision and services have we got now?
- What is the current and future need and demand for services?
- Where are the current gaps in services?
- Can we change how we use what we have currently to meet the needs more effectively and close some of the gaps?
- What will the future need and demand be for all profiles of need?
- What type of provision and services will we require to meet this need?
- Where do we need it?
- What are we currently collectively spending and what are we spending this on?
- What is the value on what are we spending on high quality services and provision?
- What are the different system pathways, and can we integrate services to prevent duplication?

We used these questions to provide a basis for our data review. To help answer the questions, we began by:

- Undertaking a Literature Review.
- Analysing Statistical First Release (SFR) /School census data.
- Analysing local provider/health data.

Literature review

The literature review was undertaken to assess if there was any work/modelling relating to predicting future demand of SEND. Despite an intensive search of literature covering authorities both in the UK and rest of the world, the review did not return much useable information. It became evident that there were no robust future national estimates of SEND prevalence that would help

with the analysis. There were also DfE changes to DfE data collection method in September 2014 (see details below). These complicating factors restricted our use of early data and we found that robust evidence in this area was lacking.

SFR/School census

To predict future levels of SEND in Suffolk it was important to review current levels and to see how this had changed over previous years. It was also important to be able to look at the data on a geographical basis and see the changes in primary need. To undertake this work, analysis of the January 2012-2017 SEND Statistical First Release (SFR) and the School Census data took place. During this analysis it became clear that in September 2014, DfE changed from SEND Statements and School Action/School Action Plus to EHCP (Education, Health and Care Plan) and SEN support. This change in methodology and the change of primary need from Behaviour, Emotional, Social Difficulties (BESD) to Social, Emotional Mental Health Difficulties (SEMH) meant that data prior to 2015 could not be used for comparison purposes.

Due to the DfE changes in September 2014 the decision was made to base the predicted modelling on the average percentage change between 2015-16 and 2016-17. To check that the Suffolk data was not an outlier, the work was also repeated using the SFR data for our Statistical Nearest Neighbours (SNN) (see annex 1 for a list of authorities) and the English Average. Details of the analysis undertaken can be found later in this section.

Local, provider and health data

Once the school data had been analysed, it was important to look at what other data was available to help build up a picture of the assistance and support that pupils with SEND received from Suffolk County Council and its partner organisations.

The datasets used for analysis:

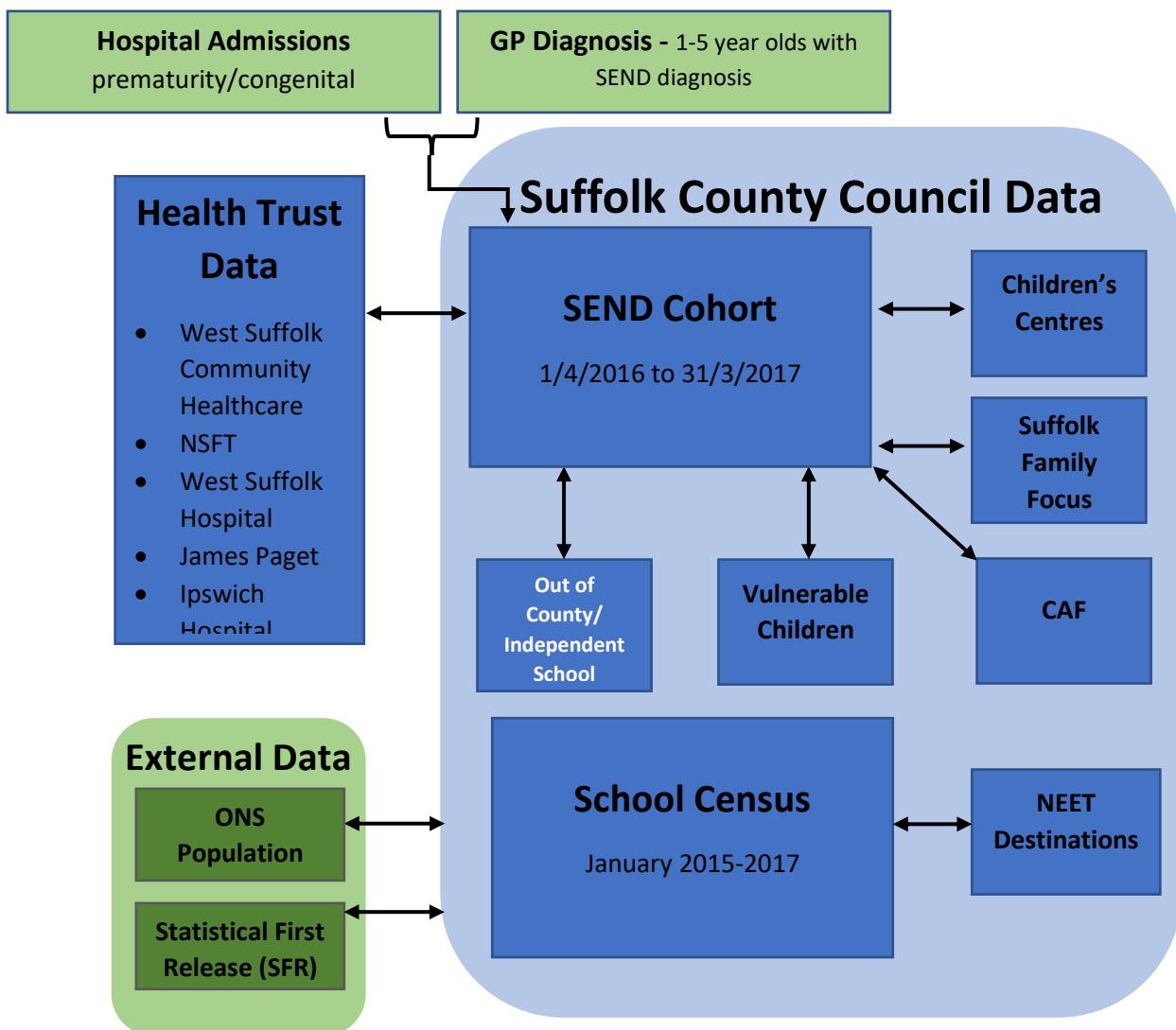
Individual level data

- **School census** - data that identifies individual children and young people with SEND by primary and secondary need within Suffolk schools; mainstream, special, Post-16 and alternative provision.
- **SEND Cohort** - A cohort based on children with an EHCP, statement or receiving SEN support between 1 April 2016 and 31 March 2017
- **Vulnerable groups** - A subset of the SEND cohort based on children that were Children in Need, Children in Care or Child Protection during 1 April 2016 and 31 March 2017.
- **Out of County/Independent school** - Pupil level data for the last five years including area and primary need
- **Health trust data** - Individual level data of children from the SEND cohort that had contact with the health trust, included contact type and length of time.
- **Children's centres** - using the SEND cohort, what interactions did staff at the children's centres have with the children
- Suffolk family focus (SFF); SFF is part of the troubled families' initiative which brings together a range of public sector organisations (local councils, police, NHS etc.)
- **CAF** - Common Assessment Framework is a way of multiple agencies working with Suffolk families, whilst minimising duplication.
- **Destination Figures** - using the January 2015 census data and then checking young peoples' current Post-16 destinations (as at Jan 2018) to work out proportions in work, school, FE etc. Additionally, using Suffolk's Activity Survey tracking process to understand patterns of Year 11 leavers and their future destinations.

Suffolk/National level data

- **ONS Population data** - Office for National Statistics population estimates used in predicting future numbers of school children in Suffolk.
- **Hospital Admissions** - Using the data from HES (Hospital Episode Statistics – Nov 2017) for hospital admissions of new born babies with prematurity, congenital abnormality and syndromes.
- **GP Diagnosis** - Suffolk doctor diagnosis of SEND conditions for the period 1 April 2016 to 31 March 2017, for children aged 0-5.
- **Statistical First Release (SFR)** - This is the name given to the data published by DfE. In this instance it refers to the school census data but is at an authority level rather than an individual level.

Figure 1: Data Flows



The data is of two types, (i) Individual level data, this helps us to look at current levels of need and build up a picture of the complexity of services being provided (shown in blue) (ii) Suffolk/National level data, this data will give us a first indication of the number of children that will be coming into the education system over the next five years and the potential needs that they will have (shown in green).

Methodologies

Overall SEND and Primary Need - predicting future demand

Due to the lack of future predictions from the literature review, a simple methodology based on the average of the percentage change between 2015-16 and 2016-17 was used to calculate the annual percentage change, then using future value calculations the predicted value for 2020 was calculated for each of the primary needs. The values were calculated using Suffolk data, SNN and the English average.

Figure 2: Example table showing change in primary need for 2018-2020

Primary Need \ Year	Autistic Spectrum Disorder	Hearing Impairment	Moderate Learning Difficulty	Visual Impairment	Total
2020	1,913	224	3,242	217	5,596
2019	1,731	226	3,013	200	5,170
2018	1,566	228	2,800	184	4,778
2017	1,417	230	2,602	170	4,419
2016	1,283	235	2,776	165	4,459
2015	1,160	234	2,285	145	3,824
% change 2015-16	10.6%	0.4%	21.5%	13.8%	16.6%
% change 2016-17	10.4%	-2.1%	-6.3%	3.0%	-0.9%
Average (15/16 - 16/17)	10.5%	-0.9%	7.6%	8.4%	7.9%
% change 2017-2020	35%	-3%	25%	27%	18%

Comparing the three sets of results for each primary need, it was identified that some datasets had one number from the three estimates that was an “outlier”. It was decided that outliers should be removed. In the case of Social, Emotional and Mental Health (SEMH), the predicted decrease indicated by the Suffolk data contrasted with all the discussions held with colleagues at schools so the predictions in this case were adjusted to reflect “knowledge on the ground”. In the case of other predictions the following outliers were discounted:

Figure 3: Outliers to be discounted

Primary Need	Outliers
Autistic Spectrum Disorder	Suffolk (SNN)
Multi-Sensory Impairment	Suffolk
Soc, Emotional and Mental Health	Suffolk
Speech, Lang or Comm Needs	Suffolk (England Average)
Spl Learning Difficulties (Dyslexia)	Suffolk (England Average)

Future prediction based on Population

As an alternative methodology the population change was looked at. Using the annually reported to DfE, Suffolk pupil predictions, the change in school population between 2018 and 2020, was ascertained. Using the 2015 to 2017 proportion of pupils that were SEND and assuming that the average proportion would remain the same, it was possible to predict the number of pupils between 2018 and 2020 that would have SEND.

School places at Special, PRU and SSC establishments - Predicting future demand

Once the overall and primary need percentage changes were calculated for Suffolk, Statistical Nearest Neighbours (SNN) and the England Average, the data was then applied to the school data.

Worked example:

*Using the January 2017 census data, the number of children, by primary need was ascertained for both the individual school (current pupils in figure 4 below) and for all Suffolk Pupils, the percentage of children at that school with that primary need was calculated (Current pupils / Suffolk Pupils *100%).*

Currently this school has 4 pupils with ASD, this is 0.3% of the 1,368 pupils that have ASD in Suffolk. The expected annual change in ASD based on the Suffolk data is 10.5% or the change between 2017 and 2020 is 35.3%. This gives a 2020 figure for all Suffolk pupils of 1,849, the school will expect to have 0.3% of the 2020 figure which will be 5.5 children. This is an increase of 1.5 children over the initial 4 children. Figures for SNN and England Average were calculated in the same way and a range of values for each of the primary needs was ascertained. Bringing together all the data means that we can calculate for each school the change required in pupil numbers for 2020. The process was completed for each of the Special, PRU and SSC establishments and totals calculated for mainstream schools in Suffolk

Figure 4: Example of calculating school places by primary need for 2020, using Suffolk Data

	Autistic Spectrum Disorder (ASD)	Hearing Impairment	Moderate Learning Difficulty	Total
Current pupils	4	0	1	5
Suffolk Pupils	1,368	230	2,600	4,198
% school	0.3%	0.0%	0.0%	0.12%
Suffolk Annual % increase	10.5%	-0.9%	7.6%	4.8%
Suffolk 2020 pupil level	1,849	224	3,242	5,315
School 2020 pupil level	5.5	0	1	6.5
Change in pupil level	1.5	0	0	1.5

Vulnerable Children

The SEND cohort of children was sent to colleagues in social care who compared the SEND cohort with records of children who had been children in care, children in need or on the child protection register at some time between 1 April 2016 and 31 March 2017.

Hospital and GP data

Although the data is not at an individual level, using Hospital Admission and GP data gives an indication of the number of children that will require services in the future. Many of which will have more complex needs.

Hospital Admission data was extracted from the nationally collected HES (Hospital Episode Statistics) for admissions of new born babies with specific diagnosis (see below). We extracted the 2012/13 to 2016/17 data for Ipswich, James Paget, West Suffolk and some smaller Suffolk hospital trusts. It is possible that a baby was double counted in the data because the data was anonymised.

Figure 5: Codes selected to analyse hospital admissions of new born babies with specific diagnoses.

Code	Description of admission code
060 to 075	Complications of labour and delivery
085 to 092	Complications predominantly related to the puerperium
P00 to P96	Certain conditions originating in the perinatal period
Q00-Q99	Congenital malformations, deformations and chromosomal abnormalities (incl. foetal alcohol syndrome)

GP data

Using the data recorded on System One between 1 April 2016 and 31 March 2017 by Suffolk GPs, we identified children aged nought to five that had been diagnosed with NHS codes equivalent to the education primary needs. The data was anonymised but gave us the age and primary need of the child.

Post-16 Methodology

Using the data from the 2017 January school census and using the National Curriculum Year (NCY) for Years 7, 8, 9 and 10 we could predict the numbers of Post-16 pupils, that would need provision for the period 2018 to 2021.

Predicting the likely destinations of pupils when they become Post-16 meant that we could estimate growth in each of type of Post-16 provision. This was done by using the January 2015 Year 9 students as the cohort. These pupils were then matched against the current Post-16 pupils in the authority's Post-16 destination database, Core+. This gave us the proportion of pupils that attend sixth form, FE college etc.

Applying these Post-16 destination percentages to the Post-16 predictions in it has been possible to estimate the number of pupils in each year, 2018-2021, that will attend each destination. This assumes that all young people in Years 12-13 will access some type of provision, with the exception of the small proportion of young people who are currently Not in Education, Employment or Training (NEET). In addition, Post-16 destinations information was matched against the number of young people with an EHCP in Years 14+ to confirm how many additional young people aged 18-25 maintain their EHCP and will continue to require education provision.

Using the locality area (North, South or West) of the school that the pupils currently attend, it was possible to work out the predicted number of pupils that would be in each destination, each year and in each of the three locality areas.

It was also possible to work out for each destination the predicted number of pupils by primary need.

Post-16 Special Schools

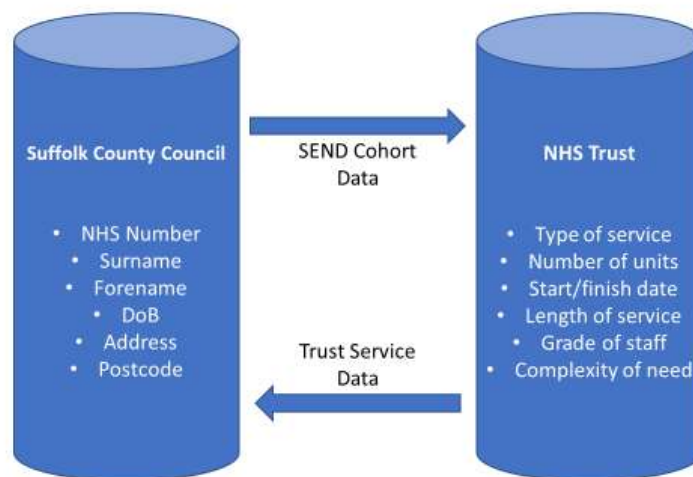
Using the data that from the 2017 January school census and looking at just those pupils that attended special schools and using the National Curriculum Year (NCY) for Years 7, 8, 9 and 10 we could predict the number of pupils by primary need that would attend special schools post 16. This was cross referenced with destinations information and Activity Survey tracking which gives the Post-16 destination types of young people who were at a special school. This meant we could predict the proportion of young people studying at a special school who would likely stay on at Post-16 or move to FE.

Health

Information Sharing Agreements (ISA) were negotiated and agreed with each of the health trusts in Suffolk and the SEND cohort (based on children with an EHCP, statement or receiving SEN support between 1 April 2016 and 31 March 2017), was shared with each of the health providers to allow them to match against the patients they had seen over the same period. There are differences in the systems used by the health trusts but the ideal flow of information between Suffolk County Council and the health providers was as follows:

Figure 6: Data Flows between Suffolk County Council and the NHS Health Trusts

Data flows between Suffolk and the Trusts



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Not every trust was able to complete this, but we received information from:

- Suffolk Community Health (SCH)
- Norfolk and Suffolk Foundation Trust (NSFT)
- West Suffolk Hospital (ESH)
- East Coast Community Healthcare (ECCH)

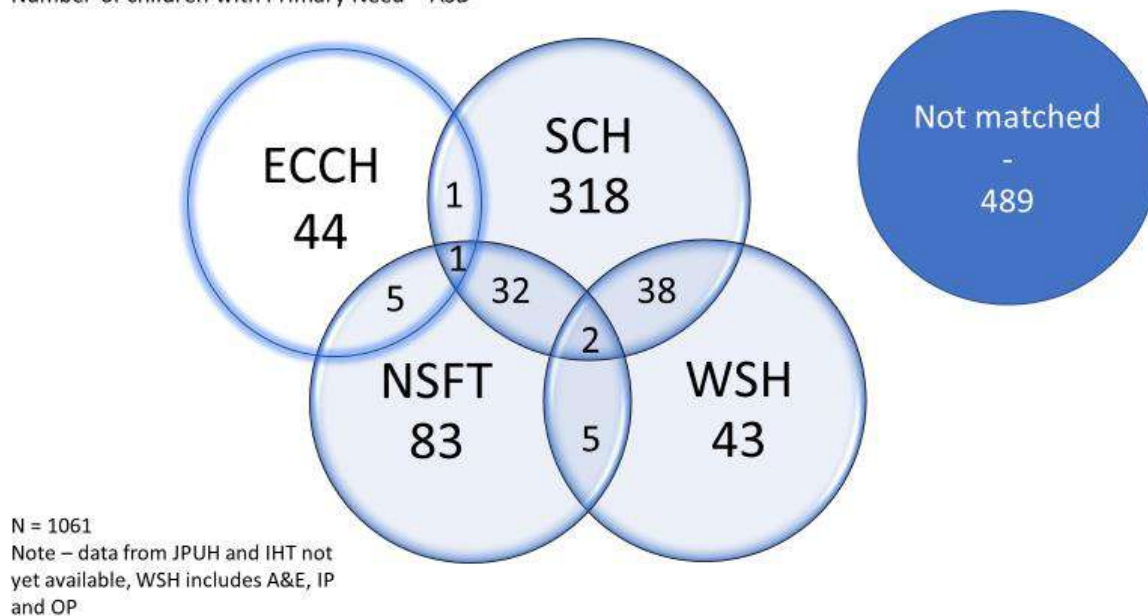
The results will always be an under representation as the data sets did not always have the same unique identifiers.

Health pathways

By bringing together the data from the four trusts, with the original SEND cohort data, we were able to map children by primary need, that accessed services with more than one provider during the period 1 April 2016 to 31 March 2017. The Venn diagram in figure 7, shows that of the 1,061 children with Autistic Spectrum Disorder (ASD), 489 were unmatched to a service from one or more of the four trusts. It also shows that 32 children attended sessions at both SCH and NSFT. In this example 84 (14.7%) of the matched pupils attended sessions at more than one trust.

Figure 7: Venn diagram showing children from the SEND cohort that accessed health trusts in Suffolk between 1 April 2016 and 31 March 2017.

Number of children with Primary Need – ASD



It was also possible to work out the total and average length of time spent with children by primary need.

Additional health resources

Using the data for each health trust (West Suffolk Hospital data was excluded as this related to In/out patients and emergencies, many of these episodes would not be related to the child having SEND) on current total hours and then applying the percentage changes calculated in the 'Overall SEND and Primary Need - predicting future demand' section, it was possible to calculate the minimum and maximum change in hours by primary need for each of the individual trusts.

For each trust the minimum and maximum number of additional staff resource was calculated, this was based on a 37 hour week and working 48 weeks a year.

Appendix B - Statistical Nearest Neighbours for Suffolk (Children's Services)

Somerset

Norfolk

Devon

Cornwall

Shropshire

Dorset

Lincolnshire

East Sussex

Gloucestershire

Worcestershire

Further details on the methodology can be found on the National Foundation for Educational Research (NFER) website - <https://www.nfer.ac.uk/publications/SNB01>

Appendix C - Data Source List

The following list of data sources have been used to compile this draft report. If you wish to have further detailed information relating to any of this specific data please contact Martin Hole, Intelligence Hub Lead – Education and Learning, either via email: Martin.Hole@suffolk.gov.uk or telephone: 01473 264407.

1. Primary Needs 2015-2017 (Chart)
2. Heat maps of Primary need 2015 and 2017 (Map)
3. Children in Suffolk with SEND by year and primary need, including 2017 to 2020 prediction – Suffolk Data, SNN and England Average (Table)
4. 2017 to 2020 prediction of children with SEND by primary need (Outliers are shown in yellow) (Table)
5. Predicted number of SEND by 2020 by primary need (Chart)
6. Pupils travelling 45 minutes or more to a special school by school and town (Table)
7. Pupils travelling 45 minutes or more to a special school (Map)
8. Places (mainstream and specialist) by Primary Need and Area for 2020 excluding outliers. (Table)
9. Specialist School Places by Primary Need and Area for 2020, excluding outliers (Table)
10. Out of County School Places by Primary Need and Area for 2020, excluding outliers (Table)
11. Specialist and out of County School Places by Primary Need and Area for 2020, excluding outliers (Table)
12. The minimum and maximum of additional education specialist placements required for each area of Suffolk, excluding outliers (Table)
13. Suffolk pupil attendance at Out of County and Independent Schools, 2013/14 – 2017/18 (Table)
14. Suffolk pupil attendance at Out of County and Independent Schools, 2013/14 – 2017/18 (Chart)
15. Children in Care by primary need and gender (Table)
16. Children in Care by primary need and age at 31 March 2017 (Chart)
17. Post-16 – Future Predictions (Table)
18. Post-16 – Destination (Table)
19. Number of Post-16 pupils by destination and year, 2018-2021 (Table)
20. Post-16 SEND pupil numbers by year and geography – FE (Chart)
21. Number of Post-16 pupils entering Further Education establishments by year, area and primary need (Table)
22. Number of Post-16 pupils entering Further Education establishments, School/College 6th Forms or training by year and area (Table)
23. Number of Post-16 pupils at Special Schools (Table)
24. Pupils attending special schools that will be Post-16 in 2018 – 2021 (Map)
25. Total time in hours by primary need for health trusts (Chart)
26. Average time in hours by primary need for health trusts (Chart)
27. Summary table of primary need for children seen at trusts (Table)
28. Table of change in hours/resource by trust (Table)
29. Table of change in hours/resource by primary need (Table)
30. Venn diagram of interactions with children for each trust (Venn diagram)