

# Children and Young People with Special Educational Needs and Disabilities in Derbyshire

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ASD	Autistic Spectrum Disorder
DFE	Department for Education
EHC	Education, Health and Care
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
IMD	Index of Multiple Deprivation
LA	Local Authority
LDD	Learning Difficulties and Disabilities
MAT	Multi-Agency Team
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
NSA	No Specialist Assessment of needs
ONS	Office of National Statistics
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs

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## 1.0 Introduction

This report brings together a range of data and information about the number of children and young people in Derbyshire with Special Educational Needs and Disabilities (SEND), their needs and how they are being supported to achieve their potential. Most of the information and analysis focuses on the County of Derbyshire, however, data relating to local health services also includes Derby City. This reflects the increasing level of joint working in health across this wider geographical footprint.

Children with special educational needs and/or disabilities are an extremely diverse group, with some having multiple types of disability with highly complex needs requiring multiagency support. Other children will require much less support, but nevertheless still have a long-term disability.

Children identified with special educational needs or who are disabled face multiple barriers and can be disproportionately affected by inequalities, including educational attainment, access to services and health and wellbeing outcomes.

The Department for Education<sup>1</sup> (DfE) has stated that

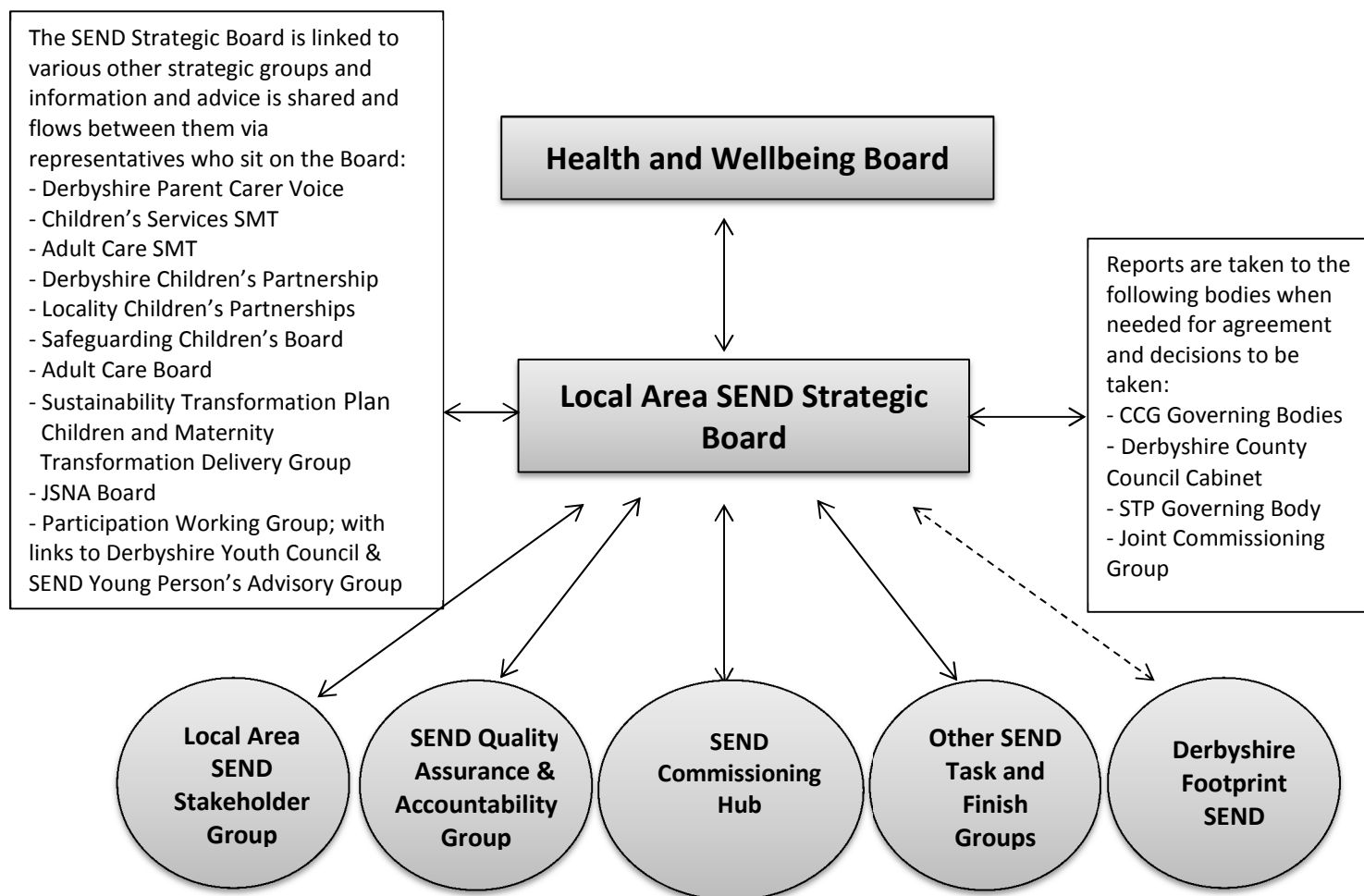
- Nationally, 29% of disabled children live in poverty
- The educational attainment of disabled children is unacceptably lower than that of non-disabled children and fewer than 50% of schools have accessibility plans.
- Disabled young people aged 16-24 are less satisfied with their lives than their peers and there is a tendency for support to fall away at key transition points as young people move from child to adult services.
- Families with disabled children report particularly high levels of unmet needs, isolation and stress.
- The prevalence of severe disability is increasing.

The aim of the Children and Families Act 2014 was to get education, health and social care to work together to support children and young people with special educational needs to achieve the best possible outcomes. Within Derbyshire the following governance arrangements are in place to better enable joint working across the whole system in order to identify, assess and meet the needs of Derbyshire children with special educational needs or a disability and to support progress towards achieving positive outcomes:

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<sup>1</sup> Department for Education (2011). Children with special educational need: an analysis. DfE, London, UK

## SEND Communication, Reporting and Accountability Structure



In order to gain an appreciation of what the current situation is locally, it is essential to establish local data regarding the prevalence of special educational needs and disabilities in children and young people. The data in this report uses a combination of data from national studies, the School Census and case management systems used by Derbyshire County Council Children's Services (Synergy and Core). It provides a snapshot at the point in time the data was collected. There are a number of limitations and restrictions around available data that must be taken into consideration. For example, data is often: out of date; not routinely shared / linked; and collected by a variety of agencies including health, social care and education with no consistent approach regarding definitions / thresholds of disability. One such example is when some agencies classify a "young person" as being up to the age of 16, others up to 19, and others up to 25 years. In addition, those aged 16 and over will not be captured in the school census unless they have stayed on in school.

The School Census provides the richest source of data about the number and needs of children and young people with special educational needs, and this is why so much of the information and analysis in this report focuses on education and schools. Further work is needed to better understand broader and long term outcomes for children and young people with SEND locally.

## 2.0 Executive Summary

### 2.1 The number of children and young people with Special Educational Needs and Disabilities

Identifying the number of children and young people with disabilities is problematic, given that data is collected across a range of agencies but inability to link these datasets means that this group of young people cannot be accurately identified. It is estimated that there are between 5,605 and 8,655 children and young people aged 0-17 with disabilities in Derbyshire. (Table 5.2).

The school census provides information on the number of children with special educational needs (SEN) attending schools in Derbyshire. In January 2016, there were 16,079 pupils with SEN in Derbyshire. This equates to 14.4% of all pupils, which is in line with the national average but 1.3 percentage points higher than the average for our Statistical Neighbour group. (Section 5.4.2)

Since 2012, the overall proportion of pupils with SEN has decreased from 19% to 14.4%. This mirrors a national trend. In Derbyshire, it is entirely the result of a reduction in the number of pupils with SEN without a statement or EHC plan. The reduction in pupils aged 11 – 16 with SEN support has been particularly significant at around 50% (Table 5.7). The reasons for this are not fully understood.

Over the same period, the proportion of pupils in Derbyshire with a statement or EHC plan has increased slightly (Figure 5.4). Some increase is to be expected in relation to post-16 learners in colleges or work-based learning, who have been able to request an EHC needs assessment since 2014 under the new SEND Code of Practice. There is also evidence nationally that an increasing number of children and young people have complex and multiple disabilities. Reasons for this may include improvements in medical science, which have enabled many more premature babies to survive.<sup>2</sup> Other research points to foetal alcohol syndrome as a possible causal factor, leading to children having ‘atypical’ or uneven profiles whereby they may develop skills in one area (e.g. expressive language) but lack other skills (e.g. mathematical ability/comprehension).<sup>3</sup>

The proportion of pupils in Derbyshire with statements or EHC plans at secondary school transition age is also slightly above the national average (Figure 5.10). This could be because primary schools are “managing” children with complex needs, who subsequently need an EHC plan when they move into secondary education. This could also indicate that primary to secondary transitions are not being managed quite as well as they might be.

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<sup>2</sup> Extremely premature babies face a much higher risk of medical and social disabilities including cerebral palsy, learning disabilities, psychological disorders, behavioural problems, vision/hearing impairments and epilepsy. 46% of babies born between 22 and 25 weeks have moderate to severe disabilities by the age of 6 - Neurologic and Developmental Disability at Six Years of Age after extremely Pre-Term Birth. Marlow et al, 2005

<sup>3</sup> The Complex Learning Difficulties and Disabilities Research Project, iNet and Specialist Schools and Academies Trust, August 2011

It is difficult to accurately predict if these trends will continue and how other aspects of the SEND profile may change over the next 5 years, partly due to the changes introduced by the 2014 SEND reforms which make it difficult to compare with previous estimates.

Section 5.11 of this report attempts to estimate future numbers of children and young people with SEND. Using a methodology which is acknowledged to be crude, it is estimated that there could be around 15,414 pupils with SEN attending state-funded educational settings in Derbyshire by 2022. This would represent an increase of 4.5% compared with 2016, and the age profile would be slightly older.

### **Recommendations:**

**The Quality Assurance and Accountability Group considers the reasons for recent trends and identifies the implications for services and support.**

**The Sufficiency review considers the recent growth in the number and proportion of children with statements or EHC plans, future projections and the implications for the educational provision needed.**

**The SEND Commissioning Hub monitors the changing pattern of requests for EHC needs assessments and draws out the implications for services and support more widely.**

## **2.2 Identification of Needs**

Within Derbyshire, there are some differences in identification of need between local areas. Amber Valley has the highest proportion of pupils with a statement or EHC plan (3.6%) but the lowest proportion with SEN support (10.3%). Conversely, South Derbyshire and South Dales has the lowest proportion of pupils with a statement or EHC plan (2.1%) but has the highest proportion of pupils with SEN support (12.4%). Bolsover and North East Derbyshire, which have relatively high levels of deprivation and the highest proportion of 0-17 year olds in receipt of Disability Living Allowance, have the second lowest proportion of pupils with a statement or EHC plan (2.4%) (Table 5.6). This merits further consideration. The inclusion of special schools within these figures may distort comparisons between Localities, however, and further analysis is needed to understand this.

In Derbyshire, pupils with a statement or EHC plan are significantly more likely to be claiming Free School Meals than nationally; however the converse is true for pupils on SEN Support who are less likely to be in receipt of Free School Meals. (Figure 5.11)

Since 2014, there has been a sharp fall in the proportion of Travellers of Irish Heritage (-10.2 percentage points) and Gypsy/Roma pupils (-15.4 percentage points) identified with special educational needs. Further analysis is needed to understand this. It could suggest that the needs of these groups are less likely to be identified in Derbyshire. Alternatively, it could be linked to changes to the SEN “categories” in the 2014 Code of Practice. (Table 5.11).

A significantly higher proportion of Derbyshire pupils on SEN Support have a primary need of Moderate Learning Difficulty, compared with the national average (33.8% in Derbyshire compared with 26.8% nationally). This remains the most common type of need for pupils on SEN support.

For pupils with Statements or EHC plans, Autistic Spectrum Disorder is the most common type of need (28.1%). Since 2006, the number of pupils in Derbyshire with a statement or EHC plan, who have ASD as their primary need, has risen from 396 to 846. Nationally, the number of pupils with ASD has also risen but to a much lesser extent. However, interestingly, ASD is only identified as the primary need for 4.2% of pupils on SEN support.

It is possible that needs are not being identified accurately at an early stage at SEN support, leading to over-use of “Moderate Learning Difficulty” and under-identification of other needs such as Speech, Language and Communication and Autism. This needs to be tested further.

A significantly higher proportion of pupils with SEN in Derbyshire have Social, Emotional and Mental Health needs, compared with the national average. This difference is particularly marked for pupils on SEN support. (Figure 5.13)

Identification of pupils with Social, Emotional and Mental Health needs increases significantly in Years 8, 9 and 10, and pupils are much more likely to have a statement or EHC plan for SEMH from Year 10 onwards. These are the year groups which tend to experience the most school exclusions.

There is some variation between Localities in the type of needs being identified. For example, Moderate Learning Difficulty ranges from a high of 39.6% of pupils with SEN attending schools in Chesterfield, to a low of 30.6% in South Derbyshire and South Dales. The inclusion of special schools within these figures may distort comparisons between Localities and further analysis is needed based on where children live.

### Recommendations:

A further breakdown between Localities should be prepared, focusing on the numbers of children and young people with SEND and their needs, based on where children live rather than where they go to school. This should be shared with Locality Children's Partnerships, to discuss how effectively needs are identified in their area. The lead SEND Officer should attend and bring further information and intelligence to inform this discussion.

A discrete piece of work should be carried out by the Quality Assurance and Accountability Group to better understand how effectively needs are identified across Derbyshire, and this group should report back to the SEND Strategic Board on its findings.

Better co-ordination and planning is needed to respond to the increasing number of children and young people with Autistic Spectrum Disorders, to ensure that their needs are identified and met as early as possible, including access to appropriate educational provision and wider family support. A Senior Responsible Owner (SRO) should be identified to co-ordinate the development of pathways and provision across Derbyshire, supported by clear and streamlined governance and accountability arrangements.

## 2.3 How well are we meeting children and young people's needs in Derbyshire and improving outcomes?

64.9% of children for whom the local authority maintains a statement or EHC plan are placed within mainstream maintained schools. This is significantly higher than the England average (46.8%), but represents a slight reduction from 65.7% in 2015.

Persistent absence rates are slightly lower for pupils on SEN support in Derbyshire, compared with pupils on SEN support nationally. For pupils with statements or EHC plans, persistent absence rates are slightly higher than national.

Nationally, there has been a modest reduction in the overall percentage of sessions missed by pupils with SEN. Derbyshire is following this improving trend for pupils on SEN support and our performance is slightly better than the national average. However, we are not doing so well in relation to pupils with statements or EHC plans. This group of pupils missed more sessions in 2016 than they did in 2014 and our performance is worse than national (8.2% of all sessions, compared to 7.7% nationally; Figures 5.21 and 5.22).

The rate of permanent and fixed term exclusions for pupils with SEN in Derbyshire remains a significant area of concern. Although the rate of exclusions fell between 2012 and 2015, both for pupils on SEN support and those with statements or EHC plans, it remains above the England average (Figures 5.26, 5.27, 5.28, 5.29). It is speculated that the high rate of exclusions may be linked to the relatively high proportion of pupils in Derbyshire with Social, Emotional and Mental Health needs. Taken together with other

indicators, such as the high rates of hospital admission for mental health needs, this may suggest that Derbyshire is not as effective as other local areas in promoting resilience and emotional wellbeing amongst young people at an early age, or intervening early to identify and meet emerging needs.

There is also significant local variation in the rates of exclusion for pupils with SEN. In 2015, the proportion of pupils with a statement or EHC plan receiving at least one fixed term exclusion ranged from a high of 14.91% in Chesterfield, to a low of 6.22% in Bolsover and North East Derbyshire. Chesterfield and High Peak/North Dales were the only two Localities which saw an increase in the rate of fixed term exclusions for pupils with SEN between 2014 and 2015. (Tables 5.23 and 5.24)

Academically, there is a mixed pattern of performance for pupils with SEN (Appendix 7.6 and 7.7). At Key Stage 2 and Key Stage 4, performance is generally higher than the performance of SEN pupils nationally, although, as with all pupils in Derbyshire, progress remains an area of concern. At Key Stage 1, pupils with SEN Support performed less well in 2016 compared to SEN Support pupils nationally (as was the picture with all pupils) and while there is continued improvement in the Year 1 Phonics test, the county remains in the bottom quartile nationally. In the Early Years Foundation Stage, performance was higher than the national average for both pupils with SEN Support and those with a Statement of SEN or EHC Plan.

At the end of Year 11, the majority of Derbyshire pupils with SEN support enter Further Education (59.5%); the proportion staying in school in Year 12 has been steadily declining. One year on, the proportion remaining in education declines and the proportion undertaking apprenticeships, in employment or not in either education or employment (NEET) increases. (Table 5.28)

93% of Derbyshire pupils with statements or EHC plans who finished Year 11 in 2014-15 were in sustained education, training or employment a year later, compared with 90% of the cohort nationally. Following migration of data to a new system, more recent data is still being quality assured (Table 5.26)

Information about outcomes in adulthood is very limited; however the Adult Social Care Outcomes Framework (2015-16) indicates that 84.3% of adults with a learning disability in Derbyshire who were known to Adult Care were living in their own home or with their family. This is higher than the England average of 75.4%. The proportion of adults with a learning disability in paid employment continues to be very low however; 1.7% compared with 5.8% nationally. (Appendix 7.8)

### Recommendations:

The Derbyshire Inclusion Group should explore in more detail the rates of exclusion for pupils with SEN, to understand the local patterns and trends, including any patterns by type of school, age of pupil, type of need (etc). This work should also seek to identify any individual schools which may be 'outliers' in terms of excluding a high proportion of pupils with SEND. The outcome of this analysis, including recommendations for action and issues for local consideration, should be reported to the SEND Strategic Board and the Locality Children's Partnerships.

Specialist Education Support Services should consider how they can prioritise work to support transitions between school stages, particularly for pupils transitioning from primary to secondary and for those with SEMH.

The SEND Service should consider how transitions can be planned for, and supported more flexibly, through EHC planning and review process.

The outcomes framework for Derbyshire and Derby City should be further developed and piloted in order to provide a better measure of outcomes for children and young people with SEND, with a particular focus on the development and measurement of person-centred outcomes.

## 2.4 Vulnerable Groups

Nationally, children in care are four times more likely to have a special educational need than all children, and are almost 10 times as likely to have a statement or EHC plan. In Derbyshire, 68.7% of children looked after for 12 months or more have some form of SEN (4.8 times higher than the rate for all children), with 37.8% having a statement or EHC plan (nearly 12 times higher than the rate for all children). This is significantly higher than the proportion nationally, and the gap has widened (Figure 5.32).

In Derbyshire, 46.8% of school-aged children in need have SEN while 20.5% have a statement or EHC plan. Nationally, the proportions are very similar. The proportion of children in need with SEN has been falling since 2012, both nationally and in Derbyshire. This may be linked to the national reduction in the number of children receiving SEN support. (Figure 5.34)

In January 2016, 20 children with a statement of SEN or an EHC plan were known to be missing from full-time education. The majority of these (70%) were children in care. The reasons, and what steps can be taken to ensure access to suitable full-time educational provision for these young people, need to be explored through the Sufficiency Review.

In January 2016, 45 children with a statement or EHC plan were electively home educated. This represents 1.3% of all statements/EHC plans maintained by Derbyshire, 0.7 percentage points higher than in 2015. Nearly two-thirds of parent/carers chose elective home education for reasons relating to dissatisfaction with SEN provision (section 5.7)



Since 2015, both the number and proportion of young offenders with a statement or EHC plan has steadily increased from 21 to 30 offenders, which represents 8.8% of the offender population. This could be due to better identification of offenders' special educational needs, or alternatively it could be an indicator of poor outcomes for some young people with SEN.

**Recommendation: The Sufficiency Review should explore the reasons why some children with statements or EHC plans are missing from full-time education, and the increasing proportion who are being electively home-educated due to dissatisfaction with SEN provision, and how these issues can be addressed.**

## 2.5 Quality and Satisfaction with Services

Overall, parent/carer satisfaction with specialist education support services and the SEND Information, Advice and Support Service is high.

Parent/carer satisfaction with the EHC needs assessment process is also high, where this has been co-ordinated by an EHC needs assessment facilitator (the model which has now been implemented County-wide through the SEN Service re-structure). Feedback from the POET<sup>4</sup> surveys suggests that parents/carers, young people and practitioners in Derbyshire are generally positive about their experience of EHC needs assessment and feel that EHC plans are making a difference to children's quality of life and outcomes. Some key areas of difference in Derbyshire, compared with nationally, are as follows:

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<sup>4</sup> Personal Outcomes Evaluation Tool

**Parents/carers in Derbyshire are slightly more positive about the quality and amount of support their children receive overall, and the choices they are able to make**

**Children and young people in Derbyshire generally report a positive experience of the EHC process. Slightly more children in Derbyshire feel that they have contributed to their EHC plan and been listened to; they are also more positive about the difference their EHC plan is making to some aspects of their lives including looking to the future and accessing learning.**

**Practitioners in Derbyshire are slightly less likely to think that the EHC needs assessment process is timely, holistic, person and family-centred. They are also slightly less likely to think that EHC plans are helping children to enjoy relationships with family, be part of their local community and enjoy friendships.**

**There is lower satisfaction amongst both practitioners and parents/carers in Derbyshire about the difference EHC plans are making helping children to take part in school and learning**

**Children and young people in Derbyshire are slightly less positive about the difference their EHC plans are making in staying safe, accessing the community and developing friendships.**

An evaluation of the Derbyshire autism pathway by Healthwatch (2015), suggested that although there was some good practice across the county, some parents/carers were not satisfied with how certain parts of the referral pathway operated, including delays in diagnosis and lack of support. The majority of families interviewed also highlighted what they felt was a lack of autism awareness and training within schools. Parents felt this had a direct impact as to whether education professionals were spotting or exploring the potential signs of autism as a cause of their child's behaviour.

## **2.6 Health Incidence and Prevalence**

Information about referral rates to specialist NHS services is available for Derbyshire and Derby City; this provides a broad measure of need however children with SEND cannot be specifically identified.

Over the year April 2016 to March 2017, there was a notable increase in referrals to both Community Paediatric Services and Speech and Language Therapy services. During this period, there was also an increase in referrals for ASD assessment, which may partially account for the increase in referrals to these specialist services. This may indicate an increasing awareness of ASD within universal services and improving knowledge of how to refer children in need of an ASD assessment. (Section 5.12.1)

Since 2013, there has been a significant increase in the number of admissions to Tier 4 Child and Adolescent Mental Health Services (specialist inpatient units), which mirrors a national trend. All of these young people would be treated as having a disability and would be likely to need an EHC plan.

**The programme lead for Future in Mind should be asked to provide the SEND Strategic Board with assurance as to how the FiM strategy and action plan will identify and meet the needs of children and young people with SEND in Derbyshire.**

### 3.0 Methodology

This report uses a variety of data sources and studies to try and estimate the number of children and young people with Special Educational Needs and Disabilities in Derbyshire.

- I. National prevalence studies such as those produced by the Thomas Coram Research Unit have been applied to Derbyshire using ONS mid-year population estimates. These have produced synthetic estimates on the number of children and young people in Derbyshire that may have a disability. Separate estimates of the number of children and young people with Autistic Spectrum Disorder have also been provided.
- II. The proportion of children and young people claiming Disability Living Allowance. This may provide a more robust indication of the actual number of disabled children and young people as recipients have to provide evidence of disability. However, an unknown number of children who would be eligible for DLA may not be claiming or receiving it, so these figures are likely to be an underestimate, but to what degree is unknown.
- III. More detailed information on Special Educational Needs is collected by Local Authorities via the School Census. This allows a pupil's SEN type to be matched against primary need and other characteristics such as age and gender. This allows a more focussed analysis of special educational needs which may help to inform the planning and commissioning of services. The data is however confined to children on roll at a Derbyshire school.
- IV. The Local Authority records information about children and young people in Derbyshire within its internal systems. School census data is imported into our central pupil database 3 times a year and updates a pupil's SEN code. This is held alongside referral information entered by the Special Educational Needs Team. This team also provides information to SEND Officers and MAT Personal Advisers, who are responsible for updating the records in the post-16 database. For children in need, children in care and those subject to a child protection plan, a separate case management system is maintained. This captures SEND information in the context of a child's disability, condition and registration type.
- V. The NHS records some data about children with SEND, though due to the complexities of information systems used by a range of different health providers within the NHS it is challenging to collate this information into a central point. Although there is valuable information available there are significant challenges in being able to extract this data and there are therefore limitations in its analysis. There are plans in place to enable health systems across providers to move towards a consistent method of recording those with an EHCP who are accessing health services, although recording of wider SEND within health would be more complex.

By combining the data from these systems, it is possible to provide a detailed snapshot of special educational needs in Derbyshire. However, on-going development is required to more

closely align these systems and ensure they are maintained in a timely manner. The council is currently working on its processes and a joint reporting platform to aid this purpose.

It is therefore possible to build up a picture of Special Educational Needs and Disability for children and young people in Derbyshire using a variety of sources. It is important to remember however, that these sources may use different definitions, timescales and age ranges. This should be considered when drawing any firm conclusions.

## 4.0 Population Overview

### 4.1 Size and age of the population

Derbyshire has an estimated population of 782,400 (mid-2015)<sup>5</sup>. The median age of the population is 44.7, older than that seen in the UK as a whole (40 years).

170,500 children and young people aged 0-19 live in Derbyshire, amounting to 21.8% of the population. Young people aged 0-24 account for 27.2% of the population (Table 4.1).

**Table 4.1 2015 Mid-Year Population Estimates for Derbyshire and its Districts<sup>6</sup>**

District	Age Ranges					0-19 Total	0-19 change since 2005 (%)	0-24 Total	0-24 change since 2005 (%)	All ages Total
	0-4	5-9	10-14	15-19	20-24					
Amber Valley	6400	6700	6500	6900	6600	26500	-5.5	33000	-1.7	124100
Bolsover	4500	4400	4000	4500	4500	17400	-1.5	21900	2.1	77800
Chesterfield	5800	5700	5000	6000	6200	22500	-3.3	28800	0.9	104400
Derbyshire Dales	2900	3500	3800	4000	3100	14200	-7.5	17300	-2.2	71100
Erewash	6700	6600	6000	6400	6500	25700	-3.7	32200	-0.1	114500
High Peak	4700	5100	4900	5400	5300	20100	-9.5	25400	-3.0	91500
North East Derbyshire	4800	5100	5100	5300	5200	20400	-7.0	25600	-3.2	99600
South Derbyshire	5800	6100	5700	6000	5000	23600	-6.0	28700	9.6	99300
LA Total	41600	43200	41000	44600	42400	170500	-3.8	212900	0.4	782400

Looking at the local authority districts within Derbyshire, Amber Valley has the highest number of both 0-19 year olds (26,500) and 0-24 year olds (33,000). However, as a percentage of the resident population, South Derbyshire has the highest proportion of young people aged 0-19 (23.8%) and 0-24 (28.9%). Conversely, Derbyshire Dales, with its older age structure, has the smallest proportion of young people (20% of the resident population are aged 0-19 and 24% are aged 0-24).

<sup>5</sup> This estimate is based on the Office for National Statistics 2015 mid-year population estimates. This estimate has been rounded to the nearest 100, as ONS advises to allow for any inaccuracies (this applies to all ONS mid-year population estimates in this report).

<sup>6</sup> Ibid.

In terms of population change, between 2005 and 2015 the number of 0-19 year olds living in Derbyshire has decreased by 3.8 percentage points. All districts have experienced a reduction in the number of young residents; the largest being in High Peak which has seen a decrease of 9.5 percentage points since 2005. In contrast, the 0-24 year old population has increased by 0.4 percentage points in Derbyshire. The highest increase is in South Derbyshire where the number of 0-24 year olds has increased by 9.6 percent since 2005. However, despite the overall number of 0-24 year olds increasing in Derbyshire, the majority of districts have seen a decrease in this population; the largest decrease has been in North East Derbyshire (3.2 percent decrease).

## 4.2 Population Projections

Between 2015 and 2025, ONS estimate that the 0-19 population in Derbyshire will increase by 2.4 percent (Table 4.2). For 0-24 year olds however, the population is projected to decrease by 1.6 percent. Figure 4.1 shows the projected population change between 2015 and 2025 for children and young people in Derbyshire.<sup>7</sup> This shows that for the younger age ranges (0-14) the population in Derbyshire is expected to increase – although for children aged 5-9 this increase is only slight - while the number of children and young people aged 15-24 is expected to decrease. The largest increase is expected to be amongst 10-14 year olds; from 2015 to 2025 the population is expected to grow by 10.5 percent. This rise reflects the lower numbers of births in the first decade of this century, which led to a lower base figure for this age group being used for the ONS projection.<sup>8</sup>

**Table 4.2** 2014-based Derbyshire Population Projections for 2025<sup>9</sup>

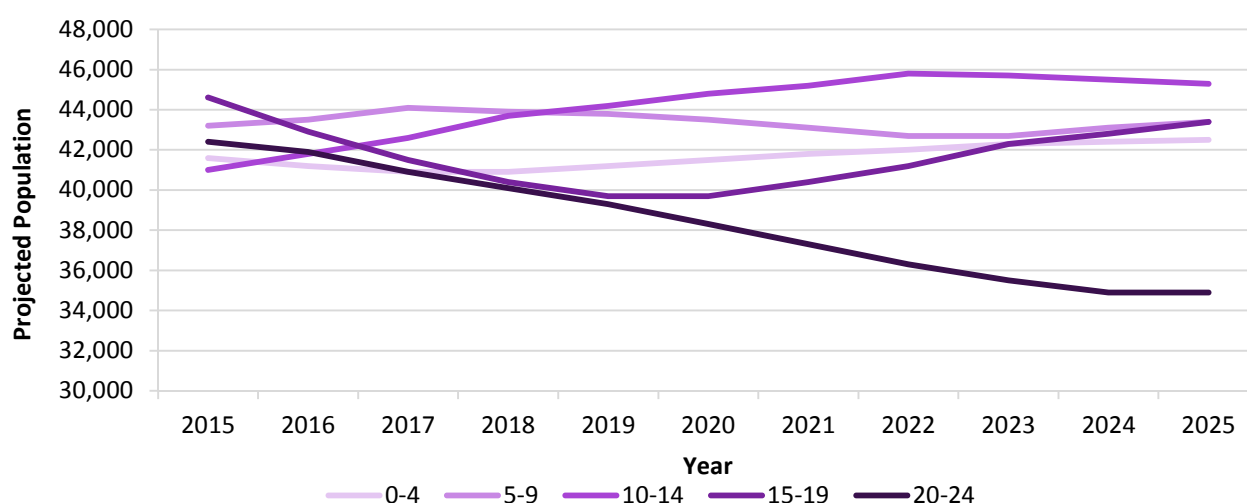
District	Projected Population 2025 Age Ranges					2025	0-19	2025	0-24
	0-4	5-9	10-14	15-19	20-24	Projected Population 0-19 Total	change 2015- 2025 (%)	Projected Population 0-24 Total	change 2015- 2025 (%)
Amber Valley	6700	6800	7000	6660	5400	27100	2.4	32500	-1.6
Bolsover	4400	4500	4700	4400	3700	18000	3.2	21700	-1.1
Chesterfield	5800	5700	5800	5600	4800	22900	1.6	27700	-3.7
Derbyshire Dales	3000	3400	3700	3600	2400	13700	-3.8	16100	-7.0
Erewash	6800	6800	6900	6600	5500	27100	5.4	32600	1.3
High Peak	4800	4900	5000	5100	4500	19800	-1.5	24300	-4.3
North East Derbyshire	4900	5100	5400	5200	4200	20600	1.1	24800	-3.0
South Derbyshire	6100	6300	6700	6300	4400	25400	7.5	29800	3.8
LA Total	42500	43400	45300	43400	34900	174600	2.4	209500	-1.6

<sup>7</sup> For the years 2016-2025 the 2014 based population projections have been used, however for 2015 the actual 2015 mid-year population estimate (released in June 2016) has been used, which differs slightly from that projected in 2014.

<sup>8</sup> Office for National Statistics (2015) *National Population Projections: 2014-based Statistical Bulletin*. Available at: <file:///C:/Users/71049060/Downloads/National%20Population%20Projections%202014-based%20Statistical%20Bulletin.pdf> p.13.

<sup>9</sup> Office for National Statistics (2014) *Subnational Population Projections for Local Authorities in England: Table 2*. Available at:

<<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections/datasets/localauthoritiesinenglandtable2>> [Accessed 26<sup>th</sup> April 2016].

**Figure 4.1** 2014-based Population Projections for Children and Young People in Derbyshire by age

## 5.0 Children and Young People with Disabilities

Measuring the number of children and young people with disabilities is problematic given that there is no comprehensive register of disabled children in the country. Data is collected across a range of agencies including health, social care and education but the inability to link these datasets means that this group of young people cannot be accurately identified. This section provides synthetic estimates of the number of children and young people with disabilities in Derbyshire, based on a series of national studies.

### 5.1 Thomas Coram Research Unit, UCL Institute of Education

The Thomas Coram Research Unit estimates that between 3.0-5.4 percent of children in England are disabled.

Following extensive analysis of existing estimates, the Thomas Coram Research Unit has proposed that it is possible to put a lower and upper bound on the number of disabled children within a local authority, based on the number of children with a Statement of SEN and the number of children in receipt of Disability Living Allowance (under 18 years old).<sup>10</sup> The research unit suggests that the lower bound is taken as the larger figure of either the number of children with statements, or the number of children with DLA. The upper bound should then be the sum of these two figures. On this basis, it is suggested that on average between 3.0 percent and 5.4 percent of all children under 18 in England, are disabled.

Based on the prevalence of disabilities amongst children as proposed by the Thomas Coram Research Unit, it is estimated that the number of disabled children in Derbyshire ranges from 4601 to 8282 children (Table

<sup>10</sup> Mooney, A., Owen, C. and Statham, J. (2008) *Disabled Children: Numbers, Characteristics and Local Service Provision*, London: Thomas Coram Research Unit, Institute of Education, University of London. Available at: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR042.pdf>, pp.5-8.

5.1). This figure has been calculated by applying the 3.0 to 5.4 percent methodology to the 2015 ONS mid-year population estimates for 0-17 year olds.

**Table 5.1** Estimated number of disabled children in Derbyshire based on the Thomas Coram Research Unit's proposal of between 3.0 and 5.4 percent of 0-17 year olds having a disability.

District	2015 ONS Mid-Year Population Estimate for 0-17 year olds	Estimated number of disabled children aged 0-17 in Derbyshire	
		Lower bound (3%)	Upper bound (5.4%)
Amber Valley	23800	715	1288
Bolsover	15700	470	846
Chesterfield	20100	603	1086
Derbyshire Dales	12800	384	691
Erewash	23100	694	1250
High Peak	18000	540	973
North East Derbyshire	18300	548	986
South Derbyshire	21500	646	1162
LA Total	153400	4601	8282

However, if you use the actual Thomas Coram Research Unit Methodology, it is estimated that there are between 5605 and 8655 disabled children in Derbyshire (Table 5.2). This represents between 3.7 and 5.6 percent of 0-17 year olds in Derbyshire.

**Table 5.2** Estimated number of disabled children in Derbyshire based on the Thomas Coram Research Unit's proposal of the number of DLA claimants and children with a statement of SEN

District	2015 ONS Mid-Year Population Estimate for 0- 17 year olds	Estimated number of disabled children aged 0-17 in Derbyshire			
		Lower Bound (DLA + PIP Claimants November 2015)		Upper Bound (DLA + PIP Claimants November 2015 + Statements/ EHC plans January 2016)	
		Number	Proportion of area population (%)	Number	Proportion of area population (%)
Amber Valley	23800	959	4.0	1487	6.2
Bolsover	15700	707	4.5	1056	6.7
Chesterfield	20100	821	4.1	126	6.3
Derbyshire Dales	12800	307	2.4	528	4.1
Erewash	23100	877	3.8	1304	5.6
High Peak	18000	546	3.0	883	4.9
North East Derbyshire	18300	644	3.5	966	5.3
South Derbyshire	21500	741	3.4	1018	4.8
LA Total	153400	5605	3.7	8655 <sup>11</sup>	5.6

Using the actual Thomas Coram methodology, the highest proportion of residents aged 0-17 who have a disability is in Bolsover, where it is estimated that between 4.5 and 6.7 percent of 0-17 year olds are disabled, which equates to between 707 and 1056 children.

<sup>11</sup> The total LA figure for the upper bound of the estimated number of disabled children in Derbyshire includes 144 pupils in the January 2016 school census who attend school in Derbyshire, and have a statement of SEN or EHC plan, but who do not reside in a Derbyshire district, so have not been included in the district figures.



## 5.2 Children in receipt of Disability Living Allowance or Personal Independence Payment

A child under the age of 16 qualifies for Disability Living Allowance (DLA) if they need extra looking after or have walking disabilities.<sup>12</sup> Those aged 16 or over may be eligible for Personal Independence Payment if they have a long-term health condition or disability and difficulties with activities related to 'daily living' or mobility.<sup>13</sup> There may be some children and young people aged 16-24 who are still in receipt of DLA, so the age groups 16-17 and 18-24 in Table 5.3 have been calculated by adding the number in receipt of DLA to the number in receipt of PIP.

In Derbyshire there were 7937 children and young people aged 0-24 years old in receipt of either DLA or PIP in November 2015 (Table 5.3). This represents 3.7 percent of the total 0-24 population in Derbyshire, as estimated by the ONS mid-2015 population estimates.

**Table 5.3** Children and young people in receipt of Disability Living Allowance or Personal Independence Payments in Derbyshire, as at November 2015

District	Number of children in each age group in receipt of DLA or PIP in November 2015, and the proportion of the overall population of that age group that those in receipt of DLA or PIP represent <sup>14</sup>											
	Under 5		5-10		11-15		16-17		18-24		0-24 Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Amber Valley	110	1.7	340	4.3	390	5.9	119	4.1	371	4.0	1330	4.0
Bolsover	70	1.5	290	5.6	240	5.8	107	5.9	269	4.3	976	4.4
Chesterfield	90	1.6	310	4.6	290	5.7	131	5.3	413	4.8	1234	4.3
Derbyshire Dales	20	0.7	100	2.4	130	3.3	57	3.3	140	3.1	447	2.6
Erewash	110	1.6	350	4.5	310	5.2	107	4.1	316	3.5	1193	3.7
High Peak	60	1.3	190	3.1	210	4.2	86	3.8	263	3.6	809	3.2
North East Derbyshire	80	1.7	240	3.9	230	4.5	94	4.2	299	4.1	943	3.7
South Derbyshire	80	1.4	290	4.0	280	4.8	91	3.5	250	3.5	991	3.5
LA Total	620	1.5	2110	4.1	2080	5.0	795	4.3	2332	3.9	7937	3.7

The highest proportion of 0-17 year olds in receipt of DLA is in Bolsover; 1.5 percent of the under 5 population, 5.6 percent of 5 to 10 year olds, 5.8 percent of 11 to 15 year olds and 5.9 percent of 16 to 17 year olds are in receipt of DLA or PIP in the district. The highest proportion of 18 to 24 year olds in receipt of DLA or PIP is in Chesterfield, where 4.8 percent of the population receive this support.

<sup>12</sup> Department for Work and Pensions (2015) 'Eligibility', *Disability Living Allowance (DLA) for children*. Available at: <<https://www.gov.uk/disability-living-allowance-children/eligibility>> [Accessed: 4<sup>th</sup> May 2016].

<sup>13</sup> Department for Work and Pensions (2016) 'Eligibility', *Personal Independence Payment (PIP)*. Available at: <<https://www.gov.uk/pip/eligibility>> [Accessed: 4<sup>th</sup> May 2016].

<sup>14</sup> The proportions of each age group in receipt of DLA or PIP are taken as a proportion of the ONS mid-2015 population estimates for the age group.

### 5.3 Children and young people with Autistic Spectrum Disorder (ASD)

It is estimated that 1.1 percent of the population in the UK may have ASD.<sup>15</sup> In addition, it is estimated that between 44 and 52 percent of people with ASD may also have a learning disability.<sup>16</sup> Based on this estimated prevalence, Table 5.4 gives the number of children and young people in Derbyshire who are expected to have ASD, and the number of those who are also expected to have a learning disability.

**Table 5.4** Estimated number of children and young people aged 0-24 with Autistic Spectrum Disorder in Derbyshire, and the estimated number of those children who also have a learning disability

District	2015 ONS Mid-Year Population Estimate for 0-24 year olds	Estimated number of 0-24 year olds with ASD (1.1%)	Estimated number of 0-24 year olds who may have ASD and a learning disability	
			Lower bound (44%)	Upper bound (52%)
Amber Valley	33000	363	160	189
Bolsover	21900	241	106	126
Chesterfield	28800	316	139	164
Derbyshire Dales	17300	190	84	99
Erewash	32200	354	156	184
High Peak	25400	279	123	145
North East Derbyshire	25600	281	124	146
South Derbyshire	28700	316	139	164
LA Total	212900	2342	1030	1218

Based on 1.1 percent of the population having ASD, it is estimated that around 2342 children and young people aged 0-24 may have ASD in Derbyshire. Of those, between 1030 and 1218 may also have a learning disability.

Many more males are diagnosed with ASD, than females; estimates vary in terms of how pronounced this difference in prevalence is, with studies resulting in male/female ASD ratios ranging from 2:1 to 16:1.<sup>17</sup> As a result the majority of children and young people with ASD in Derbyshire, are likely to be male.

### 5.4 Pupils with Special Educational Needs in Schools

The school census provides information on the numbers of children with special educational needs (SEN).

The Special educational needs and disability code of practice states that:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of*

<sup>15</sup> The National Autistic Society (2016) *Autism Facts and History*, Available at: <<http://www.autism.org.uk/about/what-is/myths-facts-stats.aspx>> [Accessed: 5<sup>th</sup> May 2016].

<sup>16</sup> The National Autistic Society (2016) *Autism Facts and History*, Available at: <<http://www.autism.org.uk/about/what-is/myths-facts-stats.aspx>> [Accessed: 5<sup>th</sup> May 2016].

<sup>17</sup> The National Autistic Society (2016) *Gender and Autism*, Available at: <<http://www.autism.org.uk/about/what-is/gender.aspx>> [Accessed: 5<sup>th</sup> May 2016].

*educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”<sup>18</sup>*

### 5.4.1 Categories of Pupils with SEN

Pupils with special educational needs are currently classified as follows:

#### SEN Support

Pupils receive additional or different help to that provided by the school’s usual curriculum. Teachers or SEN Co-ordinators may receive advice or support from external specialists if needed.

This category replaces the former ‘School Action’ and ‘School Action Plus’ categories.

#### Statement of SEN or Education, Health and Care (EHC) Plan

A child or young person may have a Statement of SEN or an EHC plan once a formal needs assessment has been carried out. Statements and plans set out the needs of the child and any extra support needed.

Following the 2014 Special Educational Needs and Disability (SEND) reforms, children or young people with a Statement should be considered for a conversion to an EHC Plan by April 2018.

### 5.4.2 The Number of Pupils with SEN in Derbyshire

**Table 5.5** The Number of pupils with SEN in Derbyshire (Jan 2016)<sup>19</sup>

	Pupils with Statements or EHC Plans		Pupils on SEN Support		Total Pupils with SEN	
	Number	%	Number	%	Number	%
All Schools <sup>20</sup>	3,329	3.0	12,750	11.4	16,079	14.4
All State-funded Schools <sup>21</sup>	3,050	2.8	12,062	11.3	15,112	14.1
State-funded Primary Schools	1,029	1.6	7,681	12.3	8,710	13.9
State-funded Secondary Schools	1,141	2.7	4,119	9.7	5,260	12.3
State-funded Special Schools	845	95.5	0	0.0	845	95.5

In January 2016, there were 16,079 pupils with special educational needs in Derbyshire. This equates to 14.4% of all pupils in Derbyshire; identical to the proportion nationally but 1.3 percentage points higher

<sup>18</sup> Department for Education (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at:

<[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)> [Accessed 2<sup>nd</sup> February 2017].

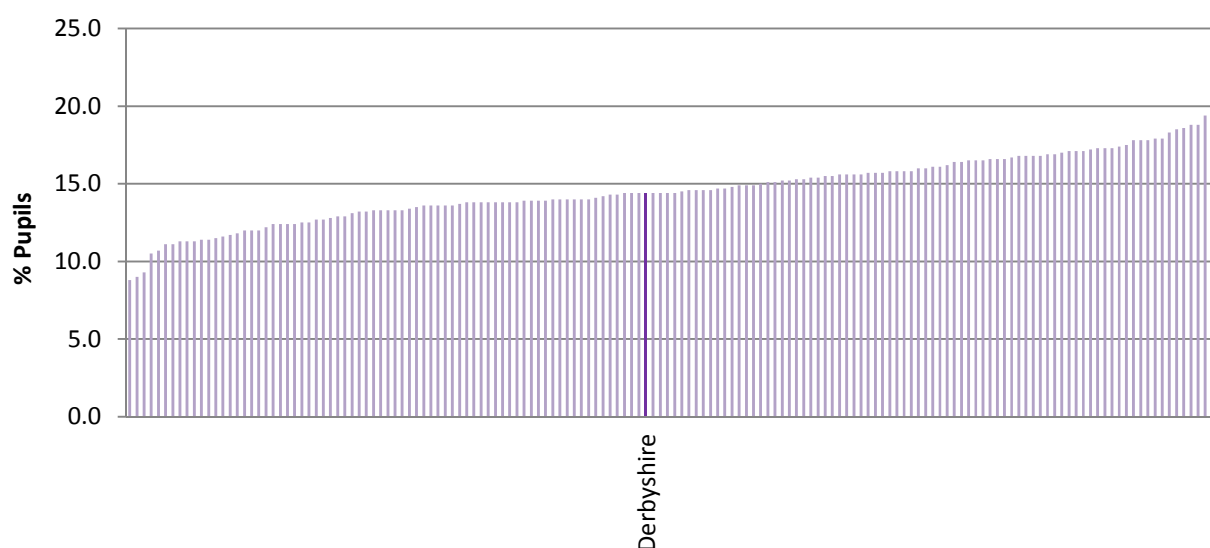
<sup>19</sup> Source: Department for Education SFR29/2016

<sup>20</sup> Includes maintained and direct grant nursery schools, maintained primary and secondary schools, city technology colleges, primary and secondary academies including free schools, special schools, special academies including free schools, pupil referral units, general hospital schools, alternative provision academies including free schools and independent schools.

<sup>21</sup> Includes maintained and direct grant nursery schools, maintained primary and secondary academies, special schools and pupil referral units

than the average for the Statistical Neighbour Group. Compared to all local authorities in England, Derbyshire was ranked 77<sup>th</sup> (out of 152).

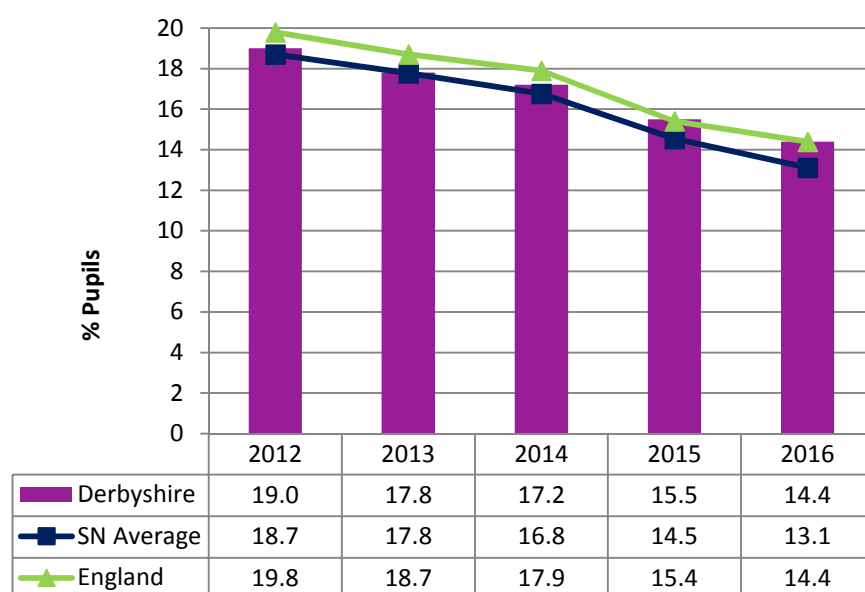
**Figure 5.1** Proportion of pupils with Special Educational Needs (Jan 2016), by English Local Authority (All Schools)<sup>22</sup>



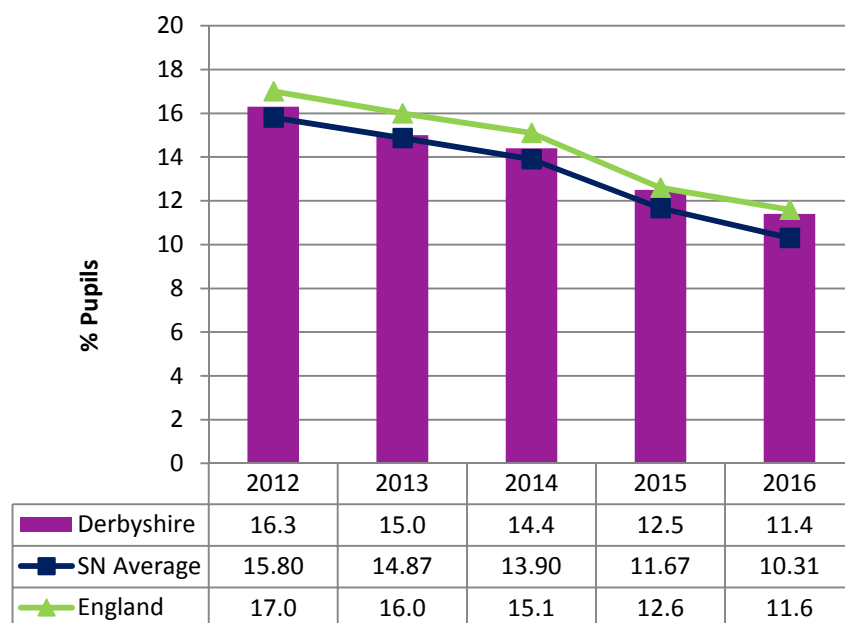
Since 2010, the number and proportion of pupils with special educational needs has been declining. The Department for Education has suggested that this may be the result of more accurate identification of children who have SEN following the publication of the Ofsted Special Educational Needs and Disability review<sup>23</sup>. This found that a quarter of all children identified with SEN, and half of the children at School Action, did not have SEN. However, the sharpest drop-off was between 2014 and 2015; the period in which the SEND reforms were first implemented. In Derbyshire the number of children with SEN declined by 10.4% in this period (from 19,273 pupils to 17,272 pupils). Numbers have declined further still in 2016, to be 16.6% lower than in 2014. In terms of the proportion of pupils with SEN, this equates to a reduction of 2.8 percentage points.

<sup>22</sup> Source: Department for Education SFR29/2016

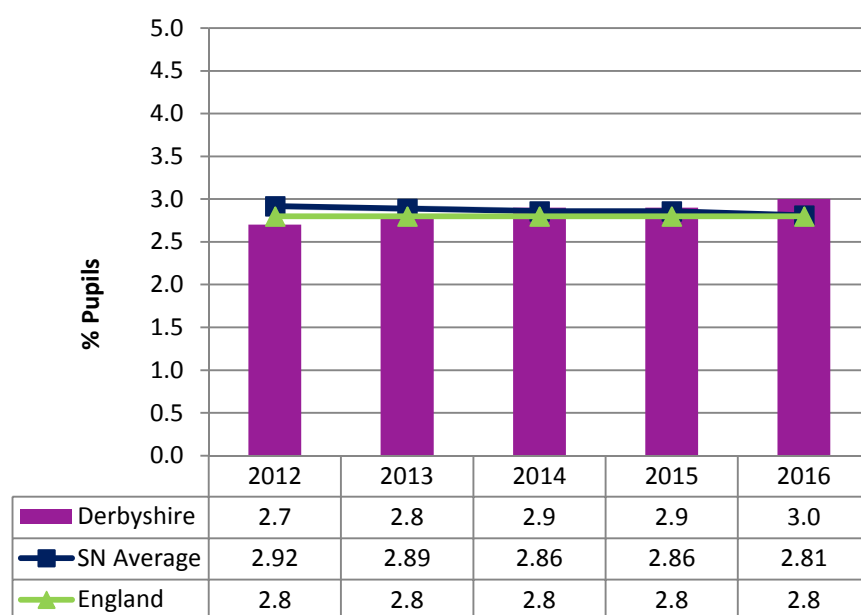
<sup>23</sup> Ofsted (2010) *SEND framework: 2010 review*. Available at: <<https://www.gov.uk/government/publications/special-educational-needs-and-disability-review>> [Accessed 9<sup>th</sup> February 2017]

**Figure 5.2** % Pupils with Special Educational Needs – All Schools<sup>24</sup>

The overall decline in the number of pupils with SEN is entirely the result of the reduction in both the number and percentage of pupils with special educational needs without a Statement or EHC plan. This has declined in each of the last 5 years, falling from 16.9% of pupils in 2011 to 11.4% in 2016. Conversely, in the same period, the proportion of pupils with a Statement of SEN/EHC Plan increased by 0.4 percentage points from 2.6% to 3.0%. Nationally, the proportion has remained static at 2.8%.

**Figure 5.3** % Pupils with SEN Support – All Schools<sup>24</sup>

<sup>24</sup> Source: Department for Education *National statistics on special educational needs in England*. Available at: <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen> [Accessed 9th February 2017]. These statistics include maintained and direct grant nursery schools, maintained primary and secondary schools, city technology colleges, primary and secondary academies including free schools, special schools, special academies including free schools, pupil referral units, alternative provision academies including free schools and independent schools.

**Figure 5.4** % Pupils with a Statement of SEN/EHC Plan – All Schools<sup>24</sup>

Across Derbyshire, the proportion of pupils with SEN is similar across each locality. However, there is significant variation in the category of SEN. In 2016, Amber Valley, Chesterfield and Erewash had a significantly higher proportion of pupils with a Statement of SEN/ EHC Plan than the Derbyshire average, while South Derbyshire & South Dales had a significantly higher proportion of pupils with SEN Support.

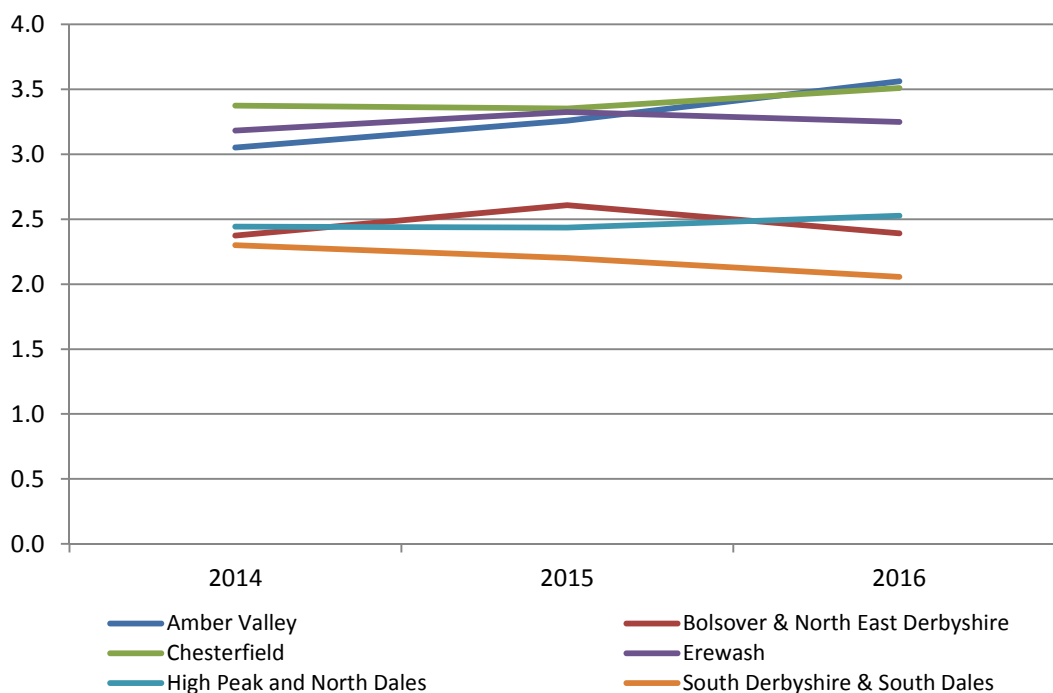
**Table 5.6** Proportion of pupils with SEN by Locality of school attended – All State-funded Settings (January 2016)

	% Pupils with a Statement of SEN/ EHC Plan		% Pupils with SEN Support		% Pupils with SEN	
	Number	Percentage	Number	Percentage	Number	Percentage
Amber Valley	636	3.6	1836	10.3	2472	13.8
Bolsover & North East Derbyshire	566	2.4	2740	11.6	3306	14.0
Chesterfield	538	3.5	1668	10.9	2206	14.4
Erewash	508	3.2	1794	11.5	2302	14.7
High Peak and North Dales	484	2.5	2113	11.0	2597	13.6
South Derbyshire & South Dales	318	2.1	1911	12.4	2229	14.4
<b>Derbyshire LA</b>	<b>3050</b>	<b>2.8</b>	<b>12062</b>	<b>11.3</b>	<b>15112</b>	<b>14.1</b>

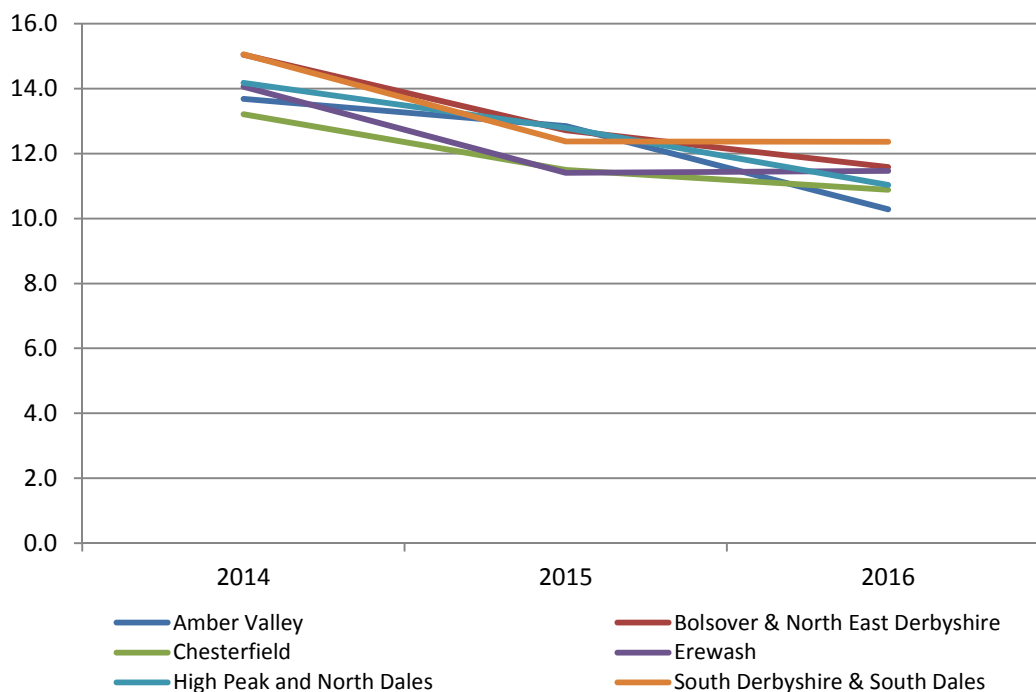
Figures highlighted in **red** are statistically, significantly higher than the Derbyshire average; figures highlighted in **green** are statistically, significantly lower than the Derbyshire average (95 percent confidence level).

Over the last three years, Amber Valley has seen the greatest increase in the proportion of pupils with a Statement of SEN/ EHC Plan, rising from 3.1% in 2014 to 3.6% in 2016. Conversely, South Derbyshire and South Dales have seen the proportion of pupils with a Statement of SEN/ EHC Plan decrease by 0.2 percentage points since 2014 (from 2.3% to 2.1%). All localities have seen a drop off in the proportion of pupils with SEN but without a Statement/ EHCP. This has been most noticeable in Amber Valley and Bolsover & North East Derbyshire.

**Figure 5.5** % Pupils with a Statement of SEN/EHC Plan by Locality of school attended (all state-funded settings)



**Figure 5.6** % Pupils with SEN but without a Statement/EHC Plan by Locality of school attended (all state-funded settings)

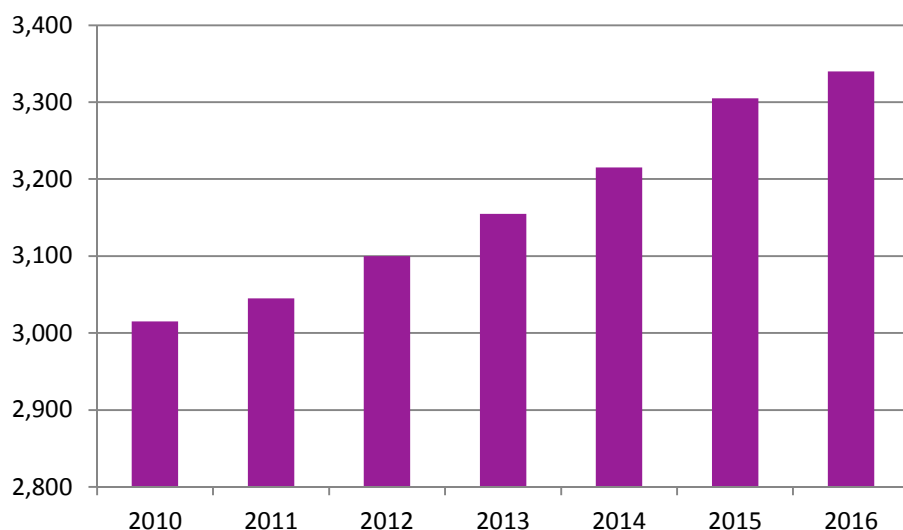


## SEN2

The SEN2 data return reports on all statements of SEN and EHC Plans maintained by individual local authorities regardless of where the young person attends school.

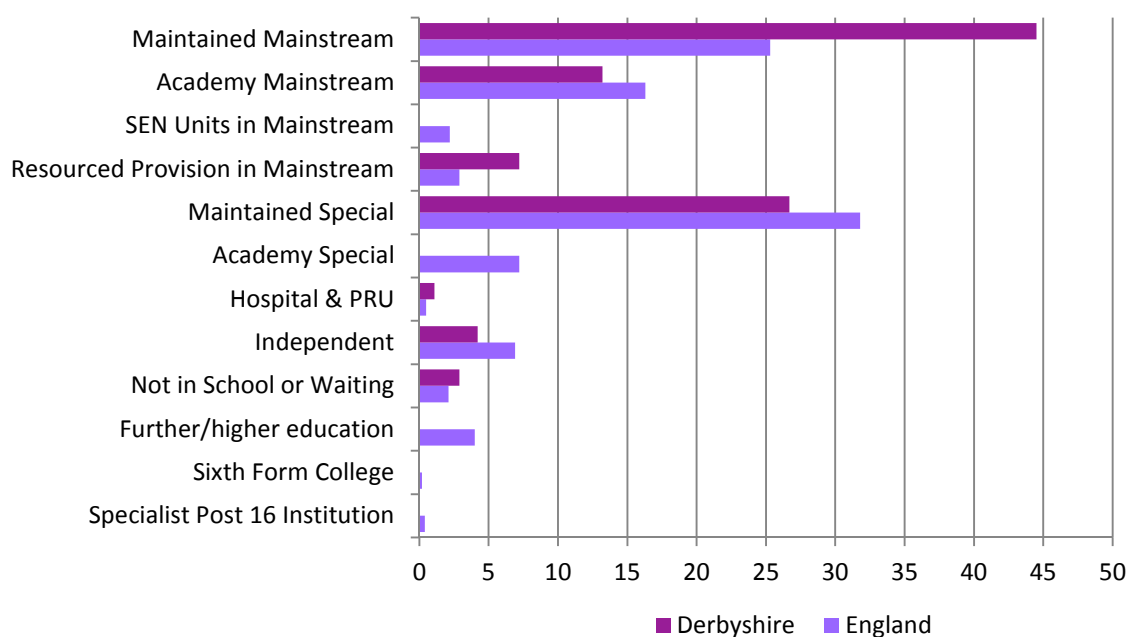
In January 2016, there were 2,695 Statements and 645 EHC Plans maintained by Derbyshire Local Authority. This gives a combined total of 3,340. The combined total has increased year on year since 2010. This follows the picture seen nationally.

**Figure 5.7** Number of Statements and EHC plans Maintained by Derbyshire Local Authority (children & young people aged 0-25)<sup>25</sup>



The majority of children for whom the local authority maintains a Statement or EHC Plan are placed within maintained mainstream schools or academies; 64.9% in 2016. This is significantly higher than the England average (46.8%). Nationally, a larger proportion of pupils attend maintained special schools (31.8%) than in Derbyshire (26.7%).

**Figure 5.8** Percentage of Children & Young People for whom the Authority Maintains a Statement or EHC Plan by Placement Type (Jan 2016)<sup>26</sup>



<sup>25</sup> Source: SEN2 2010-2016

<sup>26</sup> Source: Department for Education SFR17/2016

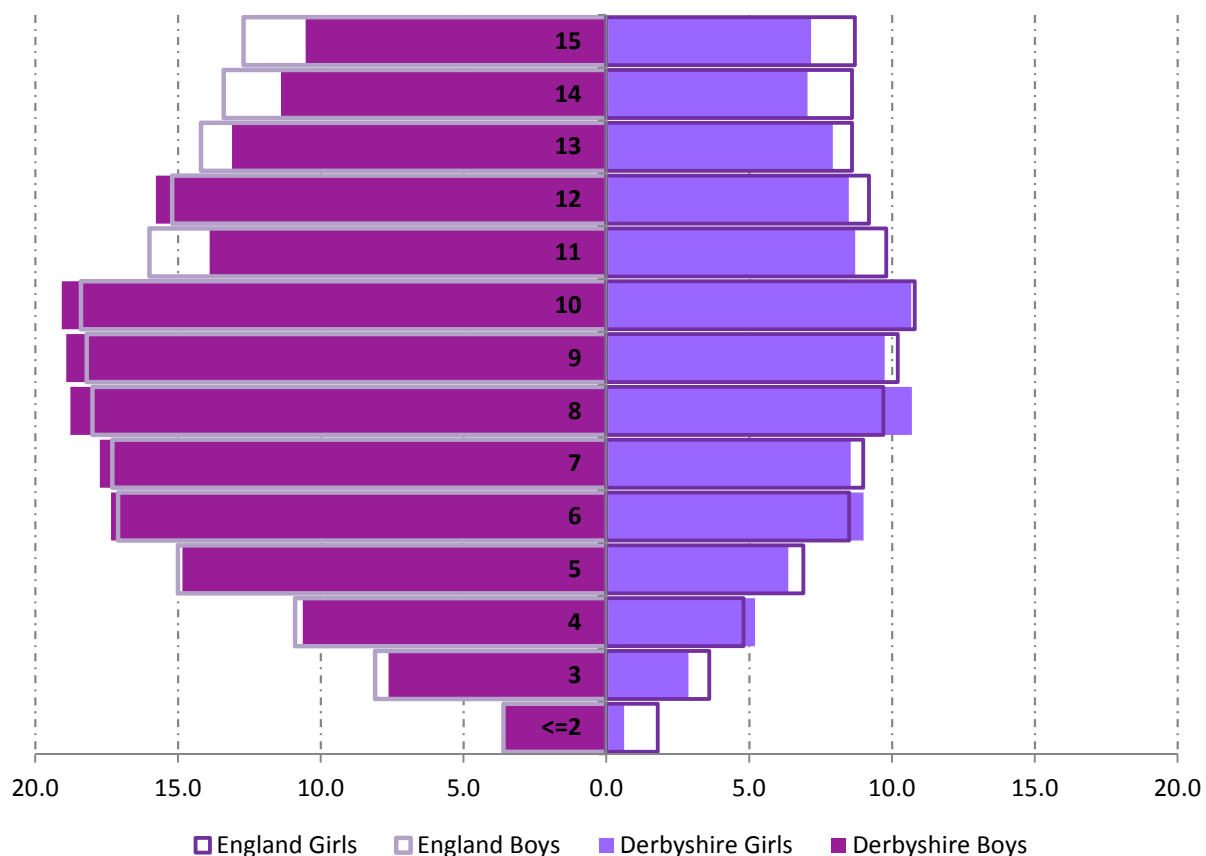


### 5.4.3 Pupils with SEN in Derbyshire by Age and Gender

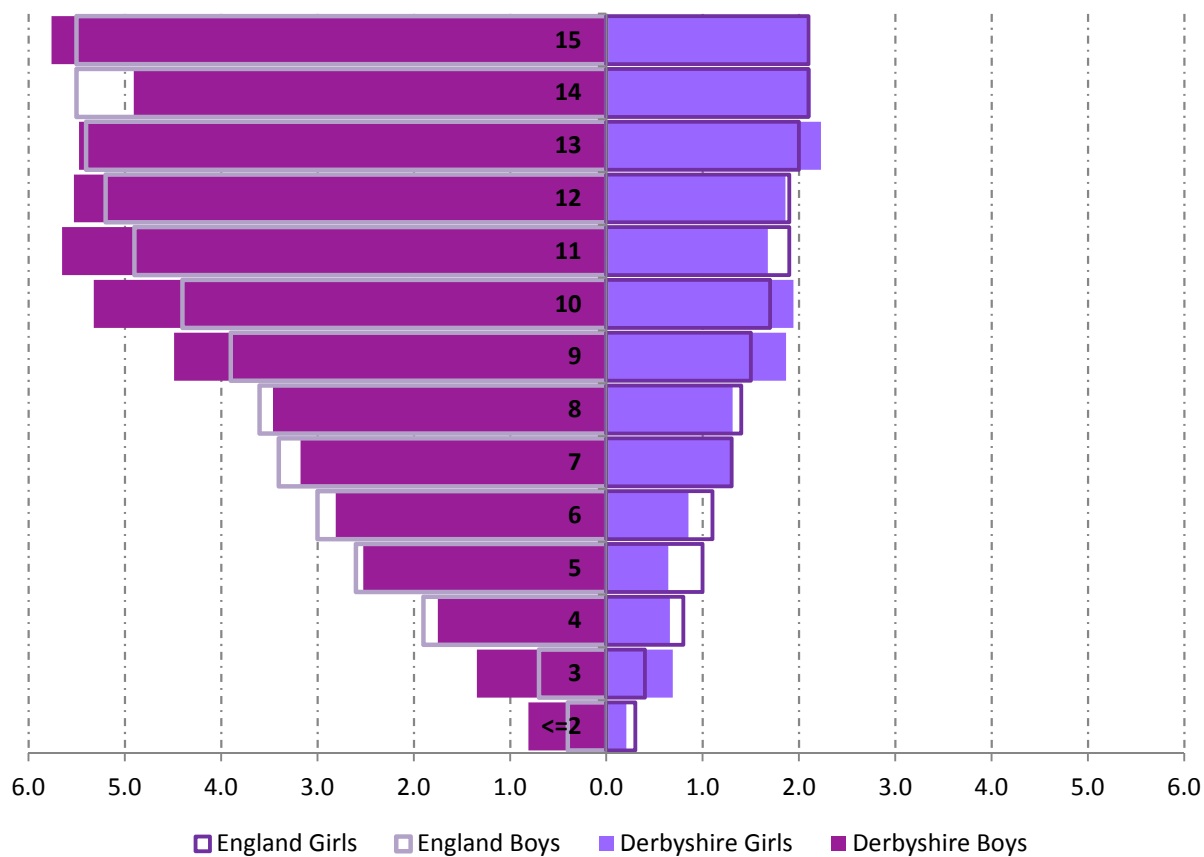
Special educational needs are more prevalent in boys than girls. In 2016, 14.3% of boys attending schools in Derbyshire were on SEN Support compared to 7.8% of girls. Likewise, 4.1% of boys had a Statement or EHC Plan compared to 1.5% of girls. This is similar to the picture seen nationally and is true for every age group.

**Figure 5.9** % Pupils on SEN Support by age and gender in state-funded primary, secondary and special schools:

January School Census 2016



**Figure 5.10** % Pupils with a statement or EHC plan by age and gender in state-funded primary, secondary and special schools:  
January School Census 2016



Looking at pupils up to the age of 15, SEN support was most prevalent among 10 year olds in 2016. This is consistent with the national picture but a slight shift from previous years, when SEN support was most prevalent among 11 year olds.

**Table 5.7** Proportion of pupils with SEN Support by Age – State-funded Primary, Secondary & Special Schools

Age at start of academic year	2012	2013	2014	2015	2016
1	na	0.0	x	0.0	0.0
2	3.6	4.8	4.7	3.5	2.2
3	6.5	7.2	7.5	5.8	5.3
4	9.0	8.7	8.6	7.6	8.0
5	14.2	12.8	13.1	11.5	10.7
6	16.4	16.0	14.3	12.9	13.3
7	17.4	16.6	15.8	15.1	13.3
8	19.1	16.3	16.1	15.0	14.8
9	18.2	18.6	15.4	15.3	14.4
10	17.9	16.2	17.3	14.2	15.0
11	21.2	19.5	18.8	15.6	11.4
12	21.4	17.8	17.2	14.5	12.3
13	18.4	17.8	15.6	12.9	10.6
14	17.1	15.7	15.0	11.0	9.2
15	17.8	15.8	16.1	11.6	8.9
16	7.2	4.9	3.6	4.3	3.8
17	3.9	4.3	3.3	2.8	2.8
18	7.3	6.2	4.4	2.5	3.5
19+	6.7	0.0	16.7	0.0	25.0
<b>All ages</b>	<b>16.1</b>	<b>14.9</b>	<b>14.2</b>	<b>12.2</b>	<b>11.1</b>

*Data has been provided for pupils aged 16 or over but should be used with extreme caution. A significant proportion of pupils leave school at academic age 15 (only 38% of the total 2013/14 KS4 cohort went on to attend a school sixth form<sup>27</sup>), therefore data for older age groups is not necessarily reflective of the true population.*

Over the last 5 years, the decline in rates of SEN Support were greatest for 11 and 12 year olds with respective decreases of 9.8 and 9.1 percentage points since 2012. This mirrors the picture seen nationally, although the rate of decrease has not been as great as that seen in Derbyshire; 8.0 and 7.9 percentage points respectively.

For pupils with a Statement of SEN or EHC Plan, prevalence was greatest among 15 year olds in 2016; older than in previous years. Since the SEND reforms were first introduced in 2014 this age group has seen the largest increase in prevalence.

<sup>27</sup> Source: Department for Education *Destinations of Key Stage 4 and Key Stage 5 pupils*. Available at: <<https://www.gov.uk/government/collections/statistics-destinations>> [Accessed 19th January 2017].

**Table 5.8** Proportion of pupils with a Statement of SEN or EHC Plan by Age – State-funded Primary, Secondary & Special Schools

Age at start of academic year	2012	2013	2014	2015	2016
1	na	0.0	0.0	0.0	0.0
2	0.43	0.57	0.33	0.84	0.51
3	0.78	0.92	0.87	1.13	1.02
4	0.97	1.15	1.17	1.34	1.22
5	1.82	1.48	1.61	1.59	1.60
6	2.04	2.32	1.71	2.03	1.85
7	2.38	2.48	2.63	2.18	2.25
8	2.43	2.77	2.90	3.05	2.41
9	2.84	2.77	3.13	3.37	3.20
10	3.03	3.17	3.24	3.58	3.67
11	3.45	3.15	3.68	3.45	3.72
12	3.19	3.60	3.24	3.75	3.78
13	3.40	3.26	3.72	3.34	3.88
14	3.37	3.41	3.40	3.76	3.52
15	3.56	3.33	3.33	3.36	3.93
16	1.92	2.53	2.90	2.83	2.97
17	1.70	1.88	2.56	2.96	2.77
18	13.36	14.79	14.55	16.03	22.44
19	0.00	0.00	0.00	0.00	25.00
<b>All ages</b>	<b>2.60</b>	<b>2.65</b>	<b>2.73</b>	<b>2.82</b>	<b>2.80</b>

*Data has been provided for pupils aged 16 or over but should be used with extreme caution. A significant proportion of pupils leave school at academic age 15 (only 38% of the total 2013/14 KS4 cohort went on to attend a school sixth form), therefore data for older age groups is not necessarily reflective of the true population.*

### SEN by Age & School Locality

Age related prevalence shows some variation across localities.

In 2016, the highest prevalence for pupils on SEN Support was for 8 year old pupils in Amber valley (14.2%), Erewash (14.3%) and High Peak and North Dales (16.7%). In Chesterfield however, prevalence was highest among 12 year old pupils (16.4%). This was statistically significantly higher than the Derbyshire average for 12 year olds.

**Table 5.9** Proportion of pupils with SEN Support by Age & Locality of school attended – Primary, Secondary & Special Schools

School Locality	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Amber Valley	na	0.8	4.2	9.8	10.0	12.3	11.5	14.2	14.0	13.6	11.6	11.3	7.2	6.7	8.4	4.8	3.8	4.2	na	10.2
Bolsover & NE Derbyshire	0.0	3.1	7.4	8.4	11.1	14.1	15.4	15.1	14.4	16.6	11.9	10.7	10.6	7.4	7.7	2.1	1.2	2.3	na	11.5
Chesterfield	na	1.4	6.3	7.6	11.4	12.3	13.0	12.5	12.0	13.2	11.2	16.4	11.1	10.9	9.4	1.6	1.9	3.1	na	10.6
Erewash	0.0	0.0	4.2	7.3	9.9	13.1	11.1	14.3	14.2	12.9	11.1	14.2	13.5	10.9	10.1	3.2	1.7	3.3	na	10.9
High Peak & North Dales	0.0	5.6	2.5	5.5	10.3	13.6	13.0	16.7	15.3	16.1	8.7	9.8	10.7	9.5	8.8	5.4	3.6	5.1	0.0	11.0
South Derbyshire & South Dales	na	5.1	2.5	9.1	11.3	13.6	14.3	15.1	15.9	16.0	14.6	12.9	11.1	11.3	9.2	5.7	3.6	0.0	100.0	12.3
<b>Derbyshire LA</b>	<b>0.0</b>	<b>2.2</b>	<b>5.3</b>	<b>8.0</b>	<b>10.7</b>	<b>13.3</b>	<b>13.3</b>	<b>14.8</b>	<b>14.4</b>	<b>15.0</b>	<b>11.4</b>	<b>12.3</b>	<b>10.6</b>	<b>9.2</b>	<b>8.9</b>	<b>3.8</b>	<b>2.8</b>	<b>3.5</b>	<b>25.0</b>	<b>11.1</b>

Figures highlighted in **red** are statistically, significantly higher than the Derbyshire average; figures highlighted in **green** are statistically, significantly lower than the Derbyshire average (95 percent confidence level).

Since 2014, the decline in rate for pupils on SEN Support was greatest for 11 year old pupils in Chesterfield, Erewash and High peak & North Dales, greatest for 14 year olds in Amber Valley and greatest for 15 year olds in Bolsover & NE Derbyshire and South Derbyshire & South Dales.

As with SEN Support, prevalence rates for pupils with a Statement of SEN/ EHC Plan vary by locality. For example, Amber Valley has a significantly higher proportion of 8-10 year olds with a Statement of SEN/ EHC Plan than the Derbyshire average.

**Table 5.10** Proportion of pupils with a Statement of SEN or EHC Plan by Age & Locality of school attended– Primary, Secondary & Special Schools

School Locality	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Amber Valley	na	0.79	1.17	2.08	1.64	2.49	2.51	3.66	4.62	5.30	3.70	4.22	4.52	3.95	3.65	3.95	4.76	30.99	na	3.59
Bolsover & NE Derbyshire	0.0	0.00	0.43	1.22	1.83	2.05	2.07	2.02	2.93	2.77	2.91	3.23	3.42	2.66	3.98	1.80	2.41	13.64	na	2.41
Chesterfield	na	0.46	0.88	1.76	1.46	1.86	2.57	3.02	3.81	5.05	5.21	4.44	4.97	3.82	5.39	2.82	3.90	28.13	na	3.50
Erewash	0.0	1.67	1.45	1.43	1.47	2.10	2.55	2.77	3.65	4.65	4.04	4.77	3.15	4.64	4.24	4.36	1.40	26.67	na	3.14
High Peak & North Dales	0.0	0.00	3.55	0.35	1.66	1.17	2.25	1.37	2.24	2.87	4.02	3.23	3.63	3.21	3.45	3.77	2.48	18.64	33.33	2.55
South Derbyshire & South Dales	na	0.00	0.31	0.59	1.41	1.45	1.76	2.05	2.37	2.27	2.41	3.09	3.70	3.29	2.83	0.52	0.00	5.56	0.00	2.03
<b>Derbyshire LA</b>	<b>0.0</b>	<b>0.51</b>	<b>1.02</b>	<b>1.22</b>	<b>1.60</b>	<b>1.85</b>	<b>2.25</b>	<b>2.41</b>	<b>3.20</b>	<b>3.67</b>	<b>3.72</b>	<b>3.78</b>	<b>3.88</b>	<b>3.52</b>	<b>3.93</b>	<b>2.97</b>	<b>2.77</b>	<b>22.44</b>	<b>25.00</b>	<b>2.84</b>

Figures highlighted in **red** are statistically, significantly higher than the Derbyshire average; figures highlighted in **green** are statistically, significantly lower than the Derbyshire average (95 percent confidence level).

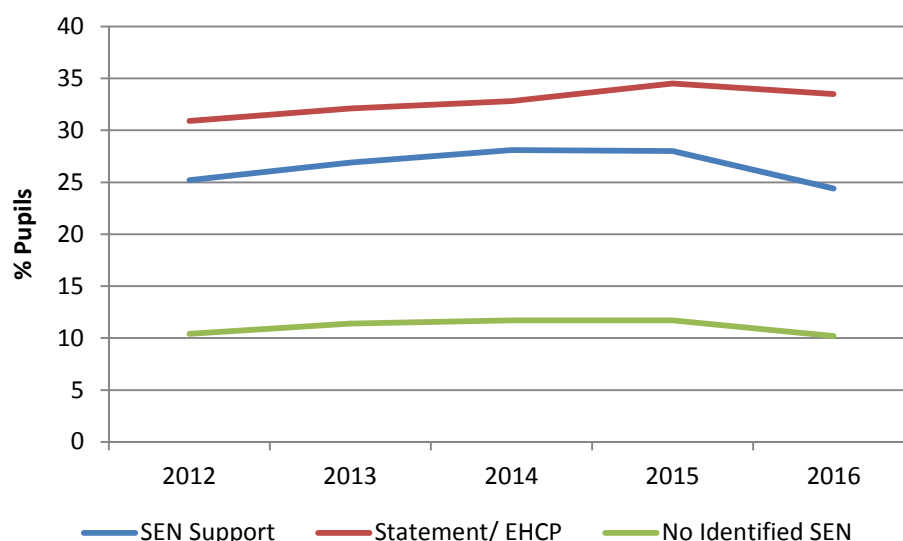
Since 2014, the increase in rate for pupils with a Statement of SEN or EHC Plan was greatest for 9 year old pupils in Amber Valley, 10 year old pupils in Chesterfield and Erewash, 13 year old pupils in South Derbyshire & South Dales, 14 year old pupils in High Peak & North Dales and 15 year old pupils in Bolsover & NE Derbyshire.

## 5.4.4 Other Characteristics of Pupils with SEN in Derbyshire

### Free School Meal Eligibility

Pupils with special educational needs are more likely to be eligible for free school meals. In 2016, 24.4% of pupils on SEN Support (2,877 pupils) and 33.5% of pupils with a Statement of SEN or EHC Plan (1,009 pupils) were eligible for and claiming free school meals. This compares to 10.2% of pupils with no identified SEN and follows the trend seen previously.

**Figure 5.11** % SEN Pupils in Derbyshire eligible for and claiming Free School Meals (Primary, Secondary & Special Schools)



In 2016, a significantly lower proportion of SEN Support pupils in Derbyshire were FSM eligible when compared to the proportion nationally (26.2%). Conversely, the proportion of pupils with a Statement of SEN or EHC Plan who were also FSM eligible was significantly higher in Derbyshire than it was in England (31.5%). For all pupils in Derbyshire, FSM eligibility is significantly lower than the England average for Primary and Secondary Schools but significantly higher than the England average for Special Schools.

### Ethnicity

In 2016, there were 5799 minority ethnic pupils of compulsory school age in Derbyshire. This is equivalent to 6.2% of the total compulsory school age population. Of these, 794 (13.7%) had some form of special educational need. This was lower than but not significantly different to the England average (14.1%).

As with the national picture, special educational needs in Derbyshire are more prevalent in Travellers of Irish Heritage and Gypsy/ Roma pupils with 37.5% and 24.6% respectively having special educational needs in 2016. However, since 2014 these two groups have seen the sharpest decrease in the proportion of pupils with SEN.

**Table 5.11** Percentage of pupils with SEN by Ethnic Group (pupils in Derbyshire Primary, Secondary and Special Schools – compulsory school age only) January 2016

	2014		2015		2016		Percentage Point Change 2014-2016
	No.	%	No.	%	No.	%	
White British	15982	18.1	14080	16.1	12885	14.8	-3.3
Irish	22	15.2	17	11.7	16	11.1	-4.1
Traveller of Irish heritage	31	47.7	28	43.1	18	37.5	-10.2
Gypsy / Roma	14	40.0	9	23.1	14	24.6	-15.4
Any other White background	225	19.3	234	17.1	228	14.7	-4.6
White and Black Caribbean	136	19.1	131	17.6	130	16.8	-2.2
White and Black African	38	16.2	40	15.7	27	9.6	-6.6
White and Asian	74	13.5	82	13.8	75	11.8	-1.6
Any other mixed background	80	15.0	74	13.4	96	15.5	0.5
Indian	48	10.1	41	8.4	38	7.7	-2.4
Pakistani	27	15.1	25	12.0	32	13.3	-1.8
Bangladeshi	5	12.2	6	15.0	6	13.0	0.8
Any other Asian background	27	13.3	17	8.6	22	10.9	-2.4
Black Caribbean	14	18.4	13	17.1	7	10.3	-8.1
Black African	25	20.0	25	18.4	18	11.9	-8.1
Any other Black background	7	14.6	6	10.7	10	17.5	3.0
Chinese	23	10.5	25	11.0	28	11.8	1.3
Any other ethnic group	35	21.1	34	18.0	29	14.3	-6.8
Unclassified	97	17.3	81	13.9	105	18.6	1.3
<b>All Pupils</b>	<b>16910</b>	<b>18.0</b>	<b>14968</b>	<b>16.0</b>	<b>13784</b>	<b>14.8</b>	<b>-3.2</b>

Figures highlighted in **red** are statistically, significantly higher than the England average; figures highlighted in **green** are statistically, significantly lower than the England average (95 percent confidence level).

For pupils with a Statement of SEN or EHC Plan, numbers of pupils in each ethnic group are generally too small to publish under data protection guidelines. However, using broad ethnic groupings, other than unclassified, Black pupils have had the highest proportion of pupils with a Statement of SEN or EHC Plan in each of the last 3 years (4.0% in 2016).

**Table 5.12** Percentage of pupils with a Statement of SEN or EHC Plan by broad Ethnic Group (pupils in Primary, Secondary and Special Schools – compulsory school age and above) January School Census

	Pupils of compulsory school age and above with a Statement of SEN/ EHC Plan								
	2014			2015			2016		
	Derbyshire		England	Derbyshire		England	Derbyshire		England
	No.	%	%	No.	%	%	No.	%	%
White	2672	3.0	3.1	2710	3.0	3.1	2716	3.1	3.1
Mixed	63	3.1	3.1	74	3.4	3.1	70	3.0	3.1
Asian	18	2.0	2.6	18	1.9	2.6	25	2.6	2.6
Black	10	4.0	3.5	12	4.5	3.6	11	4.0	3.6
Chinese	x	x	2.1	5	2.2	2.2	5	2.1	2.3
Any other ethnic group	x	x	2.5	7	3.7	2.6	8	3.9	2.6
Unclassified	13	2.3	3.8	17	2.9	3.9	36	6.4	4.0
<b>All Pupils</b>	<b>2785</b>	<b>3.0</b>	<b>3.1</b>	<b>2843</b>	<b>3.0</b>	<b>3.1</b>	<b>2871</b>	<b>3.1</b>	<b>3.0</b>

x Data suppressed

Figures highlighted in **red** are statistically, significantly higher than the England average; figures highlighted in **green** are statistically, significantly lower than the England average (95 percent confidence level).

### English as a First Language

In Derbyshire, in 2016, there were 1913 pupils of compulsory school age or above whose first language was known to be, or believed to be, other than English (EAL). Of these, 270 (14.1%) had some form of special educational need. This was lower than but not statistically different to the proportion for pupils with English as their first language (14.8%). This has been the trend over the last couple of years. However, in 2012-2014 a higher proportion of EAL pupils in Derbyshire had SEN compared to non-EAL pupils. This was statistically significant in 2012 and 2013. Nationally, since 2013, a significantly larger proportion of pupils whose first language is English have SEN compared to pupils whose first language is other than English.

**Table 5.13** Percentage of pupils with SEN by First Language (pupils in Primary, Secondary and Special Schools – compulsory school age or above) January School Census

	2012		2013		2014		2015		2016	
	EAL	Non EAL	EAL	Non EAL	EAL	Non EAL	EAL	Non EAL	EAL	Non EAL
Derbyshire	27.2	20.0	23.1	18.6	19.4	18.0	15.3	16.0	14.1	14.8
England	22.0	21.8	20.1	20.6	18.5	19.6	15.0	16.8	13.6	15.5

Figures highlighted in **red** are statistically, significantly higher than the non-EAL average; figures highlighted in **green** are statistically, significantly lower than the non-EAL average (95 percent confidence level).

### IDACI Decile of Deprivation

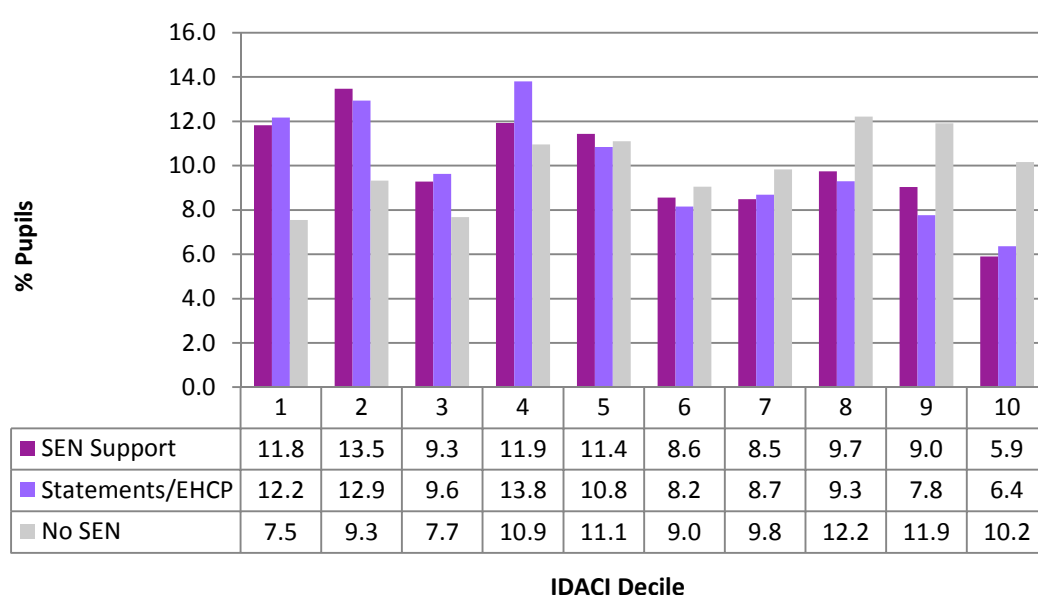
The Income Deprivation Affecting Children Index (IDACI) is a subset of the Indices of Deprivation published by the Department for Communities and Local Government. This measures the proportion of all children aged 0-15 living in income deprived families and is based on Lower-layer Super Output Areas (LSOAs) in England. Each LSOA is given a deprivation score and rank with 1 being the most deprived area and 32,844



being the least deprived area. It is important to note however, that the Index is a measure of *relative* deprivation; not all people living in the same area will experience the same level of deprivation.

By matching address data in the January School Census to IDACI scores and ranks it is possible to determine the relative levels of deprivation that pupils with SEN may experience in Derbyshire. Data for 2016 shows that pupils with SEN, both those on SEN Support and those with a Statement of SEN/ EHC Plan, are more likely to experience a higher level of deprivation than pupils with no identified SEN; 46.5% of pupils on SEN Support and 48.5% of pupils with a Statement of SEN or EHC Plan in Derbyshire live in the 40% most deprived areas nationally (deciles 1-4) compared to non-SEN pupils in Derbyshire (35.5%).

**Figure 5.12** % Pupils in Derbyshire living in each IDACI Decile of Deprivation (State-funded Primary, Secondary & Special Schools). January School Census 2016



Maps showing the proportion of pupils with SEN living in each LSOA can be seen in Appendix 7.9 and 7.10.

### 5.4.5 Pupils with SEN in Derbyshire by Primary Need

#### Coverage

Primary type of need is collected for those pupils on SEN support or with a statement or EHC plan. The coverage for 2015 and 2016 is different to previous years. Pupils who were on School Action were not required to have a primary type of need recorded. From 2015 pupils who were on School Action who have transferred to SEN support will be recorded as having a primary type of need. This has led to an increase in the number of pupils recorded as having a primary type of need. There may have been some pupils who were still on school action in the 2015 collection who did not provide a primary type of need, however there were no pupils recorded as School Action in 2016.

#### Classification changes

There were changes to the classification of type of need in 2015: the previous code of 'Behaviour, emotional and social difficulties (BESD)' was removed. A new code 'Social, emotional and mental health

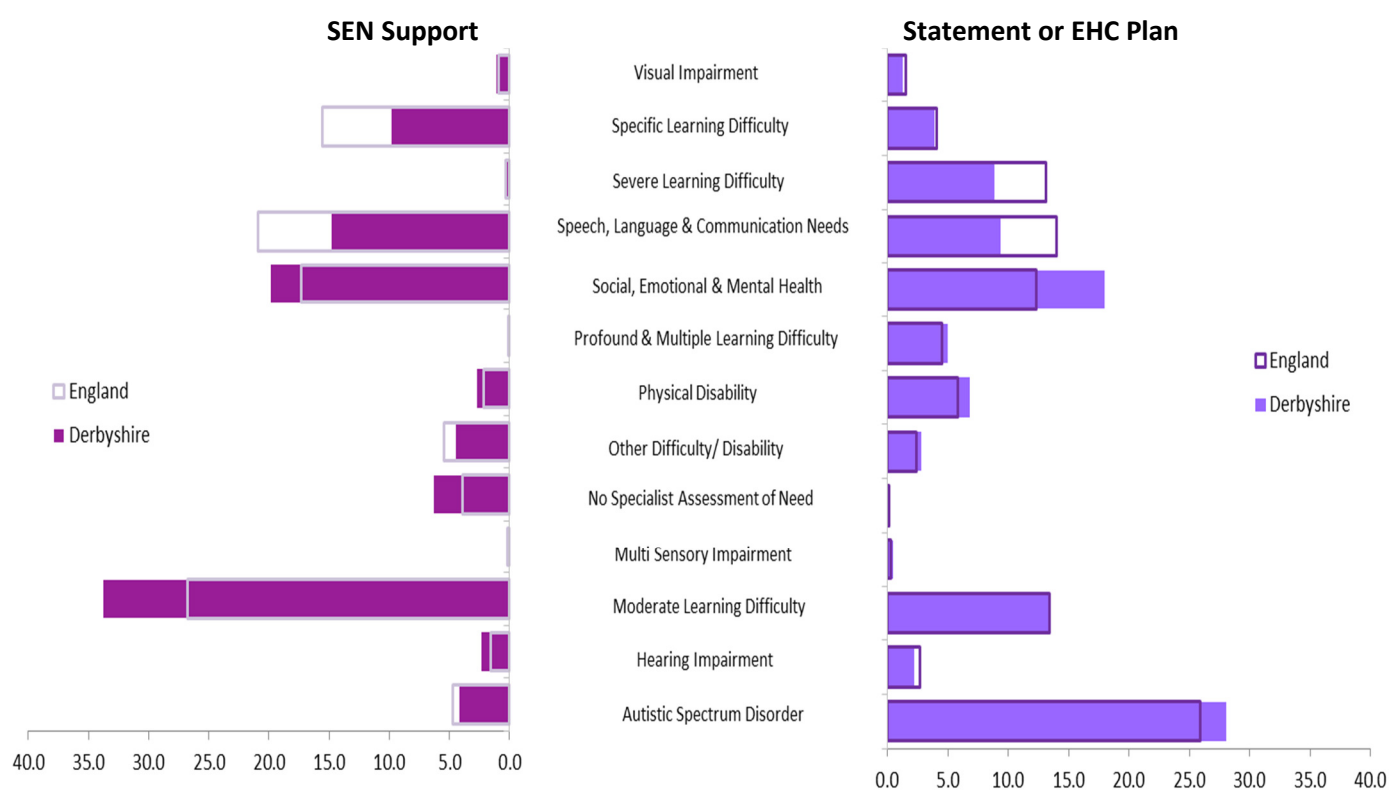
(SEMH)' was introduced, although this was not intended to be a direct replacement. The code 'SEN support but no specialist assessment of type of need' was also introduced in 2015. Due to the changes in coverage and classification, it is not possible to produce a direct comparison with data prior to 2015.

In 2015 and 2016, Moderate Learning Difficulty was the most common primary type of need overall. 29.6% of pupils in Derbyshire currently have this need, 2.2 percentage points higher than in 2015. Moderate Learning Difficulty is also the most common type of need nationally, although statistically, the proportion (24.2%) is much lower than that seen in Derbyshire.

For pupils on SEN Support, Moderate Learning Difficulty remains the most common type of need, 33.8% of pupils having this need in 2016. However, for pupils with a Statement of SEN or EHC Plan, Autistic Spectrum Disorder is the most common type of need, accounting for 28.1% of needs in 2016, up 2.7 percentage points since 2015 (25.3%) and 6.7 percentage points since 2012 (21.3%). This follows the trend seen nationally, although the proportion of pupils with a Statement of SEN/ EHC Plan with Autistic Spectrum Disorder (25.9%) remains significantly lower than in Derbyshire.

**Figure 5.13** Percentage of pupils with each primary type of need who are either on SEN support or with a statement or EHC plan (pupils in Derbyshire State-funded primary, secondary and special schools)

January School Census 2016



Social, Emotional & Mental Health remains the second most common type of need for both pupils with SEN Support and those with a Statement or EHC Plan, accounting for 19.9% and 18.0% of needs respectively.

Across Derbyshire, for pupils with SEN Support, patterns of need remain broadly similar although there are variations in rate. For example, Moderate Learning Difficulty ranges from a high of 39.6% for pupils attending schools in Chesterfield to a low of 30.6% for pupils attending schools in South Derbyshire & South Dales.

**Table 5.14** Percentage of pupils with each primary type of need<sup>28</sup> for pupils with SEN Support by Locality of school attended (pupils in Derbyshire Primary, Secondary and Special Schools) January 2016

School Locality	ASD	HI	MLD	MSI	NSA	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
Amber Valley	5.9	2.8	32.2	0.0	10.5	4.1	3.3	0.1	16.5	13.9	0.2	9.5	1.1
Bolsover & NE Derbyshire	3.8	2.7	31.1	0.1	4.4	3.5	2.9	0.0	23.9	19.5	0.3	6.8	0.9
Chesterfield	2.8	2.2	39.6	0.2	4.1	3.2	2.5	0.2	19.1	15.3	0.2	8.9	1.8
Erewash	4.4	2.2	38.3	0.1	4.4	4.8	2.4	0.1	21.4	13.5	0.5	7.4	0.5
High Peak & North Dales	3.3	1.6	33.3	0.0	8.5	4.6	2.6	0.1	19.0	11.7	0.7	13.1	1.4
South Derbyshire & South Dales	5.1	2.5	30.6	0.3	6.0	6.7	2.4	0.1	17.7	13.3	0.6	13.6	1.2
<b>Derbyshire Schools</b>	<b>4.2</b>	<b>2.4</b>	<b>33.8</b>	<b>0.1</b>	<b>6.3</b>	<b>4.5</b>	<b>2.7</b>	<b>0.1</b>	<b>19.9</b>	<b>14.8</b>	<b>0.4</b>	<b>9.8</b>	<b>1.1</b>
<b>England State-funded Schools</b>	<b>4.7</b>	<b>1.6</b>	<b>26.8</b>	<b>0.2</b>	<b>3.9</b>	<b>5.5</b>	<b>2.2</b>	<b>0.1</b>	<b>17.3</b>	<b>20.9</b>	<b>0.4</b>	<b>15.6</b>	<b>0.9</b>

Figures highlighted in **red** are statistically, significantly higher than the Derbyshire average; figures highlighted in **green** are statistically, significantly lower than the Derbyshire average (95 percent confidence level).

For pupils with a Statement of SEN or EHC Plan there is more variation in the commonality of primary need. Autistic Spectrum Disorder is the most common type of need in all areas bar Chesterfield with rates ranging from a high of 42.0% in Amber Valley to lows of 19.1% in Chesterfield and 20.3% in Bolsover & North East Derbyshire. Speech, Language & Communication is the third highest need in Bolsover & North East Derbyshire (16.1%) but the sixth highest need in Chesterfield (7.1%) and Erewash (6.8%). Similarly, Severe Learning Difficulty is the third highest need in Erewash (12.7%) but the sixth highest need in High Peak & North Dales (5.4%) and South Derbyshire & South Dales (8.9%).

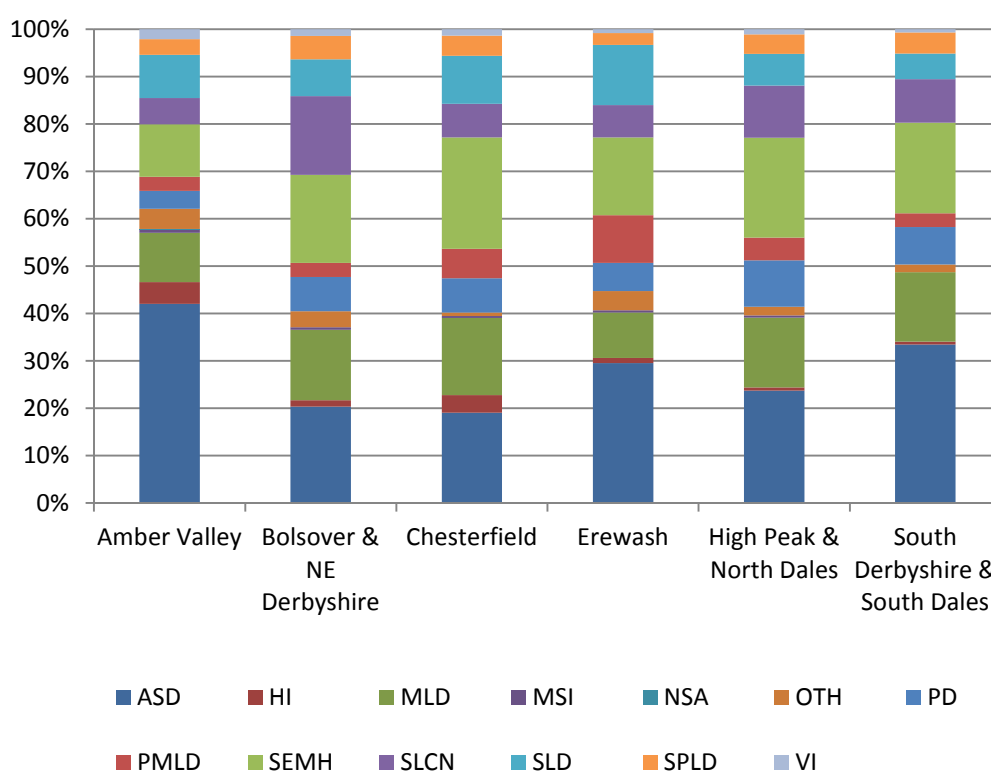
<sup>28</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.

**Table 5.15** Percentage of pupils with each primary type of need<sup>29</sup> for pupils with a Statement of SEN or EHC Plan by Locality of school attended (pupils in Derbyshire Primary, Secondary and Special Schools) January 2016

School Locality	ASD	HI	MLD	MSI	NSA	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
Amber Valley	42.0	4.6	10.4	0.6	0.2	4.3	3.8	3.0	11.1	5.5	9.2	3.3	2.1
Bolsover & NE Derbyshire	20.3	1.4	14.8	0.5	0.0	3.4	7.2	3.0	18.6	16.6	7.8	4.9	1.4
Chesterfield	19.1	3.7	16.3	0.4	0.0	0.7	7.3	6.2	23.6	7.1	10.1	4.3	1.3
Erewash	29.6	1.0	9.7	0.4	0.0	4.1	6.0	10.1	16.4	6.8	12.7	2.5	0.8
High Peak & North Dales	23.8	0.6	14.8	0.4	0.0	1.9	9.8	4.8	21.0	11.0	6.7	4.2	1.0
South Derbyshire & South Dales	33.4	0.6	14.6	0.0	0.0	1.6	8.0	2.9	19.1	9.2	5.4	4.5	0.6
<b>Derbyshire Schools</b>	<b>28.1</b>	<b>2.2</b>	<b>13.3</b>	<b>0.4</b>	<b>0.0</b>	<b>2.8</b>	<b>6.8</b>	<b>5.0</b>	<b>18.0</b>	<b>9.4</b>	<b>8.9</b>	<b>3.9</b>	<b>1.3</b>
<b>England State-funded Schools</b>	<b>25.9</b>	<b>2.7</b>	<b>13.4</b>	<b>0.3</b>	<b>0.1</b>	<b>2.4</b>	<b>5.8</b>	<b>4.5</b>	<b>12.3</b>	<b>14.0</b>	<b>13.1</b>	<b>4.0</b>	<b>1.5</b>

Figures highlighted in red are statistically, significantly higher than the Derbyshire average; figures highlighted in green are statistically, significantly lower than the Derbyshire average (95 percent confidence level).

**Figure 5.14** Percentage of pupils with each primary type of need for pupils with a Statement of SEN or EHC Plan by Locality of school attended (pupils in Derbyshire Primary, Secondary and Special Schools) January 2016



<sup>29</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.

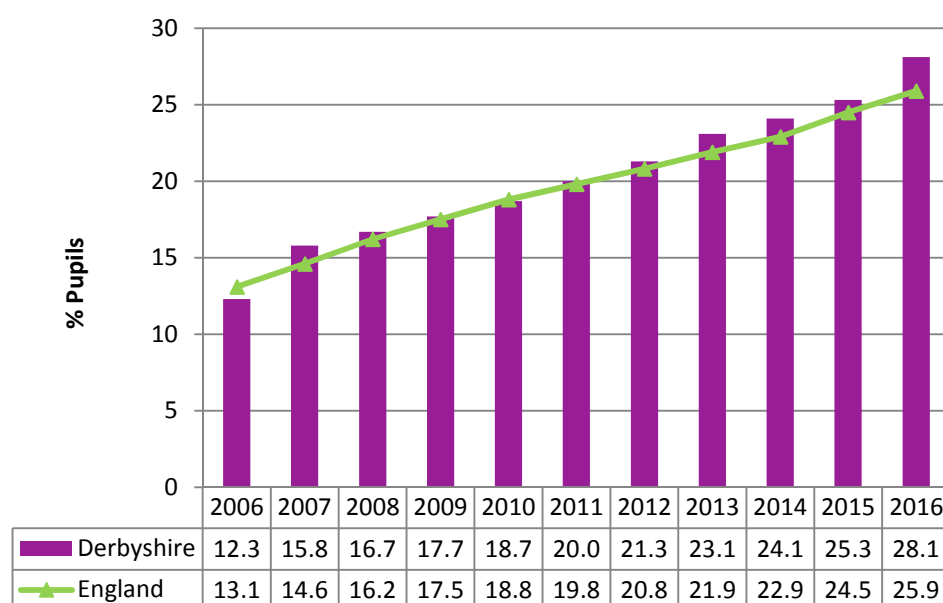
### Changes in the Primary Needs of children with a Statement of SEN/ EHC Plan

Over the last decade, the most notable change in the primary needs of pupils with a Statement of SEN or EHC Plan has been the decrease in the number and proportion of pupils with moderate learning difficulties (from 28.9% to 13.3% of needs) and the corresponding rise in the number and proportion of pupils with Autistic Spectrum Disorder. In 2006, 396 pupils with a Statement of SEN in Derbyshire (12.3%) had ASD as their primary need. By 2016 this number had more than doubled to 846 pupils, 28.1% of all pupils with a Statement of SEN or EHC Plan. Nationally, the proportion of pupils with ASD has also risen but at a much lesser extent than that seen in Derbyshire.

**Figure 5.15** Number of Pupils in Derbyshire with a Statement of SEN/ EHC Plan with Autistic Spectrum Disorder as their Primary Need (Primary, Secondary & Special Schools)



**Figure 5.16** Percentage of Pupils in Derbyshire with a Statement of SEN/ EHC Plan with Autistic Spectrum Disorder as their Primary Need (Primary, Secondary & Special Schools)



Since 2006, the proportion of pupils with ASD has increased in all localities across Derbyshire. Rates of increase vary however from a high of 26.2 percentage points in Amber Valley to a low of 6.9 percentage points in Chesterfield.

**Table 5.16** Percentage point change in the primary needs<sup>30</sup> of pupils with a Statement of SEN/ EHC Plan between 2006 and 2016 (Derbyshire Primary, Secondary & Special Schools)

School Locality	ASD	HI	MLD	MSI	NSA	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
Amber Valley	26.2	0.3	-15.5	0.3	0.2	2.1	-2.3	2.5	-3.0	-1.3	-2.2	-7.1	-0.1
Bolsover & NE Derbyshire	8.0	0.0	-14.4	0.0	0.0	1.1	-0.3	1.7	1.4	8.0	1.8	-7.8	0.4
Chesterfield	6.9	0.4	-15.9	0.4	0.0	-1.5	0.5	2.7	6.1	3.6	-0.8	-2.9	0.4
Erewash	21.6	-1.0	-19.4	0.4	0.0	-3.6	0.1	0.5	4.6	1.1	0.9	-5.7	0.4
High Peak & North Dales	11.0	0.1	-11.6	0.2	0.0	0.3	2.3	1.7	6.4	5.4	-0.3	-15.4	-0.2
South Derbyshire & South Dales	20.5	-0.3	-17.1	-0.6	0.0	0.0	3.2	1.3	5.3	1.1	-2.4	-11.3	0.3
<b>Derbyshire Schools</b>	<b>15.7</b>	<b>0.0</b>	<b>-15.6</b>	<b>0.2</b>	<b>0.0</b>	<b>-0.1</b>	<b>0.2</b>	<b>1.8</b>	<b>2.9</b>	<b>3.1</b>	<b>-0.3</b>	<b>-8.2</b>	<b>0.2</b>
<b>England State-funded Schools</b>	<b>12.7</b>	<b>-0.3</b>	<b>-10.7</b>	<b>0.0</b>	<b>0.1</b>	<b>0.5</b>	<b>-1.4</b>	<b>1.0</b>	<b>-1.8</b>	<b>2.5</b>	<b>1.4</b>	<b>-3.8</b>	<b>-0.3</b>

ASD is a broad spectrum with no marker for severity or complexity in School Census data. As pupils with severe forms of ASD are more likely to attend special schools we may gauge if complexity of need has increased by looking at trends in the special school population. Data for Derbyshire shows that the number of pupils with Autistic Spectrum Disorder attending special schools has increased significantly since 2006 from 68 pupils (9.9% of the special school population) to 314 pupils in 2016 (37.2% of the special school population). In contrast, the proportion of pupils with moderate learning difficulties has seen a sharp drop-off amongst special school pupils. A graph showing this change can be seen in Appendix 1.

### 5.4.5 Other Characteristics and Primary Type of Need

#### Gender

For pupils on SEN Support, Moderate Learning Difficulty, followed by Social, Emotional & Mental Health were the most common types of need for both male and female pupils in Derbyshire. However, a significantly higher proportion of male SEN support pupils have Autistic Spectrum Disorder, Social, Emotional & Mental Health and Speech, Language & Communication Needs as their primary need compared to female pupils and a significantly higher proportion of female SEN Support pupils have Hearing Impairments and Moderate Learning Difficulties as their primary need compared to male pupils.

Nationally, a higher proportion of male and female SEN Support pupils have Speech, Language & Communication Needs and Specific Learning Difficulties as their primary need compared to pupils in Derbyshire.

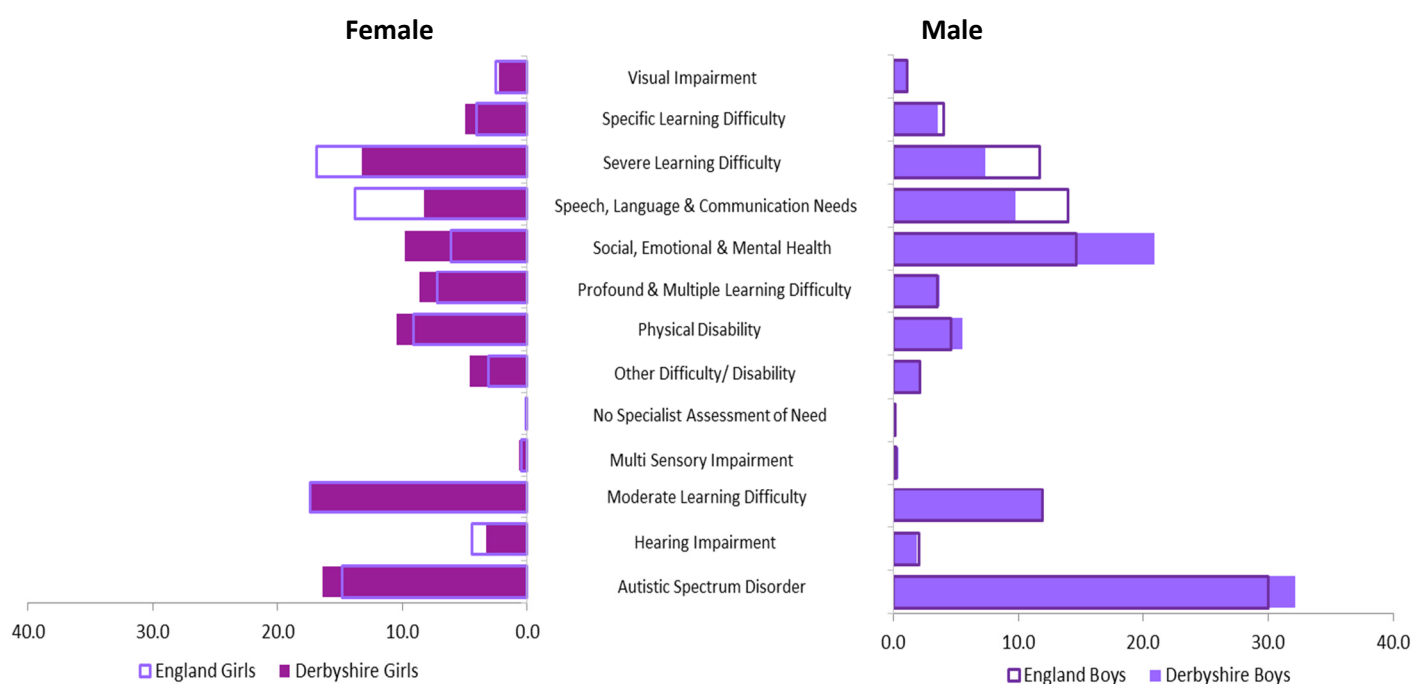
<sup>30</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.

**Figure 5.17** Primary Type of Need by Gender for pupils on SEN Support (Primary, Secondary & Special Schools in Derbyshire). January 2016.



Male pupils with a Statement of SEN or EHC Plan are more likely to have Autistic Spectrum Disorder (ASD) than female pupils. In 2016, ASD accounted for 32.2% of male Statements/ EHC Plans compared to 16.4% for female pupils. Social, Emotional & Mental Health (SEMH) was also more than double the rate for male pupils (20.9%) than it was for female pupils (9.8%).

**Figure 5.18** Primary Type of Need by Gender for pupils with a Statement of SEN or EHC Plan (Primary, Secondary & Special Schools in Derbyshire). January 2016.



Nationally, a higher proportion of both male and female pupils have Speech, Language & Communication Needs and Severe Learning Difficulties compared to pupils in Derbyshire.

## Age

There is some variation among age groups for primary type of need. For pupils with SEN Support, Speech, Language & Communication Needs are more associated with younger age groups; accounting for 60.8% of needs at age 3 but just 8.0% of needs at age 10 and 3.7% of needs at age 15. For nearly every age group however, the proportion of pupils with Speech, Language & Communication needs is significantly lower than the England average for that age group (Appendix 2).

Specific Learning Difficulties are more associated with secondary aged pupils with SEN Support than primary aged pupils. In 2016, 6.8% of 7 year old pupils had Specific Learning Difficulty as their primary need. This compares to 17.8% of 15 year old pupils. However, as with Speech, Language & Communication Needs, the proportion of pupils in each age group with a Specific learning Difficulty was significantly lower than the England average for that age group (Appendix 3).

The full breakdown of primary need by age for pupils with SEN Support is as follows:

**Table 5.17** Pupils with SEN Support by Age and Primary Need<sup>31</sup> (Derbyshire Primary, Secondary & Special Schools)

	SPLD	MLD	SLD	PMLD	SEMH	SLCN	HI	VI	MSI	PD	ASD	OTH	NSA
3	1.2	7.0	0.6	0.6	9.9	60.8	1.2	0.6	0.6	5.3	8.2	2.9	1.2
4	0.9	12.9	0.4	0.4	17.0	50.5	2.6	0.9	0.3	4.2	3.6	3.0	3.3
5	2.3	26.3	0.4	0.1	16.5	34.8	1.4	0.8	0.2	4.2	3.1	3.9	6.0
6	3.2	33.7	0.2	0.0	21.2	23.4	2.2	1.4	0.2	3.0	1.9	3.2	6.4
7	6.8	43.4	0.6	0.0	17.5	15.4	2.5	0.7	0.2	2.2	3.0	2.7	5.1
8	7.0	41.1	0.3	0.2	21.8	11.7	2.4	1.0	0.1	2.1	3.4	3.4	5.5
9	10.2	42.1	0.3	0.0	23.4	9.6	1.5	0.4	0.2	1.6	3.5	3.9	3.2
10	11.5	41.7	1.0	0.1	20.9	8.0	2.3	0.7	0.0	2.4	4.0	3.6	3.7
11	12.3	31.5	0.5	0.0	17.1	3.5	2.1	0.9	0.1	1.2	3.7	11.1	16.2
12	15.2	32.5	0.2	0.0	19.3	4.8	3.6	1.6	0.1	3.9	5.5	4.7	8.5
13	16.2	35.4	0.0	0.0	19.2	4.9	2.2	1.7	0.0	2.6	5.8	4.1	7.9
14	16.5	32.2	0.4	0.0	23.4	3.1	2.3	1.9	0.0	2.3	6.7	5.0	6.1
15	17.8	26.6	0.3	0.0	26.3	3.7	3.3	1.9	0.0	2.4	7.7	4.6	5.5

Figures highlighted in **red** are statistically, significantly higher than the England average; figures highlighted in **green** are statistically, significantly lower than the England average (95 percent confidence level).

As with the national picture, the difference between age groups is less distinct for pupils with a Statement of SEN or EHC Plan. Moderate Learning Difficulty tends to be more prevalent among older pupils however (Appendix 4).

<sup>31</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.



The full breakdown of primary need by age for pupils with a Statement of SEN or EHC Plan is as follows:

**Table 5.18** Pupils with a Statement of SEN or EHC Plan by Age and Primary Need<sup>32</sup> (Derbyshire Primary, Secondary & Special Schools)

	SPLD	MLD	SLD	PMLD	SEMH	SLCN	HI	VI	MSI	PD	ASD	OTH
3	6.1	3.0	12.1	12.1	12.1	15.2	15.2	0.0	0.0	6.1	12.1	6.1
4	0.9	3.8	9.4	9.4	4.7	12.3	3.8	1.9	0.9	10.4	37.7	4.7
5	2.9	4.4	12.4	9.5	5.8	10.9	4.4	1.5	0.0	8.0	35.0	5.1
6	1.3	5.1	9.6	8.3	14.7	13.5	2.6	0.6	1.3	7.7	34.0	1.3
7	1.0	6.6	8.1	7.1	16.2	17.3	1.0	2.0	0.5	9.1	28.4	2.5
8	3.0	12.6	5.6	7.6	15.2	13.1	3.0	0.0	1.0	7.6	30.3	1.0
9	2.7	9.2	10.4	4.6	18.1	11.2	3.1	1.2	0.8	7.3	30.0	1.5
10	4.7	7.7	10.1	4.7	24.2	8.7	0.7	1.3	0.0	7.7	27.9	2.3
11	6.0	15.1	5.6	3.5	21.5	7.4	2.5	1.1	1.1	5.6	26.8	3.5
12	6.0	19.6	8.1	4.2	23.2	5.6	2.5	0.4	0.0	6.0	22.5	2.1
13	5.3	23.2	5.3	1.8	22.8	9.1	0.4	0.7	0.0	6.0	23.9	1.8
14	5.7	21.1	5.7	2.3	20.7	5.0	1.5	1.9	0.4	5.4	27.6	2.7
15	3.0	21.0	8.3	2.0	20.0	8.3	2.3	2.7	0.0	6.0	21.3	5.0

Figures highlighted in **red** are statistically, significantly higher than the England average; figures highlighted in **green** are statistically, significantly lower than the England average (95 percent confidence level).

### Free School Meal Eligibility

Using pooled data over a three year period (2014 to 2016), pupils with a primary need of Social, Emotional & Mental Health were more likely to be eligible for Free School meals than any other primary need. This was followed by Moderate learning Difficulty and Severe Learning Difficulty. The same trend can be seen nationally and applies to both pupils on SEN Support and those with a Statement of SEN or EHC Plan.

<sup>32</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.

**Table 5.19** Number of Pupils eligible for and claiming free school meals as a percentage of all pupils with the same SEN provision and Primary SEN Need (Primary, Secondary & Special Schools)

	3 years pooled data (2014 to 2016)			
	SEN Support		Statements/EHCP	
	Derbyshire	England	Derbyshire	England
Specific Learning Difficulty	15.7	20.0	27.5	24.8
Moderate Learning Difficulty	31.0	31.4	41.5	37.6
Severe Learning Difficulty	30.4	29.8	41.4	35.3
Profound & Multiple Learning Difficulty	14.8	23.3	30.6	28.5
Social, Emotional and Mental Health	35.6	34.8	43.6	43.0
Speech, Language and Communications Needs	23.4	26.7	30.9	29.2
Hearing Impairment	18.3	19.5	29.8	26.6
Visual Impairment	17.6	23.2	29.5	25.3
Multi- Sensory Impairment	4.2	19.4	21.1	22.9
Physical Disability	20.4	23.9	28.0	27.5
Autistic Spectrum Disorder	21.6	21.8	24.6	27.1
Other Difficulty/Disability	23.7	25.4	25.9	26.9
SEN support but no specialist assessment of type of need	19.1	26.0	25.0	29.8
<b>Total</b>	<b>27.2</b>	<b>27.8</b>	<b>33.6</b>	<b>31.9</b>

Figures highlighted in **red** are statistically, significantly higher than the England average; figures highlighted in **green** are statistically, significantly lower than the England average (95 percent confidence level).

## Ethnicity

Due to the small number of minority ethnic pupils with SEN in Derbyshire, data has been pooled over three years (2014 to 2016) and reported against the main ethnic groupings. This is to minimise the risk of individual children being identified.

Pooled data for 2014 to 2016 shows that Moderate Learning Difficulty was the most common primary need for White pupils (27.6%), Social, Emotional & Mental Health was the most common need for Mixed (27.0%) and Black pupils (32.3%) and Speech, Language & Communication needs was the most common need for Asian (26.0%) and Chinese pupils (46.0%). For pupils with a Statement of SEN or EHC Plan, ASD was the most common need amongst all the main ethnic groups with the exception of Any Other Ethnic Group. The most common need for pupils in this group was Social, Emotional & Mental Health.

Nationally, data over the same 3 year period shows a slightly different pattern. Moderate Learning Difficulty was the most common need for White (24.0%) and Asian (28.9%) pupils, Behaviour, Emotional & Social difficulties was the most common need for Mixed pupils (23.5%) and Speech, Language & Communication Needs was the most common need for Black (23.3%), Chinese (35.1%) and Any Other Ethnic Group (26.2%).

**Table 5.20** Percentage of pupils with Special Educational Needs by Ethnic Group and Primary Need (Primary, Secondary & Special Schools). Compulsory School Age only.

	3 years pooled data (2014 to 2016)											
	White		Mixed		Asian		Black		Chinese		Any Other Ethnic Group	
	Derbys	Eng	Derbys	Eng	Derbys	Eng	Derbys	Eng	Derbys	Eng	Derbys	Eng
Specific Learning Difficulty	8.4	14.7	7.8	11.6	7.2	6.5	6.5	8.1	x	7.3	x	8.3
Moderate Learning Difficulty	27.6	24.0	25.9	21.5	24.0	28.9	14.0	21.5	14.0	14.0	19.7	24.8
Severe Learning Difficulty	2.5	3.2	3.3	3.0	5.8	4.8	x	3.7	0.0	4.4	x	3.4
Profound & Multiple Learning Difficulty	1.2	0.9	1.6	1.1	3.8	2.2	0.0	1.1	0.0	x	x	1.6
Social, Emotional and Mental Health	22.9	18.5	27.0	23.5	6.7	9.3	32.3	20.3	x	7.9	25.4	13.0
Speech, Language and Communications Needs	11.6	15.7	11.9	17.2	26.0	23.9	10.8	23.3	46.0	35.1	25.4	26.2
Hearing Impairment	2.7	1.9	1.7	1.5	3.4	3.6	x	1.3	0.0	2.8	x	2.4
Visual Impairment	1.3	1.1	x	0.9	3.4	2.0	x	0.8	x	1.0	0.0	1.0
Multi-Sensory Impairment	0.2	0.2	x	0.2	x	0.2	0.0	0.1	0.0	x	0.0	0.1
Physical Disability	3.9	3.2	3.7	2.5	x	3.6	x	2.0	0.0	2.0	0.0	2.5
Autistic Spectrum Disorder	9.9	9.6	10.0	9.9	8.7	7.1	19.4	10.7	26.0	16.2	14.1	7.6
Other Difficulty/Disability	4.3	4.9	3.3	4.8	5.8	4.8	x	4.4	x	4.8	x	5.4
No specialist assessment of type of need	3.5	2.1	3.4	2.4	4.3	3.2	x	2.6	x	2.7	x	3.6

x Data suppressed due to small numbers

### 5.4.5 Secondary Type of Need

It is difficult to determine whether changes in the prevalence of primary need are a true reflection of changing needs or whether differences in recording practices may have had some influence on overall prevalence. An analysis of pupils' secondary needs may help to determine if, for example, moderate

learning difficulties have truly diminished, but for the vast majority of pupils with a Statement of SEN or EHC Plan (62.8% in 2016) no secondary need was identified in their census record. For pupils who did have a secondary need recorded, the following pattern emerges:

**Table 5.21** The percentage of pupils with a Statement of SEN or EHC Plan with each secondary type of need as a proportion of the total with a secondary need recorded (Derbyshire State-funded Primary, Secondary & Special Schools)

	2006		2016		Percentage point Change
	No.	%	No.	%	
Autistic Spectrum Disorder	52	6.3	66	5.9	-0.4
Hearing Impairment	23	2.8	26	2.3	-0.5
Moderate Learning Difficulty	175	21.1	226	20.2	-0.9
Multi-Sensory Impairment	5	0.6	x	x	x
No Specialist Assessment	0	0.0	x	x	x
Other Difficulty/Disability	30	3.6	49	4.4	0.8
Physical Disability	64	7.7	77	6.9	-0.9
Profound and Multiple Learning Difficulty	9	1.1	10	0.9	-0.2
Social, Emotional & Mental Health	197	23.8	210	18.7	-5.0
Speech, Language & Communication Needs	121	14.6	254	22.7	8.1
Severe Learning Difficulty	80	9.7	111	9.9	0.3
Specific Learning Difficulty	58	7.0	51	4.5	-2.4
Visual Impairment	15	1.8	30	2.7	0.9
<b>Total with a Secondary Need Recorded</b>	<b>829</b>	<b>100.0</b>	<b>1121</b>	<b>100.0</b>	
<b>Total with a Statement/ EHC Plan</b>	<b>3207</b>		<b>3015</b>		

x Data suppressed

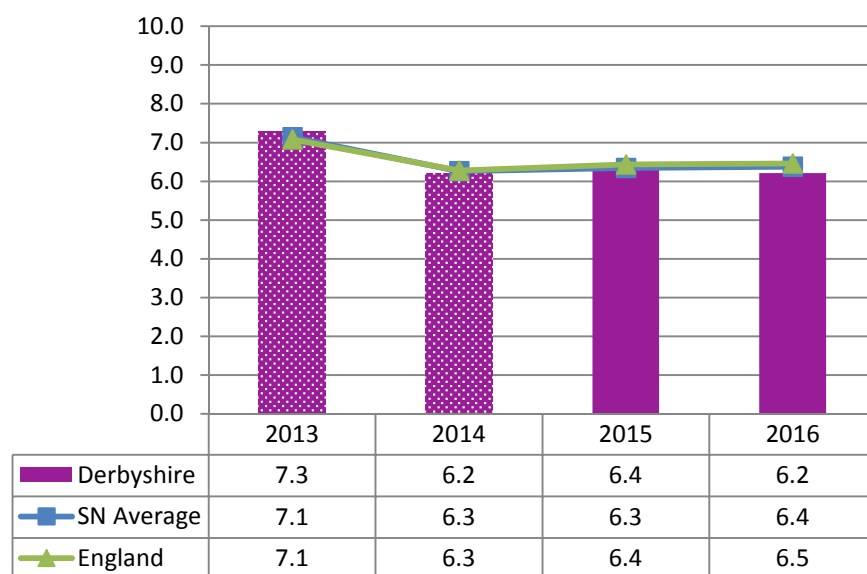
If differences in recording have resulted in primary and secondary needs being interchanged we might expect the large drop off in Moderate Learning Difficulties (primary need) to be counteracted by a large increase in secondary need. However, while Moderate Learning Difficulty remains the second most prevalent secondary need, the rate has actually shown a small decrease since 2006. We cannot be certain that Moderate Learning Difficulties are not under-represented however, while such a high proportion of pupils have no secondary need identified.

### 5.4.5 Absence from School

#### Overall Absence

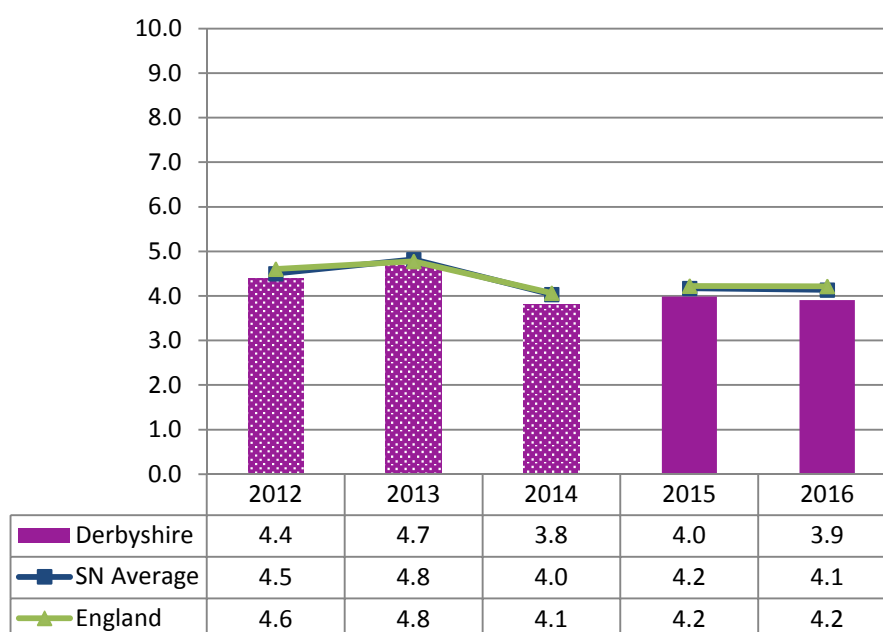
Statistically, a significantly higher proportion of pupils with special educational needs are absent from school compared to pupils with no identified SEN. In 2016, the overall absence rate for pupils with special educational needs was 6.2% in Derbyshire, a decrease of 0.2 percentage points since 2015. This was 0.3 percentage points lower than the average for SEN pupils nationally (6.5%). However, the overall absence rate for pupils with no identified SEN was just 3.9% in Derbyshire, more than 2 percentage points lower than the rate for SEN pupils. This follows the trend seen nationally.

**Figure 5.19** Percentage of Sessions missed due to Overall Absence – All SEN (Primary, Secondary & Special Schools)<sup>33</sup>



Due to the SEN reforms, figures for 2016 are not directly comparable to years before 2015.

**Figure 5.20** Percentage of Sessions missed due to Overall Absence – Pupils with no identified SEN (Primary, Secondary & Special Schools)<sup>33</sup>



Of all primary needs, those with Profound and Multiple Learning Difficulties had the highest overall absence rate in 2016, missing 13.3% of available sessions. This was followed by pupils with a Physical Disability (8.0%) and those with Social, Emotional and Mental Health Needs (7.9%). This mirrors the picture seen nationally, although statistically, rates were significantly lower in Derbyshire.

<sup>33</sup> Source: Department for Education SFR14/2017 Underlying data

Unauthorised Absences were highest among pupils with Social, Emotional & Mental Health needs (2.6%).

**Table 5.22** Percentage of sessions missed by Primary Need - All SEN (Primary, Secondary & Special Schools)<sup>34</sup>

	Overall Absence		Authorised Absence		Unauthorised Absence	
	Derbyshire	England	Derbyshire	England	Derbyshire	England
Specific Learning Difficulty	5.1	5.7	4.0	4.2	1.1	1.5
Moderate Learning Difficulty	5.6	6.1	4.3	4.2	1.3	1.9
Severe Learning Difficulty	7.2	7.3	6.3	6.3	0.9	0.9
Profound & Multiple Learning Difficulty	13.3	14.0	12.6	13.1	0.7	0.9
Social, Emotional and Mental Health	7.9	8.5	5.3	5.6	2.6	2.9
Speech, Language and Communications Needs	4.8	5.1	3.9	3.9	0.9	1.3
Hearing Impairment	4.6	5.7	3.9	4.5	0.8	1.3
Visual Impairment	5.3	6.3	4.6	4.9	0.7	1.3
Multi- Sensory Impairment	6.1	6.2	5.6	5.4	0.5	0.9
Physical Disability	8.0	8.7	7.0	7.6	1.0	1.2
Autistic Spectrum Disorder	6.7	6.2	5.5	4.9	1.2	1.3
Other Difficulty/Disability	6.4	7.0	5.6	5.3	0.8	1.7
No specialist assessment of type of need	5.4	5.7	4.2	4.0	1.2	1.7
Type of SEN is unclassified	6.3	6.1	4.4	4.1	2.0	1.9
<b>Total</b>	<b>6.2</b>	<b>6.5</b>	<b>4.8</b>	<b>4.7</b>	<b>1.5</b>	<b>1.8</b>

Figures highlighted in **red** are statistically, significantly higher than the England average; figures highlighted in **green** are statistically, significantly lower than the England average (95 percent confidence level).

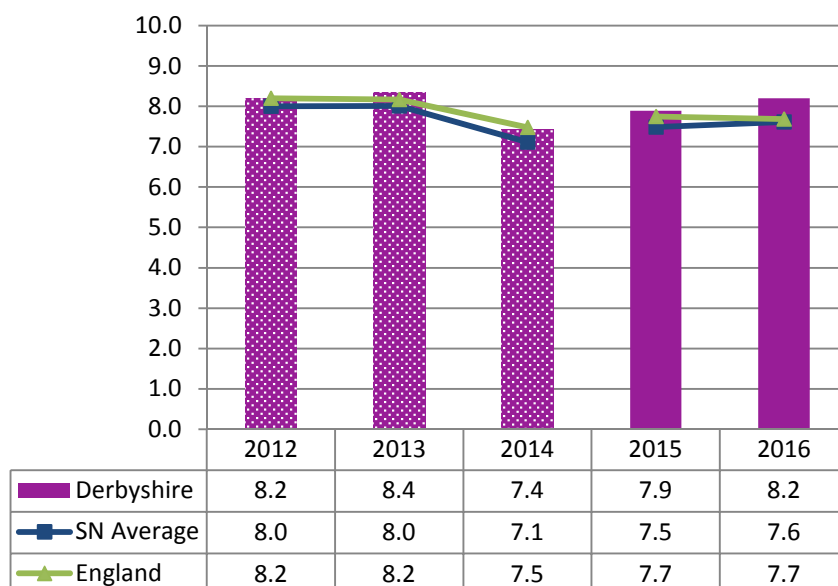
Across all types of need, the most common reason for absence was illness. This was predominantly followed by authorised appointments, although for pupils with Specific Learning Difficulties, Moderate Learning Difficulties and Social, Emotional & Mental Health Needs the second most common reason for absence was unauthorised *other*<sup>35</sup>. A full breakdown of missed sessions by reason and primary need can be seen in Appendix 5.

Absence by level of SEN provision is highest amongst pupils with a Statement of SEN or EHC Plan. In 2016, the overall absence rate for this group of pupils was 8.2% in Derbyshire. This was 0.3 percentage points higher than the rate in 2015 and was statistically, significantly higher than the average for pupils with a Statement of SEN/ EHC Plan nationally (7.7%).

<sup>34</sup> Source: Department for Education SFR14/2017 Underlying Data

<sup>35</sup> Unauthorised absence as the school is not satisfied with the reason given for the absence, has not authorised the absence and it is not covered by any other code/description.

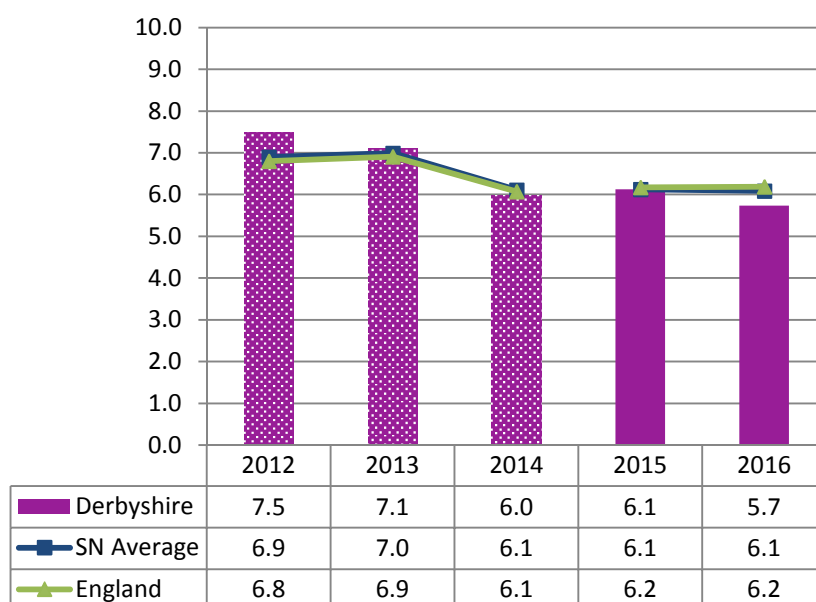
**Figure 5.21** Percentage of Sessions missed due to Overall Absence – Pupils with a Statement of SEN or EHC Plan (Primary, Secondary & Special Schools)<sup>36</sup>



Due to the SEN reforms, figures for 2016 are not directly comparable to years before 2015.

For pupils with SEN Support, the overall absence rate was 5.7 percentage points in 2016 (down 0.4 percentage points since 2015). Statistically, this was significantly lower than the average for SEN Support pupils nationally (6.2%).

**Figure 5.22** Percentage of Sessions missed due to Overall Absence – Pupils with SEN Support (Primary, Secondary & Special Schools)<sup>37</sup>



Due to the SEN reforms, figures for 2016 are not directly comparable to years before 2015.

<sup>36</sup> Source: Department for Education SFR14/2017 Underlying data

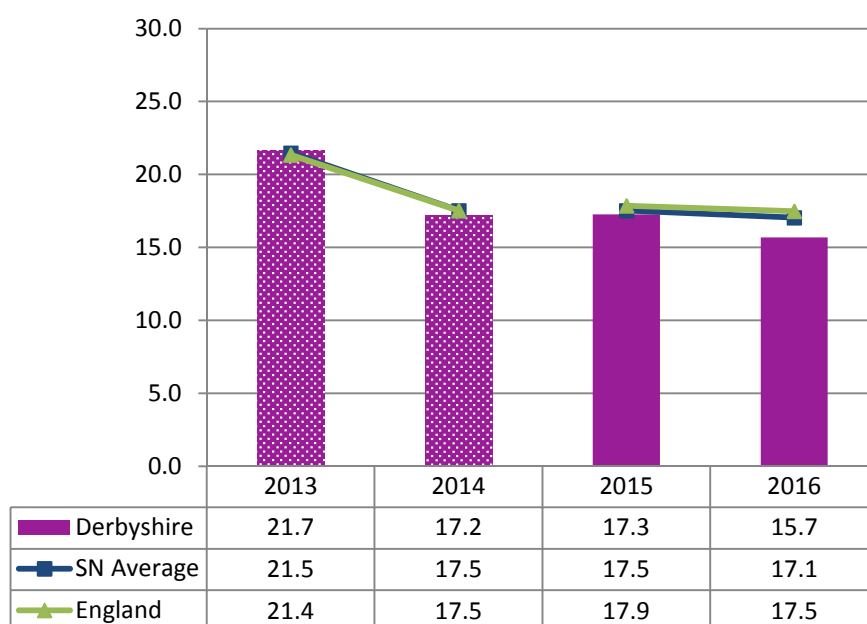
<sup>37</sup> Source: Department for Education SFR14/2017 Underlying data

## Persistent Absence

Since the beginning of the 2015/16 academic year, pupils have been identified as persistent absentees if they miss 10% or more of their own possible sessions. Previously, pupils met the definition if they reached a threshold of 15% of the standard number of possible sessions for the period. Trends data in this report has been recalculated using the new 10% methodology.

In 2016, 15.7% of pupils on SEN Support and 23.0% of pupils with a Statement of SEN or EHC Plan in Derbyshire met the persistent absence definition. This compares to 7.7% of pupils with no identified SEN. Nationally, the rates were 17.5%, 22.6% and 8.8% respectively. Since 2015, there has been a downward trend in the persistent absence rate for all three groups.

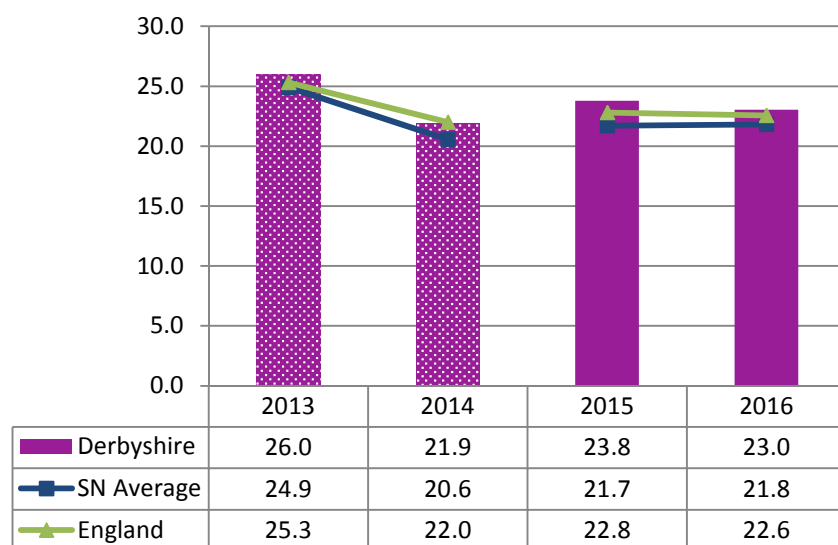
**Figure 5.23** Percentage of Pupils with SEN Support defined as Persistent Absentees (Primary, Secondary & Special Schools). 10% Methodology.<sup>38</sup>



<sup>38</sup> Source: Department for Education SFR14/2017 Underlying Data

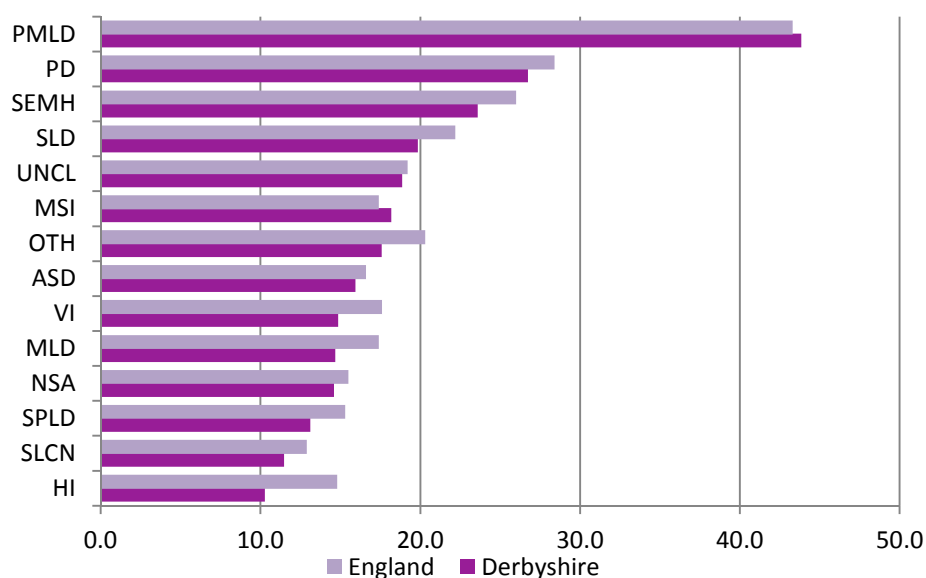


**Figure 5.24** Percentage of Pupils with a Statement of SEN or EHC Plan defined as Persistent Absentees (Primary, Secondary & Special Schools). 10% Methodology.<sup>39</sup>



Pupils with Profound & Multiple Learning Difficulties had the greatest persistent absence rate in 2016 (43.8%). This was followed by pupils with a Physical Disability (26.7%) and pupils with Social, Emotional & Mental Health needs (23.6%). This follows the pattern seen nationally.

**Figure 5.25** Percentage of Pupils defined as Persistent Absentees by Primary Need<sup>40</sup> - All SEN (Primary, Secondary & Special Schools). 10% Methodology.



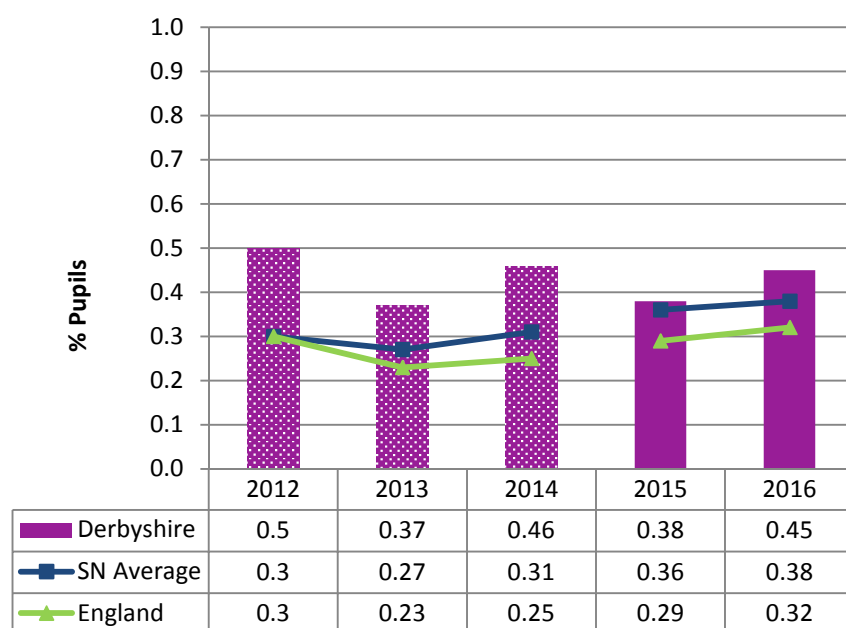
<sup>39</sup> Source: Department for Education SFR14/2017 Underlying Data

<sup>40</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.

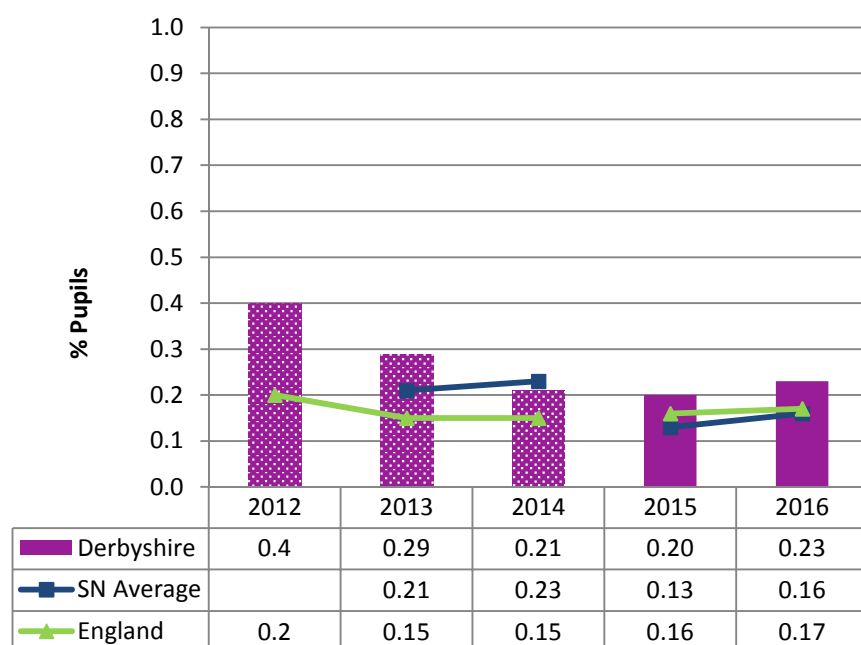
### 5.4.5 Exclusions from School

In 2015/16 pupils with special educational needs accounted for more than half of all permanent and fixed period exclusions. Pupils with SEN Support had the highest permanent exclusion rate (0.45%), over 10 times higher than the rate for pupils with no identified SEN (0.04%) and significantly higher than the rate for SEN Support pupils nationally (0.32%).

**Figure 5.26** Percentage of Pupils with SEN Support receiving a Permanent Exclusion (Primary, Secondary & Special Schools)<sup>41</sup>



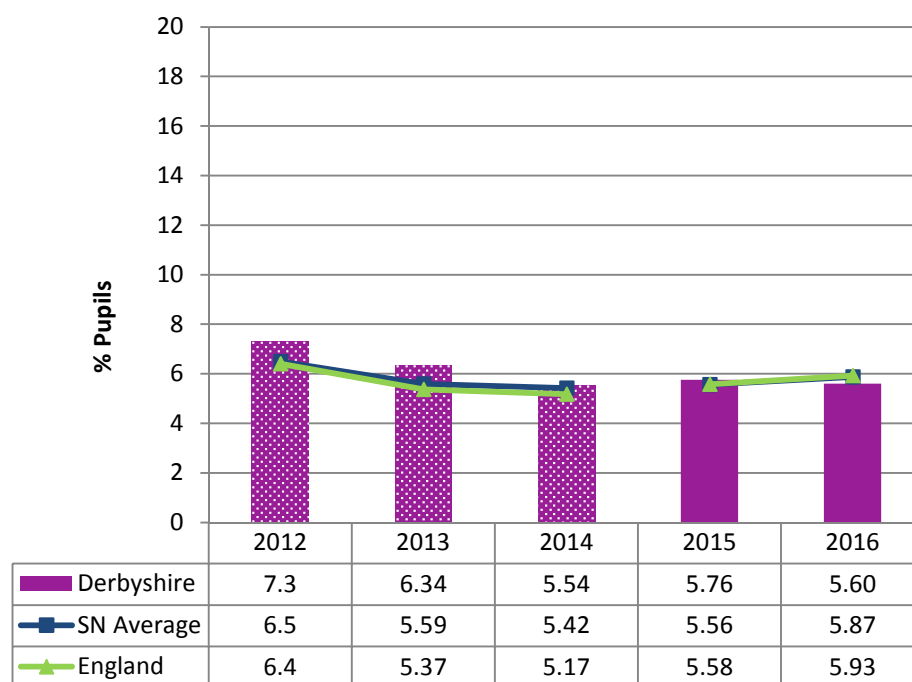
**Figure 5.27** Percentage of Pupils with a Statement of SEN or EHC Plan receiving a Permanent Exclusion (Primary, Secondary & Special Schools)<sup>41</sup>



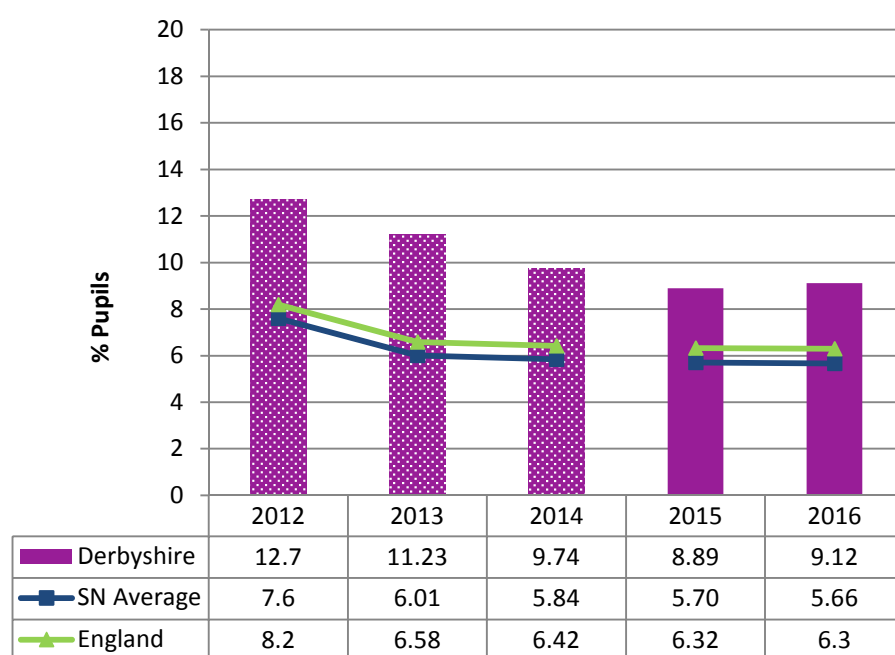
<sup>41</sup> Source: Department for Education SFR35/2017.

Pupils with a Statement of SEN or EHC Plan had the highest rate of pupils with 1 or more fixed term exclusions (9.12%), nearly 8 times higher than the rate for pupils with no identified SEN (1.16%) and higher than the rate for pupils with a Statement or EHC Plan nationally (6.3%). For pupils with SEN Support, the fixed term exclusion rate (5.60%) was closer to the national average (5.93%).

**Figure 5.28** Percentage of Pupils with SEN Support receiving 1 or more Fixed Term Exclusions (Primary, Secondary & Special Schools)<sup>42</sup>



**Figure 5.29** Percentage of Pupils with a Statement of SEN or EHC Plan receiving 1 or more Fixed Term Exclusions (Primary, Secondary & Special Schools)<sup>42</sup>



<sup>42</sup> Source: Department for Education SFR35/2017.

Across Derbyshire variations in the fixed term exclusion rate were especially noticeable for pupils with a Statement of SEN or EHC plan. In 2015, the percentage of pupils with a Statement of SEN or EHC Plan receiving at least one fixed term exclusion ranged from a high of 14.91% in Chesterfield to a low of 6.22% in Bolsover & North East Derbyshire. Chesterfield, together with High Peak & North Dales saw an increase in the fixed term exclusion rate between 2014 and 2015, all other localities saw a decrease. This was most noticeable in South Derbyshire & South Dales where the fixed term exclusion rate decreased by 4.41 percentage points from 12.82% to 8.41%.

**Table 5.23** Fixed Term Exclusion Rate for pupils with a Statement of SEN or EHC Plan by Locality (Primary, Secondary & Special Schools)

School Locality	2014		2015	
	Number of pupils with 1 or more episodes of fixed period exclusion	Percentage receiving at least one fixed term exclusion	Number of pupils with 1 or more episodes of fixed period exclusion	Percentage receiving at least one fixed term exclusion
Amber Valley	49	8.81	46	7.82
Bolsover & NE Derbyshire	47	8.51	38	6.22
Chesterfield	62	12.35	75	14.91
Erewash	40	8.35	38	7.63
High Peak & North Dales	41	8.63	41	8.72
South Derbyshire & South Dales	45	12.82	28	8.41
<b>Derbyshire LA</b>	<b>284</b>	<b>9.74</b>	<b>266</b>	<b>8.86</b>
<b>SN Average</b>		<b>5.84</b>		
<b>England</b>		<b>6.42</b>		<b>6.32</b>

Figures highlighted in **red** are statistically, significantly higher than the LA average; figures highlighted in **green** are statistically, significantly lower than the LA average (95 percent confidence level).

For pupils with SEN Support, there was less variation in the fixed term exclusion rate with no significant differences amongst localities in 2015.

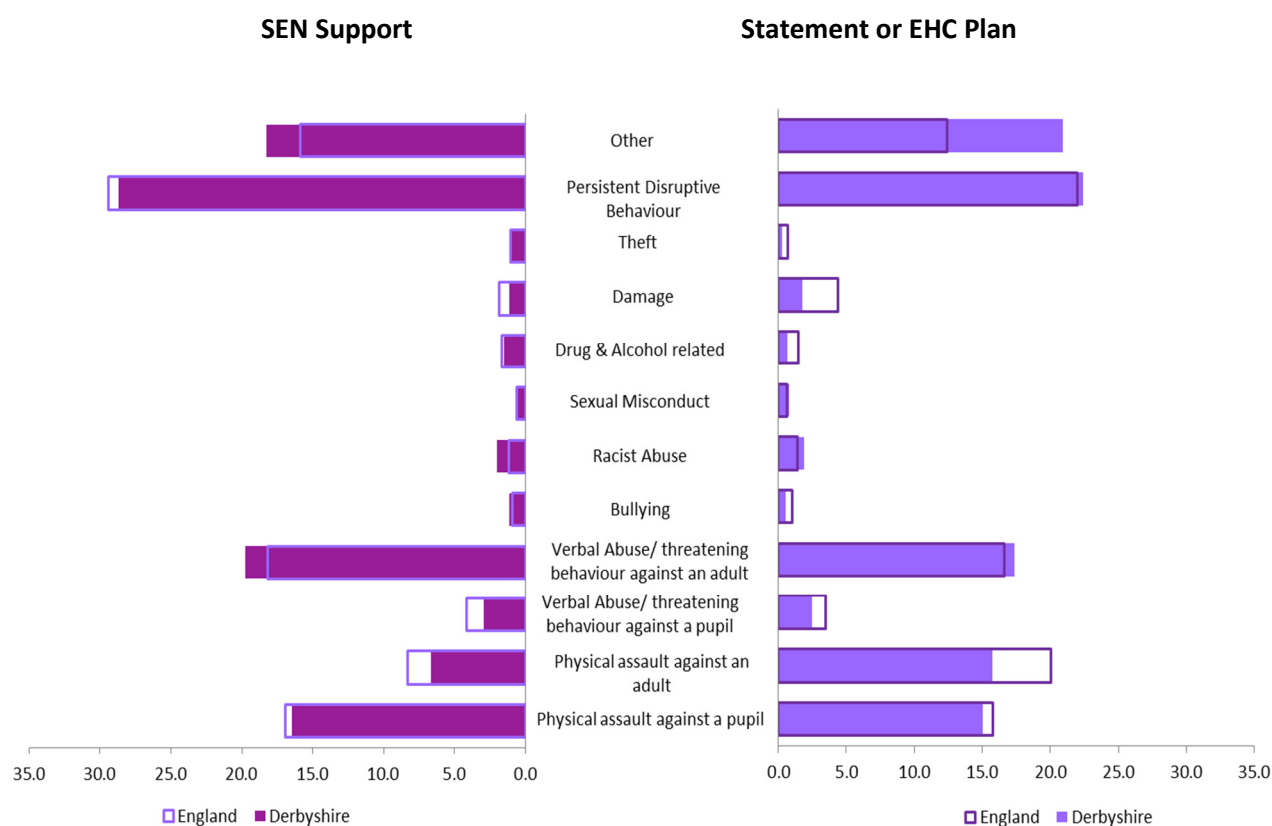
**Table 5.24** Fixed Term Exclusion Rate for pupils with SEN Support by Locality (Primary, Secondary & Special Schools)

School Locality	2014		2015	
	Number of pupils with 1 or more episodes of fixed period exclusion	Percentage receiving at least one fixed term exclusion	Number of pupils with 1 or more episodes of fixed period exclusion	Percentage receiving at least one fixed term exclusion
Amber Valley	187	7.53	149	6.48
Bolsover & NE Derbyshire	171	4.93	152	5.16
Chesterfield	100	5.05	115	6.70
Erewash	143	6.71	106	6.23
High Peak & North Dales	125	4.54	139	5.70
South Derbyshire & South Dales	113	4.86	83	4.36
<b>Derbyshire LA</b>	<b>839</b>	<b>5.54</b>	<b>744</b>	<b>5.72</b>
<b>SN Average</b>		<b>5.42</b>		
<b>England</b>		<b>5.17</b>		<b>5.58</b>

Figures highlighted in **red** are statistically, significantly higher than the LA average; figures highlighted in **green** are statistically, significantly lower than the LA average (95 percent confidence level).

In 2015 the most common reason for fixed term exclusion was persistent disruptive behaviour; accounting for 22.4% of exclusions for pupils with a Statement of SEN or EHC plan and 28.7% of exclusions for pupils with SEN Support. This mirrors the picture seen nationally.

**Figure 5.30** Percentage of Fixed Term Exclusions by Reason for Exclusion (Primary, Secondary & Special Schools) 2014-15.



Of all pupils with a primary need recorded, pupils with Social, Emotional & Mental Health needs were more likely to be excluded. In 2015, the permanent exclusion rate for pupils with this primary need was 0.74% while the fixed term exclusion rate was 49.7%. Nationally, pupils with Social, Emotional & Mental Health needs were also more likely to be excluded, although statistically, the fixed term exclusion rate in Derbyshire was significantly higher than in England (40.89%). The fixed term exclusion rate for pupils with Severe Learning Difficulties (7.72%) was also significantly higher than the average for the same group nationally (2.68%).

**Table 5.25** Exclusions by Primary Type of Need – 2014/15 (Primary, Secondary & Special Schools)<sup>43</sup>

Primary need	Number of Pupils	Permanent Exclusions			Fixed Period Exclusions			Pupil enrolments with 1+ Fixed Term Exclusion		
		Derbyshire		England	Derbyshire		England	Derbyshire		England
		Number	Rate	Rate	Number	Rate	Rate	Number	Rate	Rate
Specific Learning Difficulty	1078	0	0.00	0.12	57	5.29	7.61	28	2.60	3.86
Moderate Learning Difficulty	3488	7	0.20	0.13	279	8.00	8.37	128	3.67	4.00
Severe Learning Difficulty	298	0	0.00	0.04	23	7.72	2.68	10	3.36	1.18
Profound and Multiple Learning Difficulty	156	0	0.00	x	x	x	0.61	x	x	0.34
Social, Emotional and Mental Health	2829	21	0.74	0.77	1406	49.70	40.89	524	18.52	16.42
Speech, Language and Communication Needs	1734	0	0.00	0.05	52	3.00	4.02	23	1.33	1.98
Hearing Impairment	310	0	0.00	0.05	11	3.55	4.24	7	2.26	2.43
Visual Impairment	157	0	0.00	0.11	x	x	5.04	x	x	2.31
Multi-Sensory Impairment	22	0	0.00	0.00	0	0.00	3.25	0	0.00	1.73
Physical Disability	480	0	0.00	0.02	8	1.67	2.43	x	x	1.24
Autistic Spectrum Disorder	1172	x	x	0.12	103	8.79	7.99	51	4.35	3.97
Other	523	x	x	0.13	57	10.90	9.52	23	4.40	4.52
No Specialist Assessment	469	x	x	na	48	10.23	na	23	4.90	na
<b>All pupils with Primary Need Recorded</b>	<b>12716</b>	<b>31</b>	<b>0.24</b>	<b>0.21</b>	<b>2050</b>	<b>16.12</b>	<b>12.45</b>	<b>825</b>	<b>6.49</b>	<b>5.48</b>

X – less than 5, or percentage based on less than 5. Data Suppressed.

Figures highlighted in **red** are statistically, significantly higher than the England average; figures highlighted in **green** are statistically, significantly lower than the England average (95 percent confidence level).

## 5.5 Social Care Data

### 5.5.1 Children Looked After

Nationally, looked after children are four times more likely to have a special educational need (SEN) than all children and are almost 10 times as likely to have a statement of special educational need or an education, Health and care plan (EHC plan).<sup>44</sup>

<sup>43</sup> Source: Department for Education SFR26/2016. Data for Derbyshire from internal systems.

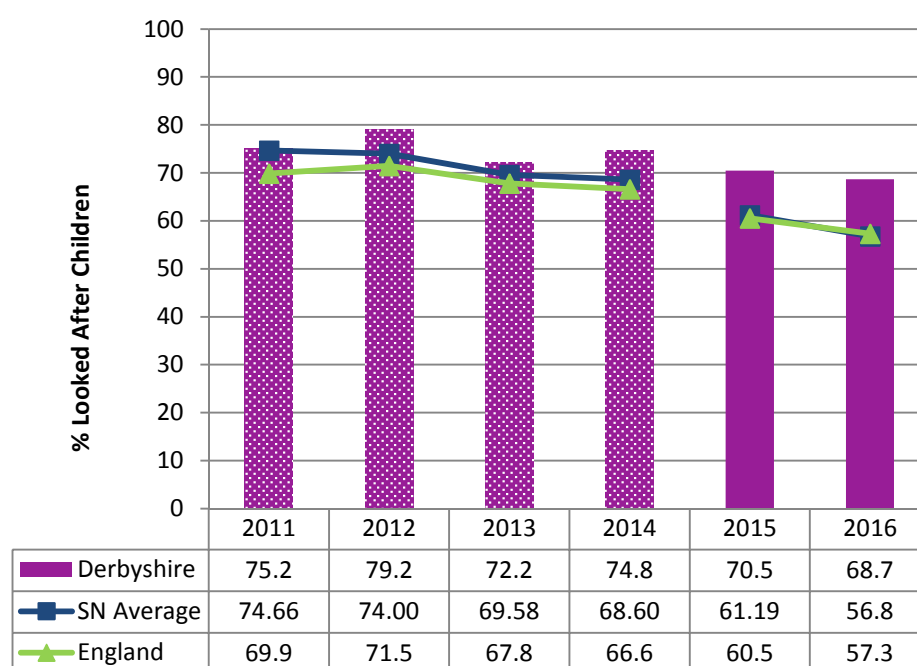
<sup>44</sup> Department for Education SFR12/2017: Outcomes for children looked after by local authorities, 31 March 2016

As at 31 March 2017, there were 627 looked after children in Derbyshire. Of these, 42.4% (266 children) had some form of Special Educational Need with 23.8% (149 children) having a Statement of SEN or EHC Plan.<sup>45</sup> This increased to 28.8% for those children looked after for 12 months or more.

The Department for Education collects information about looked after children via the SSDA903 return. This is an annual return in which local authorities are obliged to submit data about children looked after during the year ending 31 March; and for those who have recently left care. Data from the return is then matched to the National Pupil Database (NPD)<sup>46</sup> using the Unique Pupil Number (UPN). Data is published for school aged children looked after for 12 months or more at 31 March and allows comparisons across local authorities. The latest available data relates to 31 March 2016.

In Derbyshire, there were 280 children who had been looked after continuously for 12 months during the year ending 31 March 2016 who were in the school population (aged 5-15) and were successfully matched to the National Pupil Database. Of these, 68.7% had some form of Special Educational Need with 37.8% having a Statement of SEN. This compares to rates of 14.4% and 3.0% for all pupils in Derbyshire. The proportion of looked after children in Derbyshire with SEN is statistically, significantly higher than the England rate.

**Figure 5.31** Percentage of Children who have been looked after continuously for at least 12 months with Special Educational Needs<sup>47</sup>



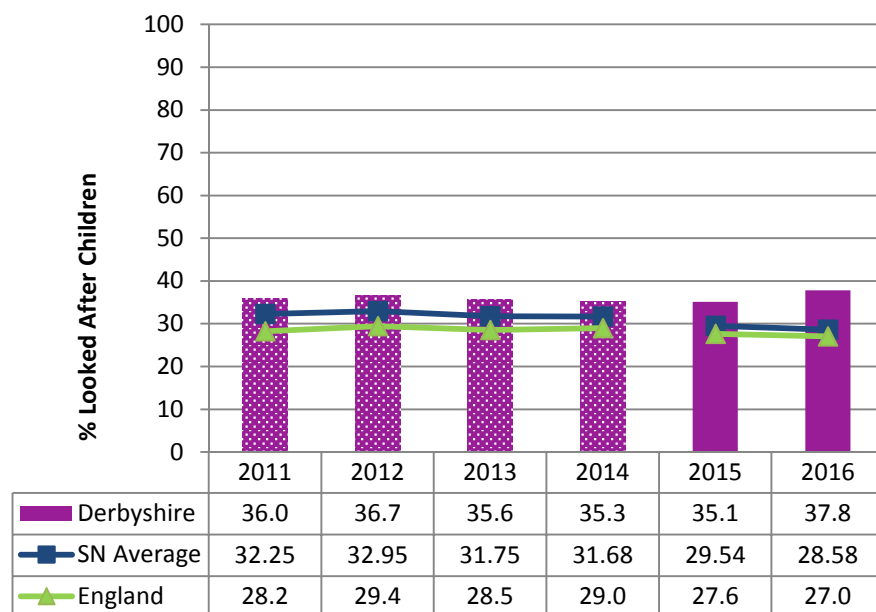
<sup>45</sup> Source: Derbyshire Virtual School

<sup>46</sup> The NPD is a central database hosted by the Department for Education. It holds information on pupils attending schools in England including school census data and attainment data from awarding organisations.

<sup>47</sup> Source: Department for Education SFR data



**Figure 5.32** Percentage of Children who have been looked after continuously for at least 12 months with a Statement of SEN or EHC Plan<sup>47</sup>

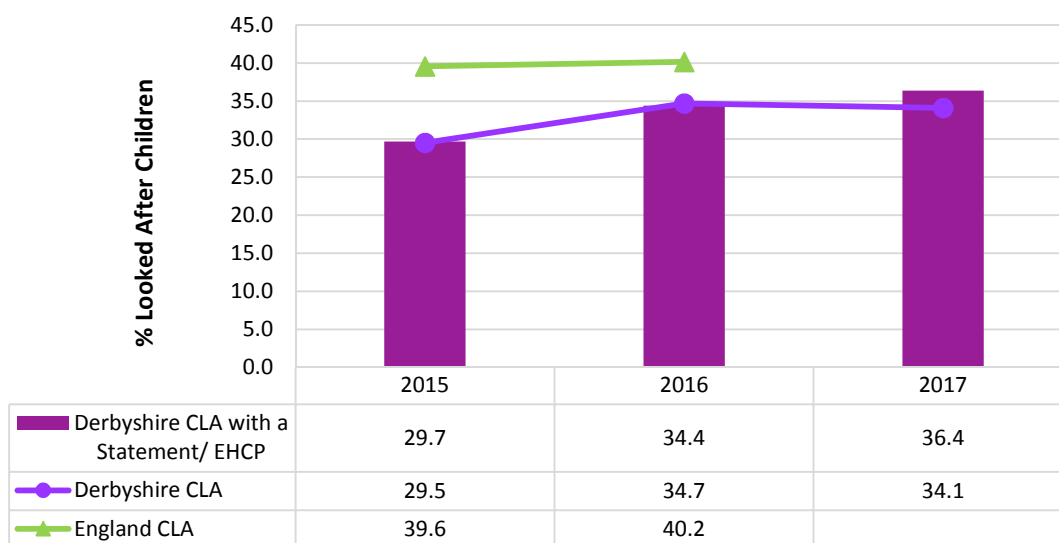


Of those looked after children who could be matched to a primary need, the majority had Social, Emotional & Mental Health needs (51.7%). This was followed by Moderate Learning Difficulties (19.4%). The same trend could also be seen nationally.

#### Out of County Placements for looked after children with a Statement of SEN/ EHC Plan

In 2017, the majority of looked after children with a Statement of SEN or EHC Plan (63.6%) were placed within the local authority boundary. Since 2015 however, the proportion placed outside the local authority boundary has steadily increased:

**Figure 5.33** Percentage of Looked After Children Placed Outside the Local Authority Boundary<sup>48</sup>



<sup>48</sup> Source: Department for Education SFR41/2016 LA Tables

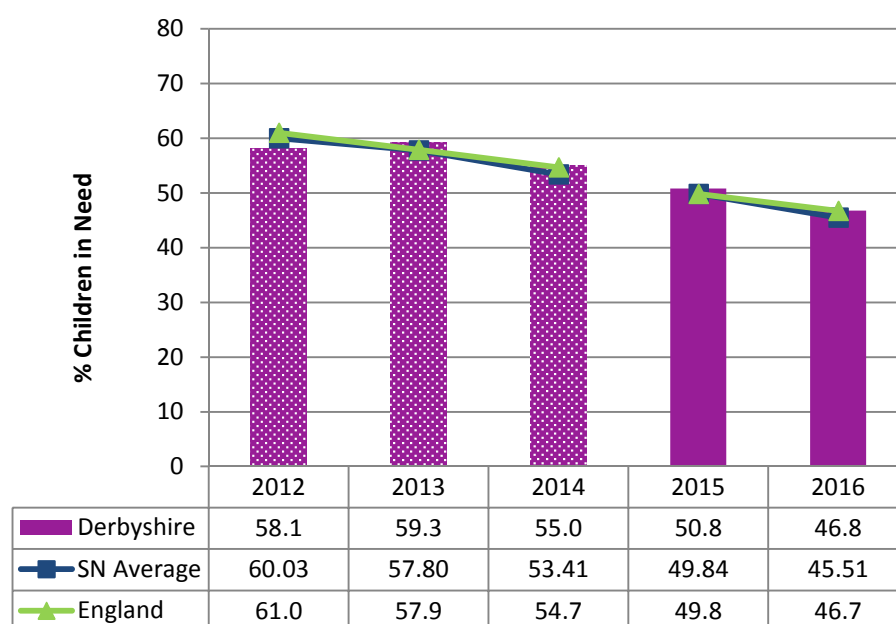
While the proportion of looked after children with a Statement of SEN or EHCP placed outside the authority boundary has increased, the average distance between home and out of county placement has decreased. In 2015 the average distance was 31.9 miles compared to 25.4 miles in 2017. Similarly, the proportion of looked after children with a Statement of SEN or EHC Plan that were placed outside the local authority more than 20 miles from home has reduced from 16.4% in 2015 to 14.0% in 2017. This is similar to the proportion for all looked after children in Derbyshire (12.9%), although conversely, for all looked after children, out of county placements more than 20 miles from home have shown an overall increase since 2015 (10.3%).

For school aged children in care, the majority of pupils with a Statement of SEN or EHC Plan (75.0% in 2017) attend school within the local authority boundary. This proportion has steadily increased since 2015 (65.8%).

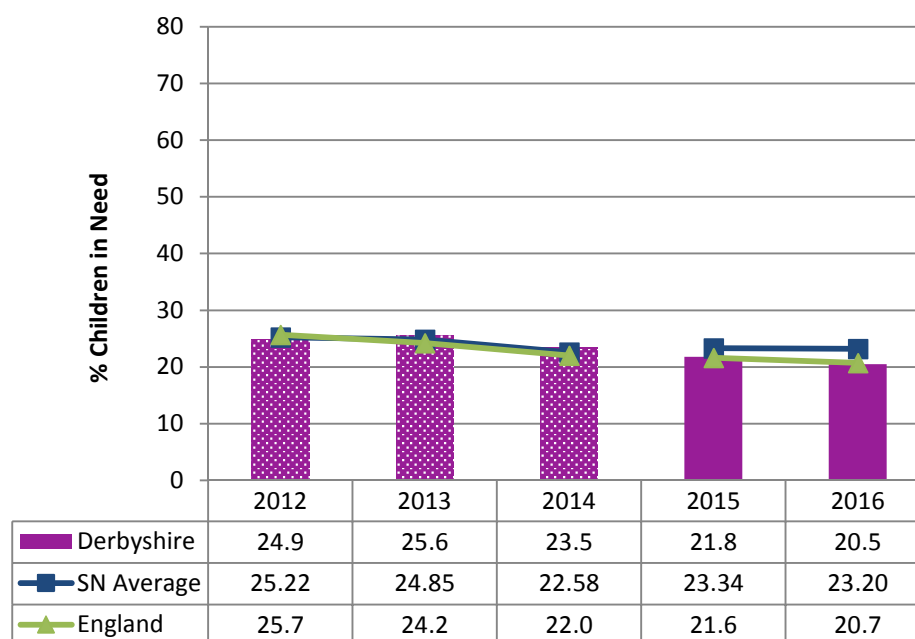
## 5.5.2 Children in Need

In 2016, there were 2,393 school aged children in need who could be matched to census data. Of these, 1120 (46.8%) had some form of special educational needs while 20.5% had a Statement or EHC Plan. Nationally, the proportions were very similar.

**Figure 5.34** Percentage of School aged Children in Need with Special Educational Needs<sup>49</sup>

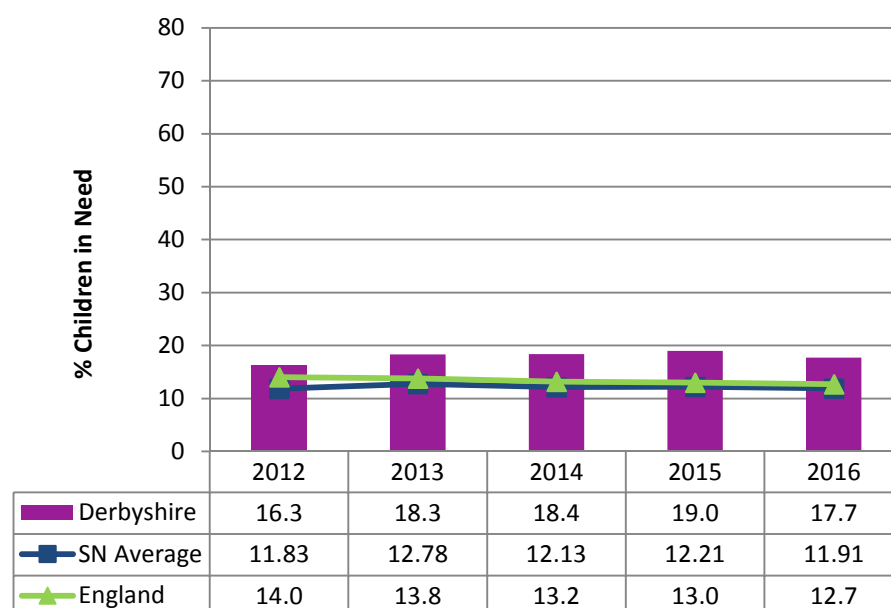


<sup>49</sup> Source: DFE SFR52/2016

**Figure 5.35** Percentage of School aged Children in Need with a Statement of SEN or EHC Plan<sup>50</sup>

The Children in Need Census also collects data on disability. The Disability Discrimination Act 2005 (DDA) defines a disabled person as a person with a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. The condition must have lasted or be likely to last at least 12 months in order to be counted as a disability.

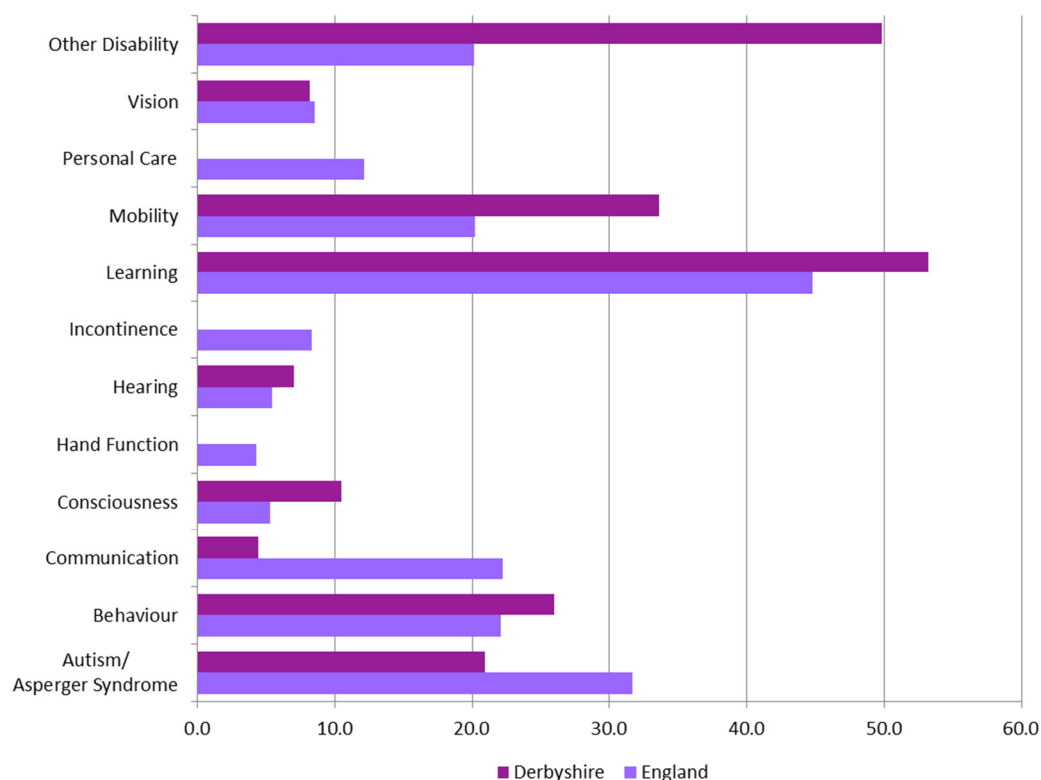
In 2016, there were 4,874 children in need at 31 March. Of these, 861 (17.7%) had a disability recorded. This was statistically, significantly higher than the England average (12.7%). Since 2015, the proportion with a disability recorded has decreased by 1.3 percentage points. This follows year on year increases in the rate.

**Figure 5.36** Percentage of Children in Need with a Disability Recorded<sup>50</sup>

<sup>50</sup> Source: Department for Education SFR52/2016 Main Tables

In both Derbyshire and England, the most common disability recorded was Learning, accounting for 53.2% of cases in Derbyshire and 44.8% of cases nationally.

**Figure 5.37** Percentage of Children in Need at 31 March with a Disability Recorded Broken down by Disability<sup>45</sup>



Percentages may not add up to 100% as some children may have more than one disability recorded.

## 5.6 Children Missing from Education

A child missing from education is a child or young person of compulsory school age who is not on a school roll and is not receiving a suitable education otherwise, for example, educated at home, privately or in alternative provision. The definition of 'suitable' is efficient, full-time education suitable to his or her age, ability and aptitude, and to any special educational needs the child may have.

In January 2016, there were 20 children with a Statement of SEN or EHC Plan that were known to be missing from full-time education. The majority of these (70%) were children in care.

## 5.7 Elective Home Education

Parents have a duty to ensure their child receives a full time education that is suitable to their age, ability, aptitude and any other special needs they have. This can be done through regular attendance at school or through electing to educate them at home.

As at 19<sup>th</sup> January 2017, 45 children with a Statement of SEN or EHC Plan were electively home educated. This represents 1.3% of all Statements/ EHC Plans maintained by Derbyshire Local Authority, 0.4 percentage points higher than the rate in 2016 (0.9%) and 0.7 percentage points higher than in 2015 (0.6%).

The predominant reason for elective home education was problems with SEN provision (40.0% in 2017). This is an improvement since 2015 however, when 47.6% of pupils with a Statement of SEN or EHC Plan were home educated for this reason. Dissatisfaction with the school environment was the next most common reason for home education, accounting for 24.4% of cases in 2017.

The majority of young people (75.6%) attended mainstream schools prior to being educated at home.

## **5.8 Children and Young People Subject to the Youth Justice System**

In January 2017 there were 30 young people with a Statement of SEN or EHC Plan with an open offence on the youth offending database. This equates to 14.2% of all young people with an open offence. Of these, a third were subject to a referral order, a further 23% were entered on a diversion program.

Since 2015, both the number and proportion of young offenders with a Statement of SEN or EHC Plan has steadily increased from 21 offenders, 8.8% of the offender population.

## **5.9 Personal Budgets**

A Personal Budget is an amount of money to deliver all or part of the provision set out as Outcomes in an Education, Health and Care plan (EHCP) or Child support Plan (CSP). A parent/carer or young person can request a Personal Budget if they want to be involved in securing the provision written in their plan. Outcomes met could include buying a specific piece of equipment, or to hire a personal assistant to support the child or young person or any other provision identified as appropriate for the use of a Personal Budget.

In Derbyshire, the number of personal budgets in place for all EHC Plans issued or reviewed in 2016 was 19. The majority of these relate to direct payments for social care.

## **5.10 Post 16 Snapshot**

Prior to the SEN reforms in September 2014, a Statement of SEN would automatically lapse when a young person moved into further or higher education. Those students which required continued assistance, were supported through a Learning Difficulty Assessment (LDA).

Since September 2014, no new Statements or LDAs have been issued. Most young people who had Statements of SEN will have their Statements converted to an EHC Plan, provided they are remaining in full-time education or training and continue to require special educational needs provision greater than the school, college or education provider can reasonably be expected to provide from their delegated resources. Similarly, young people that received support as a result of an LDA and remain in further education or training during the transition period, will be issued with an EHC Plan provided they request and need one.

As at 11/08/2017 there were 246 young people aged 16 and above with an Education Health and Care Plan in Derbyshire. A further 378 young people were awaiting conversion from a Statement of SEN. Some, but not all of these pupils will require an EHCP post 16.

## Destinations of pupils with a Statement of SEN or EHC Plan

Following the migration of data to a new system and revised practises related to the maintenance and upkeep of records, it has not been possible to accurately analyse the post-16 destinations of all pupils with a Statement of SEN/ EHC Plan. Derbyshire County Council is currently working on its quality assurance processes so we can more accurately identify and track this group of young people in our systems.

The Department for Education publish pupil destinations after completing Key stage 4. In 2015/16, 93% of pupils with a Statement of SEN or EHC Plan in Derbyshire (2014/15 cohort attending state-funded mainstream & special schools) were in an overall sustained education or employment/ training destination<sup>51</sup>. This compares to 90% of pupils with a Statement of SEN/EHCP nationally. A detailed breakdown of destinations has not been provided in the most recent data and while this has been provided in earlier years, data relates to mainstream schools only:

**Table 5.26** Pupil Destinations after completing Key Stage 4 – Pupils with a Statement of SEN or EHC Plan<sup>52</sup>

	Derbyshire Mainstream Schools			Derbyshire Mainstream & Special Schools	England Mainstream Schools			England Mainstream & Special Schools
	2014 (2012/13 Cohort)	2015 (2013/14 Cohort)	2016 (2014/15 Cohort)	2016 (2014/15 Cohort)	2014 (2012/13 Cohort)	2015 (2013/14 Cohort)	2016 (2014/15 Cohort)	2016 (2014/15 Cohort)
<b>No Students</b>	<b>200</b>	<b>205</b>	<b>200</b>	<b>270</b>	<b>11590</b>	<b>11025</b>	<b>10935</b>	<b>21420</b>
<b>Overall Sustained Education and/ or employment/training destination</b>	<b>86%</b>	<b>91%</b>	<b>91%</b>	<b>93%</b>	<b>90%</b>	<b>91%</b>	<b>91%</b>	<b>90%</b>
Apprenticeships	4%	3%	na	na	3%	3%	na	na
<b>Any Sustained Education Destination:</b>	<b>83%</b>	<b>87%</b>	<b>na</b>	<b>na</b>	<b>88%</b>	<b>88%</b>	<b>na</b>	<b>na</b>
FE College or other FE Provider	55%	66%	na	na	60%	61%	na	na
School Sixth Form	22%	17%	na	na	20%	20%	na	na
Sixth Form College	x	1%	na	na	5%	5%	na	na
Other Education Destinations	na	2%	na	na	na	3%	na	na
<b>Sustained employment and/or training destination</b>	<b>x</b>	<b>4%</b>	<b>na</b>	<b>na</b>	<b>1%</b>	<b>3%</b>	<b>na</b>	<b>na</b>
Destination not sustained	8%	9%	na	na	6%	9%	na	na
Activity not captured in data	x	0%	na	na	1%	1%	na	na

X - data suppressed due to small numbers. na – not available

<sup>51</sup> Where pupils are recorded as being in continuous education, training or employment between October 2015 and March 2016.

<sup>52</sup> Source: Department for Education SFR56/2017

## Destinations of pupils who had SEN Support in Year 11

In January 2016 (academic year 2015/16), there were 746 Year 11 pupils with SEN Support in Derbyshire. Of these, 729 (98%) could be matched to a record in the Post-16 database (Core). Looking at the destinations of these pupils at the end of September, academic year 2016/17, the majority (59.5%) were in Further Education. This was followed by pupils in School Year 12 (13.7%). This is similar to the trend in previous years, although the proportion in School Year 12 has been steadily declining:

**Table 5.27** Destinations of Year 11 pupils with SEN Support at the end of September (NC Year 12)

	2012/13	2013/14	2014/15	2015/16
<b>Number of Y11 Pupils with SEN Support matched to Post-16 Database</b>	<b>1267</b>	<b>1381</b>	<b>1001</b>	<b>729</b>
<b>Destination Description</b>				
Apprenticeship	4.8	4.4	4.8	4.8
Apprenticeship - Employed Status	2.3	0.7	x	1.1
Employment with Training	1.0	0.8	2.8	1.4
Employment without Training	0.6	0.9	1.1	1.1
Foundation Learning/E2E Training	2.7	2.2	3.2	1.9
Further Education	57.5	61.3	59.2	59.5
Higher Education	0.0	x	x	0.0
Illness	x	0.4	0.5	0.7
Ind. Specialist Provision (SEND)	0.0	0.0	x	0.0
NEET	2.6	2.0	2.3	3.2
Pregnancy	x	0.0	x	x
Re-engagement provision	x	0.0	0.0	x
School Year 11	0.6	0.0	0.0	0.0
School Year 12	21.9	15.9	14.2	13.7
School Year 13	x	x	x	0.0
Sixth form college	3.1	4.9	3.3	4.5
Teenage Parent	x	x	x	x
Traineeship	0.6	0.5	1.3	1.6
Unknown	1.3	5.2	6.0	5.3
Work Based Learning - Non-Employed	x	x	x	x
Working not for reward	x	0.0	0.0	x
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

X Data suppressed due to small numbers

Looking at the destinations of these pupils one year on, the proportion in further education and those still at school declines with apprenticeships, employment (with or without training) and the proportion NEET increasing.

**Table 5.28** Destinations of Year 11 pupils with SEN Support at the end of September (NC Year 13)

	Y11 2012/13 as at end Sep 2014	Y11 2013/14 as at end Sep 2015	Y11 2014/15 as at end Sep 2016
<b>Number of Year 11 Pupils with SEN Support matched to Post-16 Database</b>	<b>1267</b>	<b>1381</b>	<b>1001</b>
<b>Destination Description</b>			
Apprenticeship	7.6	6.7	7.1
Apprenticeship - Employed Status	5.8	1.0	0.8
Cannot be contacted	x	x	x
Custody	x	0.0	0.0
Employment with Training	3.9	3.8	5.7
Employment without Training	2.6	2.7	2.9
Foundation Learning/E2E Training	3.9	4.0	5.5
Further Education	46.6	55.7	45.7
Higher Education	0.0	0.0	x
Illness	x	1.2	1.6
Ind. Specialist Provision (SEND)	0.0	0.0	x
NEET	7.1	4.1	5.5
Never economically active	x	0.0	0.0
Pregnancy	x	x	x
Re-engagement provision	x	0.0	x
Refused to provide information	x	x	x
School Year 12	x	0.0	0.0
School Year 13	10.9	10.8	10.5
School Year 14	0.0	x	x
Self-employment	0.0	x	0.0
Sixth form college	3.0	3.3	3.4
Teenage Parent	x	0.6	0.6
Traineeship	0.8	0.9	0.7
Training	x	0.0	0.0
Training Work Programme	x	x	0.0
Transfer - Destination Type Unknown	0.0	x	0.0
Unknown	5.9	4.1	8.3
Work Based Learning - Non-Employed	x	x	x
Working not for reward	0.0	x	x
Young Carer	x	0.0	x
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

X Data suppressed due to small numbers



## 5.11 SEN Projections

It is very difficult to accurately predict how the SEN profile may change in future years. The 2014 SEND reforms, medical advances improving the survival rates of children with complex needs and specific targeted interventions will all have an impact on the number of children and young people with SEN.

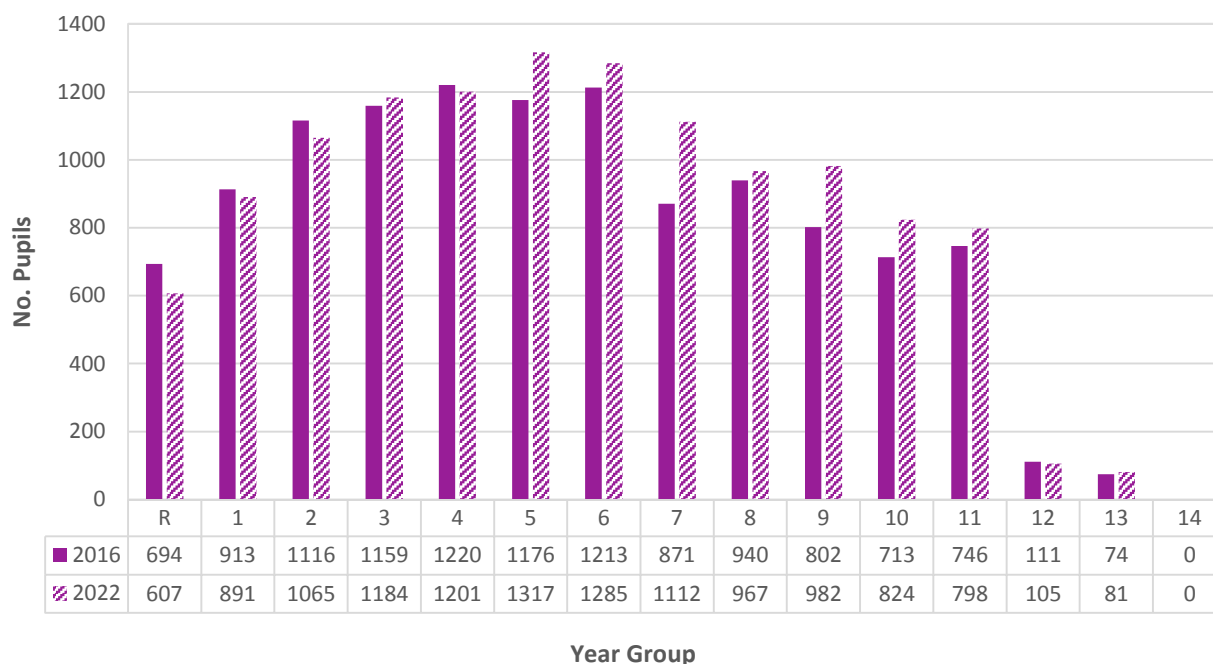
Childrens Services Development Section calculate pupil projection data<sup>53</sup> for schools in Derbyshire. By combining this data with patterns of SEN over the last 3 years (to provide a 3 year weighted average), it may be possible to provide a crude estimate of the future size of the SEN population. Using this methodology, by 2022 there could be around 15,414 pupils with SEN (2,995 with an EHCP and 12,419 with SEN Support) aged 4 and above attending state-funded settings (excluding colleges) in Derbyshire. This would represent an increase of 4.5% since 2016 (14,750 pupils). The age profile would look slightly older than it does currently.

**Figure 5.38** Projecting the number of pupils with SEN in Derbyshire – 3 year average rates of SEN matched to pupil projection data up to 2022 (all state-funded settings excluding colleges)

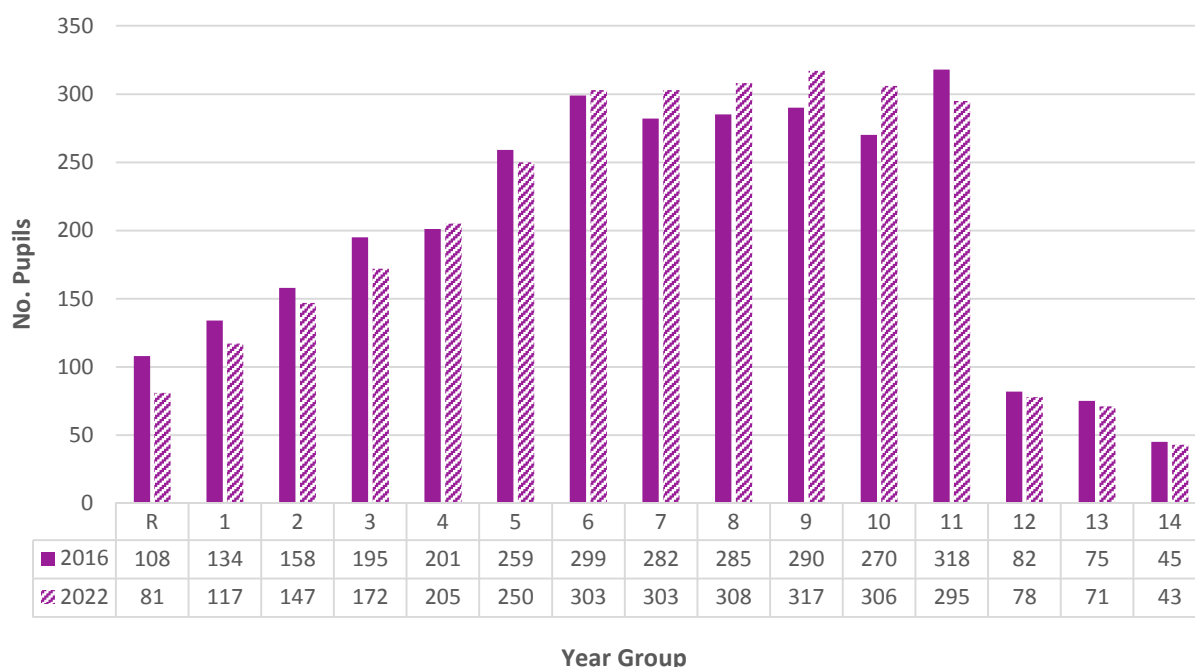


<sup>53</sup> Where the intake is at Reception (Age4) use an analysis of population data (postcode and age) that is received as a snapshot from NHS Digital every year at the beginning of September and is derived from the GP Register. The data is verified with previous datasets and validated with population datasets created by the ONS to determine any problems or concerns with the new set of data. Numbers in other year groups are analysed by using current and historical School Census Data carried out in January of each year by DCC and rolled forward to create a complete set of projections for each year group for a period of 5 years.

**Figure 5.39** Projecting the number of pupils with SEN Support in Derbyshire – 3 year average rates matched to pupil projection data up to 2022 (all state-funded settings excluding colleges)



**Figure 5.40** Projecting the number of pupils with an EHC Plan in Derbyshire – 3 year average rates matched to pupil projection data up to 2022 (all state-funded settings excluding colleges)



Matching current rates in the SEN2 data to ONS population projections, the number of children and young people with a statement or EHC plan maintained by the authority could slightly decrease between 2016 and 2022 from 3341 to 3297 children and young people. This is due to an overall decline in the 16-25 population.

Applying the Thomas Coram Research Unit Methodology for estimating the number of disabled children to population projections, there could be between 4768 and 8582 0-17 year olds in Derbyshire with a disability by 2025. The projected upper bound figure is 3.6% higher than the upper bound figure is currently estimated to be (8282).

**Table 5.29** Projected number of disabled children in Derbyshire in 2025 based on the Thomas Coram Research Unit's Proposal of between 3.0 and 5.4 percent of 0-17 year olds having a disability

District	2025 ONS Population Projection for 0-17 year olds	Estimated number of disabled children aged 0-17 in Derbyshire				
		Lower bound (3%)		Upper bound (5.4%)		
		2015	2025 Projection	2015	2025 Projection	% Change
Amber Valley	24815	715	744	1288	1340	4.0
Bolsover	16331	470	490	846	882	4.3
Chesterfield	20862	603	626	1086	1127	3.8
Derbyshire Dales	12518	384	376	691	676	-2.2
Erewash	24747	694	742	1250	1336	6.9
High Peak	17811	540	534	973	962	-1.1
North East Derbyshire	18737	548	562	986	1012	2.6
South Derbyshire	23105	646	693	1162	1248	7.4
LA Total	158921	4601	4768	8282	8582	3.6

Using this methodology, the number of disabled children living in Erewash and South Derbyshire could be 7% higher in 2025 than current estimates suggest.

Looking at current rates of children in receipt of Disability Living Allowance or PIP applied to population projections, there could be around 5,800 0-17 year old claiming benefits in 2025; 3.6% higher than in 2015 (5605). For 18-24 year olds however, there could be an overall decrease in the number of claimants as the overall population decreases.

**Table 5.30** Projected number of children in receipt of Disability Living Allowance or Personal Independence Payment (DWP data matched to ONS Population Projections)

Independent Payment (DWP) data matched to ONS Population Projections								
District	2025 ONS Population Projection for 0-17 year olds	0-17 year olds in receipt of DLA or PIP			2025 ONS Population Projection for 18-24 year olds	18-24year olds in receipt of DLA or PIP		
		Nov-15		2025 Estimate		Nov-15		2025 Estimate
		No.	%			No.	%	
Amber Valley	24815	959	4.0	1000	7780	371	4.0	311
Bolsover	16331	707	4.5	735	5414	269	4.3	233
Chesterfield	20862	821	4.1	852	6860	413	4.8	329
Derbyshire Dales	12518	307	2.4	300	3631	140	3.1	113
Erewash	24747	877	3.8	940	7805	316	3.5	273
High Peak	17811	546	3.0	540	6394	263	3.6	230
North East Derbyshire	18737	644	3.5	659	6072	299	4.1	249
South Derbyshire	23105	741	3.4	796	6518	250	3.5	228
LA Total	158921	5605	3.7	5807	50474	2332	3.9	1968

It is estimated that 1.1 percent of the population may have ASD. As the overall number of 0-17 year olds are projected to rise in the period up to 2025, the number with ASD could rise from an estimated 1690 to 1750. Likewise, for 18-24 year olds numbers could decrease from an estimated 650 to 550 as the overall population decreases.

In summary, there are a variety of methods that may be used to predict the size of the SEND population in future years.

**Table 5.31** SEND Projection Summary

	Age Range	Estimated Number of Children & Young People	Year
<b>Pupil Projection Data:</b>			
All SEN	Reception to Y14	15,414	2022
Education, Health & Care Plan		2,995	
SEN Support		12,419	
<b>All EHCP's maintained by Derbyshire Local Authority (SEN2)</b>	0-25	3,297	2022
<b>Thomas Coram (3.0 - 5.4% with a disability methodology)</b>	0-17	4,768 to 8,582	2025
<b>DLA/PIP (2015 rate applied to ONS population projections)</b>	0-17	5,807	2025
	18-24	1,968	
<b>ASD (1.1% of the population)</b>	0-17	1,750	2025
	18-24	550	

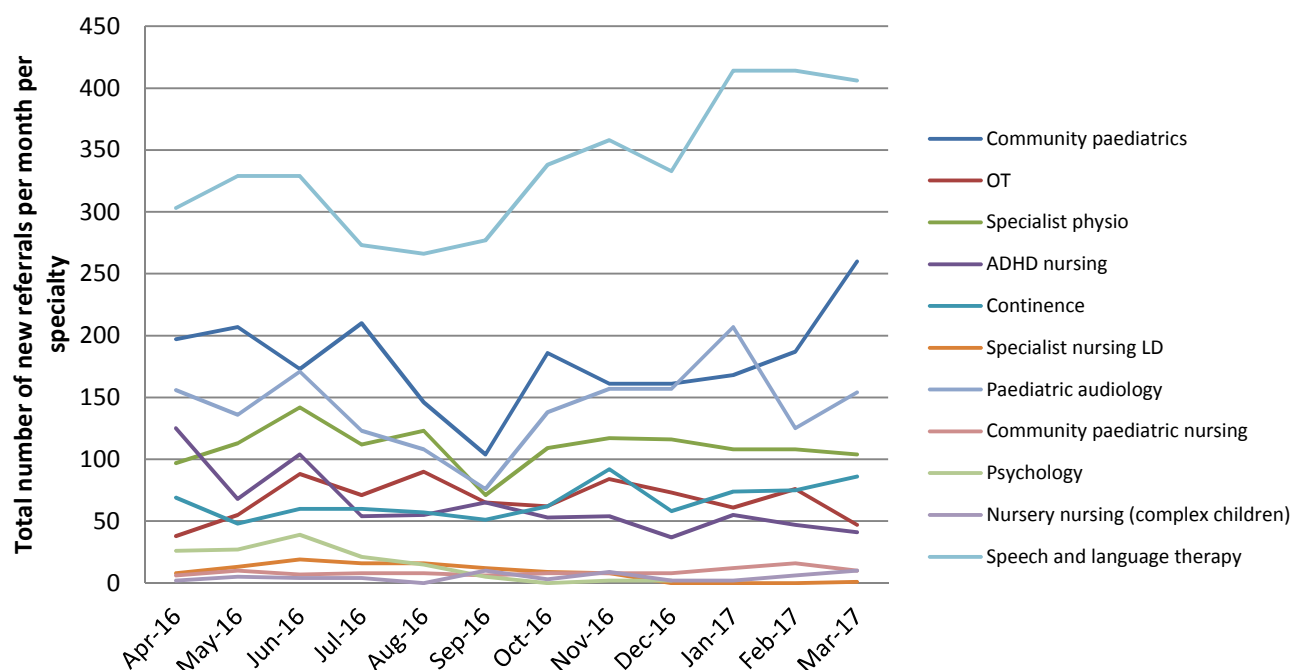
## 5.12 Health Incidence and Prevalence

### 5.12.1 Referral Rates

Referral rates are a broad measure of need as they only show overall referral rates for particular specialist health services. They do not measure the increasing complexity of children and young people and therefore for some services although referral rates may be stable the children and young people being seen once within the service require a greater level of input. National data has shown that *“the numbers of disabled children with complex needs .....have increased dramatically by over 50% since 2004, from 49,300 to 73,000 children and young people”* <sup>54</sup>

<sup>54</sup> Understanding the needs of disabled children with complex needs or life-limiting conditions, Council for Disabled Children (2017), accessed 18/05/17 at: <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Data%20Report.pdf>

**Figure 5.41** Overall new referral rates for different specialist children's services from April 2016-March 2017



\*It should be noted that there are limitations to this data due to the following:

- It covers the 0-18 age group, rather than 0-25 years. This is due to the fact that at present children's and adults commissioning health functions are commissioned separately, whereby the data sits with different services and providers rather than being held centrally.
- The data covers the Derbyshire footprint so some data includes that from Derby City as not all providers are able to separate out Derbyshire and Derby City statistics.
- There is not detailed year on year data available at present to be able to compare increases over time.
- Data for community paediatrics currently only covers Southern Derbyshire.

As can be seen over the last years' worth of data, there has been a noticeable increase in referrals for speech and language therapy and paediatrics. For other services although there are seasonal fluctuations the overall numbers of referrals over the year have been relatively stable, though this cannot be compared with previous years data. It should be noted that most specialist services see a significant fall in referral rates in September, which may be related to the school holiday period where parents / young people may not visit their GP or school nurses would not be available. Although the school holiday period typically covers late July to early September there is likely to be a slight lag effect in referrals being received hence the drop in referrals showing in the September data. It is important to be aware of this when services and availability are planned.

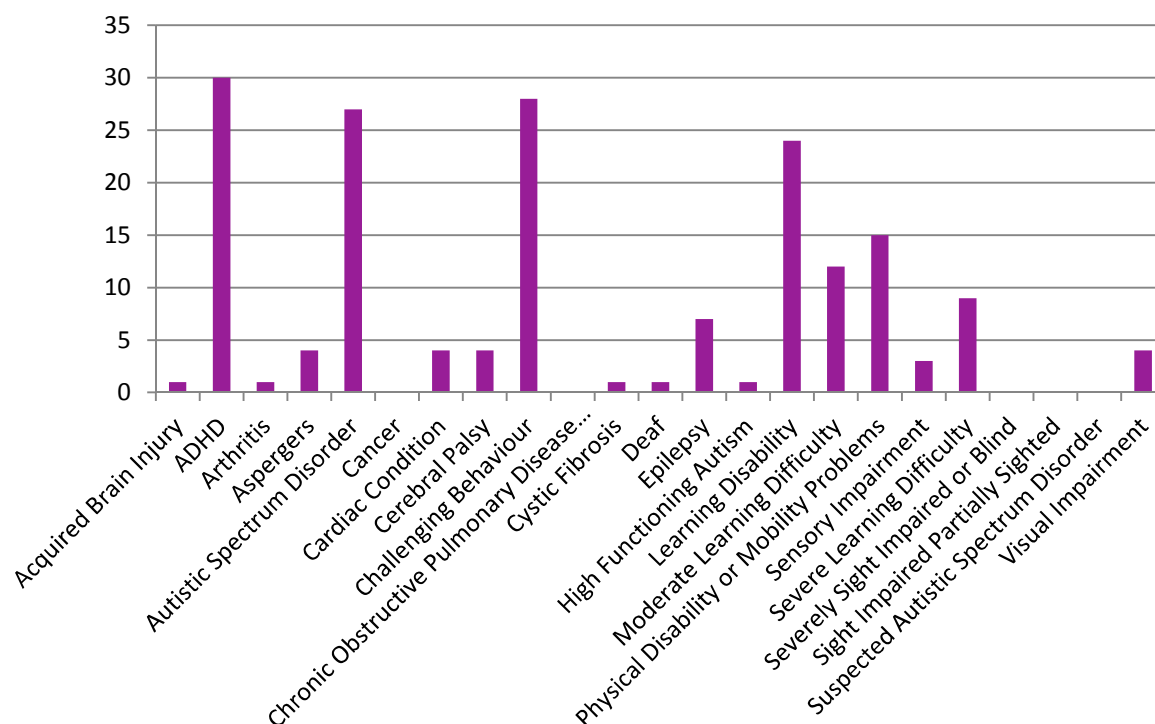
There is also data for referrals for autism assessment available over the past several years. In 2014 and 2015, there were an average of 25 referrals per month for an ASD assessment which increased to 39 per month from 2016 onwards and has stayed at this level. This is for the pathway based out of Chesterfield Royal Hospital in the north of Derbyshire and gives an indication of the increase in ASD diagnoses which parallels national figures.

## 5.12.2 Vulnerable Groups – Children in Care

Children in Care are significantly more likely to have a disability, including emotional and mental health. There are 630 Derbyshire Children in Care as of March 2017 with 102 of these recorded as having a disability which

at 16% is higher than the prevalence of those who are not in care, which in Derbyshire is around 5.7% as described earlier in this document. The breakdown of these disabilities is detailed in the figure below:

**Figure 5.42** Disabilities for Children in Care



A caveat to these figures is that some of the children and young people who have co-morbid disabilities will have these recorded twice so although the total numbers of disabilities recorded are as above, there may be less than this number of total children with a disability. These are also recorded differently to other data in terms of categorisation of disability. There were also 30 children open to Child and Adolescent Mental Health Services (CAMHS) as of the end of 2017 and 88 children open to Horizons (which offers psychological and therapeutic interventions).

### 5.12.3 Tier 4 admissions

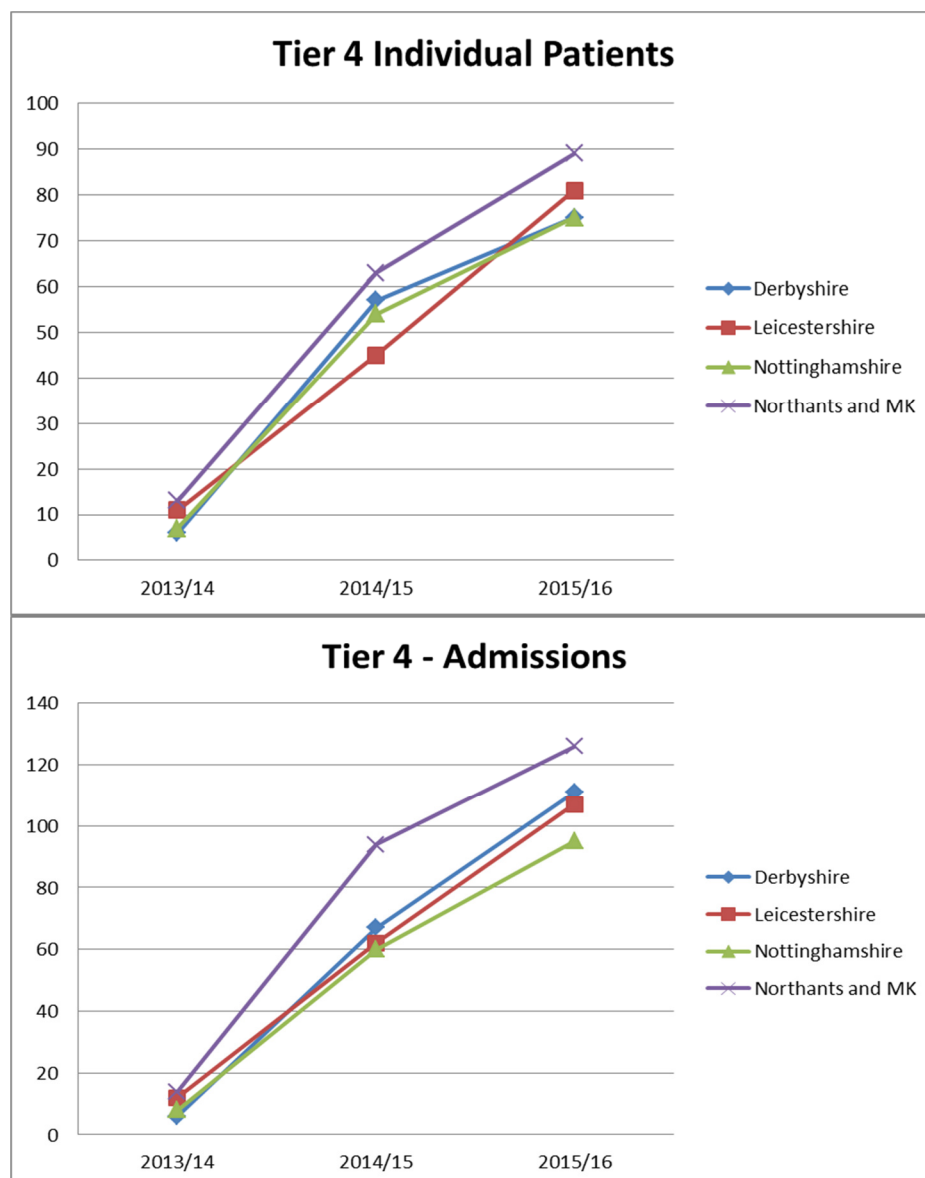
Tier 4 Child and Adolescent Mental Health Services (CAMHS) General Adolescent Services deliver tertiary level care and treatment to young people with severe and/or complex mental disorders.

Services are provided for young people between 13th and 18th birthdays with a range of mental disorders (including depression, psychoses, eating disorders, severe anxiety disorders, emerging personality disorder) associated with significant impairment and / significant risk to themselves or others such that their needs cannot be safely and adequately met by community Tier 3 CAMHS. This includes young people with mild learning disability and Autism Spectrum Disorders who do not require Tier 4 CAMHS Learning Disability Services.

Since 2013, there has been an increase in number of T4 admissions both nationally and within the East Midlands area, including Derbyshire. The increasing complexity of these children and young people means that they often have multi agency involvement. Within this larger figure there are a smaller number who have ASD/LD and are within the transforming care cohort who require multi-agency wrap around packages

in the community in order to avoid potential T4 admissions. Data regarding T4 admissions cannot be separated out for Derby City and Derbyshire County Council so covers the whole Derbyshire footprint.

**Figure 5.43** Tier 4 Individual Patients and Admissions



## 6.0 Satisfaction with Service Providers

Feedback is sought from young people and families in a variety of ways, most often through service-specific questionnaires or surveys. This section provides a high-level summary of what is known about families' satisfaction with services; it is not intended to be exhaustive.

### 6.1 Education, Health and Care Needs Assessments and Plans

In September 2014, in order to implement the SEND reforms and deliver a person-centred experience for children, young people and their families, the Local Authority introduced a new role of "Education, Health and Care Needs Assessment Facilitator" (EHCAF). The EHCAFs met with parents, carers and young people

to understand their needs and wishes, and make sure they were fully engaged in the EHC Needs Assessment and planning process. The Local Authority has collected feedback from parents and carers about their experiences, to evaluate the impact of the EHCAFs. An evaluation report was prepared for the period 1 January 2015- 1 July 2015, setting out the experiences of 216 families who had chosen to receive support from the EHCAFs. Of these 216 families, 27 received EHC plans between January and July 2015, of whom 24 completed feedback forms. Subsequently, a further 11 parents and carers had completed feedback forms up to November 2016. The findings were:

- 100% (35) of parents and carers reported that the focus had been on the needs of their child/young person;
- 100% (35) of parents and carers felt they had been able to express their views, wishes and feelings
- 97% (34) of parents and carers felt they had been part of the decision-making. 1 parent/carer did not express a view.

Feedback from families who received support from an EHCAF has been significantly more positive than those who did not. The learning from the EHCAF pilot has informed a review and re-design of the SEND service structure, which will ensure that the assessment/planning process is person-centred, more streamlined and timely for all children and families.

Feedback from the “POET” (Personal Outcomes Evaluation Tool) surveys suggests that parents/carers, young people and practitioners in Derbyshire are generally positive about their experience of EHC needs assessment and feel that EHC plans are making a difference to children’s quality of life and outcomes. Some key areas of difference in Derbyshire, compared with nationally, are as follows:



**Parents/carers in Derbyshire are slightly more positive about the quality and amount of support their children receive overall, and the choices they are able to make**

**Children and young people in Derbyshire generally report a positive experience of the EHC process. Slightly more children in Derbyshire feel that they have contributed to their EHC plan and been listened to; they are also more positive about the difference their EHC plan is making to some aspects of their lives including looking to the future and accessing learning.**

**Practitioners in Derbyshire are slightly less likely to think that the EHC needs assessment process is timely, holistic, person and family-centred. They are also slightly less likely to think that EHC plans are helping children to enjoy relationships with family, be part of their local community and enjoy friendships.**

**There is lower satisfaction amongst both practitioners and parents/carers in Derbyshire about the difference EHC plans are making helping children to take part in school and learning**

**Children and young people in Derbyshire are slightly less positive about the difference their EHC plans are making in staying safe, accessing the community and developing friendships.**

## **6.2 Specialist Education Services**

All specialist education support services carry out an annual service review, which incorporates feedback from parents/carers and key stakeholders such as schools. This includes the Education Psychology Service, Behaviour Support Service, Support Service for Special Educational Needs, Early Years Support Service for Special Educational Needs, Physical Impairment/Visual Impairment service and the Autism Outreach Team. Feedback indicates that satisfaction levels with these services are generally very high.

## **6.3 Healthwatch reports**

Healthwatch Derbyshire has carried out research into families' views about Child and Adolescent Mental Health Services (CAMHS) and support for children and young people with Autism Spectrum Condition (ASC).

The Healthwatch report on CAMHS (2015) identified a range of positive and negative experiences. The negative experiences often related to waiting times, and whether a child/young person had received what parents/carers felt was the "right" diagnosis and support. The feedback has informed re-design of CAMHS pathways including development of a single point of access.

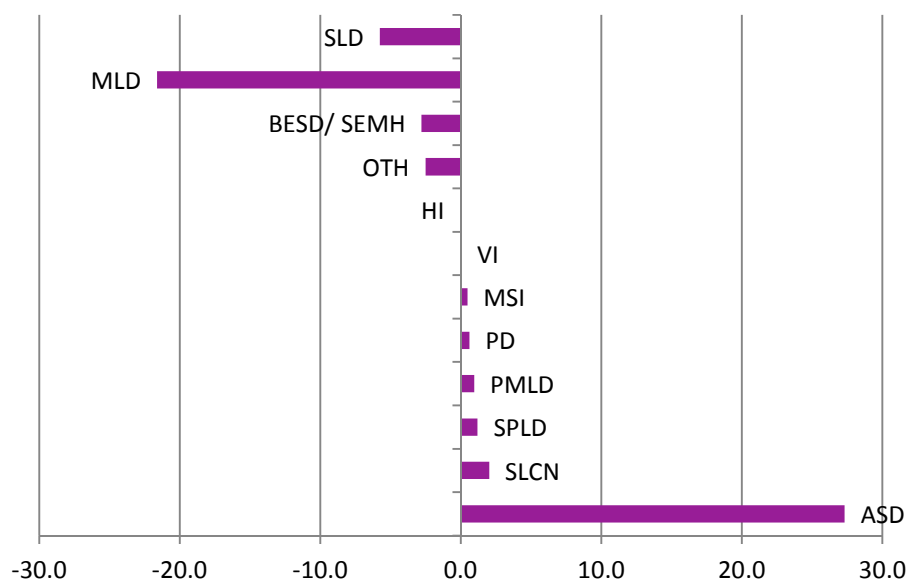
The Healthwatch report on the Derbyshire ASC pathway (2015) identified that a high proportion of parents and carers who participated in the research were concerned about the way in which their child's school or educational setting had responded to their needs. This included concerns about the levels of awareness and understanding amongst staff, and the ability of the settings to respond flexibly to their child's needs. A range of issues were raised regarding timescales; many parents reporting that it had taken a long time for their child to receive a diagnosis of ASC or to receive appropriate support. Issues were also raised regarding communication, particularly between health professionals and families. This feedback has informed the development of "My SEND Learning" for schools and settings and the commissioning of additional, specialist provision for pupils with ASC in mainstream schools. It is also informing development of a new ASC pathway for Derbyshire and Derby City.

## **6.4 Health Services**

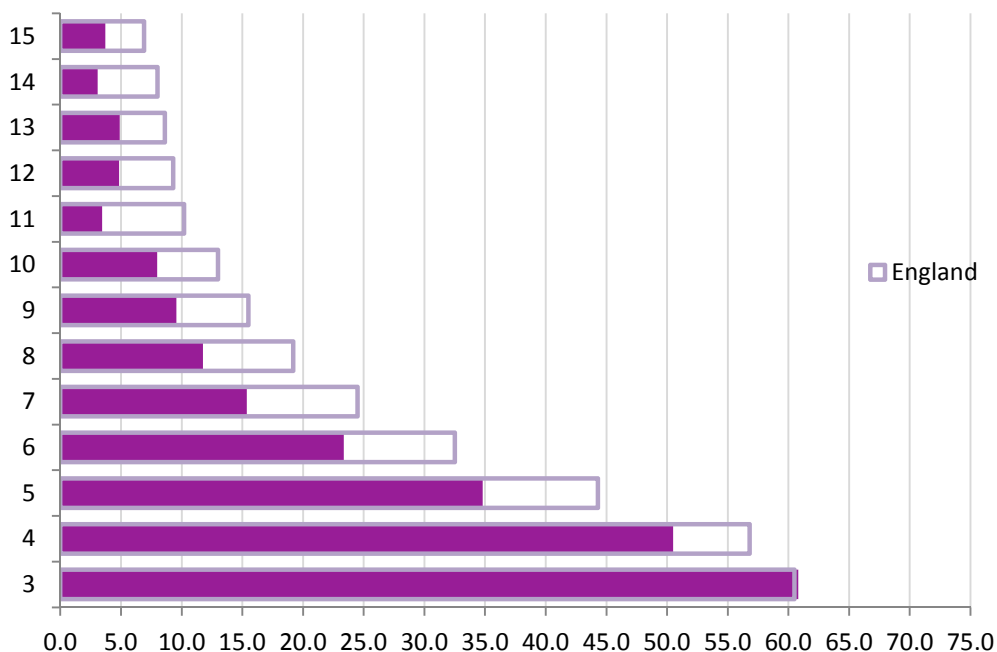
Individual health providers do monitor patient satisfaction of services. They do provide generic reporting on their services, for example a large hospital trust or GP practice might report on their "Friends and Family" (FFT) test as an overall measure of their services. The FFT was developed in 2013 for NHS commissioners to have an understanding of the patient satisfaction with local services. Individual services within each health provider also provide reports on patient satisfaction for a number of different specialist health services which children and young people with SEND might access. The SEND cohort will access a number of different services within health providers for which there is feedback available however there is not specific data available for satisfaction of the SEND cohort alone.

## 7.0 Appendices

### 7.1 Change in the proportion of primary needs<sup>55</sup> of pupils in Derbyshire Special Schools between 2006 and 2016

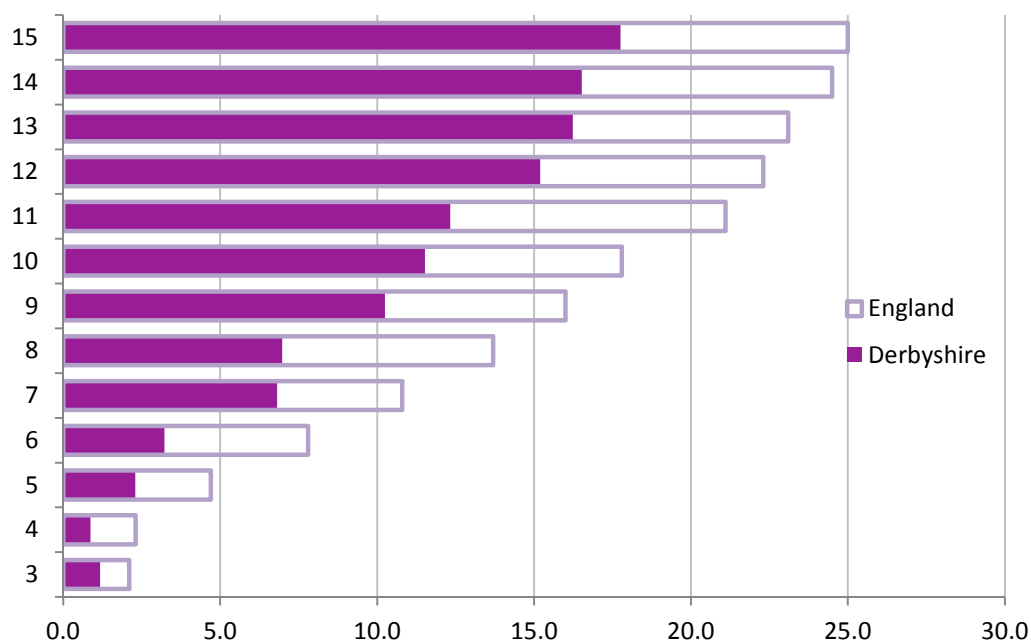


### 7.2 Percentage of Pupils on SEN Support with Speech, Language & Communication Needs as a Primary type of Need by Age

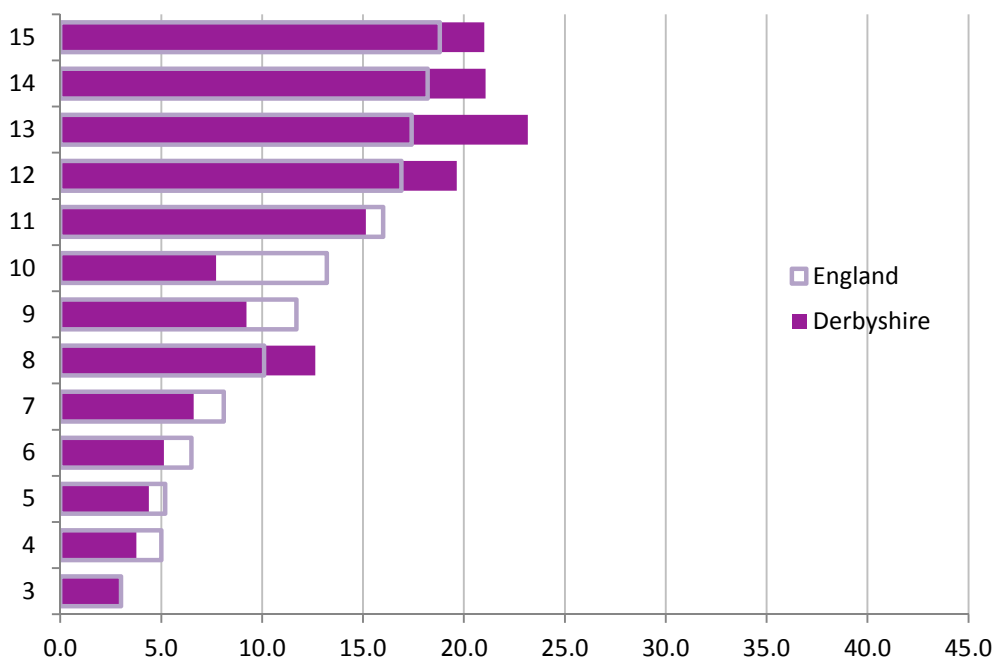


<sup>55</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.

### 7.3 Percentage of Pupils on SEN Support with Specific Learning Difficulty as a Primary type of Need by Age



### 7.4 Percentage of Pupils with a Statement of SEN or EHC Plan with Moderate Learning Difficulty as a Primary type of Need by Age



### 7.5 Percentage of Missed Sessions by Reason and Primary Need<sup>56</sup> (Primary, Secondary & Special Schools)<sup>57</sup>

	Authorised							Unauthorised			
	Illness	Appointments	Religious	Traveller	Holiday	Excluded	Other	Holiday	Late	Other	No Reason Yet
MLD	61.1	7.4	0.04	0.0	1.4	2.0	6.7	4.1	1.1	12.7	3.5
SLD	58.3	7.4	0.09	0.3	1.7	2.4	6.3	3.6	1.8	14.9	3.0
PMLD	56.2	21.6	0.09	0.6	3.2	0.4	5.8	2.2	0.7	8.5	0.8
SEMH	57.3	18.3	0.03	0.0	3.5	0.1	15.3	1.3	1.0	1.4	1.7
SLCN	40.2	6.6	0.03	0.5	1.2	9.2	9.3	2.8	2.2	25.3	2.7
HI	63.2	8.3	0.23	0.7	3.0	1.2	4.9	5.1	2.1	8.1	3.1
VI	60.5	15.3	0.17	0.0	1.6	2.1	3.7	4.3	0.8	10.5	1.0
MSI	56.8	15.3	0.04	0.0	3.3	4.9	5.5	2.1	0.9	8.5	2.3
PD	56.4	25.8	0.00	0.0	6.9	0.0	3.0	3.7	0.2	3.2	0.8
ASD	57.7	20.6	0.00	0.0	2.3	0.3	6.7	2.1	0.7	7.3	2.2
OTH	53.0	9.0	0.04	0.4	3.2	2.5	14.1	1.9	1.5	12.0	2.3
NSA	62.0	14.6	0.04	0.0	1.7	3.0	6.1	2.2	1.1	7.6	1.8
Unclassified	58.6	6.3	0.11	0.1	2.1	6.1	4.8	4.9	1.9	12.9	2.1
<b>Total</b>	<b>50.5</b>	<b>6.6</b>	<b>0.02</b>	<b>0.1</b>	<b>1.8</b>	<b>3.3</b>	<b>6.4</b>	<b>3.5</b>	<b>1.5</b>	<b>22.5</b>	<b>3.6</b>

<sup>56</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; MLD = Moderate Learning Difficulty; MSI = Multi-Sensory Impairment; NSA = No Specialist Assessment; Other = Other Difficulty/ Disability; PD = Physical Disability; PMLD = Profound and Multiple Learning Difficulty; SEMH = Social, Emotional and Mental Health; SLCN = Speech, Language and Communication Needs; SLD = Severe Learning Difficulty; SpLD = Specific Learning Difficulty; VI = Visual Impairment.

<sup>57</sup> Source: Department for Education SFR14/2017 Underlying Data

## 7.6 Academic Performance of Pupils with SEN Support

SEN Support Pupils	Derbyshire					England			2016 Sig	2016 SN Avg
	2012	2013	2014	2015	2016	2014	2015	2016*		
<b>EYFS Cohort</b>	na	743	690	642	691					
% GLD	na	15.1%	22.9%	25.4%	29.2%	21%	24%	26%		25.1%
<b>Phonics Cohort</b>	1141	1042	1114	959	908					
% Expected Standard	20.2%	30.5%	36.0%	35.8%	40.2%	40%	42%	46%	Sig-	42.1%
<b>Key Stage 1 Cohort</b>	1316	1288	1153	1121	1108					
Expected Standard in Reading	60.7%	63.2%	65.0%	65.7%	31.4%	64%	64%	32%		28.6%
Expected Standard in Writing	54.3%	57.3%	58.5%	57.1%	18.1%	54%	55%	22%	Sig-	18.0%
Expected Standard in Maths	74.6%	76.4%	77.4%	76.7%	30.6%	73%	73%	33%		29.6%
<b>Key Stage 2 Cohort</b>	1357	1210	1326	1106	1202					
Expected Standard in Reading, Writing & Maths	36.9%	37.4%	46.9%	44.3%	19.3%	42%	43%	16%	Sig+	13.6%
Expected Standard in Reading	63.8%	63.2%	73.5%	69.5%	35.0%	69%	69%	32%	Sig+	29.5%
Expected Standard in Writing	48.3%	51.4%	58.5%	58.9%	34.4%	55%	58%	32%	-	28.8%
Expected Standard in Maths	62.3%	62.1%	67.1%	65.7%	39.6%	63%	64%	36%	Sig+	32.0%
Expected Standard in GPS	na	32.8%	42.4%	41.8%	32.6%	39%	45%	32%	-	26.8%
Expected Progress in Reading	78%	77.2%	82.6%	81.2%	na	83%	83%	na		na
Expected Progress in Writing	80%	79.0%	84.3%	88.5%	na	87%	89%	na		na
Expected Progress in Maths	72%	72.8%	77.7%	77.4%	na	79%	79%	na		na
Reading Progress Score	na	na	na	na	-2.07	na	na	-1.3	Sig-	na
Writing Progress Score	na	na	na	na	-2.89	na	na	-2.4	Sig-	na
Maths Progress Score	na	na	na	na	-1.6	na	na	-1.1	Sig-	na
<b>Key Stage 4 Cohort</b>	1474	1330	1323	945	677					
%A*-C EM	21.8%	24.2%	26.1%	24.8%	29.7%	25.9%	25.9%	29.0%		28.6%
% Ebac	2.2%	3.5%	3.2%	5.3%	5.9%	5.7%	5.7%	6.0%		6.4%
Expected Progress in English between KS2 and KS4	40.2%	40.3%	47.7%	44.9%	na	54%	54.8%	na		na
Expected Progress in Maths between KS2 and KS4	37.7%	45.4%	42.0%	42.7%	na	40.7%	42.6%	na		na
Attainment 8 Score	na	na	na	na	36.1	na	na	36.2		36.1
Progress 8 Score	na	na	na	na	-0.57	na	na	-0.38	Sig-	-0.42

Figures for England have been taken from the SFR LA Characteristics file and exclude pupils recently arrived from overseas – the same methodology used for LA results. Figures may not match the national tables which do include pupils recently arrived from overseas.

Quartile Key

Upper	Upper middle	lower middle	bottom
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## 7.7 Academic Performance of Pupils with a Statement of SEN or EHC Plan

Pupils with a Statement of SEN/ EHC Plan	Derbyshire					England			2016 Sig	2016 SN Average
	2012	2013	2014	2015	2016	2014	2015	2016		
<b>EYFS Cohort</b>	na	100	91	105	102					
% GLD	na	1.0%	2.2%	6.7%	8.8%	3%	4%	4%	Sig+	6.8%
<b>Phonics Cohort</b>	144	117	135	128	134					
% Expected Standard	12.5%	18.8%	15.6%	17.3%	19.4%	17%	18%	18%	-	14.8%
<b>Key Stage 1 Cohort</b>	159	185	136	175	152					
Expected Standard in Reading	29.6%	28.1%	33.8%	28.2%	15.8%	25%	27%	14%	-	11.5%
Expected Standard in Writing	19.5%	23.8%	25.0%	21.5%	10.5%	19%	21%	9%	-	8.1%
Expected Standard in Maths	30.8%	30.3%	38.2%	28.2%	15.8%	28%	29%	14%	-	11.5%
<b>Key Stage 2 Cohort</b>	223	236	244	282	291					
Expected Standard in Reading, Writing & Maths	15.5%	13.1%	18.9%	22.1%	8.7%	15%	16%	7%	-	6.0%
Expected Standard in Reading	30.9%	33.9%	32.2%	39.7%	17.2%	29%	30%	14%	-	13.0%
Expected Standard in Writing	21.4%	20.8%	24.2%	26.2%	13.8%	19%	21%	13%	-	11.2%
Expected Standard in Maths	28%	27.5%	27.8%	33.7%	15.9%	25%	26%	15%	-	11.9%
Expected Standard in GPS	na	13.6%	21.2%	27.0%	16.9%	18%	20%	15%	-	12.9%
Expected Progress in Reading	47.0%	51.8%	51.1%	56.0%	na	49%	50%	na		na
Expected Progress in Writing	54.4%	57.2%	56.2%	63.1%	na	52%	54%	na		na
Expected Progress in Maths	50.2%	47.4%	48.7%	55.8%	na	48%	48%	na		na
Reading Progress Score	na	na	na	na	-4.65* (-5.8)	na	na	-3.1	Sig-	na
Writing Progress Score	na	na	na	na	-4.33* (-5.3)	na	na	-4.0	Sig-	na
Maths Progress Score	na	na	na	na	-4.44* (-5.9)	na	na	-3.5	Sig-	na
<b>Key Stage 4 Cohort</b>	291	277	274	270	302					
%A*-C EM	9.7%	9.0%	5.1%	13.7%	12.6%	8.9%	9.9%	10.5%	-	9.9%
% Ebac	2.1%	2.9%	0.0%	1.9%	1.7%	2.0%	1.8%	1.8%	-	1.9%
Expected Progress in English between KS2 and KS4	25.3%	22.2%	26.6%	31.6%	na	28.1%	29.6%	na		na
Expected Progress in Maths between KS2 and KS4	19.1%	17.7%	14.4%	27.3%	na	19.2%	21.3%	na		na
Attainment 8 Score	na	na	na	na	19.4	na	na	17.0		16.1
Progress 8 Score	na	na	na	na	-1.02	na	na	-1.03	Sig-	-1.1

\*DFE exclude pupils in special schools from progress calculations. For information, figures in ( ) have been calculated internally to include special schools

## 7.8 Extract from the Adult Social Care Outcomes Framework (ASCOF) 2015-16

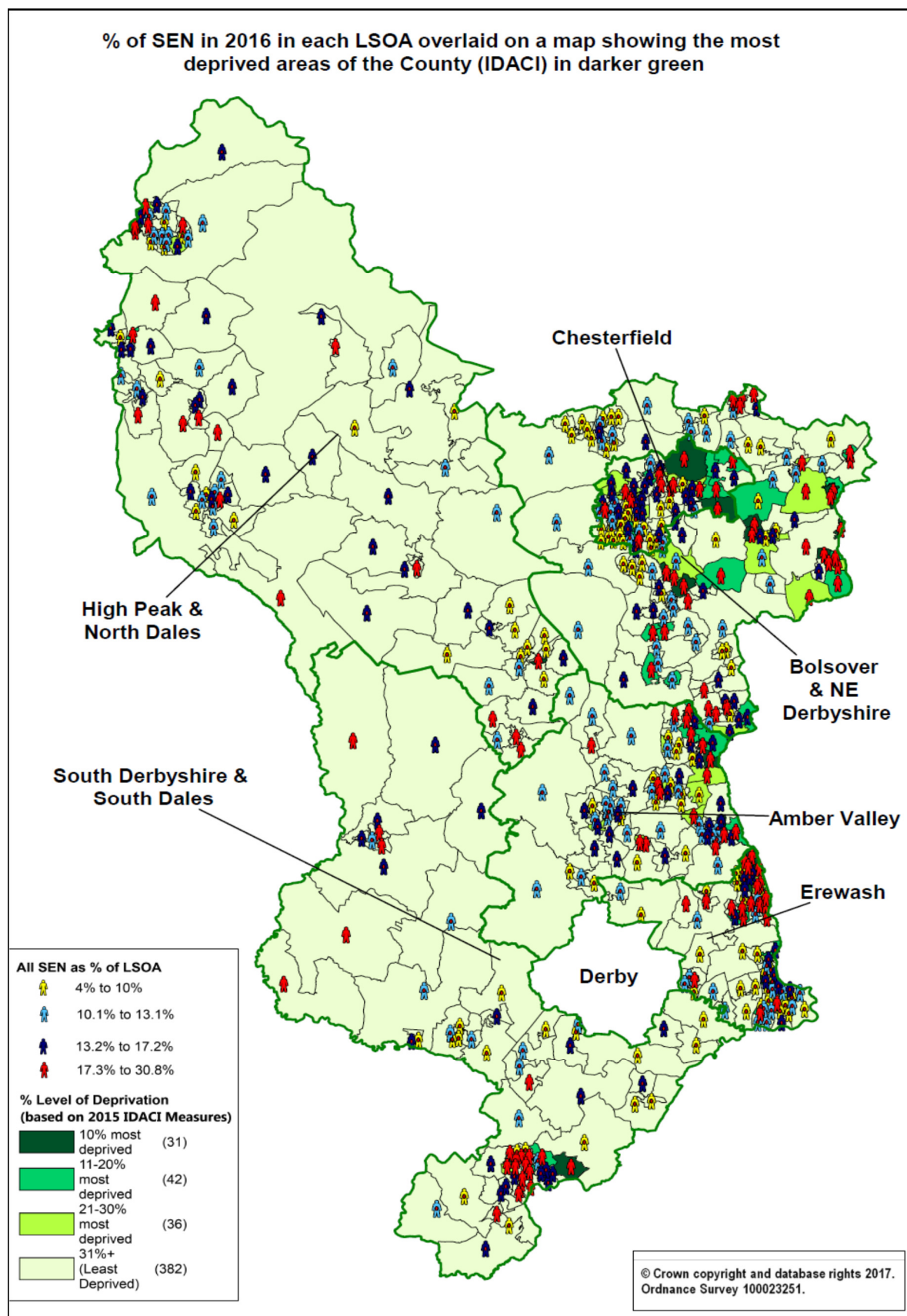
Provided by NHS Digital

Indicator		Derbyshire	Comparator Group <sup>58</sup>	England
1A	Social care-related quality of life score	19.3	19.2	19.1
1B	The proportion of people who use services who have control over their daily life	75.3	77.5	76.6
1C(1A)	The proportion of people who use services who receive self-directed support	92.1	85.5	86.9
1C(1B)	The proportion of carers who receive self-directed support	100	77.4	77.7
1C(2A)	The proportion of people who use services who receive direct payments	23.3	30.5	28.1
1C(2B)	The proportion of carers who receive direct payments	100	72.5	67.4
1E	The proportion of adults with a learning disability in paid employment	1.7	5.6	5.8
1F	The proportion of adults in contact with secondary mental health services in paid employment	9.4	9.1	6.7
1G	The proportion of adults with a learning disability who live in their own home or with their family	84.3	76.4	75.4
1H	The proportion of adults in contact with secondary mental health services living independently, with or without support	82.1	55.7	58.6
1I1	The proportion of people who use services who reported that they had as much social contact as they would like	47.2	45.0	45.4

<sup>58</sup> Comparable councils are selected according to the Chartered Institute of Public Finance and Accountancy (CIPFA) Nearest Neighbour Model, which identifies similarities between authorities based upon a range of social-economic indicators. Further information about the Nearest Neighbour Model can be found at: <http://www.cipfastats.net/resources/nearestneighbours>



## 7.9 Percentage of Pupils with SEN living in each LSOA



## 7.10 Percentage of Pupils with a Statement of SEN/ EHCP living in each LSOA

