

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

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April 2016

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## List of Abbreviations

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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

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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. A key recommendation of this report is that a more in-depth needs assessment should be undertaken.

Children identified with special educational needs or who are disabled face multiple barriers and are disproportionately affected by health 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.
- Only 4% of disabled children are supported by social services. A report by the Audit Commission in 2003 found that there was a lottery of provision, inadequate strategic planning, confusing eligibility criteria, and that families were subject to long waits and had to jump through hoops to get support.
- The prevalence of severe disability is increasing.

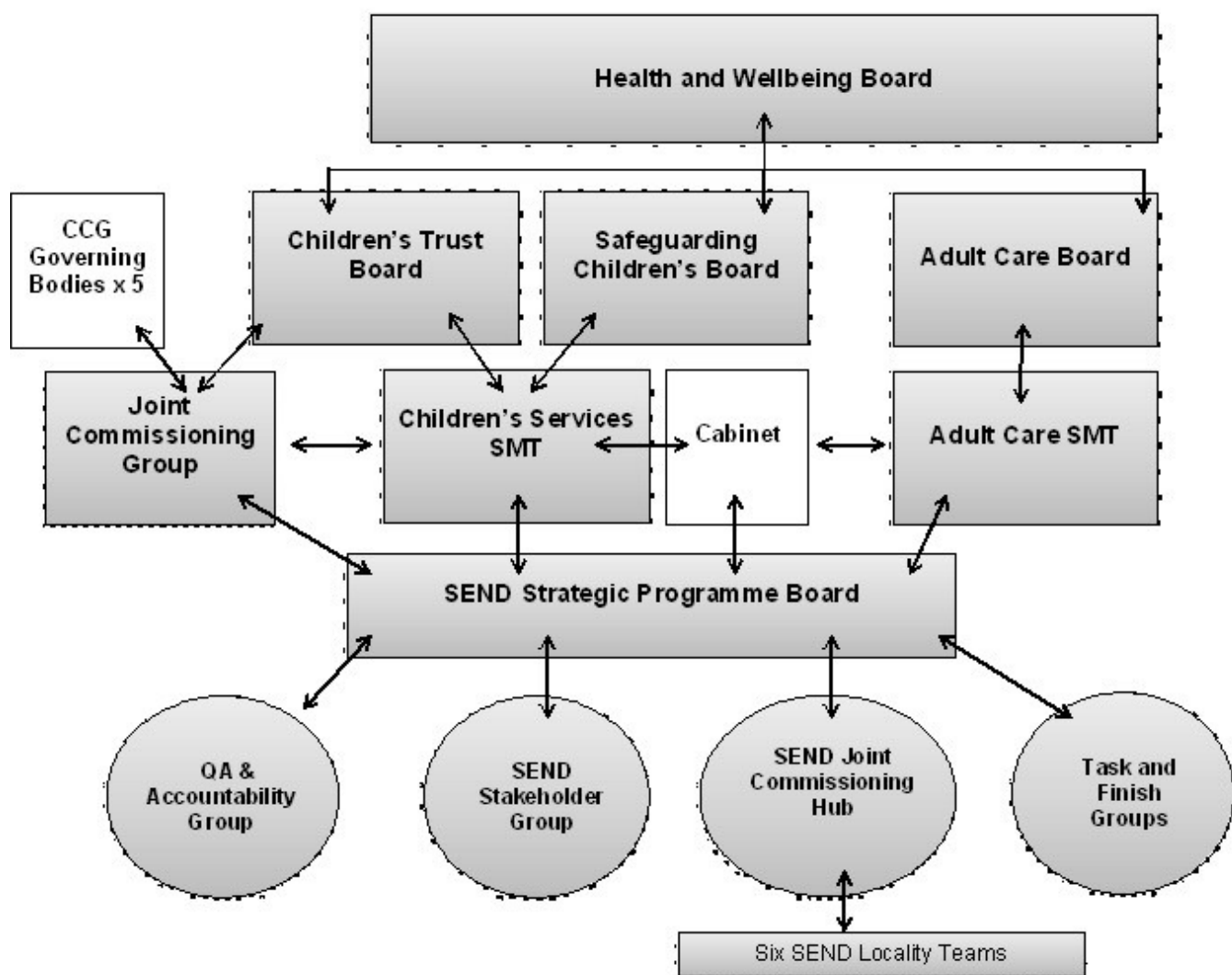
Children with disabilities are an extremely diverse group, with some having multiple types of disability with highly complex needs requiring multiagency support. Other children will require much less support, but nevertheless still have a long-term disability. These complexities can result in a broad definition of disability, which can make determining which children should be classified as disabled a challenging process.

The Children and Families Act aims 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

**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 (Tribal and Profile) and 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.



**Key Points**

1. There are 13,876 male children and young people with SEND living in or attending school in Derbyshire, which is 67.1 percent of the total 0-25 SEND population in the county. The remaining 32.9 percent are female (n=6819)
2. There is a significantly higher proportion of children with Moderate Learning Difficulty in the most deprived areas of Derbyshire, than in the least deprived areas.
3. The proportion of children and young people with Social, Emotional and Mental Health is statistically significantly lower in the least deprived areas.
4. A significant majority of children and young people with SEND in Derbyshire attend mainstream school. 5.7 percent of 0-25 year olds with SEND attend a special school (n=915)
5. There is evidence that the needs of children and young people are becoming increasingly complex, and there has been a rise in the identification of children and young people with some conditions including Autistic Spectrum Disorder (ASD). The numbers of children and young people identified may rise further, with medical advances and more awareness of conditions such as ASD.
6. It is difficult to obtain accurate information and the data and information provided is a snapshot taken at a point in time. Figures may therefore be significantly under or over reported.

## 2.0 Recommendations

The following recommendations should be considered:

1. Review data sources and identify actions to improve data quality and, where possible, address any limitations or gaps in the available data
2. Undertake a full needs assessment of Derbyshire children and young people up to the age of 25 with special educational needs or a disability. The needs assessment should include:
  - Analysis of data over time to identify any trends, including forward projections and any comparisons with peer authorities
  - Intelligence and information from a range of stakeholders to form a comprehensive picture of what is happening locally
  - Engagement and consultation with children, young people and families.

## 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 LDD Advisors, 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.

By combining the data from these systems, it is possible to provide a detailed snapshot of special educational needs in Derbyshire, including an indication of need post-16. This has been provided in part 6 of this report. 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.

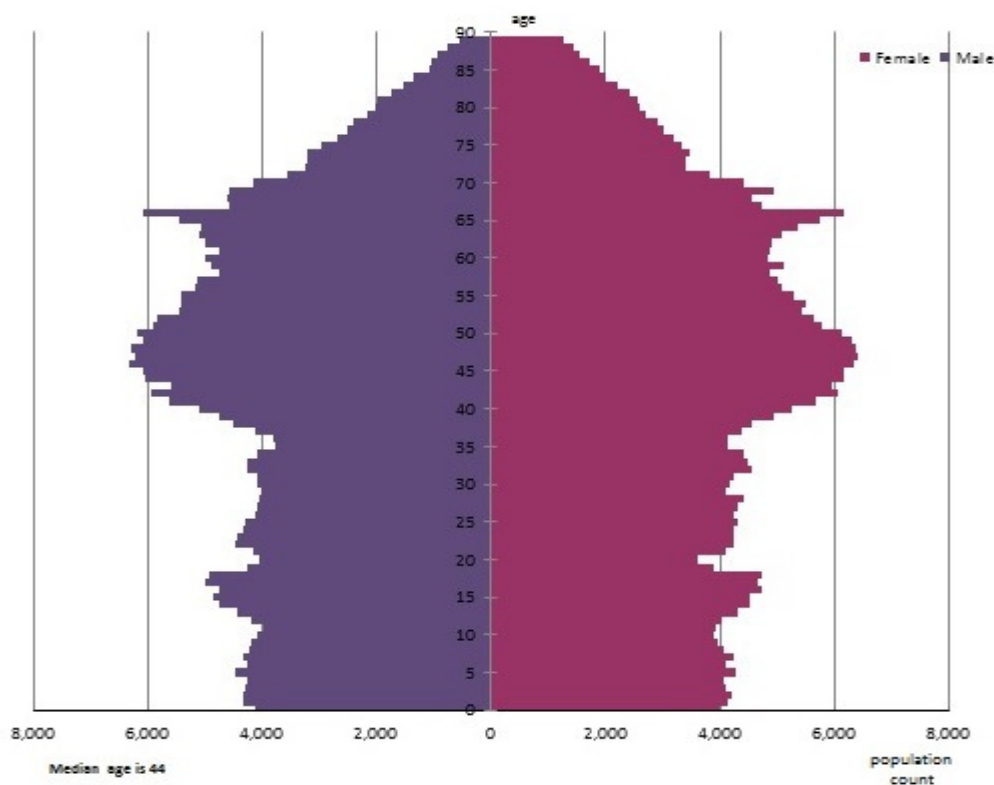
It is therefore possible to build up a picture of Special Educational Needs and Disability for children and young people in Derbyshire using a variety of sources. It is important to remember however, that these sources may use different definitions, timescales and age ranges. This should be considered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

## 4.0 Population Overview

### 4.1 Size and age of the population

Derbyshire has an estimated population of 776,200 (mid-2013). The median age of the population is 44, older than that seen in the UK as a whole (39.9 years).

**Figure 4.1** Office for National Statistics population pyramid showing the mid-year 2013 estimated population in Derbyshire<sup>2</sup>



172,800 children and young people aged 0-19 live in Derbyshire, amounting to 22.3% of the population. Young people aged 0-24 account for 27.7% of the population (Table 1). 51.1% of these young people are male and 48.8% are female. There is a broadly similar gender split in population across the eight Derbyshire districts.

**Table 4.1** Mid-2013 Population Estimates for Derbyshire and its Districts<sup>3</sup>

District	Age Ranges					0-19 Total	0-19 Change since 2006	All Ages
	0-4	5-9	10-14	15-19	20-24			
Amber Valley	6,500	6,500	6,700	7,200	6,500	27,000	-3.2%	123,500
Bolsover	4,400	4,300	4,200	4,700	4,400	17,600	-1.1%	76,700
Chesterfield	5,800	5,500	5,300	6,400	6,000	23,000	-3.0%	104,000
Derbyshire Dales	3,000	3,600	4,000	4,100	3,100	14,700	-5.2%	71,300
Erewash	6,700	6,400	5,900	6,800	6,600	25,700	-3.4%	113,200
High Peak	4,900	5,000	5,100	5,600	5,300	20,600	-6.8%	91,100
N. E. Derbyshire	4,900	5,000	5,100	5,700	5,100	20,700	-4.6%	99,300
South Derbyshire	5,800	5,900	5,800	5,900	5,100	23,500	4.0%	97,100
<b>Derbyshire total</b>	<b>42,000</b>	<b>42,200</b>	<b>42,100</b>	<b>46,400</b>	<b>42,100</b>	<b>172,800</b>	<b>-2.9%</b>	<b>776,200</b>

<sup>2</sup> Office for National Statistics

<sup>3</sup> These estimates are based on the Office for National Statistics 2013 mid-year population estimates. Estimates have been rounded to the nearest 100, as ONS advises to allow for any inaccuracies.

## 4.2 Ethnicity

95.8% of Derbyshire residents identified themselves as White British in the 2011 census.

In addition, the 2011 census showed that 1.7% of Derbyshire's population were from other White ethnic groups, 0.9% of people were of Mixed Heritage, 1.1% were recorded as Asian, 0.4% were recorded as Black and 0.12% of the population were from some other ethnic group.

Figures for the individual districts were similar, although South Derbyshire has a lower percentage of people from the White British ethnic group (94%) and correspondingly higher percentages of its population that identified themselves as Mixed Heritage (1.1%), Asian (2.5%) or from the 'Other' broad ethnic group (0.23%) (Table 2). North West Derbyshire and Derbyshire Dales had the highest proportion of residents identifying themselves as White British (respectively 96.9% and 96.8%).

Despite the high proportion of White British people across Derbyshire, the 2011 Census shows 75 different languages (other than English) were identified as main languages for Derbyshire's population (albeit in small numbers). Within Derbyshire, the highest numbers of languages (excluding English) were spoken in Chesterfield (63) and the smallest number in North East Derbyshire (50).

**Table 4.2** Broad Ethnic Breakdown for Derbyshire and its Districts based on the 2011 Census<sup>4</sup>

Local Authority	Total Population	Broad Ethnic Group (%)					
		White British	Other White	Mixed	Asian	Black	Other
Amber Valley	122309	96.5	1.7	0.8	0.8	0.21	0.1
Bolsover	75866	96.3	1.9	0.7	0.8	0.35	0.02
Chesterfield	103788	94.9	1.7	1.1	1.5	0.75	0.14
Derbyshire Dales	71116	96.8	1.9	0.7	0.6	0.12	0.07
Erewash	112081	95.2	2	1.1	1.2	0.48	0.11
High Peak	90892	95.9	2.1	1	0.8	0.2	0.11
North East Derbyshire	99023	96.9	1.2	0.8	0.8	0.24	0.12
South Derbyshire	94611	94.0	1.8	1.1	2.5	0.45	0.23
<b>Derbyshire total</b>	<b>769686</b>	<b>95.8</b>	<b>1.7</b>	<b>0.9</b>	<b>1.1</b>	<b>0.4</b>	<b>0.12</b>

<sup>4</sup> Office for National Statistics

4.3 Deprivation

Figure 4.2 shows for each Derbyshire district, the percentage of the population living in Lower Super Output Areas (LSOAs) by deprivation quintiles (where 1 is the most deprived). These quintiles are based on national deprivation rankings derived from the 2010 Index of Multiple Deprivation.

**Figure 4.2** Percentage of Population in each Derbyshire District based on Index of Multiple Deprivation (IMD) Quintiles as at 2012

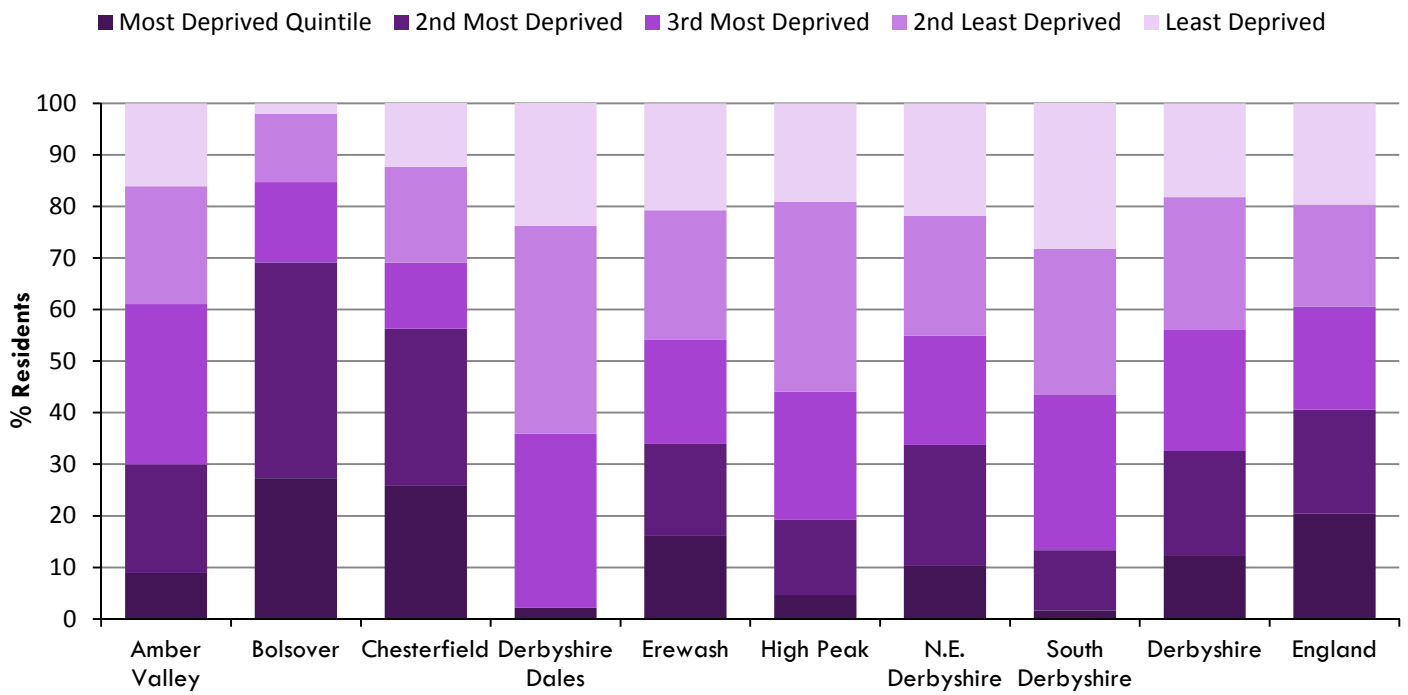
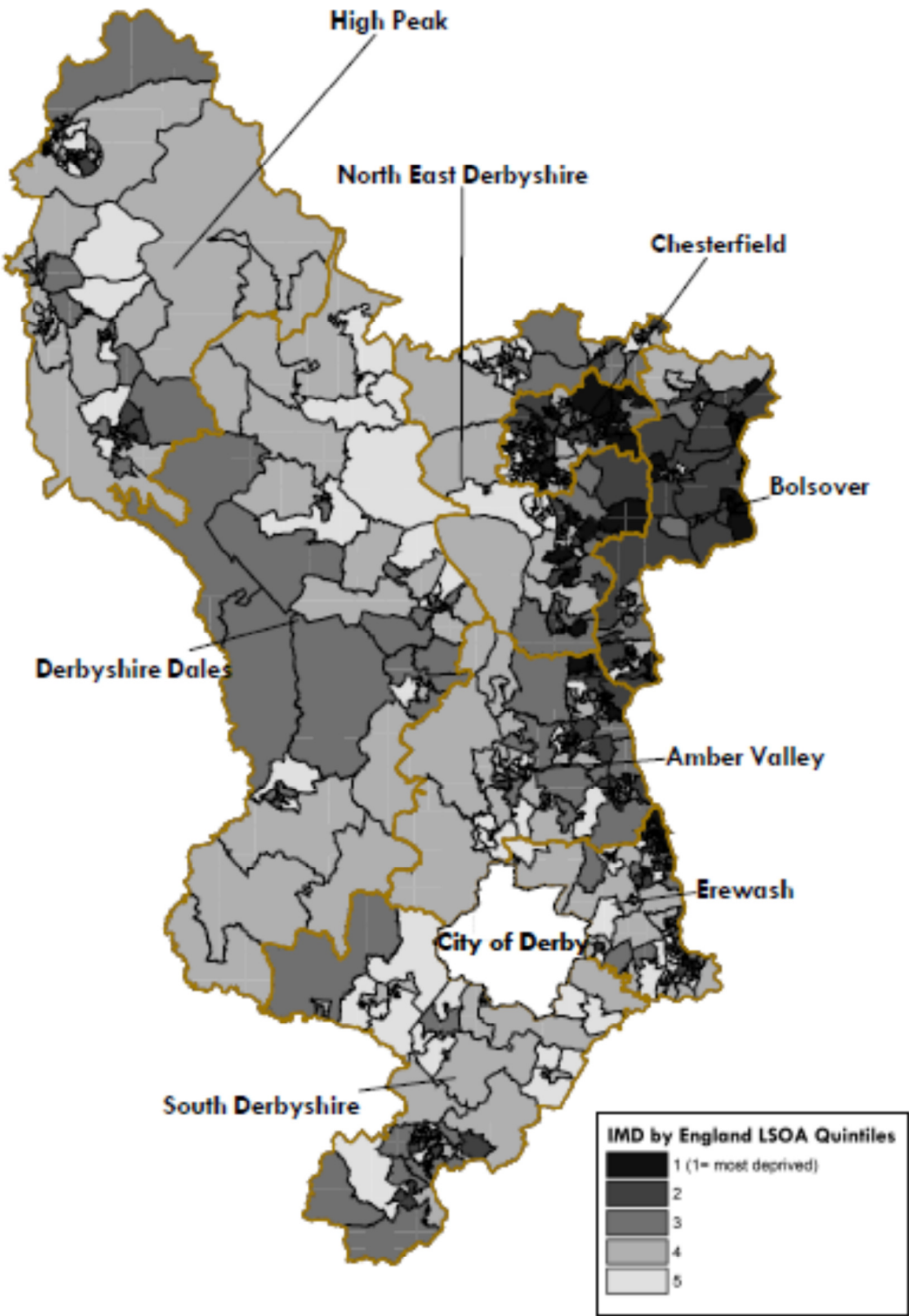


Figure 4.2 shows that particularly in Derbyshire Dales and South Derbyshire, much higher proportions of the population live in LSOAs with relatively low levels of deprivation (quintiles 3, 4, 5) and smaller proportions of the population live in quintiles 1 and 2. The reverse is true for Bolsover and Chesterfield, with higher proportions of the population live in LSOAs in the second most, and most deprived quintiles and lower proportions living in quintiles 3, 4 and 5. Based on the same LSOA data, Figure 4.3 maps these differences in deprivation levels in Derbyshire further; the darkest coloured areas are some of the most deprived areas in England.

**Figure 4.3** Deprivation by Lower Super Output Area (LSOA) in Derbyshire

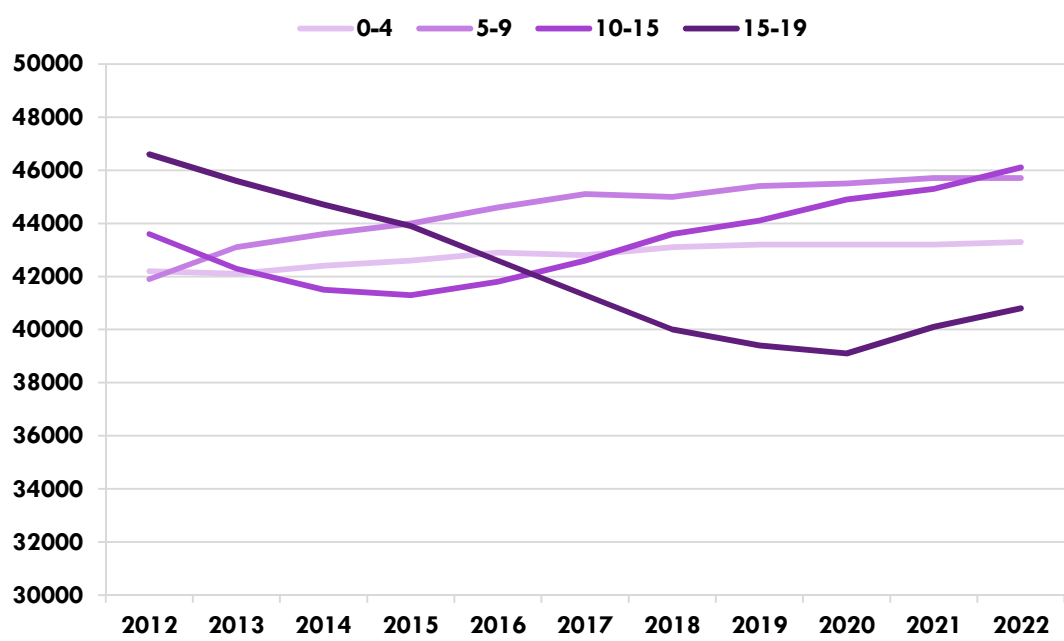


4.4 Population Trends and Projections

Between 2006 and 2012, the number of 0-19 year olds in Derbyshire decreased by 2.9%.	During this period, most Derbyshire districts experienced a reduction in the number of 0-19 year old residents. High Peak experienced the largest reduction (6.8%). In contrast, South Derbyshire's 0-19 population increased by 4%.
	Between 2012 and 2022, ONS project that the 0-19 population in Derbyshire will grow by 0.9%. However, there are large variations amongst districts. Between 2012 and 2022, South Derbyshire has predicted population growth of 6.8%. In contrast, growth is close to zero for Amber Valley and Bolsover, while it is anticipated that the 0-19 population in Derbyshire Dales and High Peak will shrink by around 1.4%.

Figure 4.4 shows population growth across Derbyshire for different age ranges. Predicted population growth is much greater for the 5-9 and 10-14 age groups (respectively 9.1% and 5.7% by 2022). The number of children and young people aged 15-19 is predicted to decline by 12.4% over the same period.

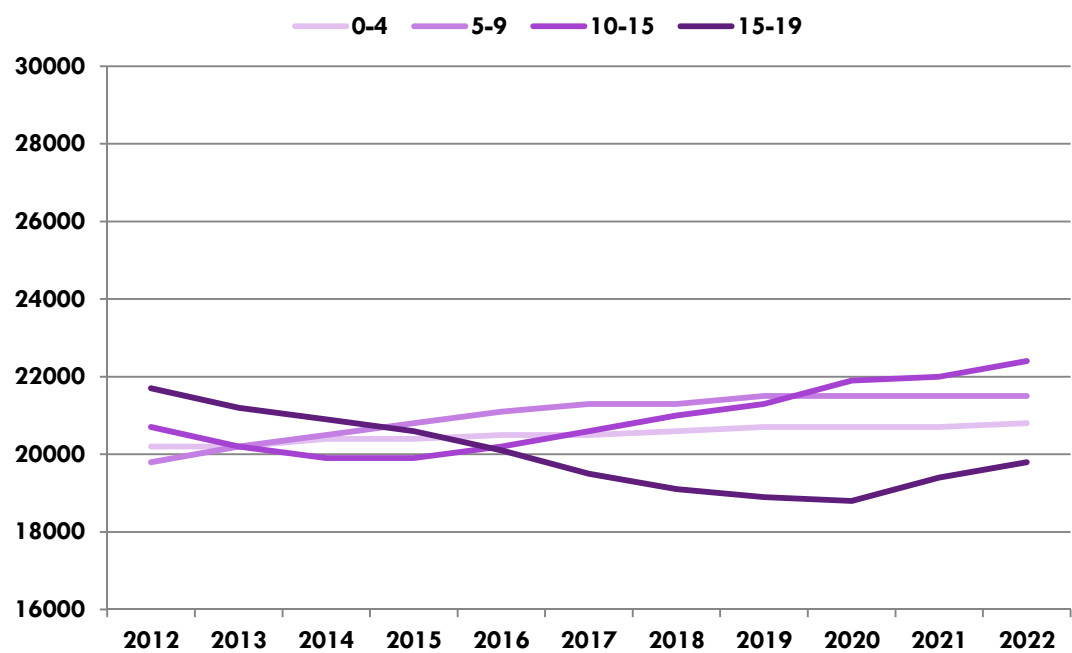
Figure 4.4 Population Projections for Children and Young People in Derbyshire by Age Group<sup>5</sup>



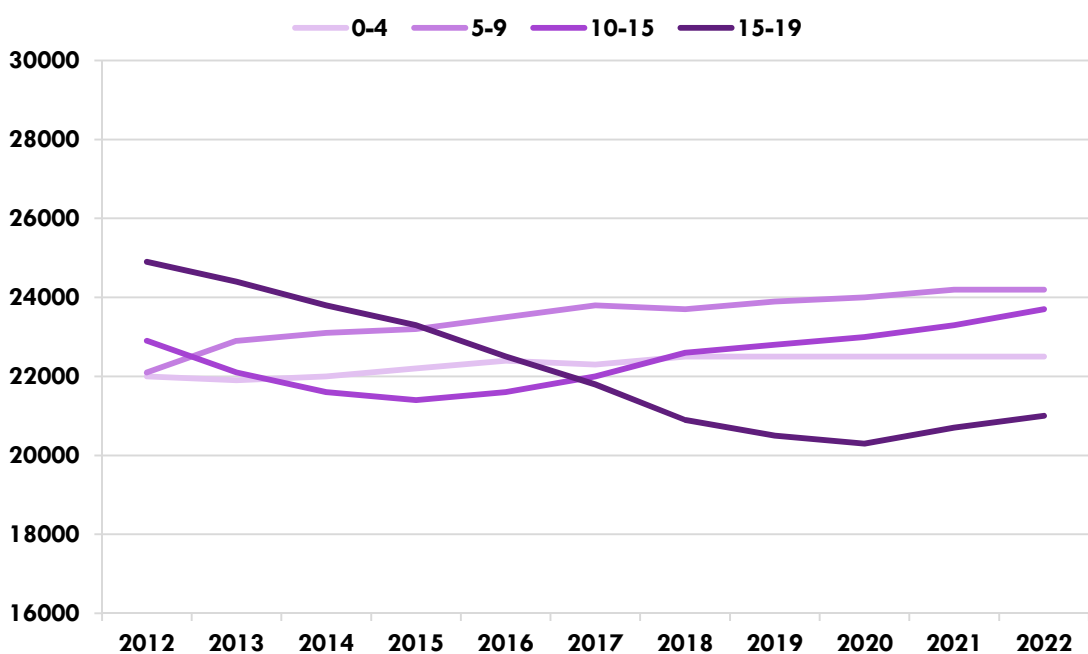
In both Northern and Southern Derbyshire, population increases are projected between 2012 and 2022 for ages 0-15; however the 15-19 population is expected to decline.	Figure 4.5 shows projected change from 2012 to 2022 for Southern Derbyshire (the combined populations of Amber Valley, Erewash and South Derbyshire and a proportion of the Derbyshire Dales population using matched health service population data). For this area, the 5-9 and 10-15 age groups are expected to increase the most; 8.6% and 8.2% respectively. There would be a smaller level of growth for 0-4 year (3%), and the 15-19 population is expected to decline by 8.8%.
	Figure 4.6 shows projected change from 2012 and 2022 for North Derbyshire (the combined populations of High Peak, North East Derbyshire, Chesterfield, Bolsover and a proportion of Derbyshire Dales projected population). These figures suggest that by 2022 there would be a 9.5% increase in numbers of 5-9 year olds, and smaller increases for 0-4 and 10-15 year olds (2.3% and 3.5% respectively). In contrast the number of 15-19 year olds is projected to fall by 18.4% by 2020 before recovering slightly with numbers in 2022 at 84% of 2012 levels.

<sup>5</sup> Source: Office for National Statistics

**Figure 4.5** Population Projections for Children and Young People in Southern Derbyshire, by age group<sup>6</sup>



**Figure 4.6** Population Projections for Children and Young People in North Derbyshire, by age group<sup>7</sup>



<sup>6</sup> Please note that only 40.9% of Derbyshire Dales’ population are included in this graph. This proportion is based on population numbers sourced from the health service and matched to Children’s Services (then CAYA) districts that were living in the southern part of Derbyshire Dales.

<sup>7</sup> Please note that only 59.1 percent of Derbyshire Dales’ population are included in this graph. This proportion is based on population numbers sourced from the health service and matched to Children’s Services (then CAYA) districts that were living in the northern part of Derbyshire Dales.



## 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, Institute of Education

In 2008, the Thomas Coram Research Unit estimated that the total number of disabled children in England was between 288,000 and 513,000; %3 - 5.4% of the population. Applying this logic to 2013 ONS mid-year population estimates, Derbyshire would have approximately 4644-8359 disabled children under the age of 18 (Table 5.1). Based on these figures Amber Valley has the largest range (726-1307) whilst Derbyshire Dales has the smallest range (396-712).

**Table 5.1** Overall prevalence rates based on Derbyshire Districts using the Thomas Coram Methodology (3-5.4%)

District Council	Mid-2013 Under-18 Population <sup>8</sup>	Est Disabled Pop Lower 3%	Est Disabled Pop Upper 5.4%
Amber Valley	24200	726	1307
Bolsover	15700	471	848
Chesterfield	20400	612	1102
Derbyshire Dales	13200	396	712
Erewash	23000	690	1242
High Peak	18400	553	995
North East Derbyshire	18500	555	999
South Derbyshire	21300	640	1153
<b>Derbyshire total</b>	<b>154800</b>	<b>4644</b>	<b>8359</b>

However, using the actual methodology published by the Thomas Coram research unit, Derbyshire would have approximately 5130 and 7953 disabled children under the age of 18. The lower figure is based on either the number of statemented children or children in receipt of DLA (whichever is higher) giving a Derbyshire lower estimate of 5130. The higher figure is based on adding these two figures together giving an estimate of 7953.

Equivalent estimates for all the Derbyshire administrative districts are shown in Table 5.2. Based on these ranges Amber Valley has the highest estimate at between 890 and 1385 children and young people with disabilities. Derbyshire Dales has the lowest estimated numbers of disabled children and young people with between 330 and 571 individuals.

<sup>8</sup> Mid-2013 population estimates have been rounded to the nearest 100, as advised by ONS to allow for any inaccuracies. Data source: Office for National Statistics (2014) *Mid-2013 Population Estimates*. Available at: <<http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesanalysisistool>> [Accessed 27<sup>th</sup> April 2016].

**Table 5.2** Estimate of Children and Young People with Disabilities based on the number of children in receipt of Disability Living Allowance (DLA) and children with Statements of SEN

District Council	Lower Value	Higher Value
Amber Valley	890	1,385
Bolsover	630	965
Chesterfield	720	1,142
Derbyshire Dales	330	571
Erewash	790	1,194
High Peak	490	816
North East Derbyshire	580	895
South Derbyshire	690	975
<b>Derbyshire total</b>	<b>5,130</b>	<b>7,953</b>

**5.2 Children with Autistic Spectrum Disorder (ASD)**

It is estimated that 1.1% of the population have some form of ASD.	The latest prevalence studies of autism (including Asperger syndrome and high functioning autism) indicate that 1.1% of the population have some form of ASD and that around 44-52% of these children may also have a learning disability.
	Applying these estimates to 2013 population estimates, around 1,903 children under the age of 19 in Derbyshire may have ASD and 837-990 children may also have a learning disability (Table 5.3).

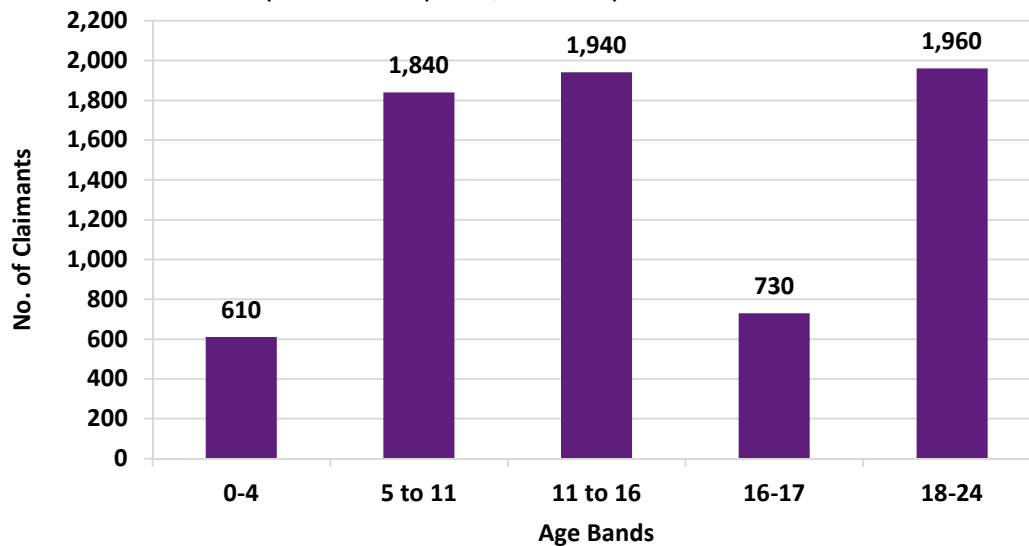
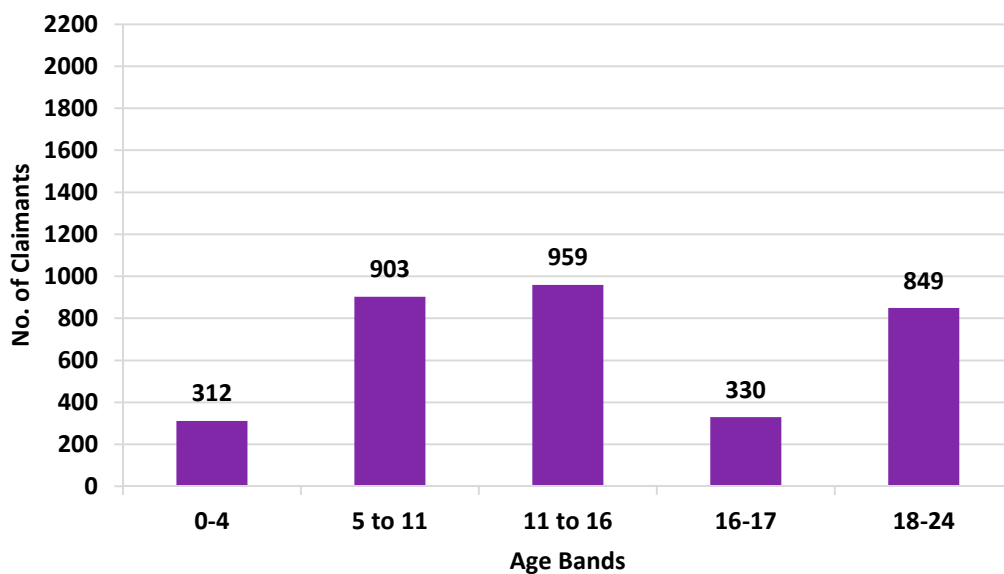
**Table 5.3** Estimates of the numbers of children with Autism with Derbyshire

Area	Population 0-19 (2012 MYE)	Estimated No. with Autism (1.1%)	Estimated No. with Autism and Learning disabilities	
			Lower Range (44%)	Upper Range (52%)
Amber Valley	27,000	297	131	154
Bolsover	17,600	194	85	101
Chesterfield	23,000	253	111	132
Derbyshire Dales	14,700	162	71	84
Erewash	25,700	283	125	147
High Peak	20,600	227	100	118
North East Derbyshire	20,700	228	100	119
South Derbyshire	23,500	259	114	135
<b>Derbyshire total</b>	<b>172,800</b>	<b>1,903</b>	<b>837</b>	<b>990</b>

**5.3 Children in receipt of Disability Living Allowance (DLA)**

DLA is a benefit to help with extra costs if a child under 16 has a disability, illness or health condition that means they need much more looking after than a child of the same age without a disability.

In Derbyshire as a whole there were 7,090 DLA claimants as at May 2014 aged 0-24.	Equivalent figures for North and South Derbyshire's administrative districts combined are respectively 3,727 and 3,353 children and young people. The age breakdown for these three areas is shown in Figures 5.1, 5.2 and 5.3. Figure 5.4 shows the breakdown by broad age groups for DLA claimants for the eight district councils in Derbyshire.
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**Figure 5.1** Total DLA Claimants 0-24 years in Derbyshire, as at May 2014**Figure 5.2** Total DLA Claimants aged 0-24 years in South Derbyshire<sup>9</sup>, as at May 2014

<sup>9</sup> Numbers of DLA claimants for South Derbyshire have been calculated based on the combined figures for Amber Valley, Erewash and South Derbyshire with 40.9% of the claimants from Derbyshire Dales. This percentage is based on health service population data matched to Children's Services (then CAYA) and administrative districts, and shows 40.9% of Derbyshire Dales' population live in the South Derbyshire and South Dales Children's Services district.

Figure 5.3 Total DLA Claimants aged 0-24 years in North Derbyshire<sup>10</sup>, as at May 2014

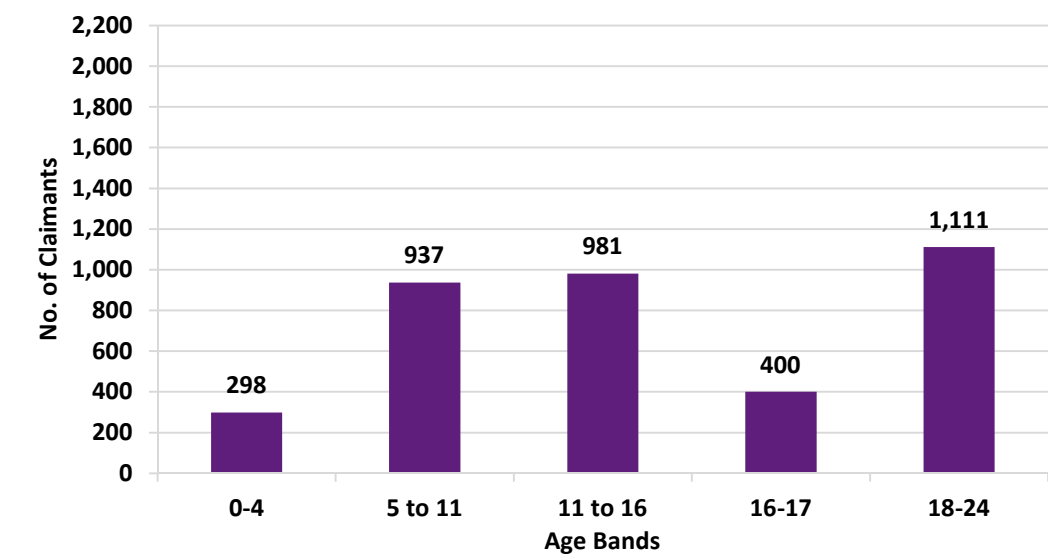
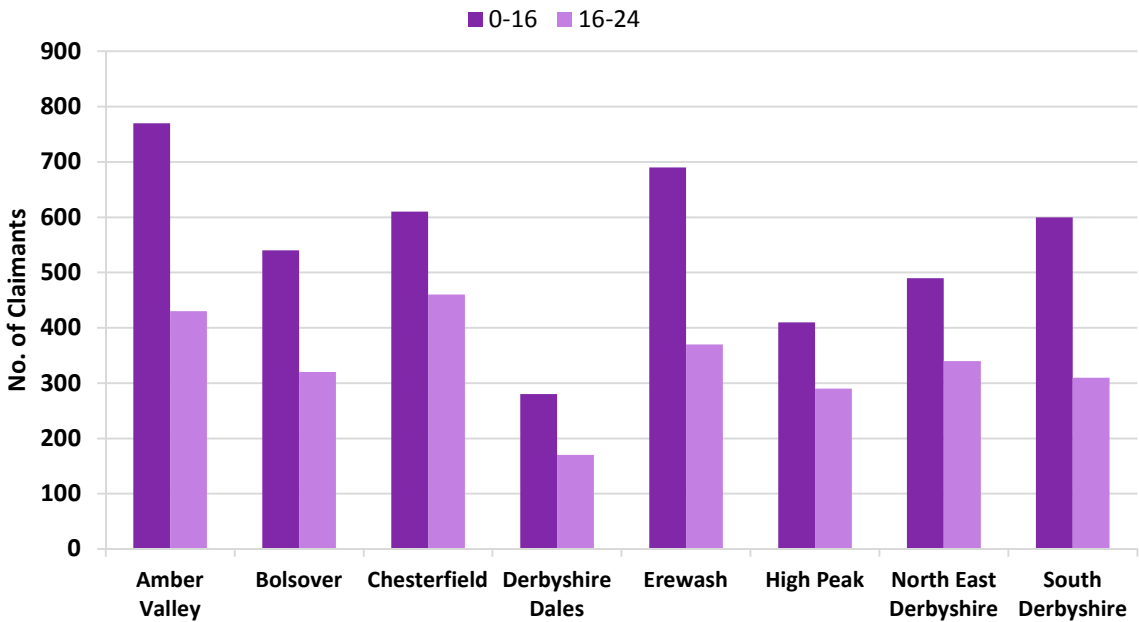


Figure 5.4 DLA Claimants aged 0-24 years by District Council, as at May 2014



5.4 School Census Data

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”<sup>1</sup>*

<sup>10</sup> Numbers of DLA claimants for North Derbyshire have been calculated based on the combined figures for Bolsover, Chesterfield, High Peak and North East Derbyshire with 59.1% of the claimants from Derbyshire Dales. This percentage is based on health service population data matched to Children’s Services (then CAYA) and administrative districts, and shows 59.1% of Derbyshire Dales’ population live in the High Peak and North Dales Children’s Services district.

### 5.4.1 Categories of Pupils with SEN

Under the Special Educational Needs and Disability (SEND) reforms, introduced on 1 September 2014, the previous categories of 'School Action' and 'School Action Plus' have been replaced by 'SEN support'. For more information on the reforms please see the [SEND Code of Practice: 0-25 years](#).

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
SEN Support	Any child or young person with SEND should receive special educational needs support at their nursery, school or further education institution, even if they do not have a Statement or EHC plan. Getting SEN Support happens in four stages: assess/ plan/ do/ review. Teachers or SEN Co-ordinators may receive advice or support from external specialists if needed.

### 5.4.2 The number of pupils with SEN in Derbyshire

In January 2015, there were 17,272 pupils with SEN in Derbyshire. This equates to 15.5% of the school population. Of these, 3,290 had a Statement of Special Educational Needs/ EHC Plan (2.9%) while 13,982 (12.5%) had SEN Support. These were in line with the proportions seen nationally (Table 5.4).

**Table 5.4** The number of pupils with SEN in Derbyshire and nationally, according to the January 2015 school census<sup>11</sup>

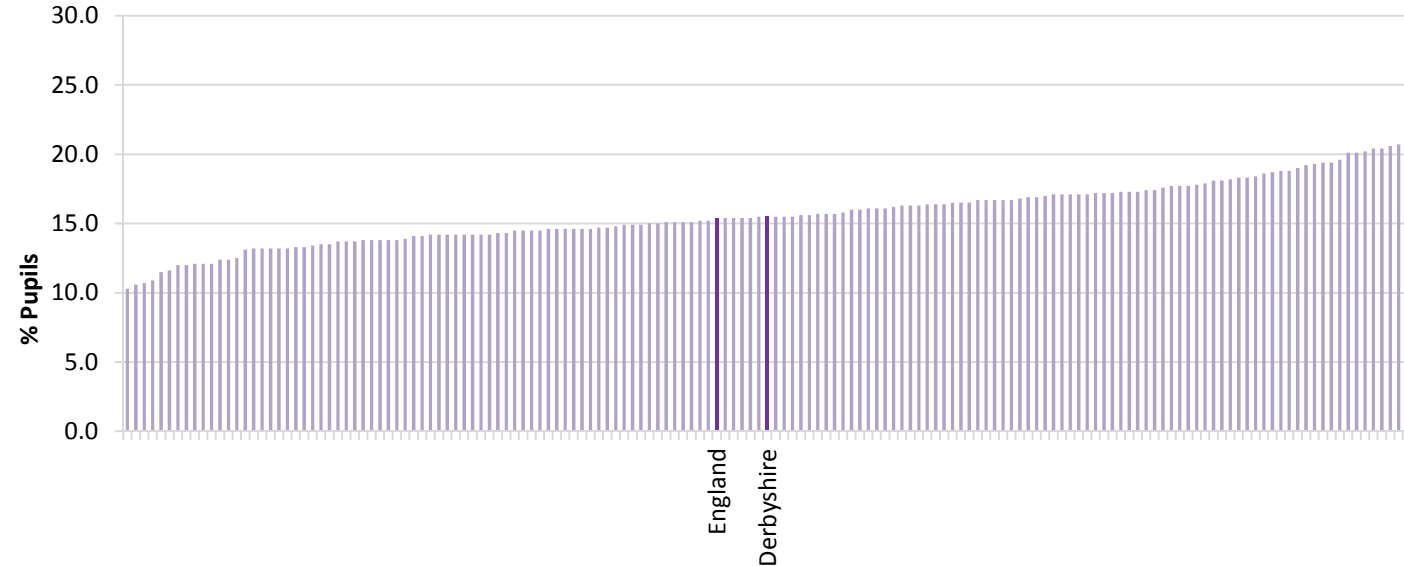
	Total Pupils	Total Pupils with SEND		Pupils with EHC Plan or Statement		Pupils with SEN Support	
		No.	%	No.	%	No.	%
Derbyshire Total	111,667	17,272	15.5	3,290	2.9	13,982	12.5
England Total	8,438,145	1,301,445	15.4	236,165	2.8	1,065,280	12.6

In terms of the proportion of pupils with SEN, Derbyshire is ranked 74<sup>th</sup> out of 152 of all Local Authorities in England (Fig. 5.5).<sup>12</sup> In terms of the proportion of pupils with a Statement of SEN/ EHC Plan, Derbyshire was ranked 63<sup>rd</sup> (Fig. 5.6). When looking at the proportion of pupils with a Statement of SEN/ EHC Plan as a proportion of all pupils with SEN, Derbyshire's position shifts to 58<sup>th</sup> (Fig. 5.7).

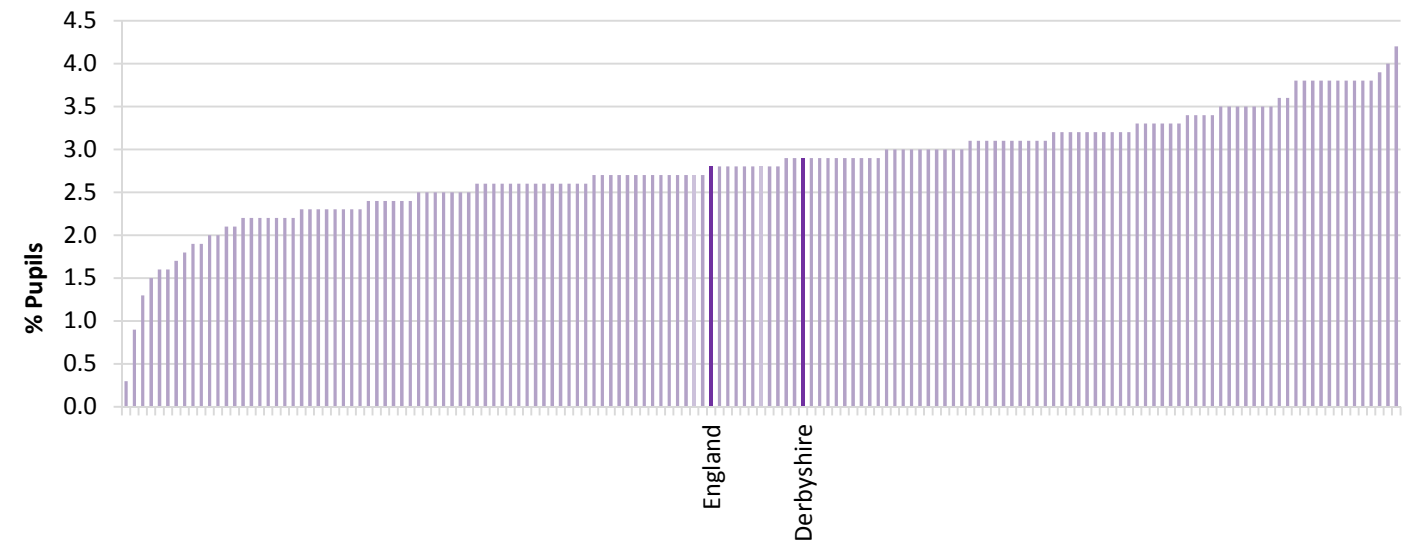
<sup>11</sup> Source: Department for Education SFR25/2015: Table 14 – All schools. These statistics include maintained and direct grant nursery schools, maintained primary and secondary schools, city technology colleges, primary and secondary academies including free schools, special schools, special academies including free schools, pupil referral units, alternative provision academies including free schools and independent schools

<sup>12</sup> In this ranking, 1<sup>st</sup> position would be the Local Authority with the highest proportion of pupils with SEN in England.

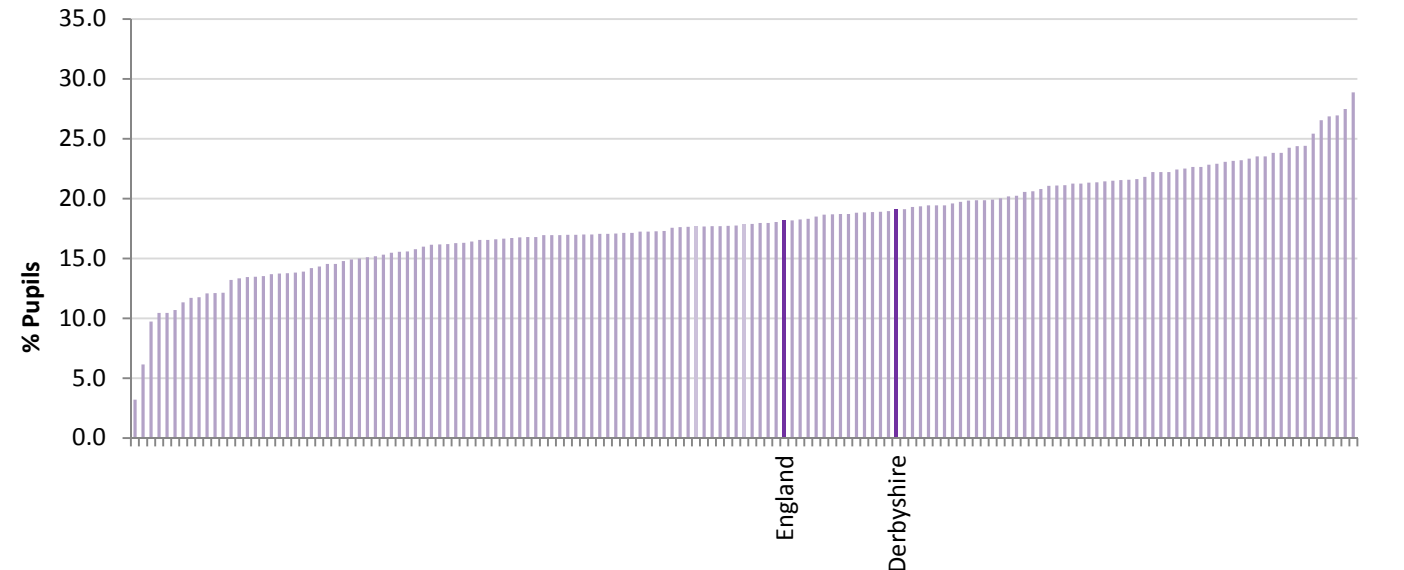
**Figure 5.5** Proportion of pupils with Special Educational Needs (Jan 2015), by English Local Authority



**Figure 5.6** Proportion of pupils with a Statement of Special Educational Needs/ EHC plan (Jan 2015), by English Local Authority



**Figure 5.7** Pupils with a Statement of Special Educational Needs/ EHC Plans as a proportion of all pupils with SEN (Jan 2015), by English Local Authority



**Table 5.5** provides a breakdown of the ‘destinations’ of those statemented pupils.

<b>Table 5.5</b> Proportion of pupils with Statement of SEN/ EHC plan by setting attended <sup>13</sup>	
<b>Setting Attended</b>	<b>Proportion of pupils with a Statement of SEN/ EHC Plan (%)</b>
Mainstream maintained	46.9
Mainstream academies	11.2
SEN units in mainstream	0.0
Resourced provision in mainstream	7.6
Special maintained	26.6
Special academies	0.0
Hospital and PRU	1.6
Independent	3.4
Not in school or waiting	2.7

Looking at all pupils with SEN in State-funded settings, pupils in the 5-9 and 10-14 age bands had the highest proportions of SEN (SEN Support, Statement/ EHC Plan); 41.8% and 40.8% respectively (Table 5.6).

**Table 5.6** Proportion of SEN pupils in each age band<sup>14</sup>

<b>Age band (age as at 31 August 2014)</b>	<b>SEN Pupils in Derbyshire</b>	
	<b>No.</b>	<b>%</b>
Aged 4 and under	1123	6.9
Aged 5-9	6803	41.8
Aged 10-14	6649	40.8
Aged 15-19	1708	10.5
<b>Total</b>	<b>16,283</b>	<b>100.0</b>

#### 5.4.3 Special Educational Needs and Disabilities: Primary Needs

Primary need is now collected for all pupils on SEN support or with a Statement of SEN/ EHC Plan. Previously, pupils supported through School Action were not required to provide a type of need. Broad areas of need, taken from the 2015 SEND Code of Practice 0-25 years, are listed below.

Communication and interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
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<sup>13</sup> Source: School Development Support Agency

<sup>14</sup> Source: January School Census 2015 – State funded settings (includes maintained nursery schools, maintained primary and secondary schools, primary and secondary academies, special schools and pupil referral units).

Cognition and learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
	<p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health difficulties (SEMH)	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
Sensory and/or physical needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.</p>
	<p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>
In 2015, the most common primary need was Moderate Learning Difficulty.	<p>Of those pupils with a primary need recorded, MLD accounted for 27% of all SEN types. This was followed by Social, Emotional and Mental Health needs (22.8%). Table 5.7 gives a full breakdown of pupils with SEND in Derbyshire, by the type of primary need recorded.</p>
	<p>66.8% of pupils with SEN in Derbyshire were male and 33.2% were female. Of those with a valid ethnic group, the majority were White, 96.5%. The next largest group was Mixed (2.2%).</p>



**Table 5.7** Pupils with Special Educational Needs in Derbyshire, by primary need<sup>15</sup>

Primary Need	Pupils with SEND in Derbyshire	
	No.	%
Autistic Spectrum Disorder	1176	9.1
Hearing Impairment	310	2.4
Moderate Learning Difficulty	3503	27.0
Multi-Sensory Impairment	22	0.2
No Specialist Assessment of Need	515	4.0
Other Difficulty/Disability	529	4.1
Physical Disability	483	3.7
Profound & Multiple Learning Difficulty	158	1.2
Social, Emotional & Mental Health	2963	22.8
Speech, Language & Communication Needs	1774	13.7
Severe Learning Difficulty	299	2.3
Specific Learning Difficulty	1082	8.3
Visual Impairment	160	1.2
<b>Total with a Primary Need recorded</b>	<b>12,974</b>	<b>-</b>

### 5.5 Summary Estimates

Estimates of the numbers of children and young people with disabilities can be drawn from a number of different sources. Care must be taken when interpreting this data as there may be duplicated information. Also, different definitions, timescales and age groups have been used.

Research conducted in 2008 by the Thomas Coram Research Unit suggested that the mean percentage of disabled children in English local authorities is between 3.0% and 5.4%. For Derbyshire this would give a range of 4,644 to 8,359 disabled children under the age of 18. Using the actual methodology applied to the research, the lower bound figure would increase to 5,130 individuals while the upper bound would decrease to 7,953.

Using the latest School Census data, there are 3,290 children and young people with a Statement of SEN/ EHC plan in Derbyshire. A further 13,982 pupils receive SEN support. These pupils will have varying severity of need and may or may not be classed as disabled.

Thomas Coram Research Unit - 3% - 5.4% (2013)	4,644 – 8,359 (under 18)
Thomas Coram Research Unit -DLA & Statements (2014)	5,130 – 7,953 (under 18)
Estimated numbers with Autism (2013)	1,903 (0-19 years)
DLA (Feb 2014)	5,130 (0-17 years)
Statements/ EHC Plans (Jan 2015)	3,290 (3-19 years)
SEN Support (Jan 2015)	13,982 (3-19 years)
All SEN (Jan 2015)	17,272 (3-19 years)

<sup>15</sup> 3309 pupils in Derbyshire, who were still coded as School Action in the January 2015 school census, did not have a primary need recorded. Source: January Census 2015 – State Funded Settings (includes maintained nursery schools, maintained primary and secondary schools, primary and secondary academies, special schools and pupil referral units).

## 6.0 Detailed Snapshot of Children and Young People with Special Educational Needs and Disabilities

### 6.1 Methodology

As discussed in previous chapters, there is a wide range of data and information that can be used to estimate the numbers and characteristics of children and young people with SEND. This analysis combines data from the January School Census with the data held in the council's case management systems in order to provide a more complete picture of SEND in Derbyshire. Data for school age children receiving support through SEN Support, School Action or School Action Plus has been taken from the January 2015 school census. For pupils who have an EHC plan or a Statement of SEN, data has been extracted from the council's central pupil database. This provides the most up-to-date record of EHC plans and Statements of SEN. Data on young people aged 16-25 with SEND in Derbyshire has been extracted from the council's post-16 database which is regularly updated by LDD Advisers.

This analysis is based on a snapshot of data covering the period 1<sup>st</sup> September 2015-31<sup>st</sup> March 2016, therefore it is possible that this analysis may not reflect the current picture – figures may be significantly under or over reported.

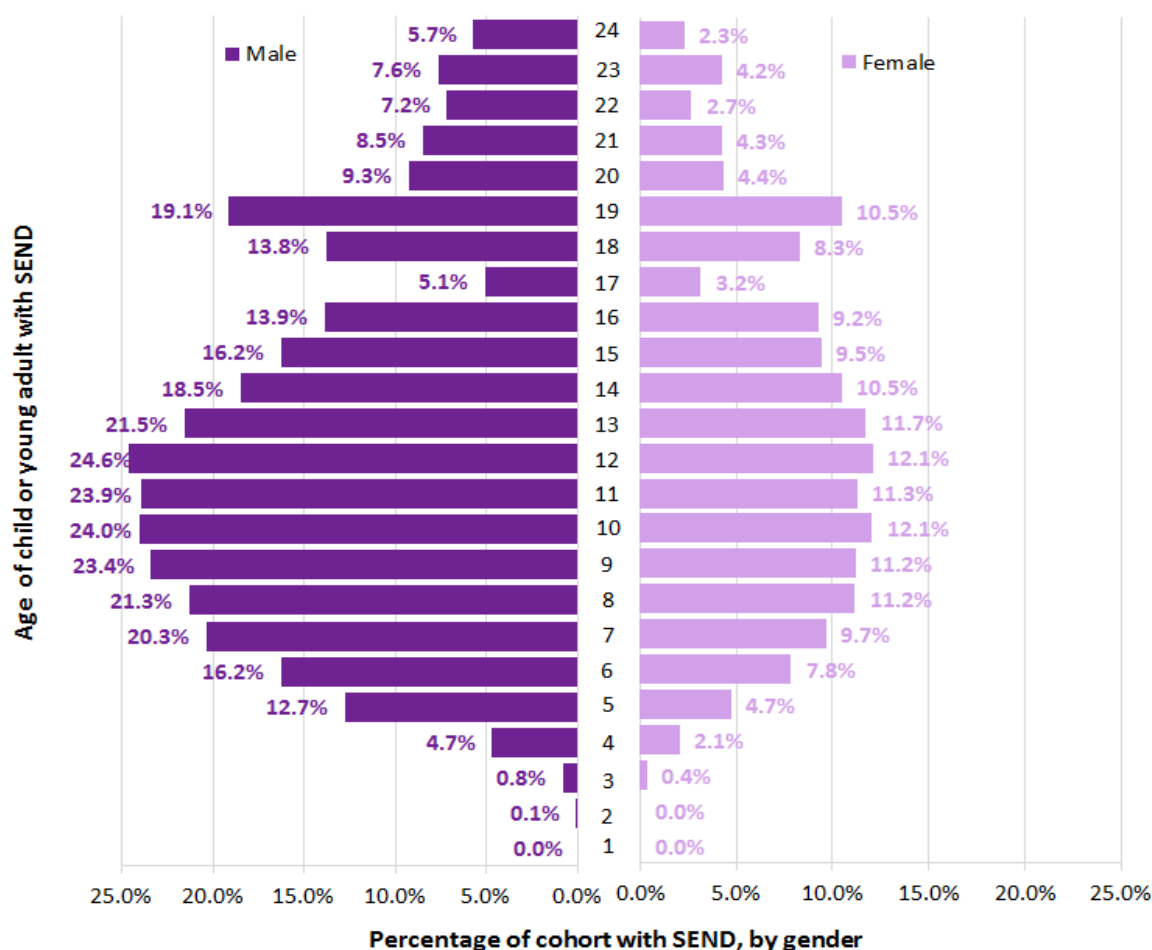
Total 0 to 25 population estimates are taken from the ONS 2014 mid-year population estimates.

### 6.2 Children and young people with SEND, by age and gender (combined dataset)

15.5 percent of pupils were recorded as having SEND in Derbyshire in the January 2015 census, which is 0.1 percentage points lower than the proportion of pupils nationally with SEND.<sup>16</sup> Using all the pupil data available to the council through the combined datasets, the proportion of all 0 to 25 year olds with SEND is lower at 10.0 percent, which equates to around 20,000 children and young people. Figure 6.1 shows how this cohort is distributed in Derbyshire for each age and gender.

<sup>16</sup> Department for Education (2015) *SFR 25/2015 Special Educational Needs in England: January 2015*, p.1.

**Figure 6.1** Population pyramid to show the proportion of each year of age in Derbyshire who have Special Educational Needs and Disabilities, by gender



The majority of 0 to 25 year olds with SEND in Derbyshire are male.

There are 13,876 male children and young people with SEND living in or attending school in Derbyshire, which is 67.1 percent of the total 0-25 SEND population in the county. The remaining 32.9 percent are female (n=6819).

This difference in SEND prevalence between genders is consistent with national figures which indicate that male pupils are 2.5 times more likely in primary school, and 3 times more likely in secondary school, to have SEND than female pupils. The difference in Derbyshire is less profound; male children and young people aged 0-25 are two times more likely than females to have SEND.

NB. It is suggested that the decrease of 8.8 percentage point for males and 6.0 percentage points for females from ages 16 to 17 is likely due to pupils transitioning from school to further education, employment or training and records were in the process of being updated when the data on young people with SEND was extracted (1<sup>st</sup> September 2015).

### 6.2.1 Children and young people with SEND, by age and primary need

Table 6.1 shows the proportion of children with SEND in each age group who have each type of primary need. The first row shows the proportion of all children in Derbyshire with SEND with each primary type of need for statistical comparison; cells below are highlighted green if the proportion of that age group with the primary need is significantly lower than the Derbyshire average and red if the proportion is statistically significantly higher.

Older children are more likely to have MLD or SEMH as their primary type of need (Table 6.1).	30.8 percent of 18-24 year olds with SEND have MLD as their primary type of need, a further 28.7 percent have SEMH as their primary need. Both of these proportions are statistically significantly higher than the proportion of all children with SEND in Derbyshire who have MLD as their primary type of need.
11.1 percent of 2 and 3 year olds with SEND in Derbyshire have PMLD as their primary type of need.	<p>Statistically, this proportion is significantly higher than the proportion of all children with SEND in Derbyshire who have PMLD as their primary type of need.</p> <p>The Centre for Disability Research estimates that the number of adults with PMLD in England is increasing by 1.8 percent a year which could explain some gradual increase in the proportion of children with PMLD.<sup>17</sup></p>
Speech, language and communication needs are more prevalent in younger children.	This high prevalence compared to older children could be due to the integrated pathway designed in 2014 to support children with SLCN in Derbyshire; one of the objectives of this pathway was to ensure that no child enters school with an unidentified SLCN through targeted interventions in the early years. <sup>18</sup>

<sup>17</sup> Centre for Disability Research (2009) *Estimating Future Numbers of Adults with Profound Multiple Learning Disabilities in England*. [pdf] Lancaster: Lancaster University. Available at:

<<http://www.debramooreassociates.com/Resources/CeDR%202009-1.pdf>>, p.i.

<sup>18</sup> Derbyshire Speech and Language Therapy Service (2014) *Planned Integrated pathway for supporting children with speech, language and communication needs*. [online] Available at:

<<http://www.speech.derbys.nhs.uk/documents/SLCNPathway2014.pdf>>, p.3.

**Table 6.1** Children and young people with SEND in Derbyshire, by age and primary need

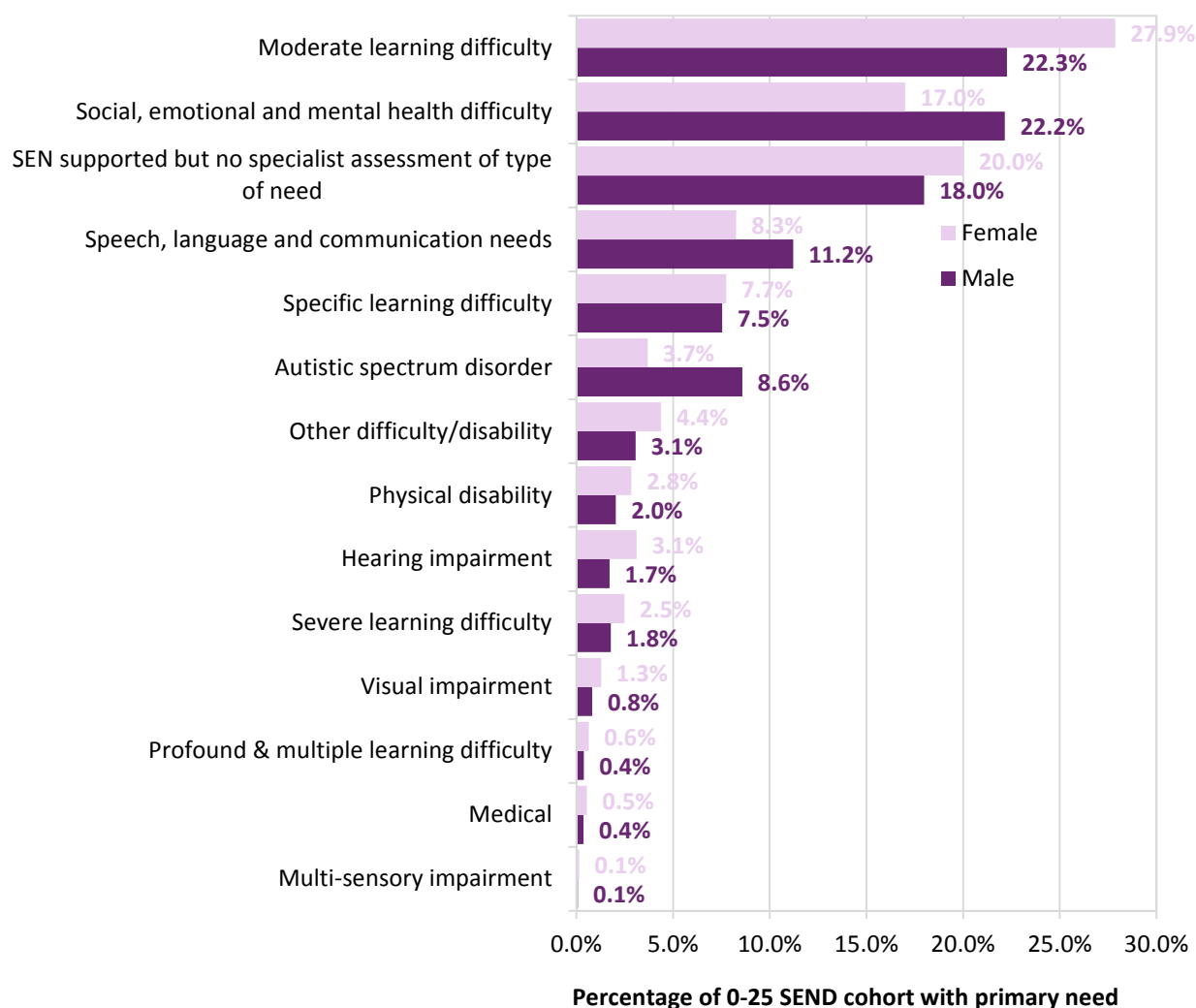
	Primary type of need <sup>19</sup>													
	ASD	HI	Medi	MLD	MSI	NSA	Other	PD	PMLD	SEMH	SLCN	SLD	SpLD	VI
<b>LA Avg</b>	7.0	2.2	0.4	24.1	0.1	18.7	3.5	2.3	0.5	20.5	10.2	2.0	7.6	1.0
<b>2</b>	0.0	0.0	0.0	0.0	0.0	33.3	0.0	0.0	33.3	0.0	33.3	0.0	0.0	0.0
<b>3</b>	7.8	3.9	2.0	5.9	0.0	19.6	3.9	11.8	9.8	2.0	25.5	3.9	2.0	2.0
<b>4</b>	8.3	1.7	0.3	5.2	0.3	17.2	3.4	5.2	1.7	11.4	41.0	1.7	0.3	2.1
<b>5</b>	6.1	1.6	0.8	11.0	0.4	19.1	3.8	4.3	0.7	11.6	38.1	1.5	0.7	0.4
<b>6</b>	5.3	2.0	0.4	18.1	0.3	21.6	1.7	2.9	0.6	16.5	27.1	1.2	1.3	1.0
<b>7</b>	4.7	2.0	0.4	23.7	0.1	25.5	1.6	2.7	0.5	16.2	18.7	0.7	2.4	0.9
<b>8</b>	5.2	2.1	0.4	22.1	0.1	30.2	2.3	2.6	0.0	15.3	14.7	1.2	3.1	0
<b>9</b>	5.7	1.6	0.6	22.2	0.0	30.2	2.3	2.3	0.1	18.2	10.2	1.5	4.5	0.7
<b>10</b>	6.4	1.8	0.3	25.1	0.1	27.1	2.7	3.0	0.4	16.1	8.3	1.4	6.7	0.5
<b>11</b>	7.1	1.4	0.6	24.1	0.1	29.5	2.3	2.5	0.0	17.4	6.7	0.8	6.9	0.7
<b>12</b>	6.9	2.2	0.7	27.3	0.1	20.6	2.9	2.8	0.1	17.2	5.8	1.2	10.5	1.5
<b>13</b>	6.4	1.7	0.4	25.6	0.0	23.4	3.2	2.5	0.0	18.3	6.8	1.5	9.5	0.7
<b>14</b>	8.6	1.9	0.6	24.5	0.1	19.0	3.1	2.3	0.2	23.6	5.1	0.9	8.7	1.4
<b>15</b>	8.1	2.6	0.7	21.4	0.0	16.8	4.4	2.7	0.1	23.9	6.4	2.6	9.1	1.2
<b>16</b>	5.0	2.5	0.4	19.8	0.1	21.3	4.7	2.7	0.0	24.1	4.9	1.8	11.6	1.2
<b>17</b>	9.8	2.5	0.8	15.7	0.3	17.4	6.6	4.8	0.3	16.4	10.6	5.3	7.6	2.0
<b>18</b>	8.1	2.9	0.0	28.7	0.1	2.5	6.0	0.7	0.2	26.8	5.5	2.8	14.8	1.0
<b>19</b>	6.9	2.4	0.2	33.1	0.2	0.5	6.7	0.3	0.5	29.8	3.3	2.6	12.5	0.9
<b>20</b>	12.4	2.4	0.0	29.7	0.4	0.0	4.5	0.2	2.0	31.5	1.9	5.0	8.9	1.1
<b>21</b>	9.0	3.3	0.0	31.4	0.2	0.0	2.3	0.4	1.8	30.2	4.7	5.3	10.5	1.0
<b>22</b>	10.1	3.7	0.0	26.9	0.0	0.2	2.8	0.5	2.1	32.6	4.7	5.9	9.4	1.2
<b>23</b>	8.0	3.8	0.0	32.0	0.0	0.2	6.6	0.2	1.6	28.3	2.2	4.6	11.5	0.9
<b>24</b>	10.2	3.3	0.3	33.2	0.0	0.0	6.4	1.1	2.8	20.5	4.7	5.5	11.4	0.6

<sup>19</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; Medi = Medical; 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.

### 6.2.2 Children and young people with SEND, by primary need and gender

Moderate learning difficulty is the most prevalent type of primary need for both boys and girls, accounting for 24.1 percent of the total 0-25 SEND cohort with a primary need. This prevalence is just 0.3 percentage points higher than the national prevalence of MLD as a primary need amongst pupils. Figure 6.2 provides a breakdown of the primary needs of children and young people with SEND in Derbyshire, by gender.

**Figure 6.2** Children and young people with SEND in Derbyshire, by primary need and gender



A greater proportion of female children have been assessed as having MLD as their primary type of need, than male children (Fig. 6.2).	<p>The percentage point difference between the proportion of male children with MLD as their primary need, and female children, is 5.6 percent which is a statistically significant difference. The difference between the prevalence of SLD is also statistically significant (0.7 percentage points). However there is no significant difference between the prevalence of SpLD (0.2 percentage points) or PMLD (0.2 percentage points) between genders.</p> <p>This difference is consistent with national data on pupils with SEND which indicates that 28 percent of female pupils with SEND have MLD as their primary need, compared to just 21.8 percent of male pupils.<sup>20</sup></p>
In Derbyshire, boys with SEND are 2.3	8.6 percent of boys with SEND have ASD as their primary type need, compared to just 3.7 percent of girls, this difference is statistically significant (Fig. 6.2).

<sup>20</sup> Department for Education (2015) 'Additional Tables SFR 25/2015', *Special Educational Needs in England: January 2015*. [online] Available at: <<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2015>>, Table C1.

times more likely to have ASD as their primary need, than girls with SEND.

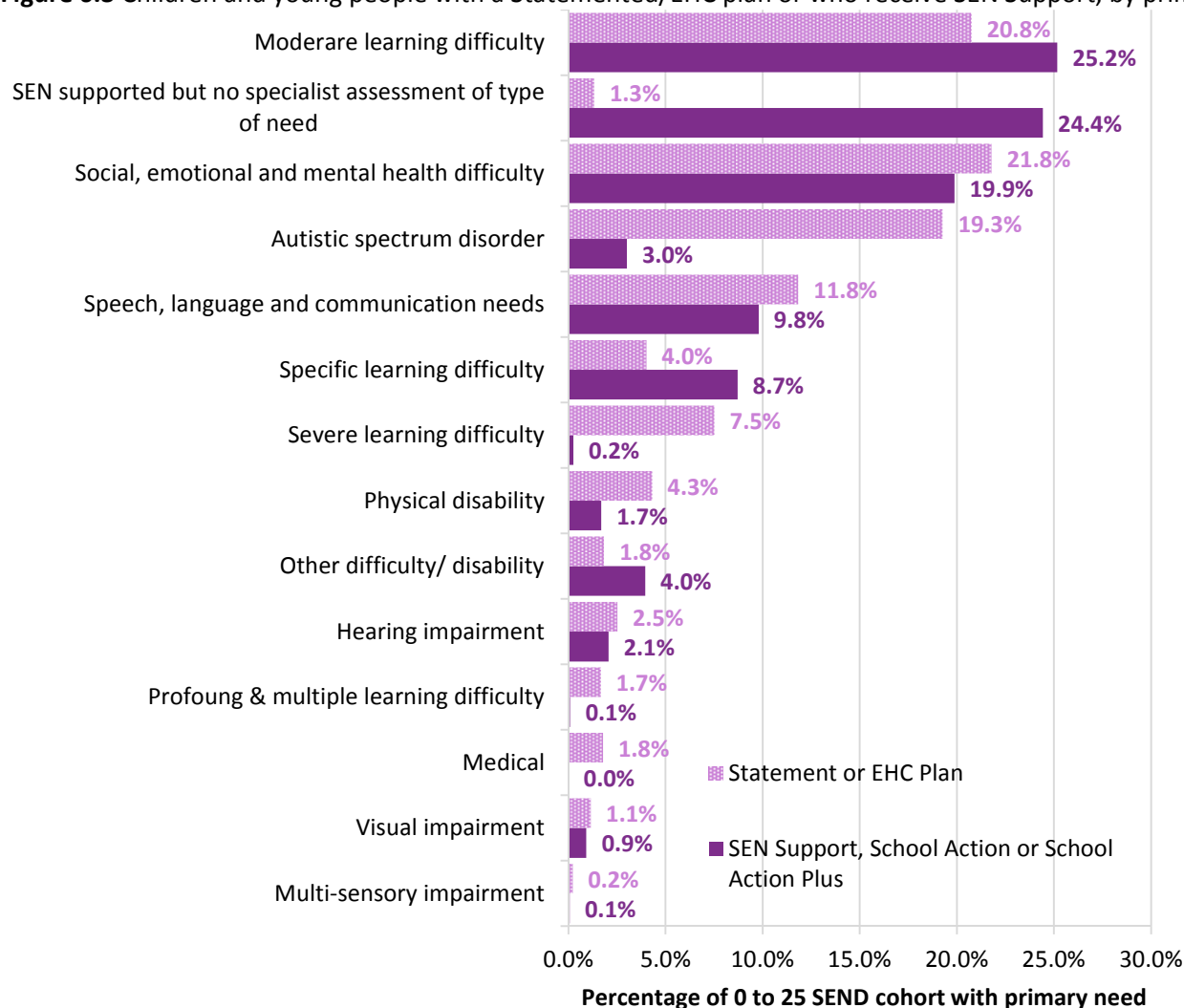
Similarly, 11.2 percent of male pupils with SEND in England have ASD as their primary need, compared to 4.4 percent of female pupils. While these figures are higher than Derbyshire's, numerous national studies find that ASD is more prevalent in males than in females, but due to a lack of understanding of the causes of ASD, this difference has yet to be fully explained.<sup>21</sup>

17.0 percent of girls aged 0 to 25 with SEND have SEMH which is statistically significantly lower than the proportion of boys who have SEMH as their primary need (22.2 percent).

### 6.2.3 Proportion of SEND children and young people with a Statement of SEN/ EHC Plan and SEN Support/ School Action/ School Action Plus by primary type of need

In total, 75.1 percent of children and young people with SEND receive support through SEN Support, School Action or School Action Plus. 23.9 percent have a statement or EHC plan.

**Figure 6.3** Children and young people with a Statemented/EHC plan or who receive SEN Support, by primary need



Amongst those with a statement or EHC plan, SEMH is the most prevalent need

21.8 percent of children and young people who have a statement or who have been given an EHC plan, have SEMH. The second most prevalent need for this group was MLD (20.8 percent), followed by ASD (19.3 percent).

<sup>21</sup> The National Autistic Society (2015) *Why are more boys than girls diagnosed with autism?* [online] Available at: <http://www.autism.org.uk/about-autism/introduction/gender-and-autism/why-are-more-boys-than-girls-diagnosed-with-autism.aspx>

(Fig. 6.3).

25.2 percent of children without a statement have MLD (Fig. 6.3).	For those who receive support through SEN Support, School Action or School Action Plus, MLD is the most common type of primary need which mirrors national prevalence. <sup>22</sup>
In the 2014 SEND reforms the category “SEN supported but no specialist assessment of type of need” was introduced.	<p>24.4 percent of children and young people who receive support through SEN Support, School Action or School Action Plus are in this category and are not recorded as having a primary type of need.</p> <p>87 percent of these children are currently recorded as receiving support through School Action.<sup>23</sup> Prior to the 2014 SEND reforms, schools were only required to record a primary type of need for those pupils receiving support through School Action Plus. Therefore it is likely that the high percentage of children and young people who are recorded as having not yet been assessed, will decrease over time as the new arrangements become more embedded. It is also possible that these children may have been specially assessed as part of the conversion to SEN Support process, and records are in the process of being updated. As a result, it would be useful for additional analyses to be carried out periodically as records are updated.</p>

#### 6.2.4 Children and young people with SEND in Derbyshire, by local authority district of residence

Figure 6.4 provides a mapped breakdown of the rate of children and young people with SEND for each Derbyshire district, per 10,000 of the total 0-25 population.

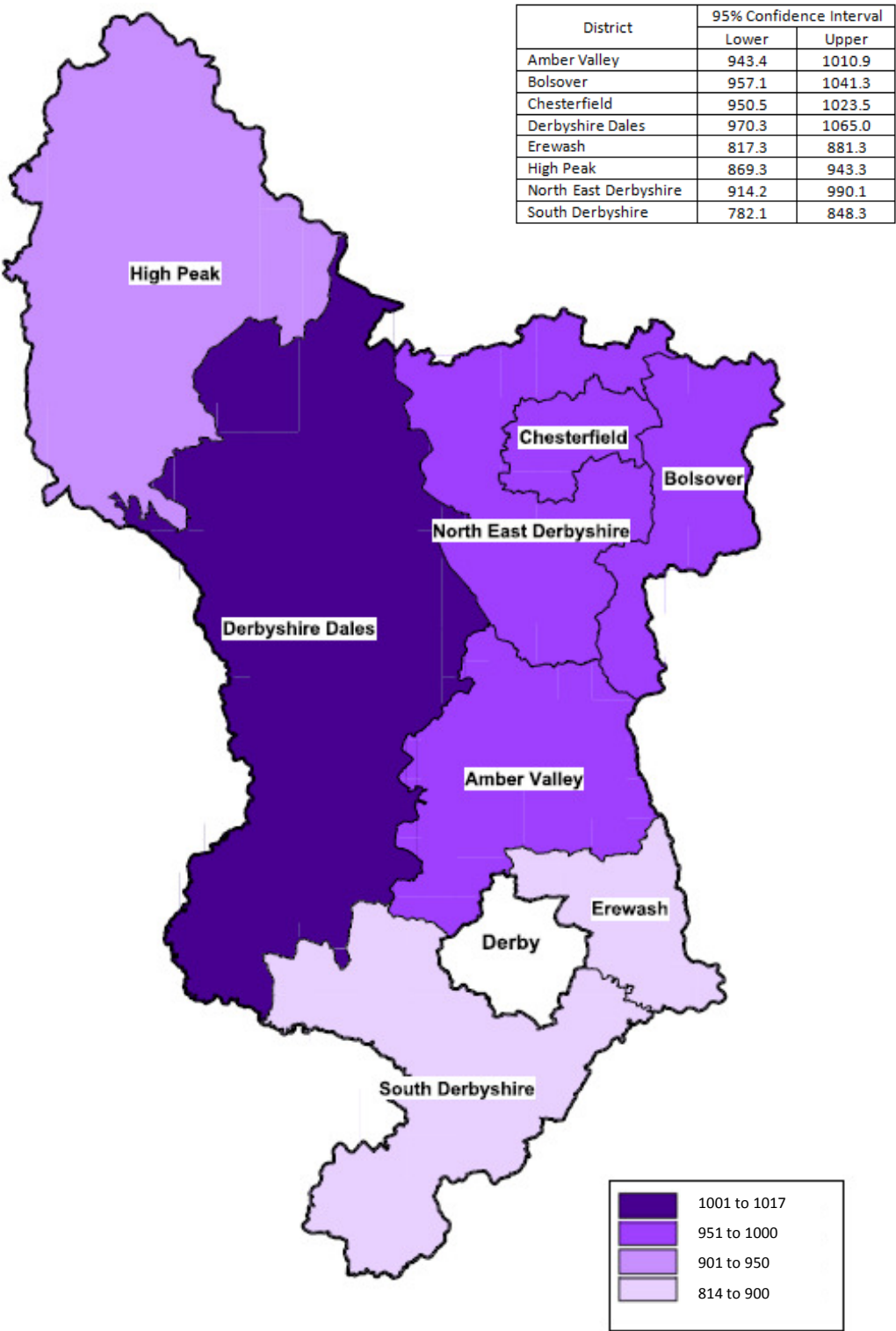
Derbyshire Dales has the highest rate of children with SEND (Fig. 6.4).	<p>The rate of children with SEND in Derbyshire Dales is 1016.8 per 10,000 0-25 year olds living in the district which is statistically significantly higher than the rate of children with SEND residing in Derbyshire (930.9 per 10,000).</p> <p>The rate of children with SEND living in the local authority district was also statistically significantly higher in Bolsover (998.5 per 10,000) and Chesterfield (986.5 per 10,000), than across the whole of the Derbyshire.</p> <p>By contrast, the rate of children with SEND was statistically significantly lower in Erewash (848.9 per 10,000) and South Derbyshire (814.7 per 10,000) than the rest of Derbyshire.</p>
There are 771 children with SEND entered on the Profile or Tribal databases who do not reside in a Derbyshire local authority district.	<p>As a result it has not been possible to match these children to a Derbyshire district. Of these children, 608 are known to attend a Derbyshire school. For some of the remaining 163 children, information is not available but most of these children are likely to have previously attended a Derbyshire school when they were school age – despite not residing in Derbyshire – and are still tracked post-16 on the Profile database.</p> <p>Postcodes are available for 639 of these children, of which 30.5 percent reside in Derby City, 15.6 percent in Sheffield, 10.2 percent in Broxtowe, 8.6 percent in East Staffordshire, 5.8 percent in Mansfield and 5.6 percent in Ashfield. 263 children reside in Derbyshire but attend school in a different local authority.</p> <p>263 children reside in Derbyshire but attend school in a different local authority – the majority of these children attend a specialist or independent school.</p>

<sup>22</sup> Department for Education (2015) *SFR 25/2015 Special Educational Needs in England: January 2015*, p.5.

<sup>23</sup> It is possible that children recorded as receiving support through School Action or School Action Plus may now be receiving support through SEN Support but that at the time the data was extracted (September 1<sup>st</sup> 2015) their records were still in the process of being updated.



**Figure 6.4** Map to show rates of children and young people with SEND per 10,000 of the total 0-25 population in Derbyshire

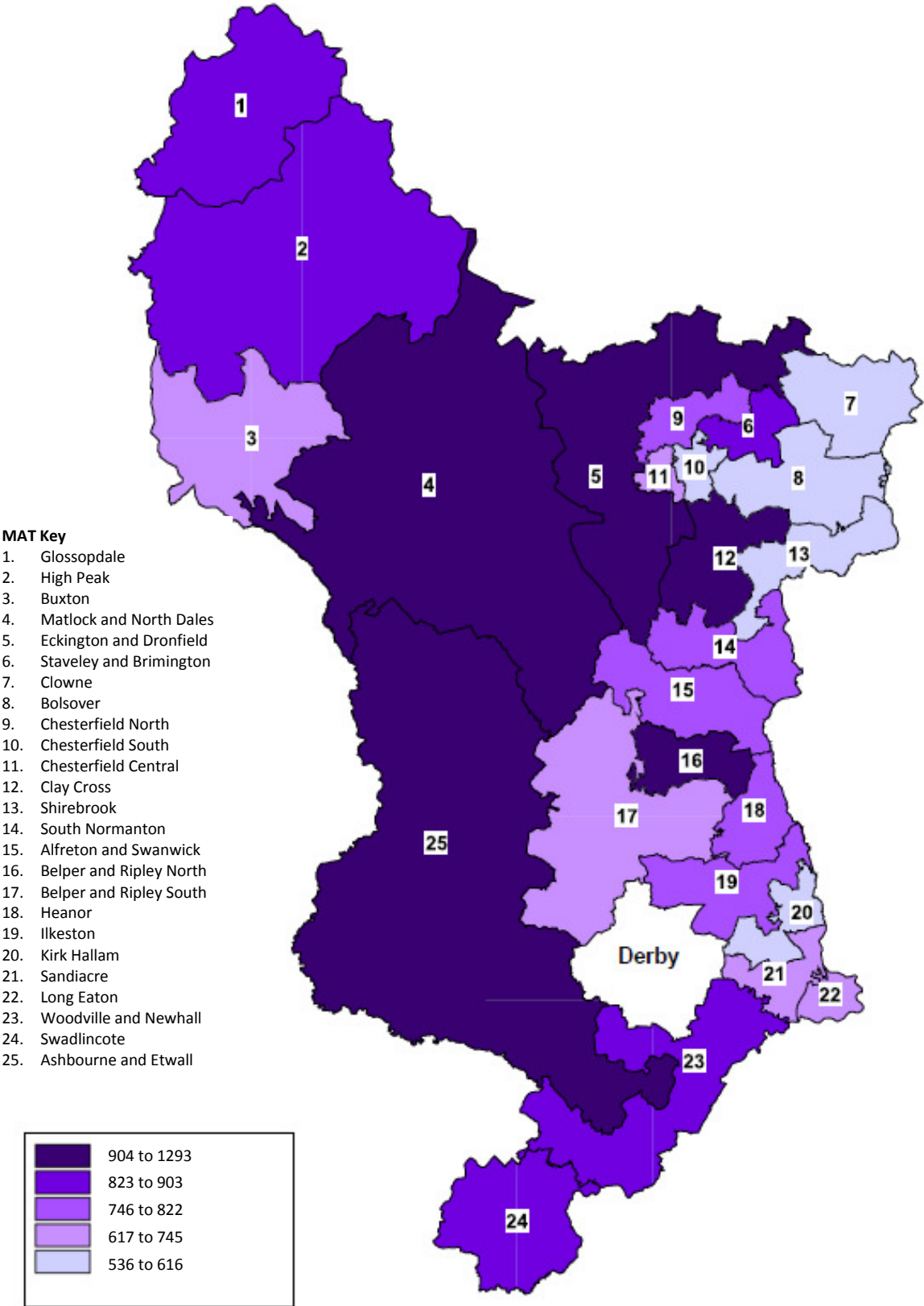


### 6.2.5 Children and young people with SEND in Derbyshire, by multi-agency team (MAT)

Out of the 20695 children and young people living or attending school in Derbyshire, 19885 can be matched to a multi-agency team. The distribution of these children amongst MAT teams has been mapped in Figure 6.5. The majority of the 810 children and young people who are not served by a Derbyshire MAT live outside of the local authority boundaries – as indicated above. The remaining 39 children are recorded as living in a Derbyshire district, however postcodes are not available for these children.

Of the children and young people with SEND who reside in Derbyshire, the Matlock and North Dales MAT has the highest proportion living in their area at 6.5 percent (Fig. 6.5).	On average 4.0 percent of children and young people (0 to 25) with SEND in Derbyshire live in each Derbyshire MAT area, which equates to 795 children and young people. However, the true proportion of children and young people in Derbyshire with SEND, that each MAT has residing in their area ranges from 2.7 to 6.5 percent.
	<p>Ashbourne and Etwall MAT (5.2 percent), Belper and Ripley North MAT (4.7 percent), Eckington and Dronfield MAT (6.3 percent) and Matlock and North Dales MAT (6.5 percent) all serve a statistically significant higher proportion of children with SEND than the local authority average.</p> <p>Bolsover MAT serves the lowest proportion of children and young people with SEND in Derbyshire, serving just 2.7 percent which is statistically significantly lower than the Derbyshire MAT average. Buxton MAT (3.1 percent), Chesterfield Central MAT (3.1 percent), Chesterfield South MAT (3.1 percent), Clowne MAT (2.9 percent), Kirk Hallam MAT (3.1 percent), Long Eaton MAT (3.3 percent), Sandiacre MAT (3.4 percent) and Shirebrook MAT (3.0 percent) all also serve a statistically significant lower proportion of children with SEND than the local authority average.</p>

**Figure 6.5** Map to show the number of 0-25 year olds with Special Educational Needs per multi-agency team in Derbyshire



## 6.2.6 Children and young people with SEND, by the multi-agency team they are supported by and the type of support they receive

Table 6.3 shows the proportion of children and young people receiving support through each type of support programme, in each MAT area. Cells highlighted green indicate that the proportion of children aged 0 to 25 with SEND living in the MAT area who receive support through the relevant support system, is statistically significantly lower than the proportion with SEND receiving support through the same support system across all Derbyshire MAT areas. This latter value is highlighted underneath the headers at the top of the table. Cells highlighted red indicate that the proportion of children receiving support is statistically significantly higher than the Derbyshire MAT area average.

**Table 6.3** Proportion of children and young people with SEND supported by each multi-agency team in Derbyshire, by the type of support they receive

Multi-Agency Team	SEN Support/ School Action/ School Action Plus			EHC Plan/ Statement of SEN			Not receiving support (18+)		
	Proportion (%)	95% CI		Proportion (%)	95% CI		Proportion (%)	95% CI	
		Lower	Upper		Lower	Upper		Lower	Upper
Derbyshire	75.1	74.5	75.7	23.9	23.3	24.5	1.0	0.9	1.1
Alfreton & Swanwick	72.9	69.7	75.8	26.7	23.7	29.8	0.5	0.2	1.3
Ashbourne & Etwall	74.0	71.2	76.6	25.2	22.7	28.0	0.8	0.4	1.5
Belper & Ripley North	74.0	71.1	76.7	25.7	23.0	28.6	0.3	0.1	0.9
Belper & Ripley South	77.8	74.5	80.7	21.1	18.3	24.3	1.1	0.6	2.2
Bolsover	68.7	64.6	72.4	29.7	26.0	33.7	1.7	0.9	3.2
Buxton	72.6	69.0	76.0	25.9	22.6	29.5	1.5	0.8	2.7
Chesterfield Central	73.4	69.8	76.7	25.0	21.8	28.6	1.6	0.9	2.9
Chesterfield North	77.2	74.1	80.0	21.6	18.8	24.6	1.3	0.7	2.3
Chesterfield South	70.6	66.8	74.0	28.9	25.5	32.6	0.5	0.2	1.4
Clay Cross	75.4	72.5	78.1	23.1	20.5	26.0	1.4	0.8	2.4
Clowne	76.0	72.3	79.3	23.8	20.5	27.5	0.2	0.0	1.0
Eckington & Dronfield	78.9	76.6	81.1	19.9	17.8	22.2	1.2	0.7	2.0
Glossopdale	77.9	75.0	80.6	21.4	18.7	24.2	0.7	0.3	1.5
Heanor	73.6	70.4	76.6	24.5	21.6	27.6	1.9	1.2	3.1
High Peak	78.3	75.5	81.0	21.1	18.5	23.9	0.6	0.3	1.4
Ilkeston	73.8	70.6	76.7	25.5	22.6	28.6	0.8	0.3	1.6
Kirk Hallam	76.4	72.8	79.6	23.6	20.4	27.2	-	-	-
Long Eaton	75.5	72.1	78.7	23.9	20.8	27.3	0.6	0.2	1.6
Matlock & North Dales	79.9	77.6	82.0	19.7	17.6	22.0	0.4	0.2	0.9
Sandiacre	75.9	72.6	79.0	23.3	20.3	26.7	0.7	0.3	1.7
Shirebrook	78.0	74.5	81.2	21.8	18.7	25.3	0.2	0.0	1.0
South Normanton	74.7	71.4	77.7	24.5	21.6	27.7	0.8	0.4	1.7
Staveley & Brimington	73.3	70.1	76.2	25.8	22.9	28.9	1.0	0.4	1.9
Swadlincote	73.2	70.2	76.0	24.2	21.5	27.1	2.6	1.7	3.8
Woodville & Newhall	70.9	67.8	73.7	26.7	23.9	29.7	2.4	1.6	3.7

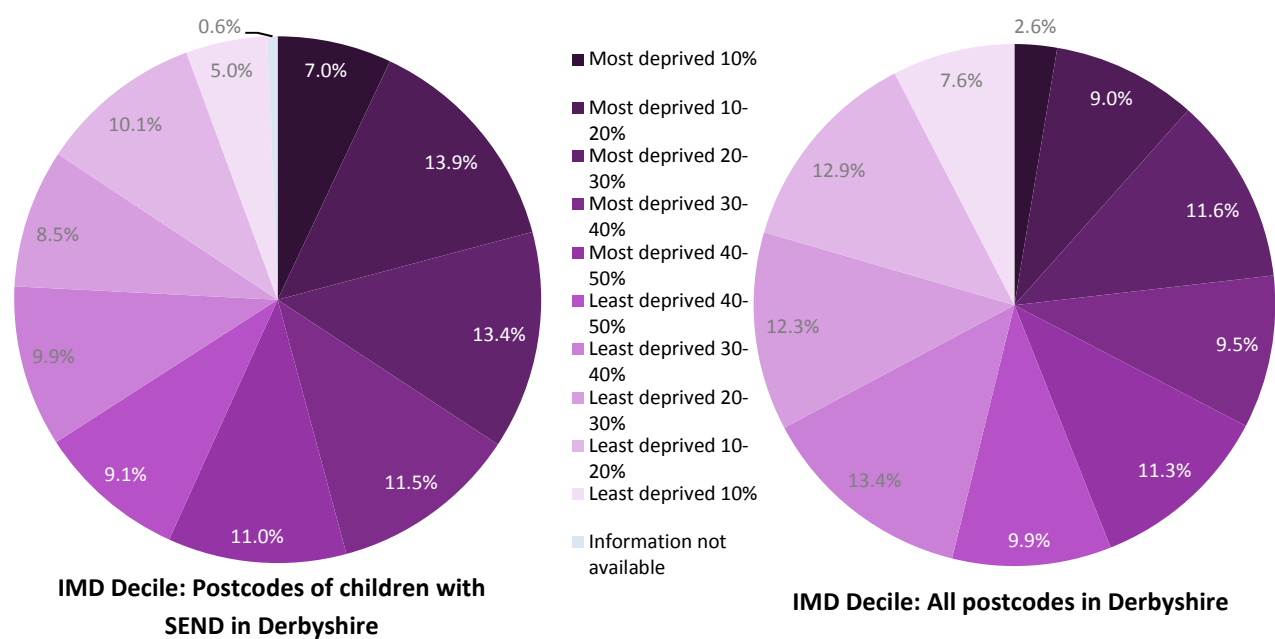
75.1 percent of children living in a Derbyshire MAT area are supported through SEN Support, School Action or School Action Plus (Table 6.3).	<p>Matlock and North Dales MAT has the highest proportion of children and young people with SEND receiving support through SEN Support, School Action or School Action Plus (79.9 percent) which is statistically significantly higher than the Derbyshire MAT average.</p> <p>Bolsover MAT has the lowest proportion of children and young people with SEND living in the area on SEN Support/ School Action/ School Action Plus (68.7 percent), this is 7.6 percentage points lower than the Derbyshire MAT average, which is statistically significant.</p> <p>As a result of the 2014 SEND Reforms, all pupils receiving support through School Action or School Action Plus must be reviewed and transferred onto a SEN Support programme. The original target deadline for this transfer was by the end of the 2015 spring term for all pupils and those in the early years.</p>
23.9 percent of children and young people with SEND living in Derbyshire have an EHC plan or Statement of SEN.	<p>Statistically, Bolsover MAT and Chesterfield South MAT have significantly higher proportions of children with EHC plans or statements living in their area than the proportion of children with EHC plans or statements across Derbyshire.</p> <p>The multi-agency teams covering Eckington &amp; Dronfield and Matlock &amp; North Dales have a statistically significant lower proportion of children and young people living in their area who have an EHC plan or statement, than the Derbyshire average.</p> <p>All children and young people with statements must be transferred to EHC plans by 1 April 2018, under the SEND Reforms, so it is expected that over the percentage of children with EHC plans will increase and the proportion of children with statements will subsequently decrease.<sup>24</sup> Each transition must be completed within 18 weeks.<sup>25</sup></p>
<b>6.2.7 Children and young people with SEND in Derbyshire, by decile of the Index of Multiple Deprivation 2015</b>	
A greater proportion of children with SEND live in deprived areas (Fig 6.6).	56.8 percent of children with SEND in Derbyshire live in areas ranked in the most deprived 50 percent of areas in England. Across all Derbyshire postcodes 44.0 percent are ranked in the 50 percent most deprived areas of England. On this basis, the proportion of children with SEND who live in the 50 percent most deprived areas of England, is significantly higher compared to the proportion of areas in Derbyshire which are ranked in the most deprived 50 percent of areas of England.

<sup>24</sup> Department for Education and Department for Health (2015) *Implementing a new 0 to 25 special needs systems: Las and partners: Duties and timescales – what you must do and when*. [pdf] London: Department for Education. Available at: <[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414388/SEND\\_implementation\\_update.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414388/SEND_implementation_update.pdf)>

p.7

<sup>25</sup> Department for Education (2015) *0-25 Special Educational Needs and Disability Unit: October 2015 Newsletter*. [pdf] London: Department for Education. Available at: <[http://www.thelocaloffer.co.uk/files/files/DfE%20-%20October%202015%20SEND%20newsletter\(1\).pdf](http://www.thelocaloffer.co.uk/files/files/DfE%20-%20October%202015%20SEND%20newsletter(1).pdf)>, p.5.

**Figure 6.6** Children and young people aged 0-25 in Derbyshire, by 2015 IMD decile of the area they live in



**6.2.8 Proportion of children with each type of primary need, by IMD Decile**

Table 6.4 shows the prevalence of each type of primary need for each IMD Decile, 1 being areas in the 10 percent most deprived areas of the country, and 10 being the 10 percent least deprived areas of the country. Values highlighted green indicate that the proportion of children in that IMD Decile with that particular type of primary need is statistically significantly lower than the proportion of children across Derbyshire with that type of primary need which is highlighted in the first row under the headers. Values highlighted red indicate that the proportion of children in that IMD Decile with that primary need is statistically significantly higher than the Derbyshire average.

Statistically, there is a significantly higher proportion of children with MLD in the most deprived areas of Derbyshire, than in the least deprived areas.	Table 6.4 shows that 34.7 percent of children and young people living in an area in Derbyshire which is in the 10 percent most deprived of the country have MLD as their primary type of need. This proportion is statistically significantly higher than the proportion across the whole Derbyshire cohort (24.1 percent).
The proportion of children and young people with SEMH is statistically significantly lower in the least deprived areas.	By contrast, the proportion of Derbyshire children and young people living in the 10 percent least deprived areas of the country who have MLD as their primary type of need (19.7 percent) is statistically significantly lower than the proportion across all children and young people with SEND in Derbyshire.
A higher proportion of 0-25 with SEND who live in less deprived areas, have SpLD, than those who live in more deprived areas.	14.0 percent of children with SEND from the 10 percent least deprived areas have SEMH as their primary type of need, which is 6.5 percentage points lower than the Derbyshire SEND average and is a statistically significant result.
	11.9 percent of children who live in the 10 percent least deprived areas have a specific learning difficulty as their primary type of need, versus just 3.8 percent of children in the 10 percent most deprived areas. This result is statistically significantly higher than the Derbyshire SEND average.

**Table 6.4** Proportion of children and young people aged 0-25 with SEND in Derbyshire living in areas ranked in each IMD Decile, by primary need

		Type of primary need <sup>26</sup>													
		ASD	HI	Medi- cal	MLD	MSI	NSA	Other	PD	PMLD	SEMH	SLCN	SLD	SpLD	VI
Avg.		7.0	2.2	0.4	24.1	0.1	18.7	3.5	2.3	0.5	20.5	10.2	2.0	7.6	1.0
Proportion of 0-25 living in IMD Decile with each primary need (%)	1	4.7	1.7	0.5	34.7	0.1	12.0	3.5	2.1	0.3	24.2	9.3	2.2	3.8	1.0
	2	5.2	2.4	0.3	25.6	0.1	19.5	2.6	1.7	0.2	25.3	10.7	1.7	4.1	0.7
	3	6.5	1.9	0.5	24.8	0.1	16.8	3.7	1.7	0.6	24.4	10.8	2.0	5.3	0.9
	4	6.7	1.9	0.5	22.4	0.1	18.1	3.1	2.6	0.3	22.6	11.5	2.2	7.2	0.9
	5	7.6	1.9	0.2	24.8	0.2	20.8	3.5	1.9	0.6	18.0	10.0	2.2	7.5	0.9
	6	7.8	1.4	0.4	22.7	0.1	20.9	3.7	2.3	0.5	18.4	10.4	2.1	8.5	0.7
	7	8.0	2.2	0.4	22.9	0.1	18.5	4.0	2.1	0.5	18.1	9.6	2.0	10.1	1.4
	8	7.7	2.6	0.5	21.5	0.1	22.8	3.9	2.8	0.5	15.8	9.4	1.7	9.5	1.4
	9	8.7	2.7	0.4	21.6	0.0	16.6	4.1	3.5	0.7	16.6	9.9	1.8	12.2	1.0
	10	7.7	3.9	0.9	19.7	0.2	20.7	3.4	3.4	0.5	14.0	10.3	2.6	11.9	0.9

**6.2.9 Pupils with SEND in Derbyshire, by free school meal (FSM) eligibility**

Pupils with SEND in Derbyshire are twice as likely to be eligible for free school meals, than those without.

The proportion of pupils with SEN who are FSM eligible is statistically significantly higher than across the Derbyshire pupil cohort (Fig. 6.7).

14.3 percent of all pupils in Derbyshire are eligible for free school meals. In comparison, 29.2 percent of pupils with SEND in Derbyshire are eligible for free school meals, which is a statistically significantly higher proportion.

In 2011 the Children's Society estimated that 4 in 10 children with SEND in England are living in poverty (320,000 children).<sup>27</sup> This figure was calculated by taking into account the additional costs that households with disabled children incur. In addition, further reports from the Children's Society suggest that there are many children living in poverty who do not currently receive free school meals, so it is likely that the proportion of children with SEND in Derbyshire who are living in poverty may be higher than the proportion who receive free school meals.<sup>28</sup>

The disproportionate representation of those from more economically disadvantaged background amongst children and young people with SEND could be the result of multiple factors.

Households with a disabled child are likely to face significant additional costs.

For example extra transportation costs may be incurred due to hospital or other specialist appointments; higher heating bills for some types of SEND; home adaptations; higher childcare costs; in some cases special food may be required which comes at an additional cost.<sup>29</sup>

Some of these additional costs may be paid for by local authorities, through personal budgets for those with an EHC plan and disability living allowance, but there may still be additional costs which the family incurs.

<sup>26</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.

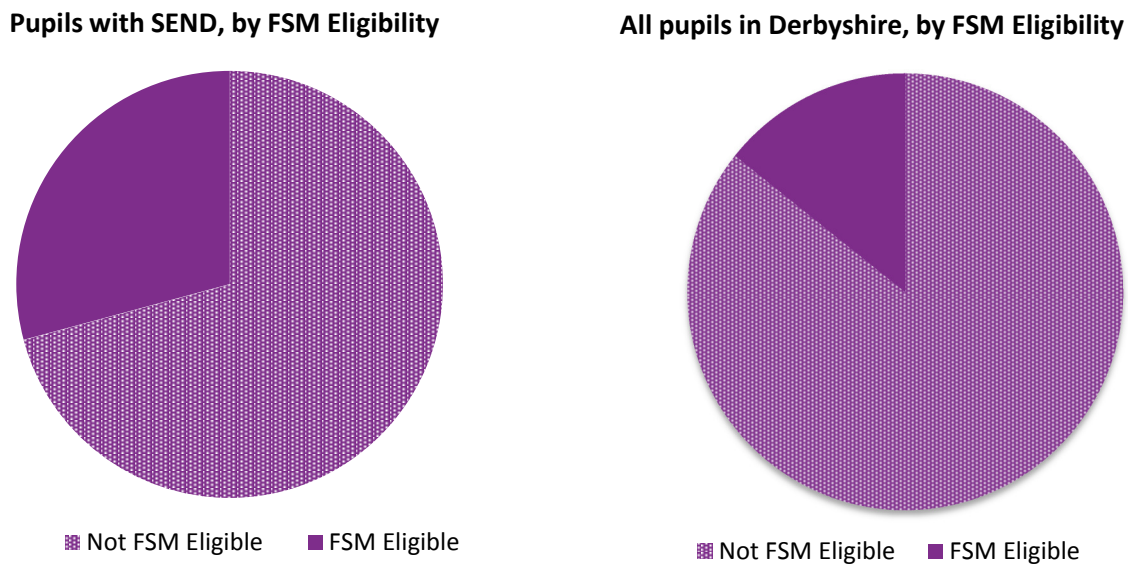
<sup>27</sup> The Children's Society (2011) *4 in every 10 disabled children living in poverty*. [pdf] London: The Children's Society. Available at: <[http://www.childrenssociety.org.uk/sites/default/files/tcs/4\\_in\\_10\\_reportfinal.pdf](http://www.childrenssociety.org.uk/sites/default/files/tcs/4_in_10_reportfinal.pdf)>, p. 2.

<sup>28</sup> The Children's Society (2012) *Fair and Square: Free school meals for all children in poverty*. [pdf] London: The Children's Society. Available at: <[https://www.childrenssociety.org.uk/sites/default/files/tcs/fair\\_and\\_square\\_campaign\\_report.pdf](https://www.childrenssociety.org.uk/sites/default/files/tcs/fair_and_square_campaign_report.pdf)>, p.3.

<sup>29</sup> The Children's Society (2011) *4 in every 10 disabled children living in poverty*, p. 6.



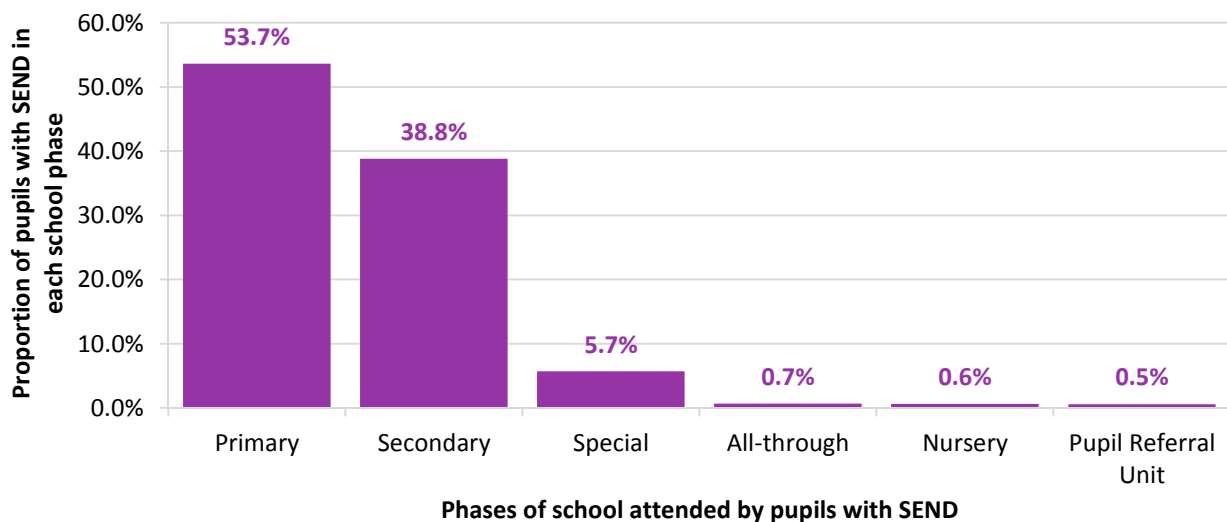
**Figure 6.7** Proportion of pupils with SEND in Derbyshire who are eligible for free school meals, compared to the proportion of all pupils in Derbyshire who are eligible for free school meals



#### 6.2.10 Pupils with SEND in Derbyshire, by phase of school attended

Figure 6.8 shows the proportion of pupils with SEND who live or attend school in Derbyshire, by the phase of school they attend (n=16107). There are a further 4326 young people with SEND living in Derbyshire who are above or below the compulsory school age and an additional 48 who are either home educated (n=22), were awaiting placement on September 1<sup>st</sup> 2015 when this data was extracted (n=6), are receiving out of school tuition or other alternative provision (n=7), or who are currently working with Derbyshire's Integration Pathways Team (n=13).<sup>30</sup>

**Figure 6.8** Pupils with SEND in Derbyshire by, phase of school attended<sup>31</sup>



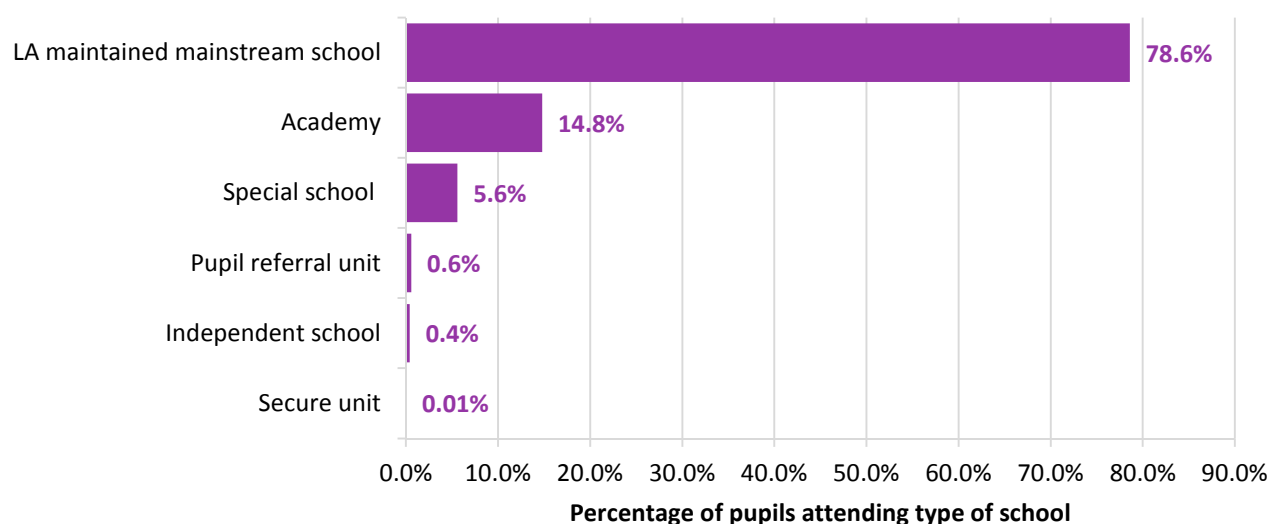
<sup>30</sup> This analysis is based on a snapshot date of 1<sup>st</sup> September 2015, the snapshot was taken before some updated data on school attendance was available and consequently this analysis might not reflect the current picture.

<sup>31</sup> A school's phase is identified as 'all-through' if it "make[s] provision for pupils aged under 7 and over 14" (Department for Education (2015) *School census spring and summer 2014 guide for all-through schools*. p.13). This excludes special schools and pupil referral units, although some schools may be both a special school and all-through. In Derbyshire all all-through schools are independent. A school's phase is identified as 'special' if they are a maintained or non-maintained school, special schools can "specialise in 1 of the 4 areas of special educational needs: communication and interaction; cognition and learning; social, emotional and mental health; sensory and physical needs" (UK Government (2015) *Types of School*. Available at <<https://www.gov.uk/types-of-school/overview>>).



5.7 percent of 0-25 year olds with SEND attend a special school (n=915).	Of these children, 14.3 percent attend Ashgate Croft School in Chesterfield, 13.8 percent attend Stubbin Wood School in Bolsover, and 8.7 percent attend Alfretton Park Community Special School in Amber Valley.
The majority of pupils with SEND in Derbyshire are in the primary phase (n=8642).	The proportion of pupils attending a secondary school with SEND is statistically significantly lower than the proportion attending a primary school (Fig. 6.8). It is possible that successful targeted interventions during primary school, which result in a child no longer having special educational needs, could be a contributing factor to the lower proportion of children with SEND attending secondary school.
<b>6.2.11 Pupils with SEND in Derbyshire, by type of school attended</b>	
The majority of children with SEND in Derbyshire attend a state funded school (Fig. 6.9).	Just 0.4 percent of pupils who live or attend school in Derbyshire, attend an independent school, the rest attend a state funded school. Of the 67 pupils with SEND who attend an independent school in Derbyshire, or reside in Derbyshire, 22 attend an independent special school.
14.8 percent of pupils with SEND in Derbyshire attend an academy (n=2381).	Although academies are state funded, they are not maintained by Derbyshire County Council. The majority of pupils with SEND who attend an academy, attend an academy in Derbyshire (n=2378).  There are 20 schools in Derbyshire which are attended by more than 150 pupils, 6 of these schools are academies. These are: Shirebrook Academy (n=250); Queen Elizabeth's Grammar School (n=228); Hope Valley College (n=218); John Port School (n=197); Ecclesbourne School (n=186); Kirk Hallam Community Academy (n=180).

**Figure 6.9** Pupils with SEND living or attending school in Derbyshire, by the type of school attended<sup>32</sup>

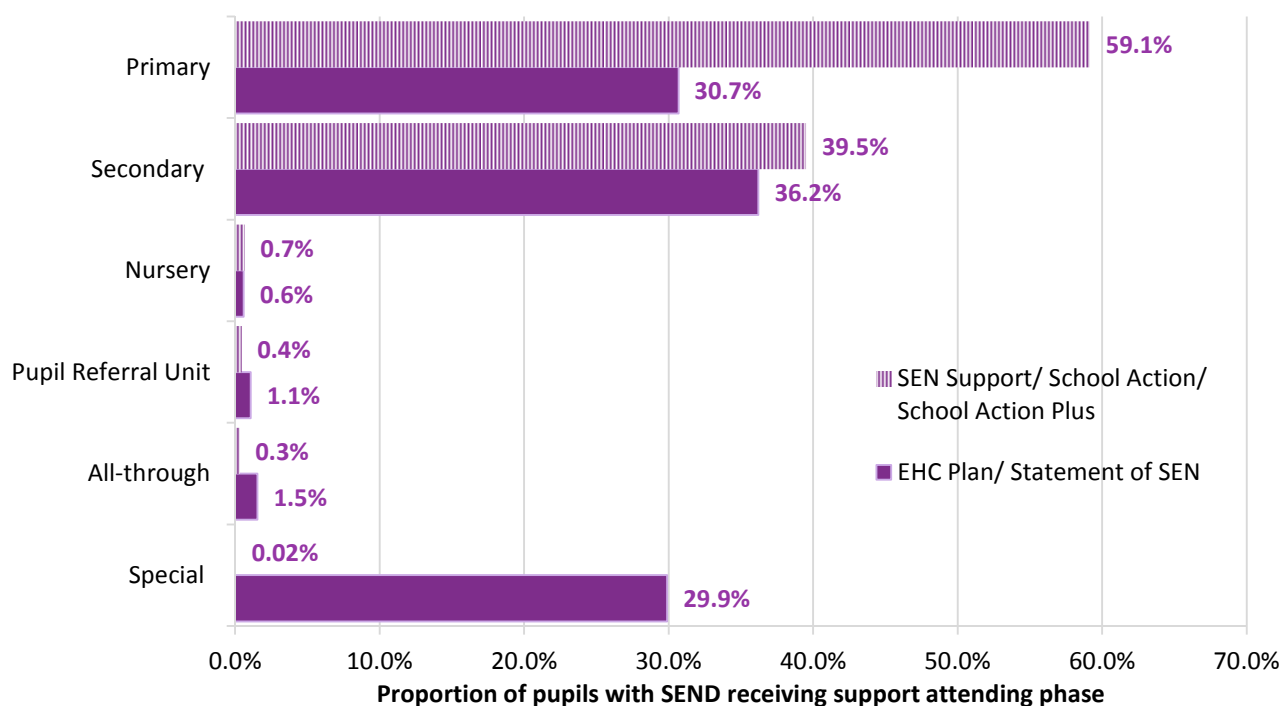


<sup>32</sup> This analysis includes all pupils who live in or attend school in Derbyshire for whom information on the type of school attended is available (n= 16103).

### 6.2.12 The type of support received by pupils in Derbyshire, by phase of school attended

3 in 10 children with a statement or EHC plan attend a special school (Fig. 6.10). This statistic is slightly lower than the proportion of children across England with statements who attend a special school (4 in 10).<sup>33</sup>

**Figure 6.10** Pupils with SEND in Derbyshire with a Statement of SEN/ EHC plan or who receive support through SEN Support/ School Action/ School Action Plus, by phase of school attended<sup>34</sup>



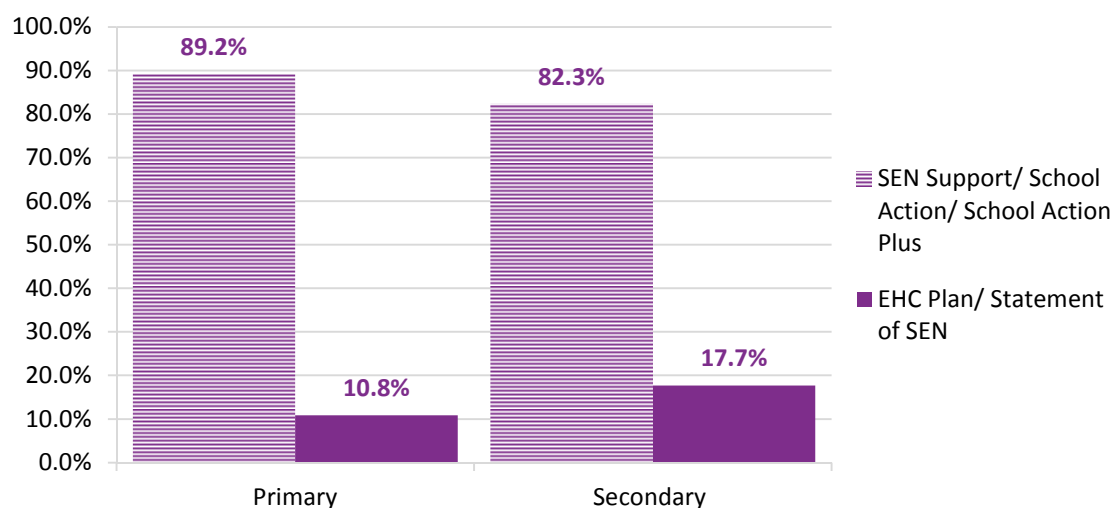
### 6.2.13 Primary and secondary phase pupils with SEND in Derbyshire, by the type of support they receive

Figure 6.11 shows that the proportion of pupils with SEND with statements or EHC plans increases from primary to secondary school. 17.7 percent of pupils with SEND have an EHC plan or a statement of SEN in the secondary phase, which is statistically significantly higher than the proportion of pupils with a statement or EHC plan in the primary phase (Fig. 6.11). Accordingly, the proportion of pupils with SEND receiving SEN Support/ School Action/ School Action Plus is statistically significantly lower in the secondary phase than in the primary phase. This trend is consistent with national findings.<sup>35</sup>

<sup>33</sup> Department for Education (2014) *SFR 31/2014 Children with Special Educational Needs 2014: An Analysis*. [pdf] London: Department for Education. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/350129/SFR31\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350129/SFR31_2014.pdf), p.32.

<sup>34</sup> A school's phase is identified as 'all-through' if it "make[s] provision for pupils aged under 7 and over 14". In Derbyshire all all-through schools are independent.

<sup>35</sup> Department for Education (2013) *SFR 30/2013: Special educational needs in schools January 2013*. [pdf] London: Department for Education. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/225699/SFR30-2013\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/225699/SFR30-2013_Text.pdf), p.3.

**Figure 6.11** Primary and secondary phase pupils with SEND, by the type of support received

#### 6.2.14 The primary needs of children and young people with SEND in Derbyshire who attend a special school

Special schools support children and young people with special educational needs to enable them to continue to be educated in a maintained setting; the parents of children or young people with an EHC plan have a right to seek a place in a special school. Pupils who attend a special school must have an EHC plan (or statement waiting to be transferred), except in exceptional circumstances. There are currently 10 maintained special schools in Derbyshire. Figure 6.12 gives a breakdown of the primary needs of pupils who attend a Special School in Derbyshire.

Of the 4.4 percent of children with SEND in Derbyshire who attend a special school, 22.9 percent have ASD as their primary type of need (Fig. 6.12).

Special schools have been found to improve the socialisation and conduct of those with autistic spectrum disorder and are encouraged to share specialist knowledge and practice with mainstream schools to enable them to support those with ASD who may not want to attend a special school or who do not have an EHC plan.<sup>36</sup>

There are 2141 pupils in Derbyshire who have a statement or EHC plan, but who currently do not attend a special school. 19.5 percent of these children have ASD as their primary type of need, 19.0 percent have MLD and 15.6 percent have SLCN as their primary type of need.

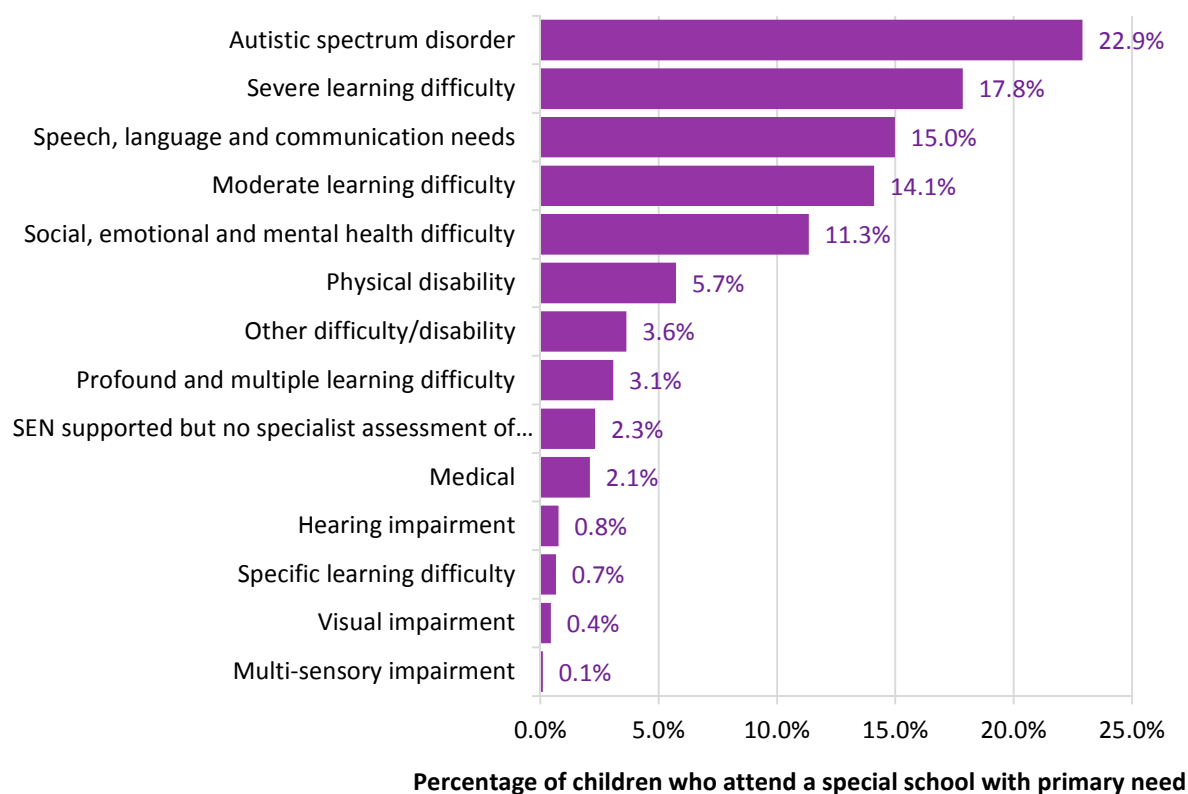
All maintained special schools in Derbyshire have been rated either 'outstanding' or 'good' in their most recent Ofsted inspection.

The overall effectiveness of 4 special schools in Derbyshire has been ranked 'outstanding', these are: Ashgate Croft School, Bennerley Fields Specialist Speech and Language College, Stubbin Wood School and Swanwick School and Sports College.

Ofsted praised Derbyshire's 'outstanding' special schools for providing pupils with innovative work that challenges them whilst meeting individual requirements; preparing pupils in sixth forms "exceptionally well" for adult life; the excellent relationships that staff work to build with pupils and the creation of an environment that pupils feel very safe in.<sup>37</sup>

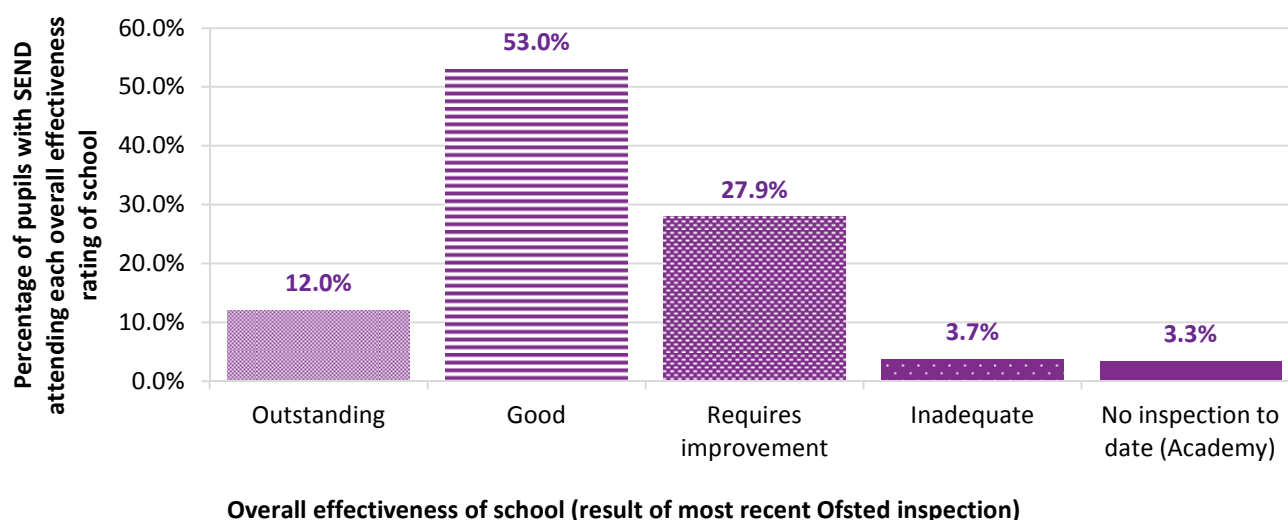
<sup>36</sup> Department for Education (2013) *Leadership of Special Schools: Issues and challenges*. [pdf] London: National Centre for Social Research for CUBec. Available at:

<sup>37</sup> Ofsted school inspection reports for Swanwick School and Sports College (March 2015), Bennerley Fields Specialist Speech and Language College (January 2015), Stubbin Wood School (October 2014) and Ashgate Croft School (September 2012). [pdf] Manchester: The Office for Standards in Education, Children's Services and Skills. Available at: < <http://reports.ofsted.gov.uk>

**Figure 6.12** Derbyshire pupils with SEND who attend a special school, by primary need

#### 6.2.15 Ofsted's overall effectiveness rating of schools attended in Derbyshire by pupils with SEND (as at 15/10/2015)

4974 children and young people have not been included in the analysis shown in Figure 6.13; for the majority of young people this is because they do not attend school. However, there are 110 pupils who have not been included because the school they attend is outside of Derbyshire, and a further 467 for whom no information is available. Pupils who go to school in Derbyshire, but who attend newly converted academies which have not yet been inspected have been included in this analysis (n=524).<sup>38</sup>

**Figure 6.13** Proportion of pupils with SEND attending a school in Derbyshire, by the school's Ofsted overall effectiveness rating (as at 15/10/2015)

<sup>38</sup> This analysis is based on a snapshot date of 1<sup>st</sup> September 2015 for school attendance. The overall effectiveness of schools is based on data available from Ofsted on the 15<sup>th</sup> October 2015, therefore might not reflect the current picture.

12.0 percent of children and young people with SEND attending school in Derbyshire attend an 'outstanding' school (n=1887).	<p>8.9 percent of pupils with SEND who attend a secondary school in Derbyshire, attend an 'outstanding' school, which is statistically significantly lower than the proportion of pupils with SEND that attend outstanding schools across all types of school (Fig. 6.13). Similarly, 10.8 percent of pupils with SEND who attend a primary school in Derbyshire attend an 'outstanding' school, which is also statistically significantly lower than across all types of schools.</p> <p>By contrast, 51.6 percent of children with SEND who attend a special school in Derbyshire attend an 'outstanding' school, which is statistically significantly higher than across all types of schools.</p>
The majority of pupils with SEND attending a school in Derbyshire attend a 'good' school (n=8322).	53.0 percent of pupils with SEND who go to school in Derbyshire, attend a 'good' school (Fig. 6.13). 64.2 percent of children with SEND who attend a primary school in Derbyshire, attend a good school; 41.8 percent of Derbyshire secondary school pupils with SEND attend a 'good' school; and 48.4 percent of special school pupils in Derbyshire attend a 'good' school.
27.9 percent of Derbyshire pupils with SEND attend a school that 'requires improvement' (n=4388).	40.8 percent of secondary school pupils with SEND in Derbyshire attend a school which requires improvement, which is statistically significantly higher than across all school types. By contrast, 23.9 percent of primary school pupils with SEND attend a school which requires improvement, which is statistically significantly lower than all school types. There are no LA maintained special schools which require improvement in Derbyshire.
3.7 percent of pupils with SEND attend a school in Derbyshire attend an 'inadequate' school (n=589).	<p>There are 9 schools in Derbyshire attended by pupils with SEND that Ofsted has declared 'inadequate', all of which are primary or secondary schools bar one which is an academy.</p> <p>These schools are: Alfreton Grange Arts College, Harrington Junior School, New Mills School and Business Enterprise College, Ormiston Ilkeston Enterprise Academy, St Giles CE Primary School, St Joseph's Catholic Primary School, St Philip Howard's Catholic School, The William Allitt School and Whitecotes Primary School.</p>
All 3 pupil referral units in Derbyshire are rated 'good'.	85 pupils with SEND attend a maintained PRU in Derbyshire, these are: North East Derbyshire Support Centre, South Derbyshire Support Centre and Amber Valley and Erewash Support Centre.

6.2.16 Ethnicity of pupils with SEND

Figure 6.14 shows the proportions of pupils aged 5-18 with SEND classified as White British and those classified as being in any other ethnic group in Derbyshire schools and across all schools in England. The data analysis has been carried out using the January 2015 school census.

The proportion of minority ethnic pupils with SEND is 17.6 percentage points lower in Derbyshire than in England.	This difference is due to the statistically significant lower proportion of all pupils who are from minority ethnic groups in Derbyshire (9.6 percent), than in England (28.6 percent). Therefore although the proportion of pupils with SEND in each category of ethnicity is statistically significant in Derbyshire compared to England, this proportion is not statistically significant compared to the proportion of all pupils in Derbyshire in each category of ethnicity.
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Figure 6.14 The proportion of pupils with SEND in Derbyshire and nationally, by broad ethnicity

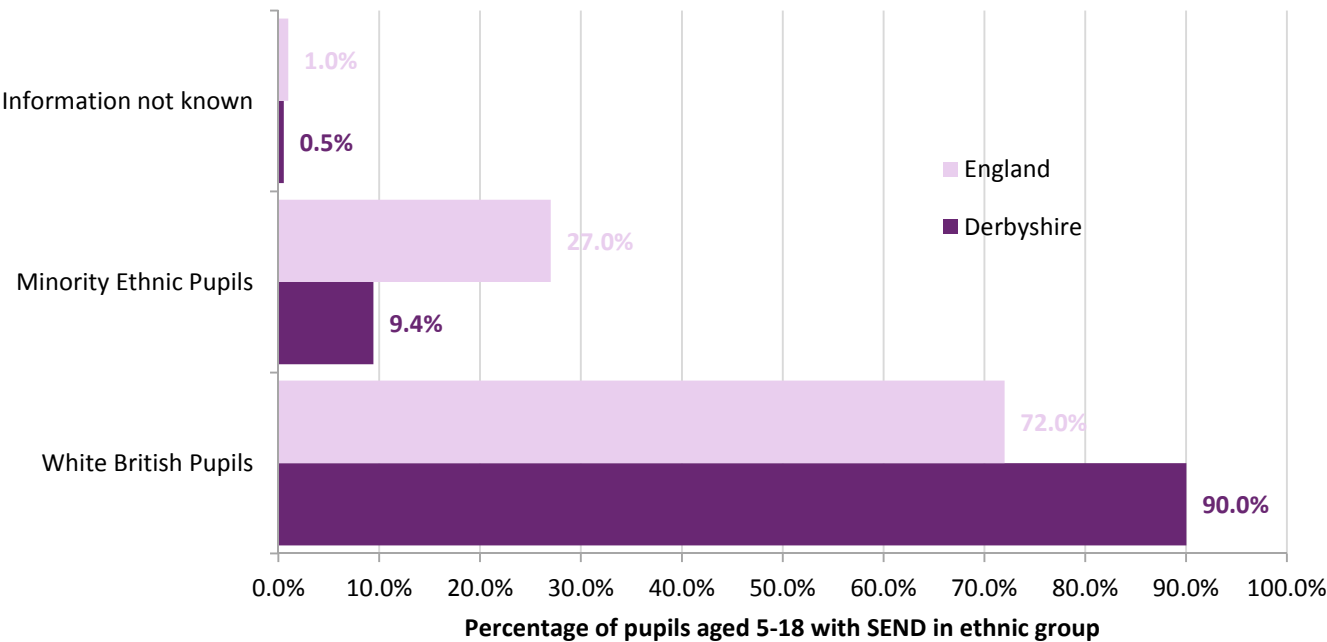


Figure 6.15 provides a further analysis of the ethnicity of pupils with SEND in Derbyshire. The charts in Fig. 6.15 show the proportion of pupils from each ethnicity who, in the January 2015 school census, were registered as having SEND, in comparison to the proportion of pupils from that ethnicity who do not have SEND.

The proportion of Asian or Asian British pupils with SEND is statistically significantly lower than the proportion of the total pupil cohort with SEND (Fig. 6.15).	15.1 percent of all Derbyshire pupils on the January 2015 census have SEND. Whereas just 9.5 percent of Asian or Asian British pupils have SEND, which is statistically significantly lower than the across the whole Derbyshire cohort.  16.2 percent of White pupils in Derbyshire have SEND which is statistically significantly higher than the whole Derbyshire cohort (Fig. 6.15).  There is no statistically significant difference between the proportion of pupils who have SEND across the whole Derbyshire cohort, and the proportion of pupils who have SEND in each of the following main categories of ethnicity: Black or Black British (16.4 percent), Chinese (11.0 percent), Mixed/Dual background (15.2 percent) or any other ethnic group (18.0 percent). While some of these proportions are several percentage points higher than the proportion of all Derbyshire pupils with SEND, the 95 percent confidence intervals have wide ranges so the results are not statistically significant.
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Figure 6.15 Pupils with SEND in Derbyshire, by proportion of ethnic pupil cohort

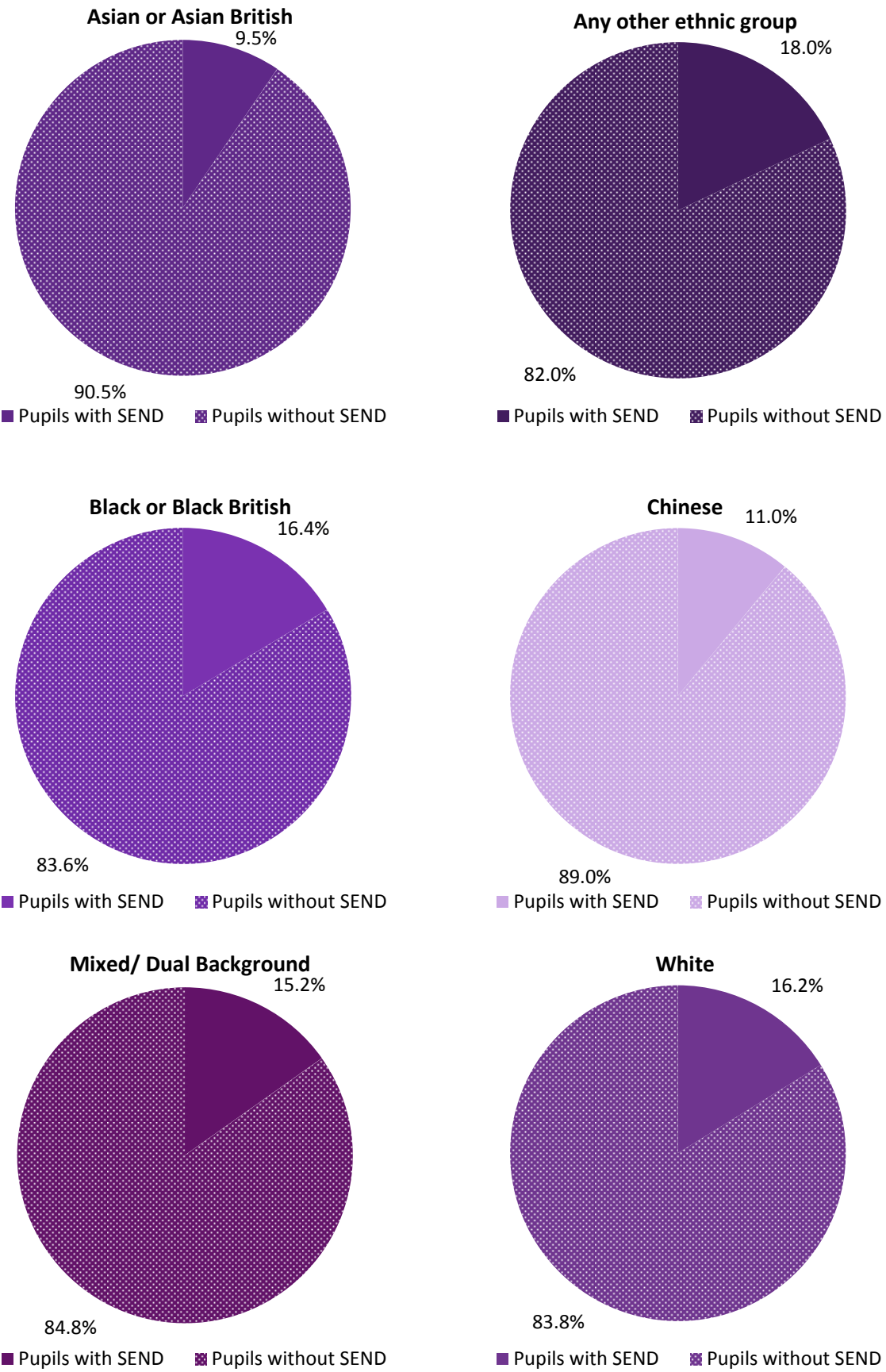


Table 6.5 shows the prevalence of each type of primary need in each main category of ethnicity. The top row after the headers gives the proportion of the whole Derbyshire cohort with each primary need. Any values in the table which are statistically significant in comparison to the Derbyshire values are highlighted; green indicates that the proportion of the ethnic group with that primary need is significantly lower than Derbyshire and red indicates that it is significantly higher.

**Table 6.5** Children and young people with SEND in Derbyshire, by ethnicity and primary need

	Type of primary need <sup>39</sup>													
	ASD	HI	Medi	MLD	MSI	NSA	Other	PD	PML D	SEMH	SLCN	SLD	SpLD	VI
Derbyshire Average	7.0	2.2	0.4	24.1	0.1	18.7	3.5	2.3	0.5	20.5	10.2	2.0	7.6	1.0
Any other ethnic group	4.3	4.3	2.2	21.7	0.0	19.6	4.3	0.0	0.0	28.3	10.9	0.0	4.3	0.0
Asian or Asian British	5.8	2.9	1.9	23.1	0.0	23.1	3.8	1.0	0.0	6.7	14.4	5.8	8.7	2.9
Black or Black British	15.7	2.0	0.0	13.7	0.0	15.7	0.0	2.0	2.0	21.6	19.6	0.0	5.9	2.0
Chinese	12.9	3.2	0.0	12.9	0.0	32.3	0.0	0.0	0.0	0.0	35.5	0.0	0.0	3.2
Mixed/ Dual background	5.7	1.4	0.8	21.2	0.0	20.4	2.3	1.4	0.6	26.1	10.5	2.3	7.1	0.3
White	6.5	2.2	0.4	25.3	0.1	20.1	3.4	2.2	0.3	20.1	8.7	1.8	7.9	0.9

Table 6.5 shows that the most prevalent type of primary need differs between ethnic groups amongst children with SEND.

For example in the category 'any other ethnic group', which may include those from some areas of south east Asia, Central and South America, the Middle East and North Africa, the most prevalent type of primary need amongst children with SEND is SEMH (28.3 percent). SEMH was also the most prevalent type of primary need for Black or Black British (21.6 percent) and Mixed/Dual background children (26.1 percent).

For both Asian or Asian British (23.1 percent) and White children (25.3 percent) and young people MLD is the most prevalent type of need (Table 6.5). However, the same percentage of Asian or Asian British children have not been specially assessed to determine their primary type of need.

The highest proportion of children and young people who have not been specially assessed is amongst Chinese children and young people; over a third have not been assessed, 13.6 percentage points higher than the Derbyshire average (Table 6.5). As discussed in 4.4 it is likely that this high proportion will decrease as pupils are transferred to SEN Support from the School Action programme. At present the high proportion is likely to affect the reliability of the analysis above, and as such it should be used with caution until a greater proportion of children have been transferred to SEN Support, and therefore specially assessed.

<sup>39</sup> The following abbreviations or acronyms have been used: ASD = Autistic Spectrum Disorder; HI = Hearing Impairment; Medi = Medical; 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.



## 7.0 Conclusion

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.

There is 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>40</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>41</sup>

In Derbyshire, there is some evidence of increased levels of need. Between 2009 and 2015 school census data shows that the number of children with a Statement of Special Educational Need/ EHC plan has steadily increased from 2,874 to 3,290 pupils, an increase of 14%.<sup>42</sup> This is despite decreases in the overall school population. Pupils with a Statement of Special Educational Need/ EHC plan now account for 2.9% of the total number of pupils.

In the same period, the number of pupils in primary, secondary and special schools with profound and multiple learning disabilities<sup>43</sup> as their primary need increased from 124 in 2009 to 156 in 2015 (an increase of 26%). This is a substantial increase, although it may partly reflect better recording of children's needs (previously, some of these children may have been recorded as having a severe learning disability).

However, it is difficult to accurately predict if these numbers will continue to rise and how other aspects of the SEND profile may change over the next 5 years, partly due to the 2014 SEND reforms. For example, the SEND Code of Practice now applies to young people up to the age of 25, whereas previously the 2001 SEN Code of Practice only applied to children. This means that previous estimates of the proportion of children and young people with SEND cannot be directly compared to present figures, which makes it more difficult to calculate SEND population projections, and any predictions of how the population may change would be less reliable. In addition primary need categories have now been altered which further restricts comparison with previous years. Despite these difficulties, some predictions can be made based on current health trends and policies relating to SEND, which are outlined below.

<sup>40</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>41</sup> The Complex Learning Difficulties and Disabilities Research Project, iNet and Specialist Schools and Academies Trust, August 2011

<sup>42</sup> Department for Education SFR25-2015. Published 23 July 2015.

<sup>43</sup> People with profound and multiple learning disabilities have more than one disability. They will all have a profound learning disability, great difficulty communicating and need high levels of support.

<b>Targeted interventions to identify SEND in the early years leading to a higher proportion of young children identified as having SEND.</b>	The analysis outlined in 6.2.1 indicates that targeted interventions to identify SEND in the early years is likely to lead to a greater demand for services due to more children with SEND being identified and receiving specialist assessments, this is particularly true of those in hard to reach areas. <sup>44</sup> In Derbyshire in particular identifying speech, language and communication needs as early as possible is a priority. <sup>45</sup>
<b>Improving survival rates of premature births.</b>	<p>As discussed previously, the improving survival rate of infants born prematurely has led to higher numbers of children with complex needs which may increase as survival rates further improve.<sup>46</sup></p> <p>Increasing numbers of children surviving with complex and severe special educational needs would necessitate more special school places for primary school age children, or places in mainstream primary schools which are able to fully support children with severe needs.</p>
<b>More accurate identification of SEND.</b>	The 2014 SEND reforms set out a plan for more accurate identification of SEND in response to the 2010 Ofsted Special Educational Needs and Disability review which found that half of children receiving support through School Action, did not have SEND. As a result of these reforms, there has been a decrease in the proportion of children and young people who receive support through SEN Support (and previously School Action).
<b>Implementation of 2014 SEND reforms by April 2018.</b>	<p>All children currently receiving support through a statement of SEN should be considered for a conversion to an EHC plan, if appropriate, by April 2018. In Derbyshire at present this is 3,491 children and young people (as at March 2016).</p> <p>In addition, all children and young people who have SEND and are aged 0 to 25 must now be supported by their local authority even if they do not have a statement or EHC plan. As a result of this change it is likely that the number of young people aged 16-25 receiving SEN Support will increase, as previously those without a statement who were no longer in education were not supported under the Children and Families Act.</p>

<sup>44</sup> Department for Education and Department for Health (2015) Implementing a new 0 to 25 special needs systems: LAs and partners: Duties and timescales – what you must do and when.

<sup>45</sup> Derbyshire Speech and Language Therapy Service (2014) *Planned Integrated pathway for supporting children with speech, language and communication needs*.

<sup>46</sup> Chartered Society of Physiotherapy (2009) 'A complex scenario', *Frontline Magazine*. [online] London: Chartered Society of Physiotherapy. Available at: <http://www.csp.org.uk/frontline/article/complex-scenario>, 15(8).

## 7.1 Suggested next steps

- A full analysis should be carried out annually in order to track the progress of EHC transfers and to aid SEND population projections.
- In order to further aid the monitoring and analysis of Derbyshire's 0 to 25 SEND cohort, it would be extremely useful for all data on children and young people with SEND in the county to be in one location and updated regularly, as currently information being in multiple areas can hinder accurate and timely analysis. This would also enable monthly reports to be written on the transfer of children and young people to SEN Support and EHC plans, and the progress of other policies implemented in the 2014 SEND reforms.
- Further analysis should be carried out to examine the performance and achievement of pupils with SEND; it would be particularly interesting to understand how performance differs between pupils with SEND at mainstream schools and those at special schools.
- In line with Derbyshire County Council's journey to excellence, further analysis should be carried out to look at the mainstream schools attended by pupils with SEND, that are rated inadequate or that require improvement, to understand the work those schools are doing to support their children with SEND and how they can be supported to improve.
- Following on, it would be particularly useful for the outstanding practice at Derbyshire's special schools to be shared with mainstream schools in the county which support pupils with SEND – particularly those deemed inadequate by Ofsted or that require improvement.

Having a complete picture of the numbers and circumstances of children and young people with special educational needs and or disabilities is instrumental to the development and commissioning of services to meet needs and secure wellbeing. The council is currently reviewing its processes and systems to more accurately track these vulnerable young people so that a more comprehensive needs assessment may be undertaken. This should remove the over-reliance of synthetic estimates used previously.

## 8.0 Appendices

### 8.1 Outcomes for children and young people with Special Education Needs: the academic performance of pupils with SEN Support

#### 8.1.1 Early Years Foundation Stage (642 pupils)

- In 2015, 25.4% of pupils with SEN Support achieved a good level of development in the Early Years Foundation Stage. This represents an improvement of 2.5 percentage points since 2014 and 10.3 percentage points since 2013. Performance in Derbyshire was higher than the average for SEN Support pupils nationally (24%), although the difference was not statistically significant.
- In terms of performance gaps, in 2015 pupils with no identified SEN outperformed pupils with SEN Support by 47.9 percentage points. Since 2014, the gap in Derbyshire has widened by 4.6 percentage points. Nationally, the gap has widened by 2 percentage points from 45 to 47 percentage points.

#### 8.1.2 Year 1 Phonics (959 pupils)

- In Derbyshire 35.8% of pupils with SEN Support achieved the expected standard in the 2015 Year 1 Phonics test. This is a slight decrease on the previous year's figure (36.0%). Performance in Derbyshire was statistically, significantly lower than the average for SEN Support pupils nationally (42%).
- In comparison, the proportion of pupils with no identified SEN who achieved the expected standard in the Year 1 Phonics test increased by 1.6 percentage points from 78.8% to 80.3%. This has resulted in an overall widening of the gap between pupils with SEN Support and pupils with no identified SEN; from 42.8 to 44.6 percentage points. This is higher than the gap seen nationally (41.0 percentage points).

#### 8.1.3 Key Stage 1 Level 2B+ (1121 pupils)

- In 2015, 44.3% of pupils with SEN Support achieved Level 2B or above in Reading (up 0.2 percentage points since 2014), 27.6% achieved Level 2B or above in Writing (up 1.0 percentage point since 2014) and 45.9% achieved Level 2B or above in Mathematics (down 3.1 percentage points since 2014). Performance in Derbyshire was statistically similar to the performance of SEN Support pupils nationally (44%, 27% and 45% respectively).
- Since 2014, performance gaps in Derbyshire have narrowed in Reading (from 47.1 to 46.4 percentage points) and Writing (from 56.3 to 55.0 percentage points) but widened in Mathematics (from 42.1 to 44.1 percentage points). Nationally, gaps are similar to Derbyshire in Reading and Mathematics but 1 percentage point narrower in Writing.

### 8.1.4 Key Stage 2 (1106 pupils)

- In 2015, 44.3% of pupils with SEN Support in Derbyshire achieved Level 4 or above in Reading, Writing and Maths at Key Stage 2. This represents a decrease of 2.6 percentage points since 2014. Performance remains higher than the national average (43%) however, although statistically the difference is not significant. Compared to all local authorities in England, Derbyshire is ranked in the upper middle quartile of performance. Within the Statistical Neighbour Group, Derbyshire is ranked joint 1<sup>st</sup>.
- Since 2014, the performance of pupils with no identified SEN increased marginally in Reading, Writing and Maths combined from 90.9% to 91.0%. Pupils with no-identified SEN now outperform pupils with SEN support by 46.7 percentage points. This is 2.7 percentage points wider than the gap in 2014. Nationally, the gap decreased by 1 percentage point from 48 to 47 percentage points.
- In Grammar, Punctuation and Spelling, 41.8% of pupils with SEN Support achieved the expected level in 2015. This was 0.6 percentage points lower than the 2014 outcome and 3 percentage points lower than the average for SEN Support pupils nationally (45%). Again, the difference was not statistically significant however. Compared to all local authorities in England, Derbyshire's position has slipped from the upper middle to the lower middle quartile. Within the Statistical Neighbour Group, Derbyshire was ranked joint 2<sup>nd</sup>.
- In terms of performance gaps, in 2015 pupils with no identified SEN outperformed pupils with SEN Support by 48.3 percentage points in the GPS test. This was 2.2 percentage points wider than the gap in 2014. Nationally the gap narrowed by 4 percentage points from 49 to 45 percentage points.
- In the progress measures, 81.2% of pupils with SEN Support in Derbyshire made the expected level of progress in Reading (down 1.4 percentage points since 2014), 88.5% made the expected level of progress in Writing (up 4.2 percentage point since 2014) and 77.4% made the expected level of progress in Mathematics (down 0.3 percentage points since 2014). Nationally, the proportions were statistically similar; 83%, 89% and 79% respectively.
- Since 2014, performance gaps have widened slightly in the Reading Progress measure (from 11.3 to 11.9 percentage points) but have narrowed in the Writing (from 11.5 to 8.1 percentage points) and Maths (from 15.3 to 14.6 percentage points) progress measures. Performance gaps are broadly in line with those seen nationally; 11, 8 and 14 percentage points respectively.

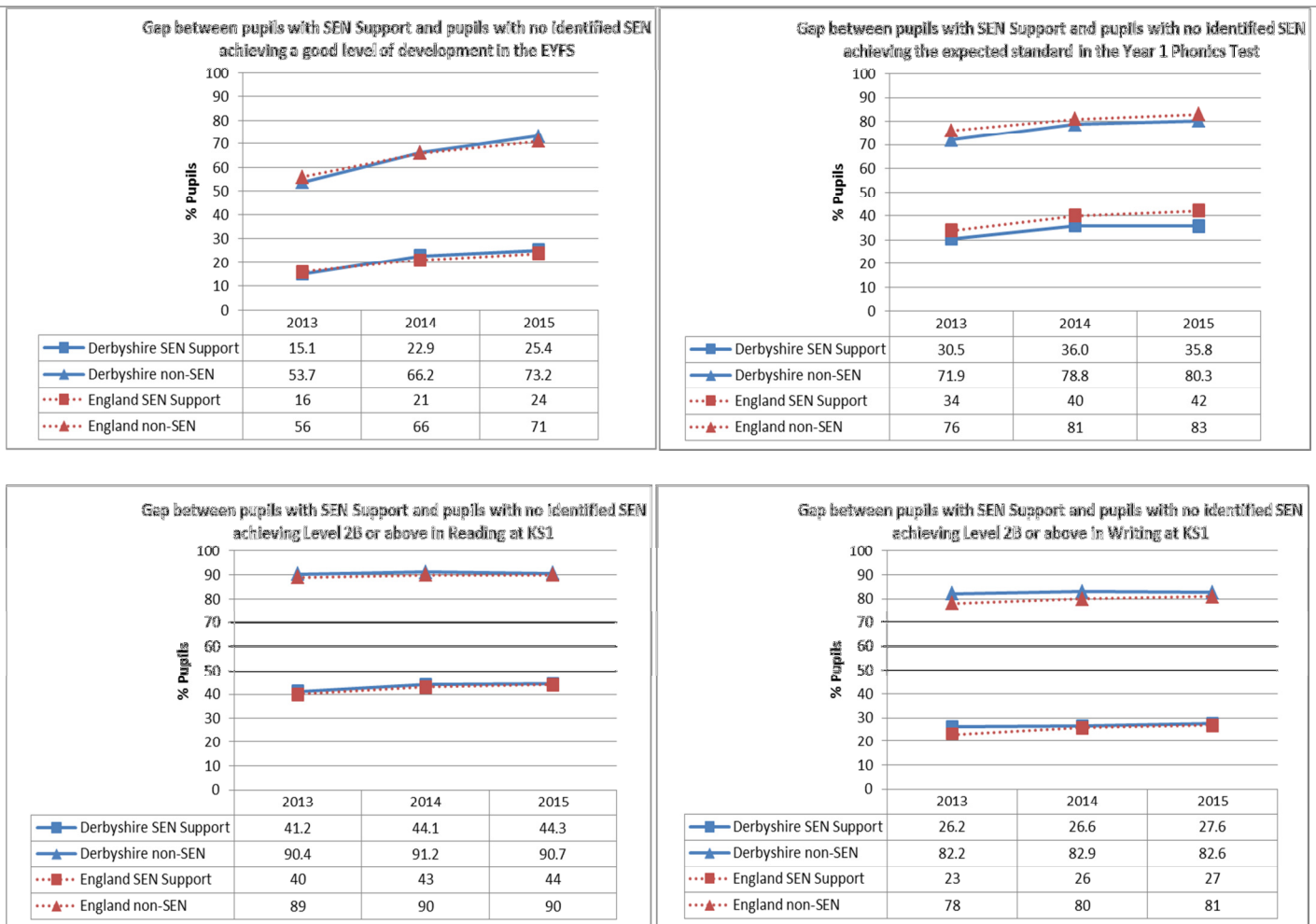
### 8.1.5 Key Stage 4 (945 pupils)

- In 2015, 21.2% of pupils with SEN Support achieved 5 or more A\*-C grades at GCSE or equivalent including English and Maths GCSEs. This represents a decrease of 2 percentage points since 2014. Performance in Derbyshire was lower than but not statistically different to the average for SEN Support pupils nationally (23.5%).
- In comparison, the performance of pupils with no identified SEN increased by 0.5 percentage points between 2014 and 2015 from 61.8% to 62.3%. As a consequence, the gap between pupils with no identified SEN and pupils with SEN support has widened since 2014 (from 38.6 percentage points to 41.2 percentage points). The gap in Derbyshire is in line with the national gap however (41.1 percentage points).
- In terms of progress, 44.9% of SEN Support pupils made the expected level of progress in English (down 2.8

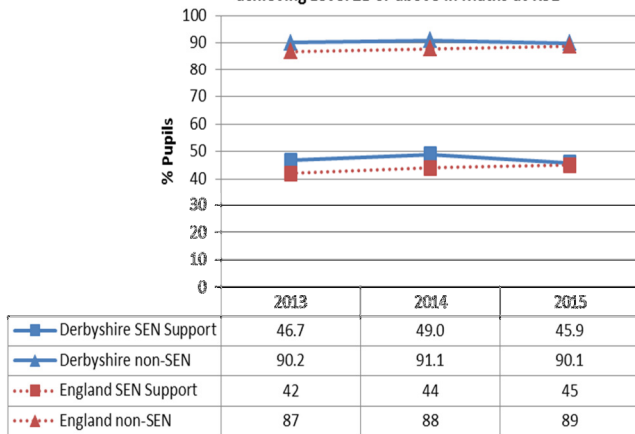
percentage points since 2014) and 42.7% made the expected level of progress in Maths (up 0.7 percentage points since 2014). Compared to SEN Support pupils nationally, performance in Derbyshire was statistically, significantly lower in the English progress measure but statistically similar in Mathematics. The two national averages were 54.8% and 42.6% respectively.

- In Derbyshire, gaps have increased in both subjects since 2014, from 21.2 to 24.2 percentage points in English and from 28.0 to 28.7 percentage points in Maths. Nationally gaps have narrowed in both subjects to be 3.6 percentage points narrower than Derbyshire's English gap but 1.3 percentage points wider than Derbyshire's Maths gap.

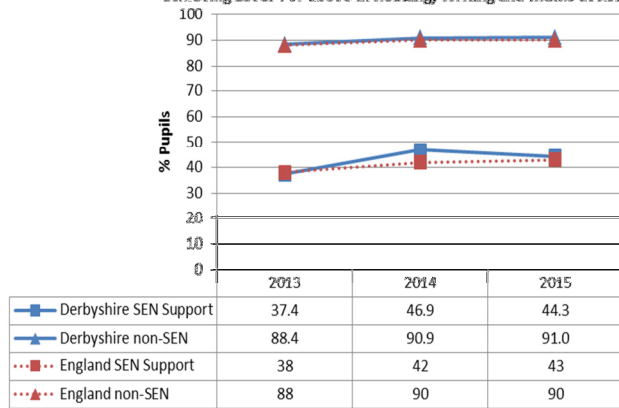
#### 8.1.6 Graphs showing the performance gap between pupils with SEN Support and no identified SEN



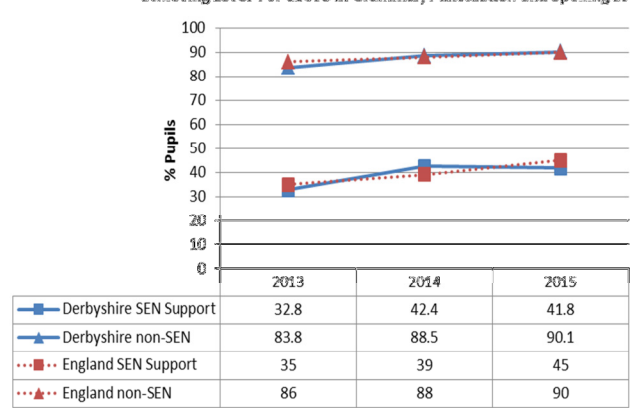
**Gap between pupils with SEN Support and pupils with no identified SEN achieving Level 2B or above in Maths at KS1**



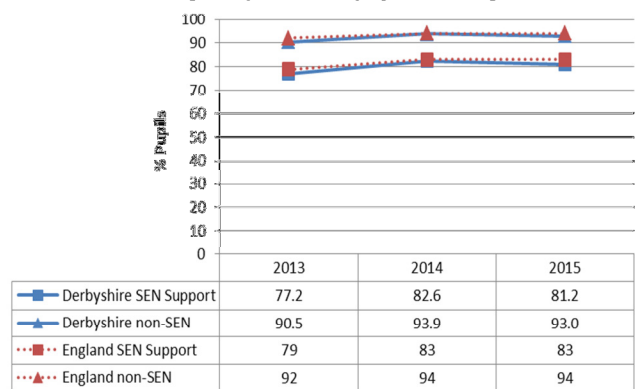
**Gap between pupils with SEN Support and pupils with no identified SEN achieving Level 4 or above in Reading, Writing and Maths at KS2**



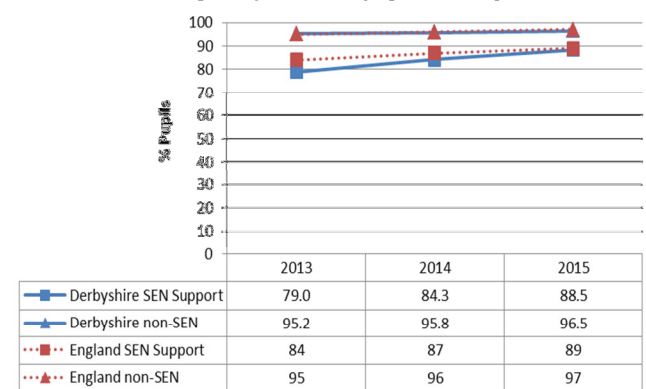
**Gap between pupils with SEN Support and pupils with no identified SEN achieving Level 4 or above in Grammar, Punctuation and Spelling at KS2**



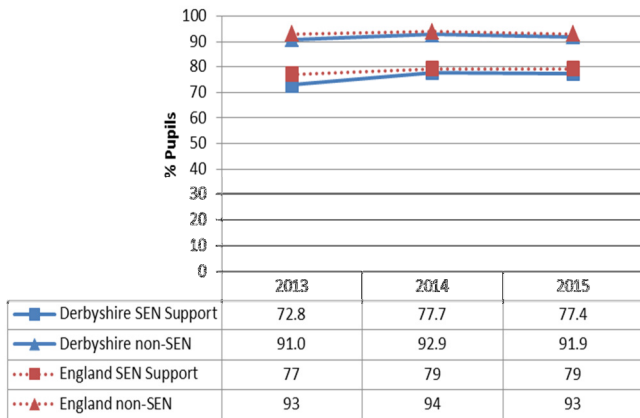
**Gap between pupils with SEN Support and pupils with no identified SEN making the expected level of progress in Reading between KS1 and KS2**



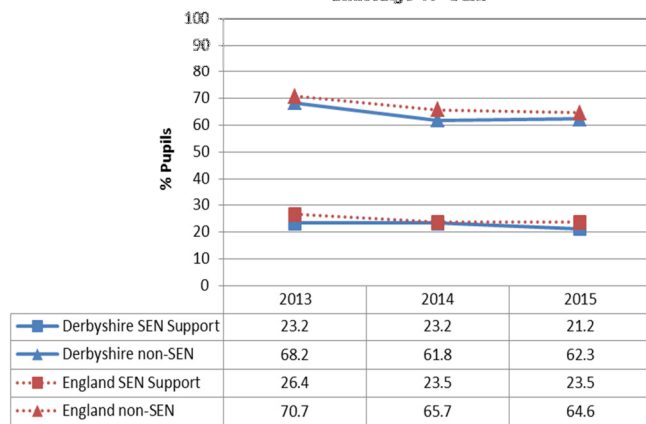
**Gap between pupils with SEN Support and pupils with no identified SEN making the expected level of progress in Writing between KS1 and KS2**



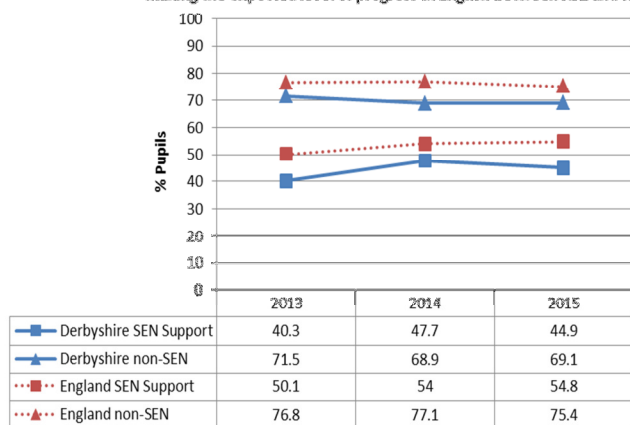
Gap between pupils with SEN Support and pupils with no identified SEN making the expected level of progress in Maths between KS1 and KS2



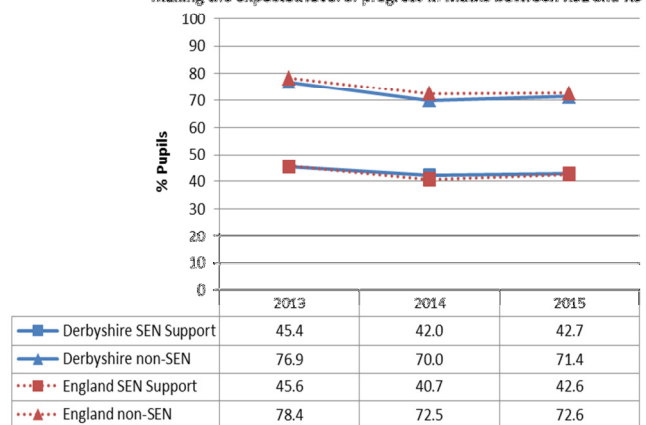
Gap between pupils with SEN Support and pupils with no identified SEN achieving 5+A\*-C EM



Gap between pupils with SEN Support and pupils with no identified SEN making the expected level of progress in English between KS2 and KS4



Gap between pupils with SEN Support and pupils with no identified SEN making the expected level of progress in Maths between KS2 and KS4





## 8.2 Outcomes for children and young people with Special Education Needs: the academic performance of pupils with a statement of SEN/ EHC plan

### 8.2.1 Early Years Foundation Stage (105 pupils)

- In 2015, 6.7% of pupils with a Statement of SEN/ EHC Plan (7 out of 105 pupils) made a good level of development in the Early Years Foundation Stage. This marked an improvement of 4.5 percentage points since 2014 (2.2%) and 5.7 percentage points since 2013 (1.0%). Performance in Derbyshire was higher than but not statistically different to the average for Statemented/ EHC pupils nationally (4%).
- Despite an overall improvement in the performance of pupils with a Statement of SEN/EHC Plan, the rate of improvement has not been as strong as that witnessed by pupils with no identified SEN. As a result, the gap between pupils with a Statement of SEN/ EHC Plan and pupils with no identified SEN has widened from 52.7 percentage points in 2013 to 66.6 percentage points in 2015. This follows the trend seen nationally. In 2015, the gap in Derbyshire was similar to the gap in England (67 percentage points).

### 8.2.2 Year 1 Phonics (127 pupils)

- In 2015, 17.3% of pupils with a Statement of SEN/ EHC Plan reached the expected standard in the Year 1 Phonics test. This was 1.8 percentage points higher than the 2014 outcome. Performance in Derbyshire was lower than but not statistically different to the average for Statemented/ EHC pupils nationally (18%).
- Since 2014, the gap between pupils with a Statement of SEN/ EHC plan and pupils with no identified SEN has narrowed marginally (from 63.2 to 63.0 percentage points). This is narrower than the gap seen nationally (65 percentage points).

### 8.2.3 Key Stage 1 Level 2B+ (177 pupils)

- In 2015, 17.5% of pupils with a Statement of SEN/ EHC plan in Derbyshire achieved Level 2B or above in Reading (down 3.1 percentage points since 2014), 11.9% achieved Level 2B or above in Writing (down 3.6 percentage points since 2014) and 18.6% achieved Level 2B or above in Mathematics (down 6.4 percentage points since 2014). Nationally there was an upward trend in performance, although, in 2015 there was no statistical difference in performance between Derbyshire's outcomes and the national average (19%, 11% and 19% respectively).
- Since 2014, performance gaps in Derbyshire have increased in all 3 subjects and are wider than the gaps seen nationally, although the difference is between 1 and 2 percentage points.

## 8.2.4 Key Stage 2 (282 pupils)

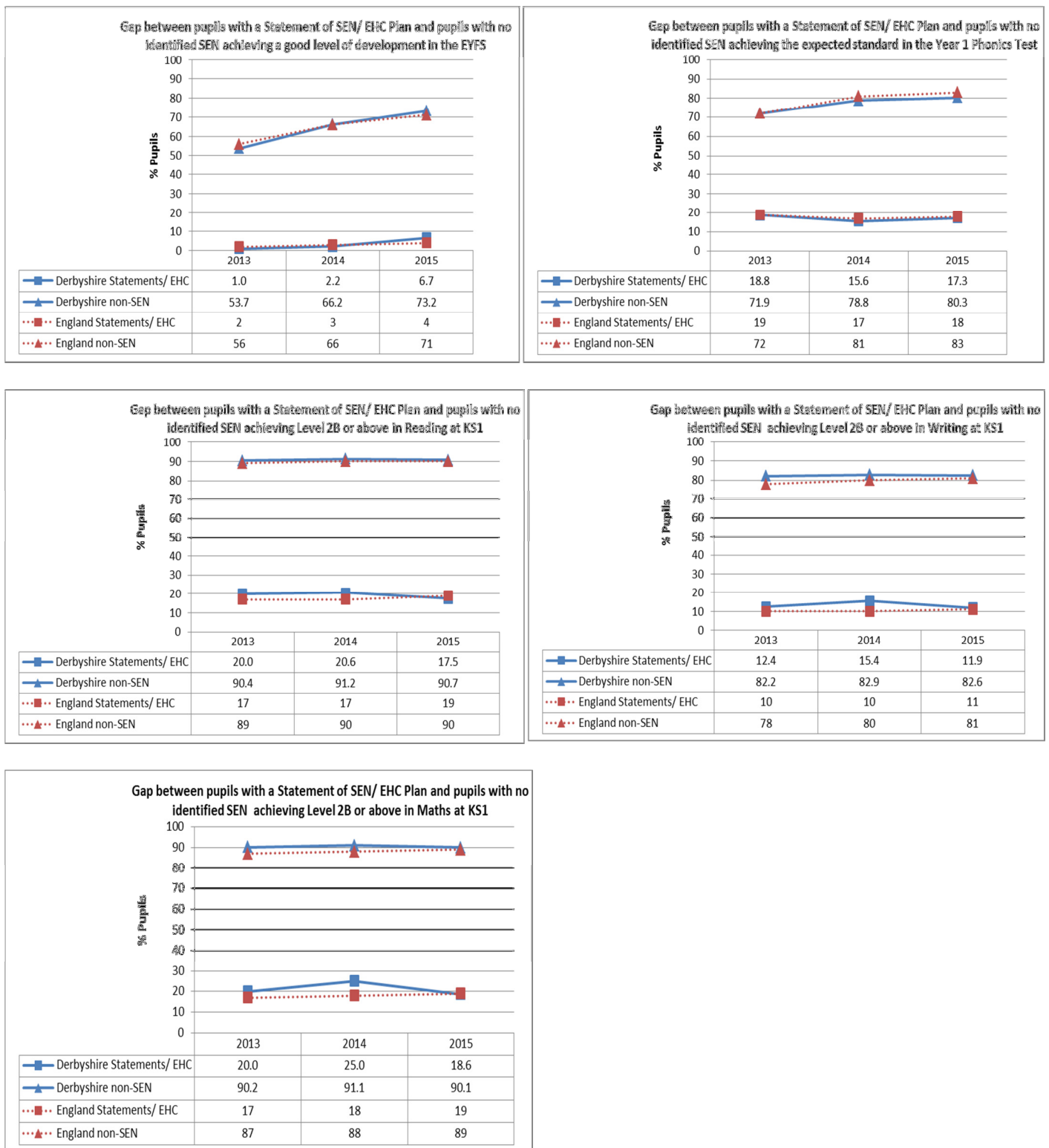
- In 2015, 22.0% of pupils in Derbyshire with a Statement of SEN/ EHC Plan achieved Level 4 or above in Reading, Writing and Maths at KS2. This represents an increase of 3.1 percentage points since 2014 and is statistically, significantly higher than the England average (16%). Compared to all local authorities in England, Derbyshire is placed in the top performing quartile with a rank of 24 (out of 140). Within the Statistical neighbour Group, Derbyshire is ranked top.
- In terms of performance gaps, in 2015 pupils with no identified SEN in Derbyshire outperformed pupils with a Statement of SEN/ EHC Plan in Reading, Writing, Maths combined by 69.0 percentage points. This was 3 percentage points narrower than the gap in 2014 and is the result of Statemented/ EHC pupils improving at a faster rate than pupils with no identified SEN. Nationally, the gap currently stands at 74 percentage points, 5 percentage points wider than the gap in Derbyshire.
- In Grammar, Punctuation and Spelling, 27.0% of pupils with a Statement of SEN/ EHC Plan in Derbyshire achieved the expected level in 2015. This was 5.8 percentage points higher than the 2014 outcome (21.2%) and 13.4 percentage points higher than the 2013 outcome (13.6%). Performance in Derbyshire is statistically, significantly higher than the England average (20%) with the county's ranking climbing from the upper middle to the top performing quartile. Within the Statistical Neighbour Group, Derbyshire was ranked joint 1<sup>st</sup>.
- In Derbyshire, the performance of pupils with no identified SEN in the GPS test also increased between 2014 and 2015, although at a much lesser rate (1.6 percentage point increase). As a consequence, the gap between pupils with no identified SEN and those with a Statement of SEN/ EHC Plan has narrowed by 4.2 percentage points to 63.1 percentage points. This is narrower than the overall England gap (70 percentage points).
- In terms of progress, in 2015 56.0% of pupils with a Statement of SEN/ EHC Plan made the expected level of progress in Reading (up 4.9 percentage points since 2014), 63.1% made the expected level of progress in Writing (up 6.9 percentage points since 2014) and 55.8% made the expected level of progress in Mathematics (up 7.1 percentage points since 2014). Progress in Derbyshire was statistically similar to the national average in Reading (50%) but statistically, significantly higher than the national average in Writing (54%) and Mathematics (48%).
- Looking at data over a 3 year period, in Derbyshire the performance gap between pupils with no identified SEN and pupils with a Statement of SEN/ EHC Plan is currently the narrowest it has been in each of the progress measures. Gaps are also considerably narrower than the current England position: 37.0 percentage points in Reading compared to 44 percentage points nationally, 33.4 percentage points in Writing compared to 43 percentage points nationally and 36.1 percentage points in Maths compared to 45 percentage points nationally.

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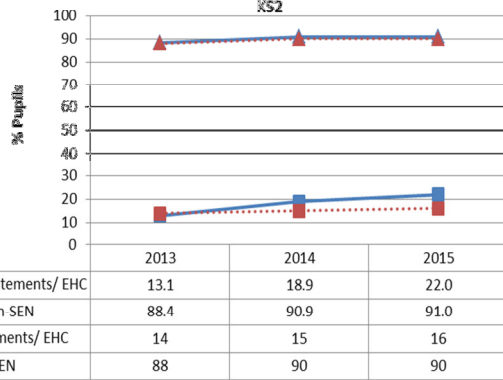
### 8.2.5 Key Stage 4 (270 pupils)

- In 2015, 13.7% of pupils with a Statement of SEN/EHC Plan achieved 5 or more A\*-C grades at GCSE or equivalent including English and Maths GCSEs. This represents an increase of 10.1 percentage points since 2014 and is statistically, significantly higher than the England average (8.8%). Compared to all local authorities in England, Derbyshire has the 14<sup>th</sup> highest performance and is ranked in the top performing quartile. Within the Statistical Neighbour Group Derbyshire is ranked 2<sup>nd</sup>.
- In terms of performance gaps, in 2015, pupils with no identified SEN outperformed pupils with a Statement of SEN/ EHC Plan by 48.6 percentage points. This was 9.6 percentage points narrower than the gap in 2014 and is the narrowest it has been in any of the last 6 years. Nationally, the gap currently stands at 55.8 percentage points, 7.2 percentage points wider than the gap in Derbyshire.
- In 2015, 31.6% of pupils with a Statement of SEN/ EHC Plan made the expected level of progress in English (up 5.0 percentage points since 2014) and 27.3% made the expected level of progress in Maths (up 12.9 percentage points since 2014). Performance was statistically similar to the national average in English (29.6%) but statistically, significantly higher in Mathematics (21.3%).
- Since 2014, the gap between pupils with no identified SEN and pupils with a Statement of SEN/ EHC Plan has narrowed in both progress measures and is narrower than the gap seen nationally: 37.5 percentage points in English compared to 45.8 percentage points nationally and 44.1 percentage points in maths compared to 51.3 percentage points nationally.

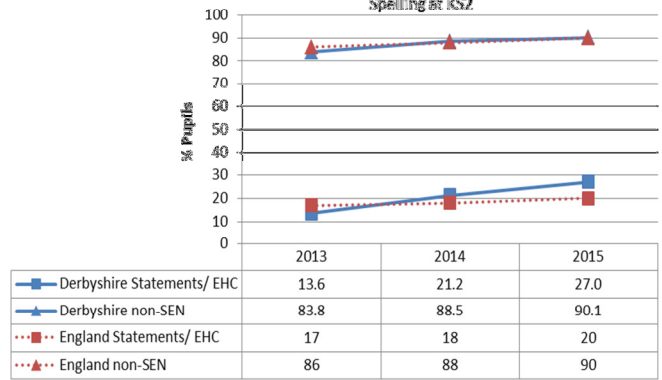
## 8.2.6 Graphs showing the performance gap between pupils with a Statement of SEN/ EHC Plan and pupils with no identified SEN



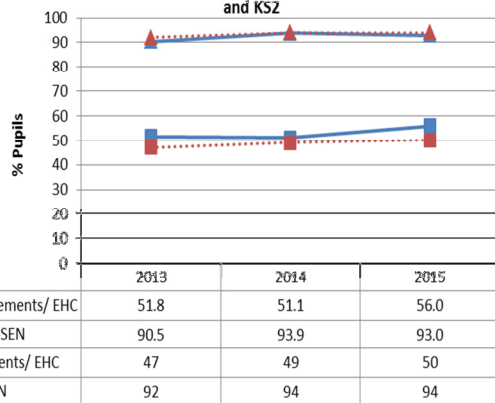
Gap between pupils with a Statement of SEN/ EHC Plan and pupils with no identified SEN achieving Level 4 or above in Reading, Writing and Maths at KS2



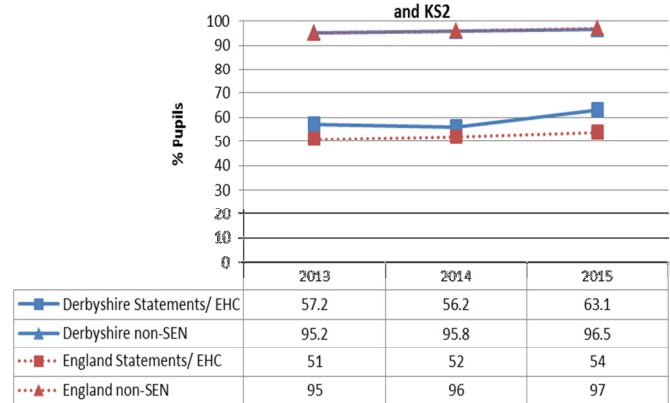
Gap between pupils with a Statement of SEN/ EHC Plan and pupils with no identified SEN achieving Level 4 or above in Grammar, Punctuation and Spelling at KS2



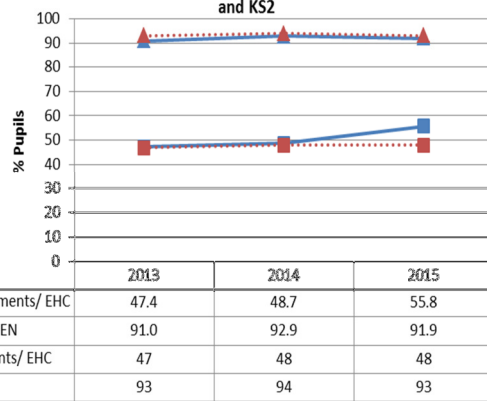
Gap between pupils with a Statement of SEN/ EHC Plan and pupils with no identified SEN making the expected level of progress in Reading between KS1 and KS2



Gap between pupils with a Statement of SEN/ EHC Plan and pupils with no identified SEN making the expected level of progress in Writing between KS1 and KS2



Gap between pupils with a Statement of SEN/ EHC Plan and pupils with no identified SEN making the expected level of progress in Maths between KS1 and KS2



**8.3 Extract from the Adult Social Care Outcomes Framework (ASCOF) Comparator Report 2014-15**  
**Provided by the Health and Social Care Information Centre**

Indicator	DERBYSHIRE	COMPARATOR GROUP	ENGLAND
<b>1A Social care-related quality of life score</b>	19.1	19.2	19.1
<b>1B The proportion of people who use services who have control over their daily life</b>	75.0	78.8	77.3
<b>1C1A The proportion of people who use services who receive self-directed support</b>	85.7	81.4	83.7
<b>1C1B The proportion of carers who receive self-directed support</b>	100.0	70.1	77.4
<b>1C2A The proportion of people who receive services who receive direct payments</b>	22.5	28.3	26.3
<b>1C2B The proportion of carers who receive direct payments</b>	100.0	65.5	66.9
<b>1D Carer-reported quality of life score</b>	7.6	7.7	7.9
<b>1E The proportion of adults with a learning disability in paid employment</b>	1.6	5.3	6.0
<b>1F The proportion of adults in contact with secondary mental health services in paid employment</b>	11.7	8.9	6.8
<b>1G The proportion of adults with learning disabilities who live in their own home or with family</b>	88.8	75.3	73.3
<b>1H The proportion of adults in contact with secondary mental health services living independently, with or without support</b>	57.1	54.2	59.7
<b>1I1 The proportion of people who use services who reported that they had as much social contact as they would like</b>	42.4	45.2	44.8
<b>1I2 The proportion of carers who reported that they had as much social contact as they like</b>	36.9	35.6	38.5