

Additional Needs Data Review Summary

May 2019

1. Introduction

1.1 The information contained within this paper provides summary analysis of data in relation to the educational placements of children and young people with SEND. The analysis is being used to inform provision planning and development within the context of the following expressed commitment to children and young people with SEND and their families, as set out in the Additional Needs Strategy 2017 – 2021:

“The London Borough of Hillingdon is committed to the ongoing development of local provision to enable as many CYP as possible to have their additional needs met locally, supporting inclusion in the local community and avoiding the need to travel long distances to school. This enables the community to know and understand them, care and watch out for them, provide work experience and work for them so that they are truly part of the community”.

1.2 The summary analysis covers the following:

- A summary assessment of where children with Education, Health and Care Plans (EHCPs) are being educated;
- Consideration of the primary needs of the children and young people with EHCPs;
- A summary assessment of the SEND provision currently available in Hillingdon, patterns of use and associated capacity available;
- An overview of use of independent/non-maintained provision in Hillingdon; and
- An overview of forecast demand pressures that warrant specific attention with regard to provision development and planning.

2. Where children and young people with EHCPs are being educated

Type of Setting	Number of CYP on roll at:			
	August 2016	December 2017	October 2018	May 2019
Mainstream schools	738	753	802	876
State funded special schools	589	660	652	665
Further education settings	107	265	337	327
Non-maintained or Independent schools	127	118	148	157
Resourced provision (SRPs) within mainstream schools	98	110	111	111
Other (ie educated otherwise than at school by parents/alternative provision)	79	98	119	102
Special free schools	64	96	108	107
Early years settings	16	3	8	22
TOTAL	1818	2103	2285	2367

Source: BSL SEN database, 29/05/2019

2.1 The above data illustrates the increase in children and young people with EHCPs against placement types. It further shows the increased levels of placements in mainstream, special schools and SRPs, commensurate with the over all increase in children with EHCPs.

3. An overview of the primary needs of children and young people with EHCPs

Primary Need	Number of CYP with specified primary need as:			
	August 2016	December 2017	October 2018	May 2019
ASD	639	742	880	867
Speech, Language and Communication Needs (SLCN)	350	357	371	364
Moderate Learning Difficulties (MLD)	186	201	214	207
Severe Learning Difficulties (SLD)	172	192	163	161
Social Emotional and Mental Health Needs (SEMH)	150	167	75	79
Physical Disability (PD)	101	111	128	127
Other/medical	41	55	74	74
Hearing Impairment (HI)	44	48	47	47
Profound and Multiple Learning Difficulties (PMLD)	36	36	49	46
Specific Learning Difficulties (SpLD)	41	34	38	36
Visual Impairment (VI)	27	25	24	23
Multi-Sensory Impairment (MSI)	3	5	4	4
<i>Unclassified</i>	-	130	118	238
TOTAL	1818	2103	2285	2129

Source: BSL SEN database, 29/05/2019 (Inclusive of pre-school and Further Education)

3.1 The above information illustrates primary need categorisation, showing volumes against needs type as recorded on the SEN database.

4. An overview of the specialist provision for children and young people with EHCPs currently available within Hillingdon and its capacity

School	Primary Need	Planned Place Number 2017/18	Number of LBH CYP on roll at:				
			Sept 2014	Jan 2016	Dec 2017	Oct 2018	May 2019
Hedgewood	Moderate learning difficulties and autism	135	135	139	147	144	143
Meadow High	Moderate learning difficulties and autism	235	239	222	246	239	245
Grangewood	Severe and profound learning difficulties	96	93	98	83	75	71
Moorcroft	Severe and profound learning difficulties	65	73	65	63	66	64
Pentland Field	Moderate and severe learning difficulties and autism	140	n/a	67	94	105	104
The Willows	Social, emotional and mental health	30	18	33	24	22	27
Young People's Academy	Social, emotional and mental health	60	48	54	60	62	66
Hayes Park Primary SRP	Autistic Spectrum Disorder	12	12	14	13	13	13
Oak Wood	Autistic Spectrum Disorder	8	3	8	7	13	13
Coteford Infants SRP	Physical disabilities	10	10	9	6	7	7
Coteford Juniors SRP	Physical disabilities	13	8	9	10	11	11
Harlington School SRP	Physical disabilities & Sensory Impairments	7	5	3	6	5	5
Deanesfield Primary SRP	Speech, language and communication needs	8	6	7	4	1	1
Pinkwell Primary SRP	Speech, language and communication	12	11	10	11	7	6
Northwood SRP	Complex Needs	10	8	8	5	6	6
Glebe Primary SRP	Hearing Impaired	10	11	8	9	9	9
Vyners SRP	Hearing Impaired	23	9	15	13	12	12
Cherry Lane SRP	Autism and complex needs	12	n/a	3	8	10	10
Lake Farm Park SRP	Autism and complex needs	8	n/a	4	6	8	8
St Martin's Primary SRP	Autism and complex needs	6	n/a	2	7	8	9

Source: BSL SEN database, 29/05/2019

4.1 The settings capacity and placement data illustrates that the vast majority of local provision available is at, and in some cases is beyond registered capacity.

5. Placement at Independent/Non-Maintained provision

5.1 Hillingdon has seen a significant increase in independent placement demand from September 2018. 49% of all placements have ASD as a primary need, representing 58% of the current annual Independent Special Provision (ISP) budget. 36% of placements with an ASD primary need were due to lack of local provision or capacity, at an annual cost of £1.1m.

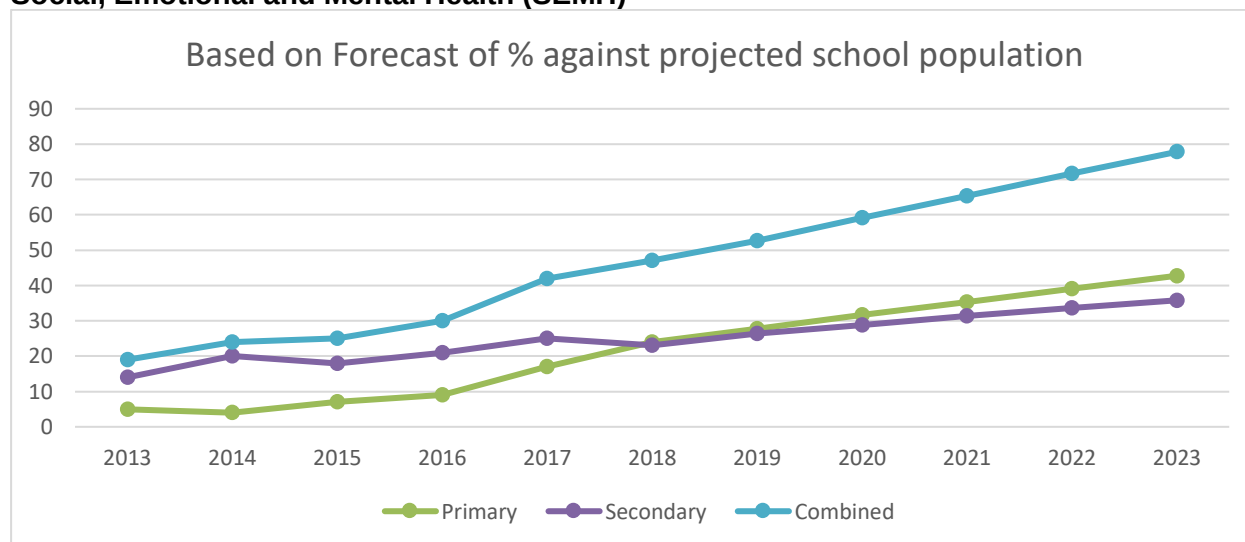
6. An overview of forecast demand pressures and associated implications for provision development

6.1 Further analysis of the data informing the summary information presented has been undertaken using pupil population data and forecasts for 2013 – 2023, together with primary SEND categorisation and placement data for the same period, in order to assess where current and future pressure for provision lies in the system.

6.2 It should be noted that figures, analysis and associated assumptions are not definitive as there are a number of other factors informing provision demand and capacity, including the fact that needs categorisation isn't mutually exclusive and that many young people will have needs that span needs types. The information provided is therefore indicative and is being used to guide the shaping of provision alongside other sources of intelligence from families and professionals in the SEND field.

6.3 Having considered the available data, the following areas of need have been identified for specific attention within the context of provision planning given the forecasted trajectory as illustrated.

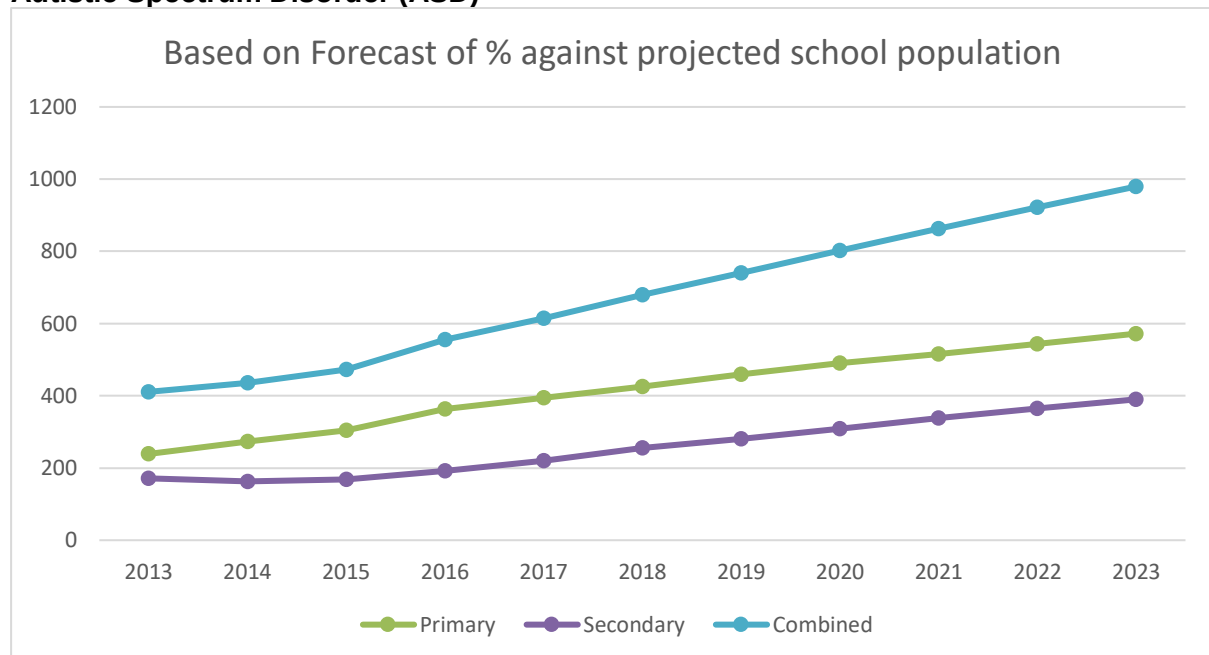
Social, Emotional and Mental Health (SEMH)



LBH Business Support SEND primary need type projections May 2019

6.4 The 48% increase in forecast demand in this area is consistent with previous assessments and warrants specific attention in terms of provision planning and development.

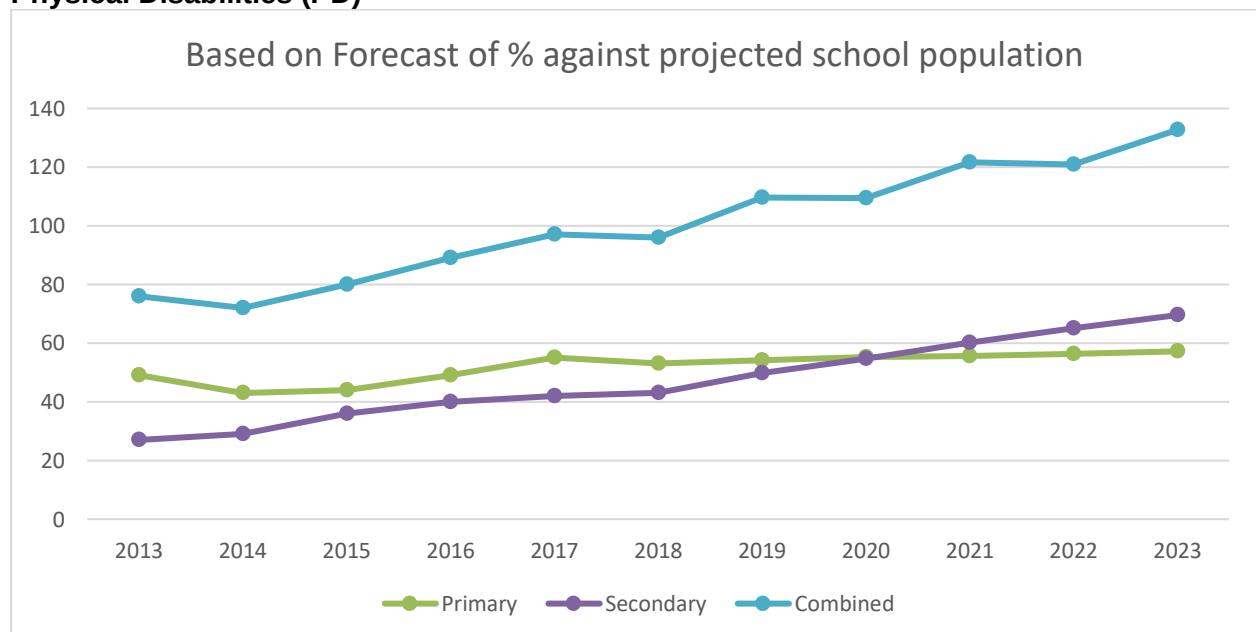
Autistic Spectrum Disorder (ASD)



LBH Business Support SEND primary need type projections May 2019

6.5 The 32% forecast increase in this area of need continues to illustrate an upward trend in ASD need and associated demand for provision. It should also be noted that there is a correlations between this area of need and the associated social, emotional and mental health need category.

Physical Disabilities (PD)



LBH Business Support primary need type projections May 2019

6.6 The significant increase in forecast warrants specific attention in terms of provision planning. It is estimated that there will be a 21% increase in demand in this area between 2019 – 2023.

7. Summary

7.1 As previously mentioned, the available data and associated analysis referenced in this paper form part of a range of intelligence being used to guide the shaping of provision under the auspices of the Additional Needs Strategy 2017 – 2022.

7.2 Available information suggests that the following require specific attention in terms of provision planning and development, including capital development;

- The requirement to provide focused attention to developing provision which meets the needs of children and young people with ASD and SEMH;
- The need to consider capacity requirements for children and young people with PD;
- The need to ensure existing resources are used to optimum levels; and
- The need to ensure provision already in development including Free Schools are fully incorporated in provision development plans.

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