

Children and Young People Scrutiny Review Board 13.10.20

16/20 Education Inclusion (SEND) Report

The Board considered a report and presentation of the Director of Learning, Inclusion and Skills. The report was to provide information of greater depth about attainment and achievement in SEND. The report and presentation was given by the Head of Education and Skills. This was the first time a report had been prepared that was specific to the attainment and other outcomes for children and young people with special educational needs and or disabilities.

The Board were informed that the local authority has a statutory responsibility to ensure appropriate provision for pupils who have an Education Health Care Plan (EHCP). But there is no such statutory responsibility for pupils categorised as SEN Support and did not have an EHCP. These children also need to be supported and challenged to improve outcomes. If their needs are met they will flourish in their mainstream school and there may be no need to put in place an EHCP.

The Officer highlighted the levels of development for Derby SEND children with and without an EHCP at the established assessment stages throughout 2019 school year. Paragraphs 4.3 to 4.7 of the report explain the assessment stages in detail and provide breakdowns of figures, the officer provided the following examples for the Board.

The first published Assessment takes place at the end of the Reception year and the second assessment takes place at the end of Year 1 in the form of a Phonics Test – Derby SEND children achieved relatively well in both of these.

At the end of Year 2 teachers assessed their pupils in Key Stage 1 Reading, Writing, Mathematics – Derby SEND children continued to achieve relatively well in Reading, Writing and Mathematics.

At the end of Key Stage 2, pupils sat externally-set tests in reading and mathematics and their writing was assessed by their teachers. The rankings were lower but SEND children in Derby were still attaining relatively well compared to similar pupils nationally. 12% of pupils with an EHCP in Derby achieved the expected standard in all three subjects, nationally it was 9%. Derby pupils identified as SEN Support achieved 23%, nationally it was 25%.

At the end of Year 11 in Key Stage 4 English and Maths - students with an EHCP continued to achieve relatively well. In Derby it was 6.4%

whilst nationally it was 5.5%. However, those students identified as having SEND but no EHCP fell further behind their counterparts nationally. In Derby it was 12.1% whilst nationally it was 16.8%

The Board were also informed that attendance at school was an important consideration. Pupils who are persistently absent (for more than 10% of the year) was a concern, since they missed large amounts of teaching and learning. Paragraph 4.9 of the report showed absence figures for academic year 2018-19. A councillor was concerned that the persistent absence of pupils be examined further. It was queried if there were plans for a consultation with parents and carers regarding absenteeism, as it would be useful to have their thoughts to see where needs could be better met. The officer confirmed there was no planned consultation, however, there were plans to bring parents and carers together locally in hubs to discuss different themes. Any further suggestions from the Board would be welcomed.

The officer explained that behaviour of pupils was another issue. If a pupil was disruptive at school, then they are not learning. If their bad behaviour leads to fixed term exclusion or repeat fixed term exclusions, then more classroom time would be missed. The Board noted that pupils with SEND were often disproportionately excluded from primary and secondary schools and the most common reason for exclusion was persistent disruptive behaviour. The Board were informed that Derby special schools respond well to children's needs; it was the mainstream schools where improvement for students with special educational needs should take place.

The officer highlighted the partnership work with Opportunity Areas, Schools and Academies that was being undertaken to tackle the issues described above. The local authority is represented at the Head's Strategy Groups where there are data sharing agreements which has meant that the "Inclusion Dashboard" information can be shared by all headteachers.

Close working relationships had also been established between Education and Skills and Children's Social Care, which had been developed and deepened during the COVID 19 lockdown. All pupils with an EHCP had been given an individual EHCP risk assessment which was quality assured by Educational Psychologists from Derby and HMIs from Ofsted.

A councillor was concerned that pupils with SEN but no EHCP were not receiving the best support and that poorly performing schools should be identified to enable provision of strategies to help them improve. The officer explained that the "Inclusion Dashboard" provides information for each school and was accessible to all headteachers. The Board noted that all schools are willing and want to improve where possible.

The Board resolved:

- 1. To support the Learning, Inclusion and Skills teams' capacity and emphasis on vulnerable children and young people in their challenge and support for schools and academies outside the sold service**
- 2. To note that Derby children and young people with an Education Health Care Plan (EHCP) achieved well in comparison to similar children and young people nationally but that children and young people identified as SEN Support under-achieved more and more compared to similar children and young people the older they got.**
- 3. To note the areas of activity in which the City Council Education teams are engaged in supporting improvement.**
- 4. To recommend to Cabinet that a consultation be undertaken with Parent Carers across the City regarding Absence, SEND, Elective Home Education, Attendance and Mental Health and Wellbeing to ensure that needs are better met.**