



Report sponsor: Pauline Anderson, Director of Learning, Inclusion and Skills  
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## **Education Inclusion (SEND) Report**

### **Purpose**

- 1.1 To provide information of greater depth about attainment and achievement in SEND
- 1.2 To identify strengths and areas for improvement
- 1.3 To identify contributing causes of underachievement for some pupils with special educational needs
- 1.4 To note local authority activity to challenge and support improved school provision for pupils with SEND.

### **Recommendations**

- 2.1 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 of the sold service
- 2.2 To note that Derby children and young people with an 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.
- 2.3 To note the areas of activity in which the City Council Education teams are engaged in supporting improvement.

### **Reason**

- 3.1 The local authority has a statutory responsibility with regard to ensuring appropriate provision for pupils who have an EHCP. There is no such statutory responsibility for pupils categorised as SEN Support – however there are moral and financial arguments for a focus on improving outcomes for this group so that they do not need to have an EHCP assessment because their needs are met and they can flourish in their mainstream school.
- 3.2 If outcomes improve for pupils who have special educational needs and/or disabilities, then they improve for the city as a whole.

## Supporting information

- 4.1 This is the first time a report has been prepared specific to the attainment and other outcomes for children and young people with special educational needs and/or disabilities. It follows the SEND Area Inspection last year which shone a light on the quality of provision for this group in Derby. This report does not seek to provide a commentary on the SEND Strategy or action plan. It is intended to provide an annual snapshot of outcomes which can be used as an indicator of improvement for the city.
- 4.2 Ideally, this first report would summarise academic outcomes for 2020. However, examinations and tests were cancelled last summer and pupil outcomes will not be used for any accountability processes this year. We may learn more about outcomes in 2020 later in the year but for the purposes of this report, 2019 outcomes have been used.
- 4.3 The first published assessment usually takes place at the end of the Reception year. In 2019, 71.8% of children nationally reached a good level of development. (Children achieving a good level of development are those achieving at least the expected level within communication and language, physical development, personal, social and emotional development, literacy and mathematics). In Derby, 70.7% of all children reached a good level of development and this represented considerable improvement over the previous three years. However, for children with an EHCP, none reached a good level of development whilst 35% of those identified as having SEN but no EHCP reached this goal. Nationally, 29% of pupils with SEN reach a good level of development so Derby is above the national average and was ranked 19<sup>th</sup> out of 151 authorities for this measure for SEND. **In summary, Derby SEND children achieved relatively well at the end of the Reception year in 2019.**
- 4.4 The second published assessment takes place at the end of Year 1 in the form of a Phonics test. In 2019, 83% of Derby children met the expected standard by the end of Year 1 (national average 82%). For children with an EHCP, 18.9% met the expected standard, whilst 52.3% of those with SEND but no EHCP met this standard. This was 1.1% below pupils with an EHCP nationally but 4.3% above for SEND pupils without an EHCP. Derby was ranked 40<sup>th</sup> out of 151 authorities for this measure for SEND. **In summary, Derby SEND children overall did relatively well in their Phonics test at the end of Year 1.**
- 4.5 At the end of Year 2, teachers assess their pupils in reading, writing and mathematics on whether they have reached the 'expected standard' or 'higher standard'. In reading, 72% of Derby pupils overall reached the expected standard (national 75%). For pupils with an EHCP it was 20% (national 13%) and for SEN Support 31% (national 33%). In writing, 66% of Derby pupils reached the expected standard (national 69%) whilst 13% (national 9%) pupils with an EHCP reached the expected standard and 22% (national 25%) of pupils identified as SEN Support. In mathematics, 74% of Derby pupils reached the expected standard (national 76%) whilst 19% (14% nationally) pupils with an EHCP reached the expected standard and 36% (36% nationally) of pupils coded SEN Support. Derby ranked 74<sup>th</sup>, 79<sup>th</sup>, 69<sup>th</sup> for SEND attainment in these here areas. **In summary, Derby SEND children continued to achieve relatively well in Reading, Writing and Mathematics although rankings are lower than for the younger children.**

- 4.6 At the end of Key Stage 2, pupils sit externally-set tests in reading and mathematics, whilst their writing is assessed by their teachers. In reading, 69% of Derby pupils reached the expected standard (national 73%). In mathematics, 76% of Derby pupils reached the expected standard (national 79%). Teacher assessments in writing judged 74% of Derby pupils at the expected standard (national 78%). 12% (9% nationally) of pupils with an EHCP plan achieved the expected standard in all three subjects and 23% (25% nationally) of pupils identified as SEN Support. Derby was ranked 96<sup>th</sup> for attainment of SEND pupils in these three subjects. **In summary, although rankings are lower still, SEND children in Derby were still attaining relatively well compared to similar pupils nationally.**
- 4.7 Although there are several measures to judge attainment at the end of Year 11, English and mathematics outcomes provide some continuity from previous paragraphs. The percentage of pupils overall achieving a strong pass in English and mathematics was 38.1% whilst nationally it was 40.1%. 6.4% of Derby's pupils who have an EHCP achieved a strong pass in English and mathematics (5.5% nationally) and for SEN Support, 12.1% achieved this (national 16.8%). **In summary, by the end of Year 11, students with an EHCP continue to achieve relatively well but those students identified as having SEND but no EHCP have fallen further behind their counterparts nationally.**
- 4.8 Attendance at school must be an important consideration. Persistent absence (absent for more than 10% of the year) is a particular concern because these pupils will be missing large amounts of teaching and learning that are difficult to recover. The most recent available figures are for the academic year 2018/19:
- The percentage of pupils in Derby primary schools that were classified as persistent absentees was 9.6% (national 8.2%). The percentage of pupils with an EHCP who were persistent absentees was 23% (national figure was 19.8% up to Easter 2019), for SEN Support this figure is 18.7% (national figure was 14% up to Easter 2019). Breaking this down further in the nature of the special educational needs, groups with the highest persistent absence in primary schools were ASD (23.6%), Physical disability (22.7%) and SEMH (25.3%). **In summary, persistent absence of pupils with SEND has already begun to emerge as an issue over the primary phase.**
  - The percentage of pupils in Derby secondary schools that were classified as persistent absentees was 14.8% (national 13.7%). The percentage of pupils with an EHCP who were persistent absentees was 21.5% (national figure was 22.7% up to Easter 2019), for SEN Support this figure is 21.1% (national figure was 21.7% up to Easter 2019). Breaking this down further in the nature of the special educational needs, groups with the highest persistent absence in primary schools were ASD (20.2%), MLD (20%) and SEMH (24.9%). **In summary, persistent absence of pupils with SEND remains an issue but, counter to what one might expect, this has improved in the secondary phase. This links to an improvement overall between 2017/18 and 2018/19.**
  - In state-funded special schools, the percentage of pupils who were persistent absentees was 33.4%. This is higher than last year and higher than the national average of 28.8%. **In summary, persistent absence is higher than the national average for special schools and has risen.**

- 4.9 Another important consideration is behaviour – this is for two reasons. First, if a pupil is not behaving appropriately in school then they are not learning. Secondly, if the behaviour leads to a fixed term exclusion or, worse, repeat fixed term exclusions, then the pupil is missing even more classroom time. The most recent available figures are for the academic year 2018/19:
- Overall, permanent exclusion and the use of fixed term exclusions rose in Derby between 2017/18 and 2018/19. The percentage of the population who were permanently excluded was 0.18% whilst for fixed term exclusion it was 6.71%.
  - For primary schools, permanent exclusion was 0.08% (national 0.02%), fixed term exclusion FTE was 1.23% (national 1.41%) and repeat FTE was 0.69% (national 0.63%). Repeat FTE is of particular interest because it suggests that after the first FTE, interventions and adjustments made to support improved behaviour were not successful. **In summary, exclusions at primary age are slightly above national average.** However, the permanent exclusion rate of pupils with EHCPs was 0.82%, FTE was 7.14% and repeat FTE 4.9%, all of which are much higher. For SEN Support, permanent exclusion was 0.3%, FTE was 5.26% and repeat FTE 2.76%. **Pupils with SEND were disproportionately excluded from primary schools.**
  - For secondary schools, permanent exclusion was 0.34% (national 0.2%), FTE was 14.75% (10.75%) and repeat FTE was 6.43% (4.93%). **In summary, the use of exclusion in secondary schools was much higher than the national average.** In addition, the permanent exclusion rate for pupils with EHCPs was 1.22%, FTE was 23.71% and repeat FTE was 11.25%. For SEN Support, these figures were 0.84%, 33.13% and 12.49%. **Pupils with SEND were disproportionately excluded from secondary schools.**
  - The most common reason for exclusion overall was persistent disruptive behaviour.
  - In special schools, these exclusion rates were 0.25%, 7.24% and 4.00% meaning that it is **the mainstream schools where there needs to be improvement for students with special educational needs.**

#### 4.10 What is already being done to tackle these issues?

- Partnership work with the OA is relevant workstreams
  - SEND Peer Challenge - the LA is represented on the Management Group and four PACEs (current and over the last three years) have led or been a team member in individual SEND Peer Challenges to schools. This project has one more year to run.
  - SENCO networks – Heads of Service for Inclusion and for Education and Skills (formerly QSP) are on the management group and support planning of network meetings.
- Partnership work with schools and academies – the LA is represented at the Heads' Strategy Groups (PSG, SSG) and supports planning and school improvement activity. For example, the data sharing agreements for each phase have now been agreed and this has enabled the 'Inclusion Dashboard' information to be shared transparently across all headteachers enabling professional peer challenge and support.
- Close working relationships between Education and Skills and Children's Social Care, which have developed and deepened during the Covid-19 lockdown, enable quick trouble-shooting on attendance of vulnerable children.
- Every pupil with an EHCP had an individual EHCP risk assessment which was quality assured by a team of professionals (Educational Psychologists from Derby and HMIs from Ofsted, on secondment). Feedback letters to schools identified strong features and aspects which need more thought.
- A temporary PACE appointment has been made, supported by High Needs Funding, to focus on the quality of provision for pupils with special educational needs, particularly in mainstream schools. One element of work is to follow-up the EHCP risk assessments with the weaker practice schools.
- At secondary phase, the IYFA and Exclusions Manager has worked in partnership with the Principal of Derby Pride Academy to develop a new approach to managing behaviour which aims to reduce exclusion by better meeting the needs of vulnerable pupils. This began in September 2020. An equivalent version is under review for primary schools.

### Public/stakeholder engagement

- 5.1 Headteachers have been engaged through PSG and SSG and through their larger meetings where the Inclusion Dashboard has been shared and discussed.

### Other options

- 6.1 n/a

### Financial and value for money issues

- 7.1 The SEND Area Inspection has highlighted the weaknesses currently in Derby SEND provision. Most are outside of the scope of Education and Skills work but all will be impacted if the provision for SEND in mainstream schools is improved.

### Legal implications

- 8.1 n/a

### Climate implications

- 9.1 n/a

## Other significant implications

10.1 n/a

This report has been approved by the following people:

Role	Name	Date of sign-off
Legal Finance Service Director(s)	Pauline Anderson, Director of Learning, Inclusion and Skills	08.10.20
Report sponsor Other(s)		

Background papers: List of appendices: n/a
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