



Wirral JSNA - Special Educational Needs and Disabilities

Local assessment of need

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Wirral Council**

Wirral JSNA - Special Educational Needs and Disabilities

Document: Local Assessment of Need

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Version: 1.0 August 2016

Version Number	Date	Author	Reviewer	Actions
1.0	August 2016	Paul Arista Jane Power	John Highton	Used content to publish v1 as changes and content is added to v2
2.0	September 2016	Paul Arista Jane Power	John Highton	in development

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What do we know?

Why is this important?

The Special Educational Needs (SEN) of children and young people is a statutory responsibility governed by the [SEND Code of Practice](#) (2015). The Code of Practice provides guidance on the duties, policies and procedures relating to Part 3 of the Children and Family Act (2014). It relates to children and young people with SEN from 0 to 25.

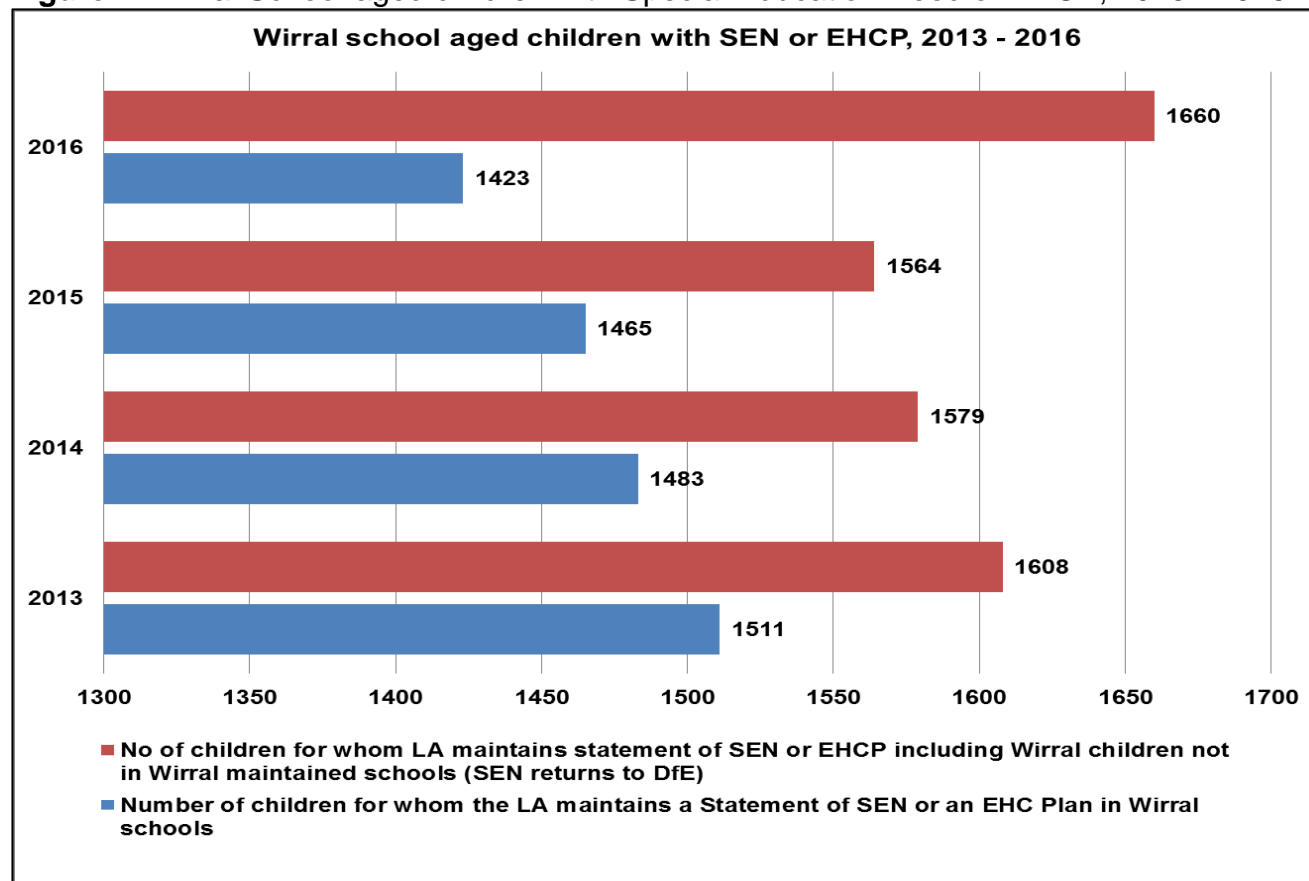
The Code of Practice is statutory guidance for the following organisations:

- local authorities (education, social care and relevant housing and employment and other services)
- the governing bodies of schools, including non-maintained special schools
- the governing bodies of further education colleges and sixth form colleges
- the proprietors of academies (including free schools, university technical colleges and studio schools)
- the management committees of pupil referral units
- independent schools and independent specialist providers approved under Section 41 of the Children and Families Act 2014
- all early years providers in the maintained, private, voluntary and independent sectors that are funded by the local authority
- the National Health Service Commissioning Board
- clinical commissioning groups (CCGs)
- NHS Trusts
- NHS Foundation Trusts
- Local Health Boards
- Youth Offending Teams and relevant youth custodial establishments
- The First-tier Tribunal (Special Educational Needs and Disability) (see v.)

Facts, figures and trends (Wirral and beyond)

The information in figure 1 to figure 18 provides data for Wirral which details the current facts, figures and yearly trends related to special educational needs and disabilities. This is a changing set of data and information that will be updated through this document and on the [JSNA SEND webpage at](#) regular intervals with the content that informs our decision making and commissioning considerations

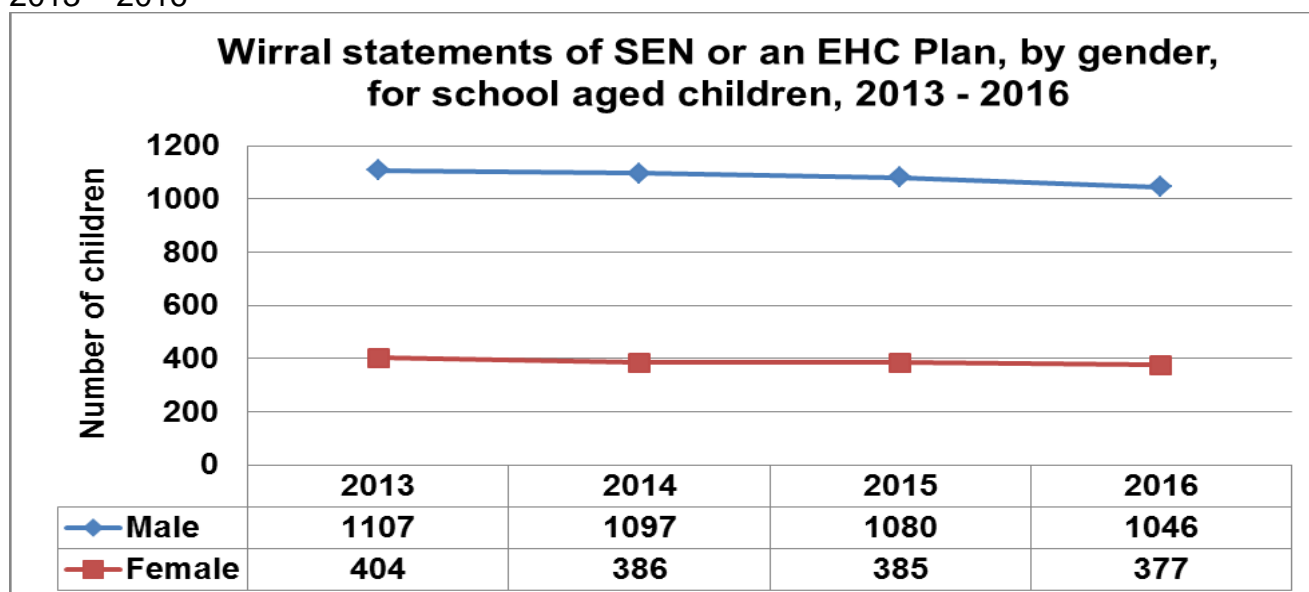
Figure 1: Wirral School-aged children with Special Education Need or EHCP, 2013 - 2016



Source: Wirral SEND team (2016)

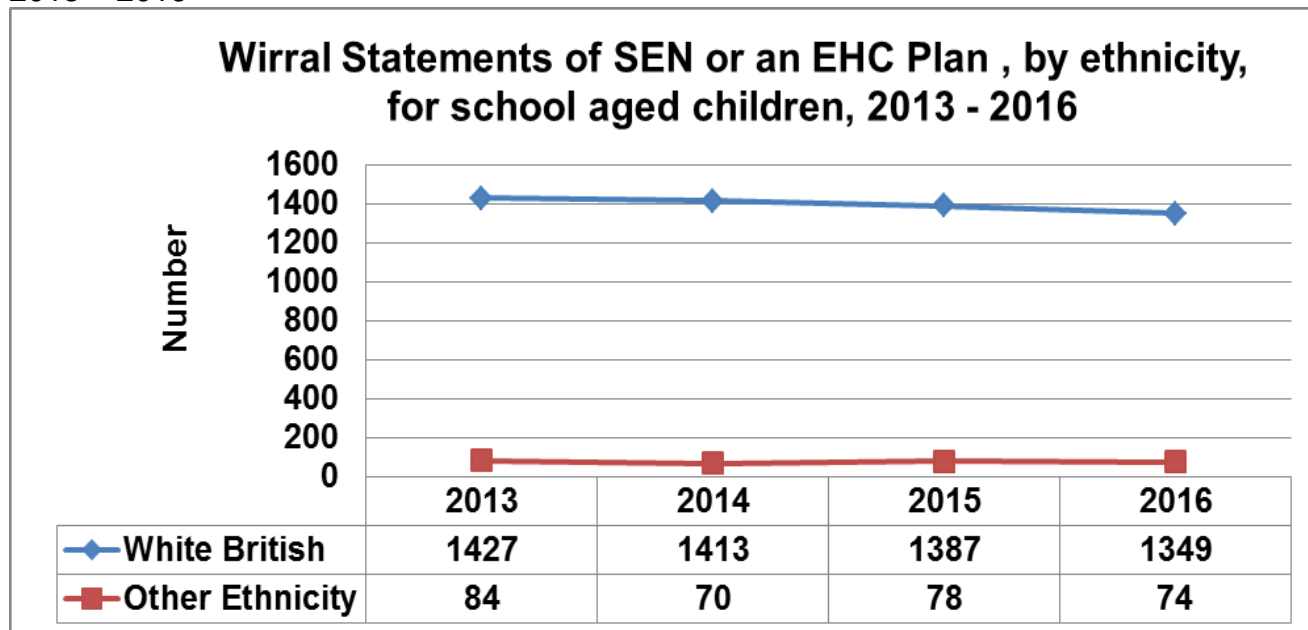
Notes: Data from January School Census and from Wirral SEN2 returns to DfE

Figure 2: Wirral statements of SEN or an EHC Plan, by gender, for school aged children, 2013 – 2016



Source: Wirral SEND Team – local data matrix (2016)

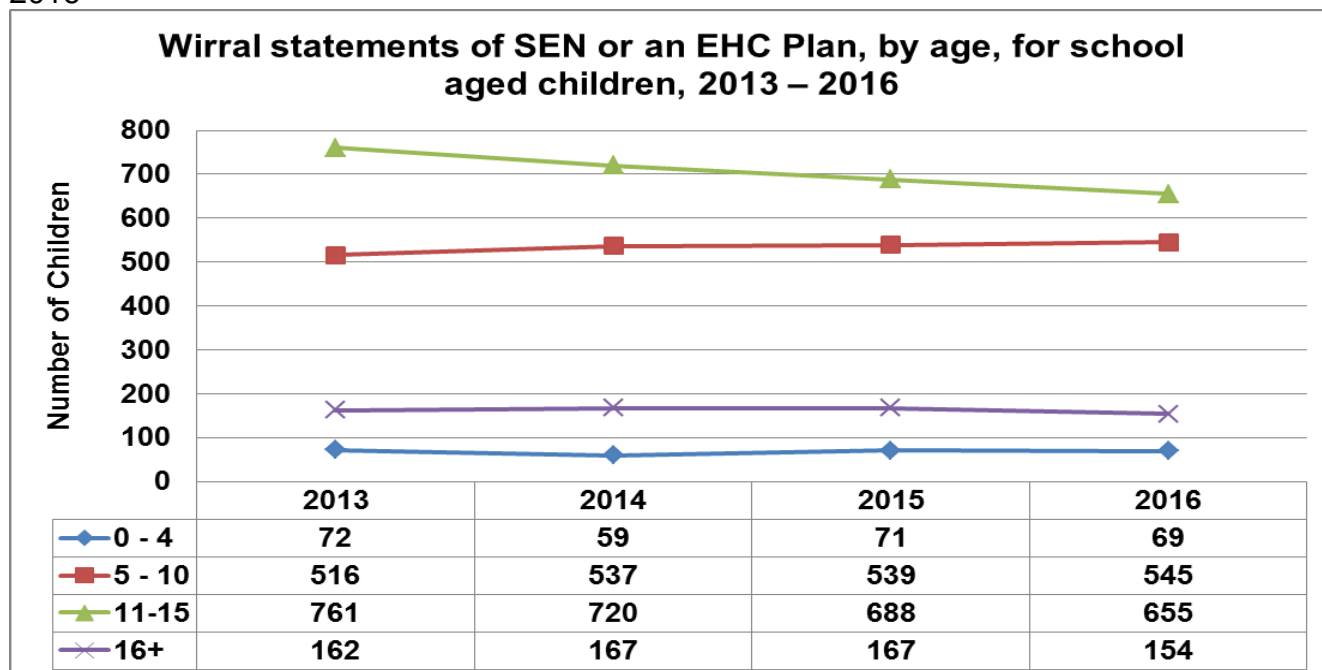
Figure 3: Wirral statements of SEN or an EHC Plan, by ethnicity, for school aged children, 2013 – 2016



Source: Wirral SEND Team – local data matrix (2016)

Notes: Other ethnicity is accounted for by numbers less than 15 per ethnic group

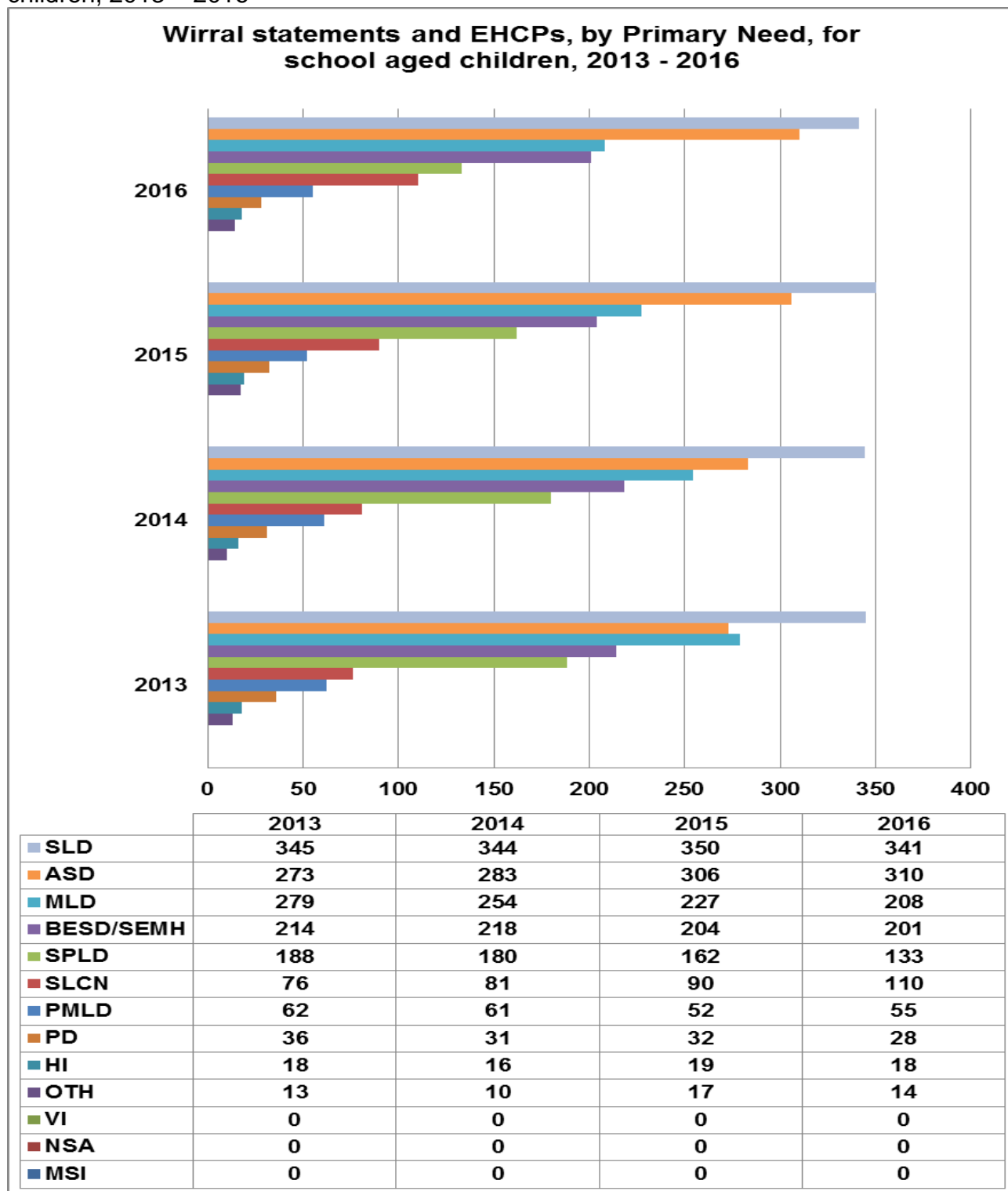
Figure 4: Wirral statements of SEN or an EHC Plan, by age, for school aged children, 2013 – 2016



Source: Wirral SEND Team – local data matrix (2016)

Notes: With exceptions (blue) line and - Without exceptions (red) line
 EHCP - Education & Health Care Plan

Figure 5: Wirral statements of SEN and EHC Plan, by primary need, for school aged children, 2013 – 2016

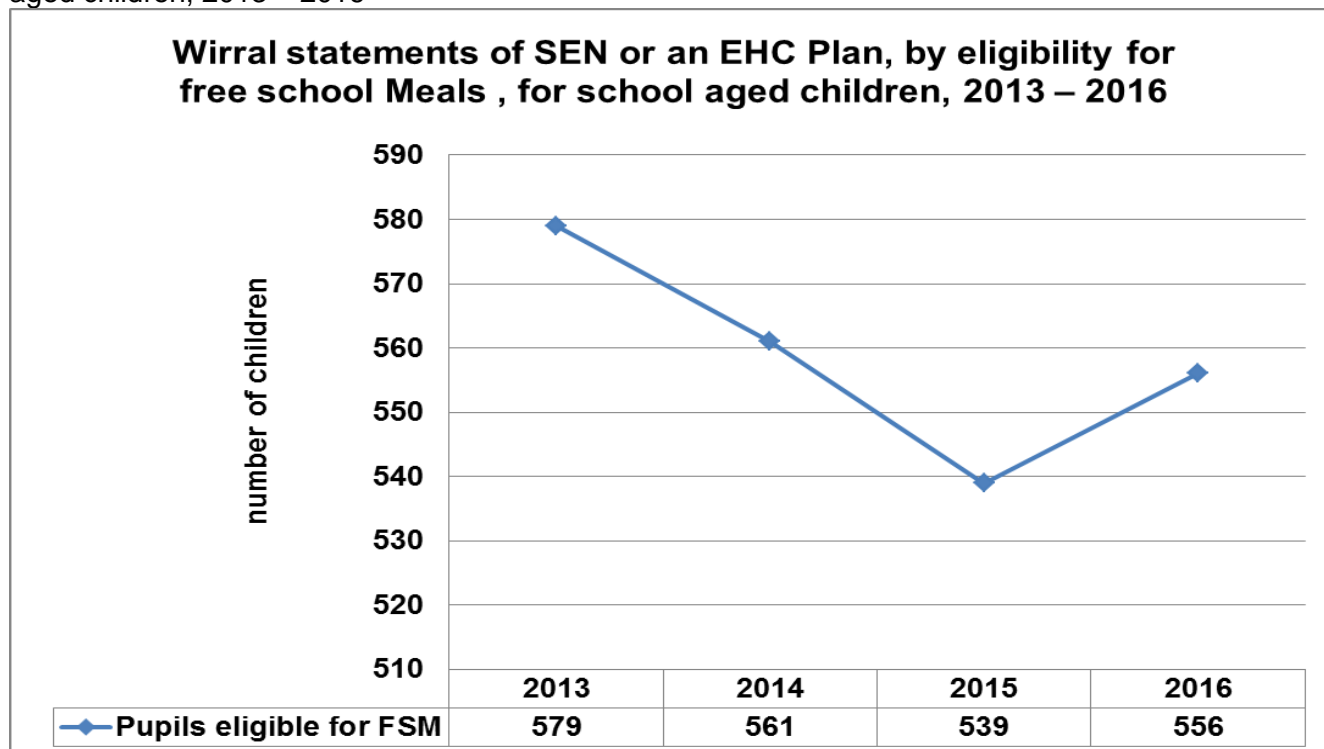


Source: Wirral SEND Team – local data matrix (2016)

Notes: The '0' count for VI- Visual Impairment, NSA – No specialist assessment (but SEN support provided) and MSI – Multi Sensory Impairment reported numbers less than 10 in these instances

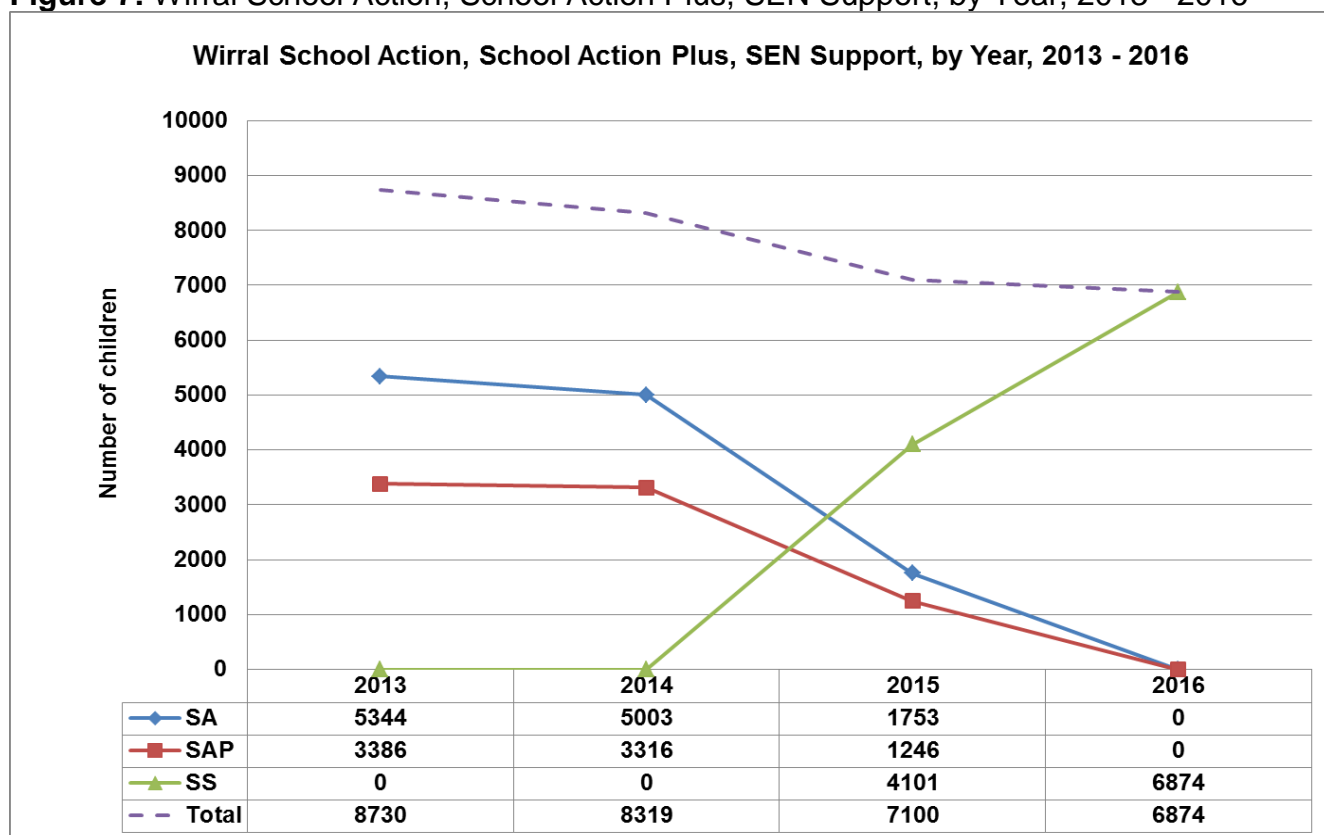
ASD - Autistic Spectrum Disorder ASD, BESD/SEMH was BESD Behavioural Emotional & Social Difficulties (to 2014) / SEMH - Social Emotional Mental Health (from 2015), HI- Hearing Impairment , MLD - Moderate Learning Difficulty, MSI - Multi-Sensory Impairment, NSA - SEN support but no specialist assessment of type of need, OTH – Other Difficulty/Disability, PD - Physical Disability, PMLD - Profound & Multiple Learning Difficulty, SLCN - Speech, Language and Communication Needs, SLD - Severe Learning Difficulty, SPLD - Specific Learning Difficulty, VI - Visual Impairment

Figure 6: Wirral statements of SEN or an EHC Plan, by eligibility for Free School Meals, for school aged children, 2013 – 2016



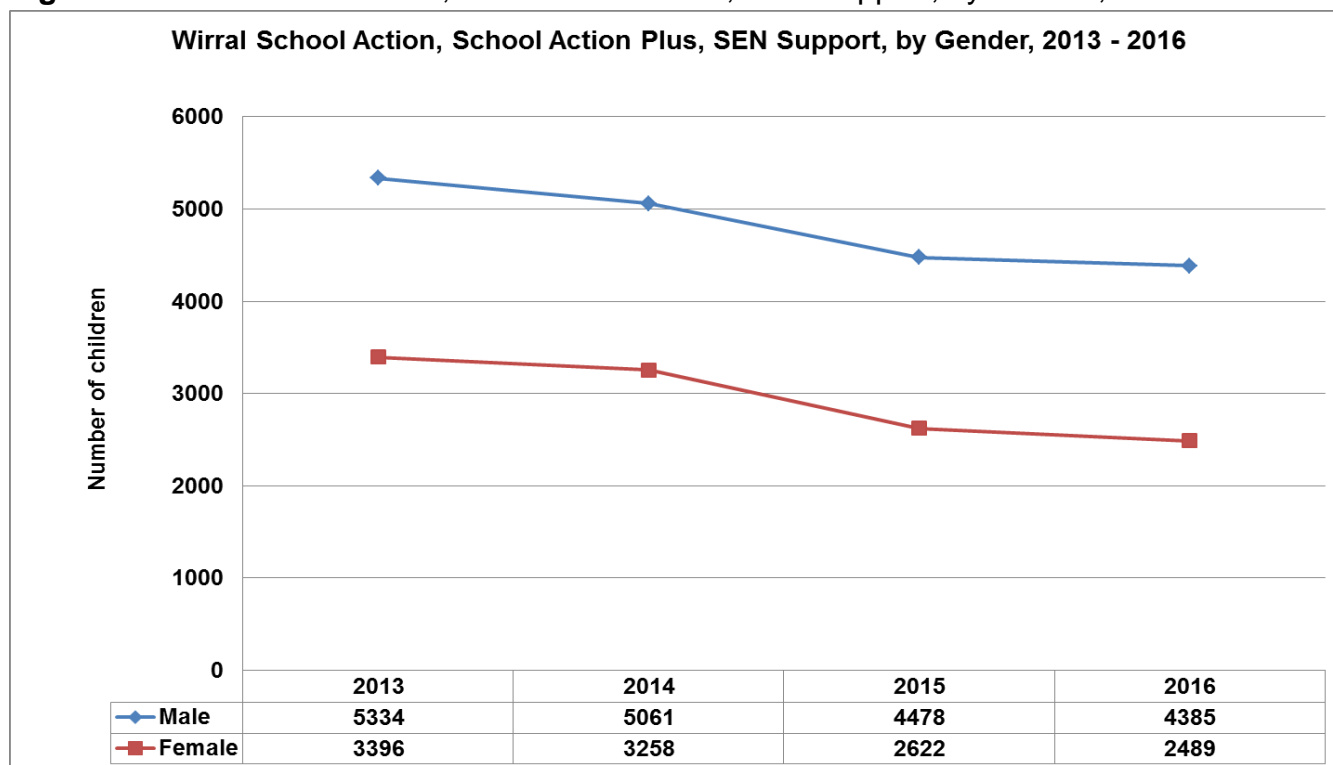
Source: Wirral SEND Team – local data matrix (2016)

Figure 7: Wirral School Action, School Action Plus, SEN Support, by Year, 2013 - 2016



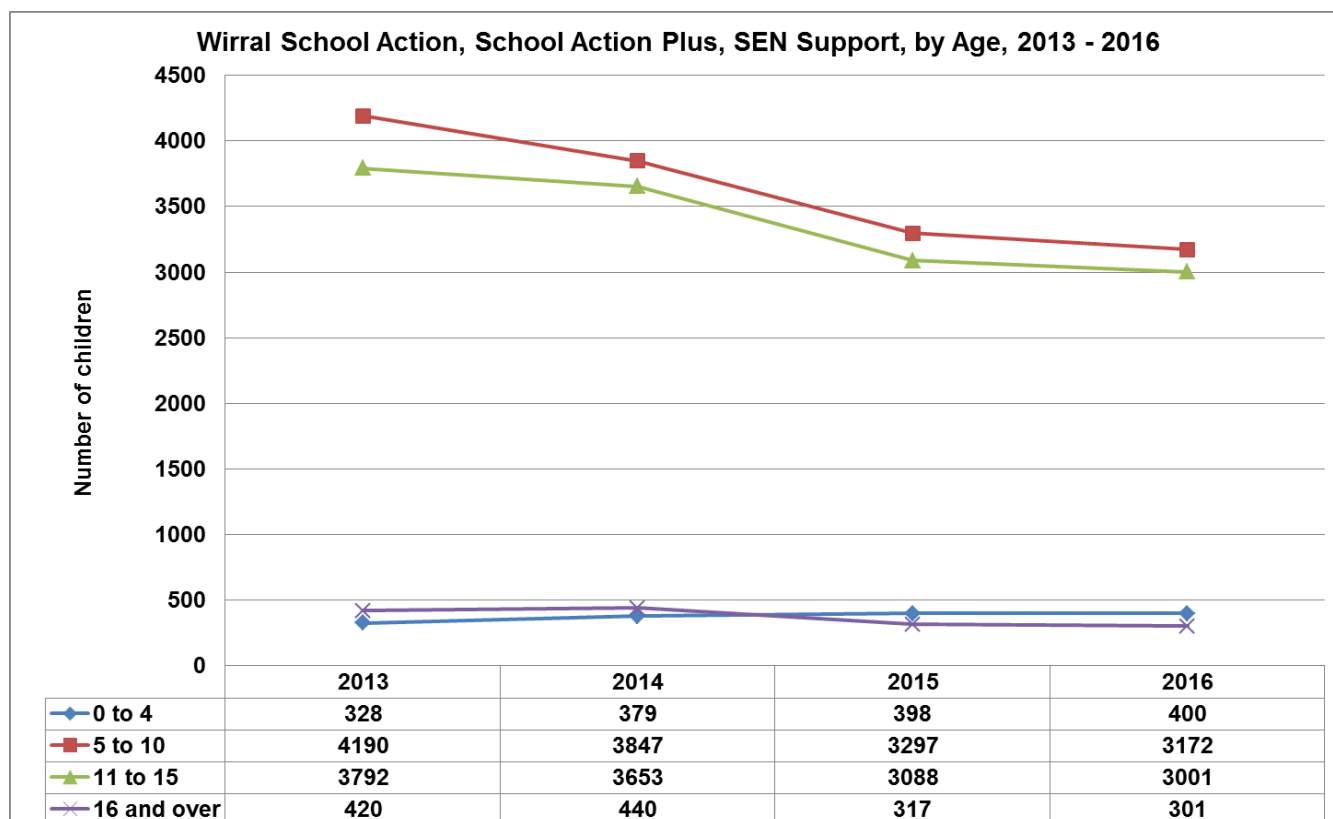
Source: Wirral SEND Team – local data matrix (2016)

Figure 8: Wirral School Action, School Action Plus, SEN Support, by Gender, 2013 - 2016



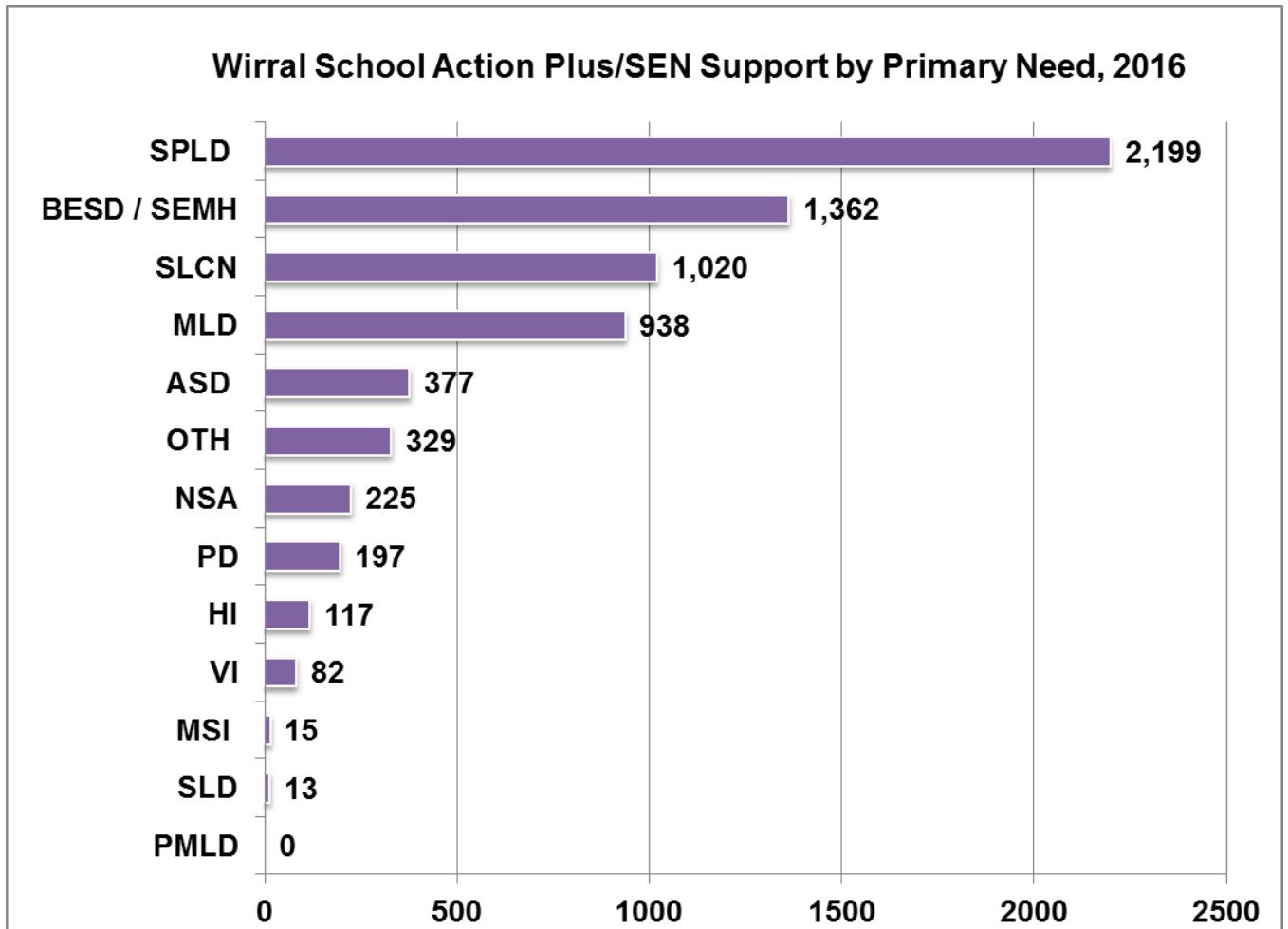
Source: Wirral SEND Team – local data matrix (2016)

Figure 9: Wirral School Action, School Action Plus, SEN Support, by Age, 2013 - 2016



Source: Wirral SEND Team – local data matrix (2016)

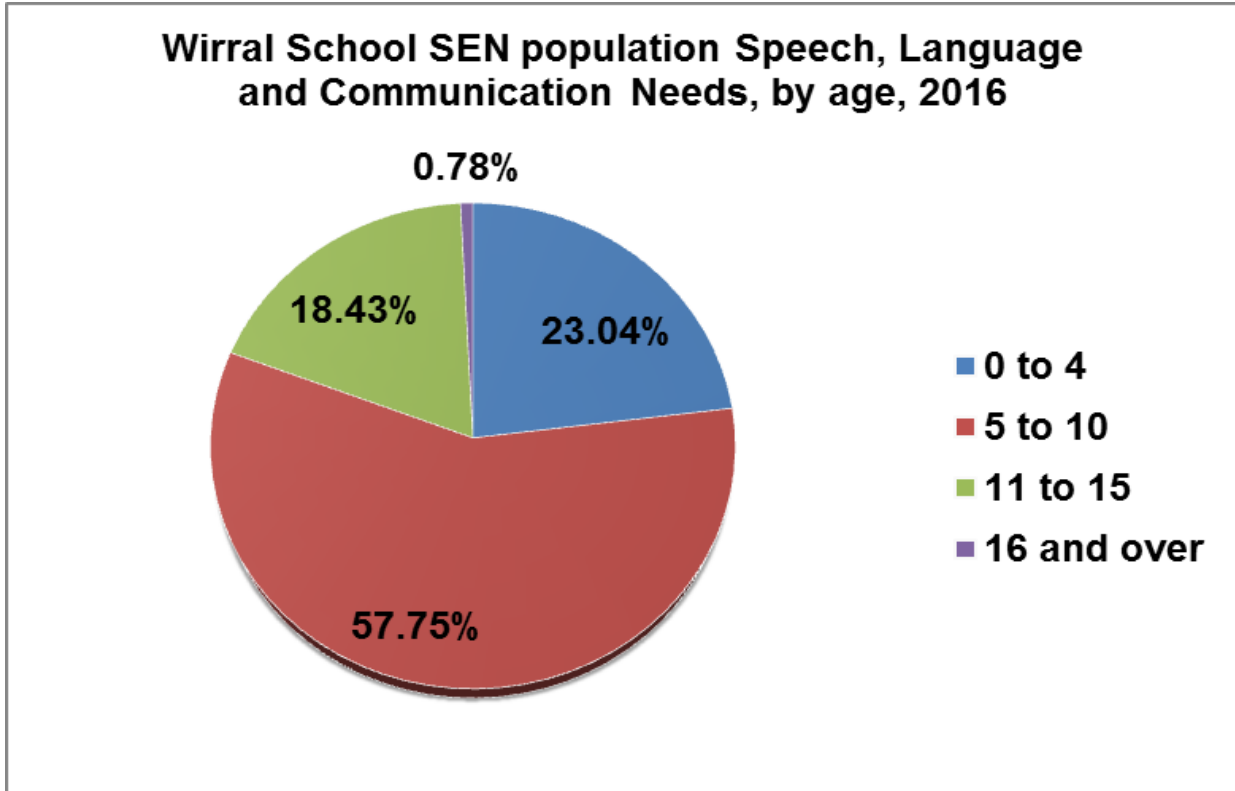
Figure 10: Wirral School Action Plus/SEN Support by Primary Need, 2016



Source: Wirral SEND Team – local data matrix (2016)

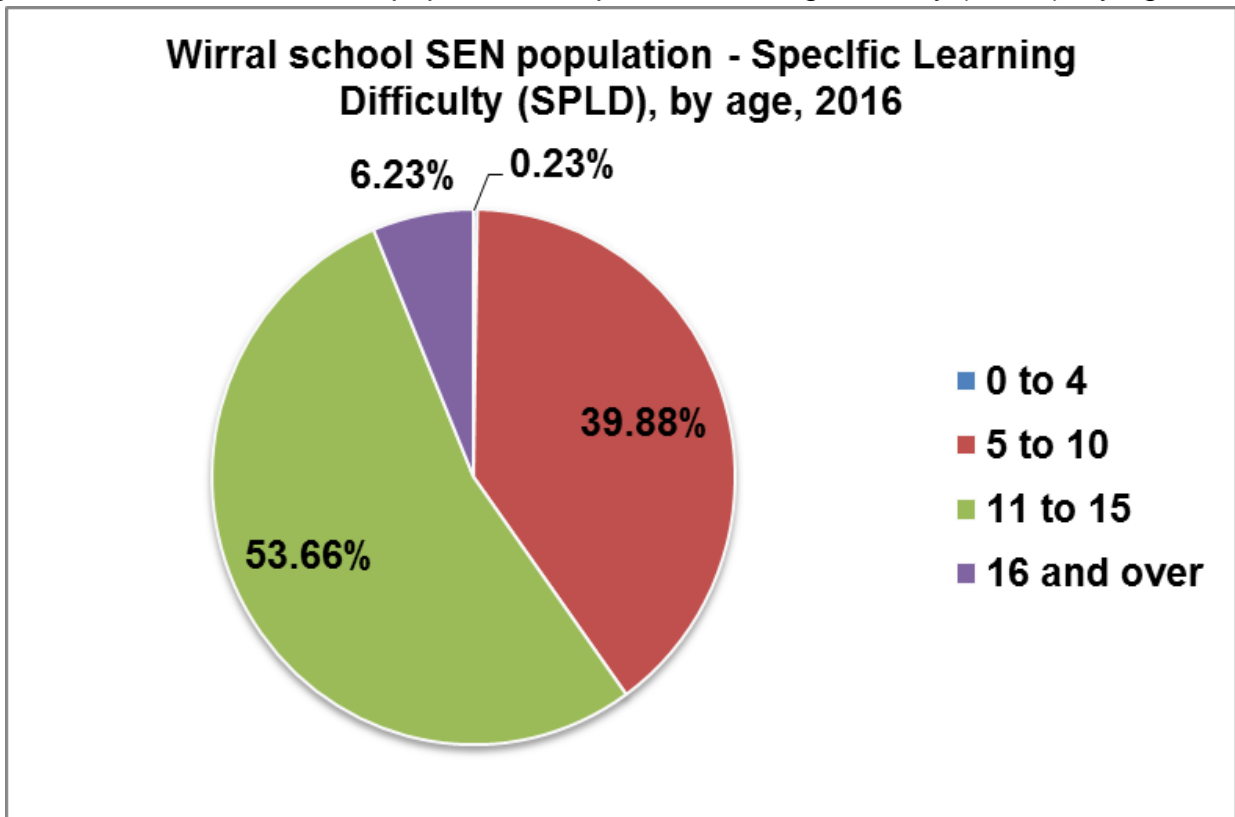
Notes: ASD - Autistic Spectrum Disorder ASD, BESD/SEMH was BESD Behavioural Emotional & Social Difficulties (to 2014) / SEMH - Social Emotional Mental Health (from 2015), HI- Hearing Impairment , MLD - Moderate Learning Difficulty, MSI - Multi-Sensory Impairment, NSA - SEN support but no specialist assessment of type of need, OTH – Other Difficulty/Disability, PD - Physical Disability, PMLD - Profound & Multiple Learning Difficulty, SLCN - Speech, Language and Communication Needs, SLD - Severe Learning Difficulty, SPLD - Specific Learning Difficulty, VI - Visual Impairment

Figure 11: Wirral school SEN population – Speech, Language and Communication Needs (SLCN), by age, 2016



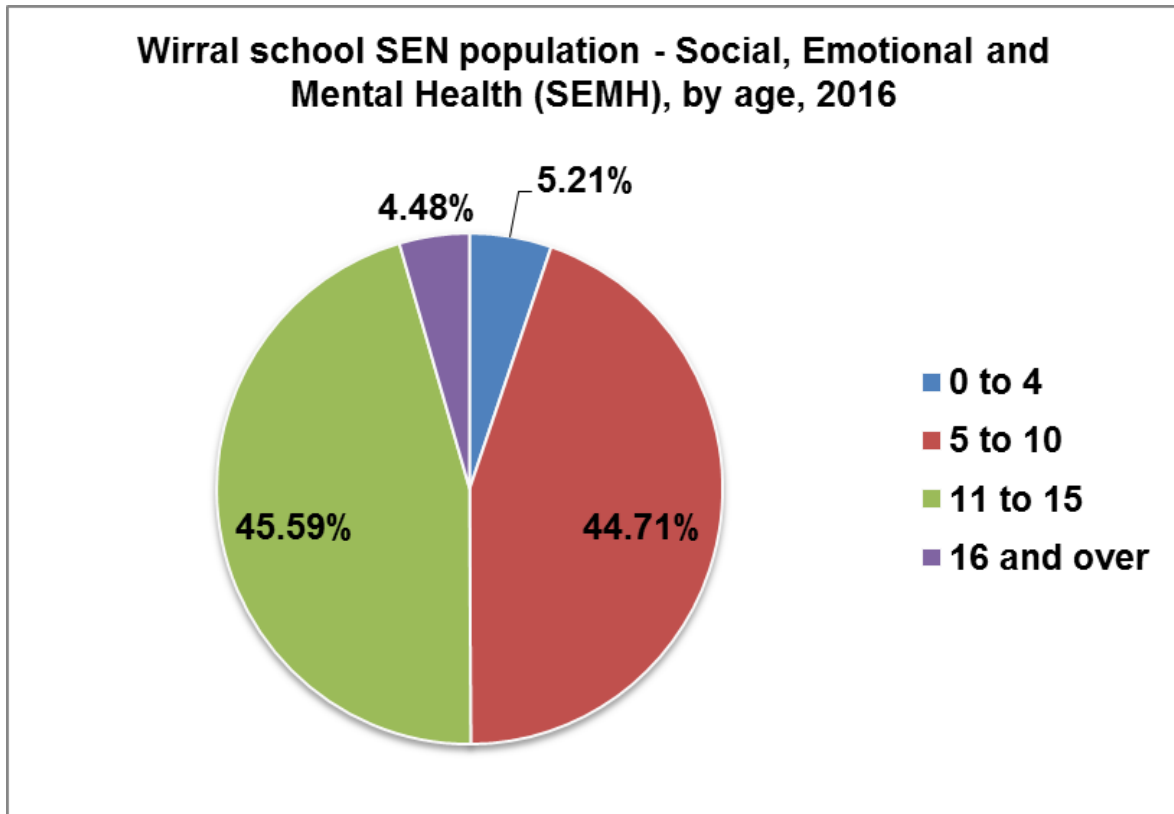
Source: Wirral SEND Team – local data matrix (2016)

Figure 12: Wirral school SEN population – Specific Learning Difficulty (SPLD), by age, 2016



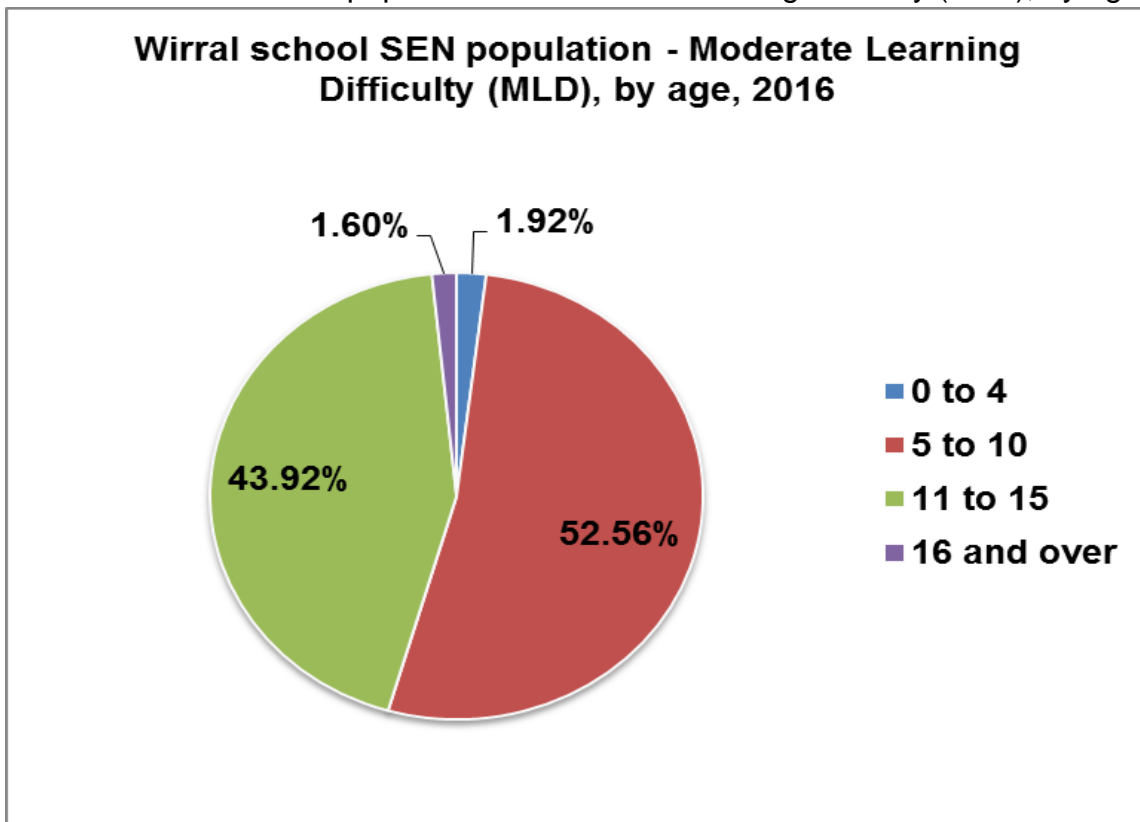
Source: Wirral SEND Team – local data matrix (2016)

Figure 13: Wirral school SEN population – Social, Emotional and Mental Health (SEMH), by age, 2016



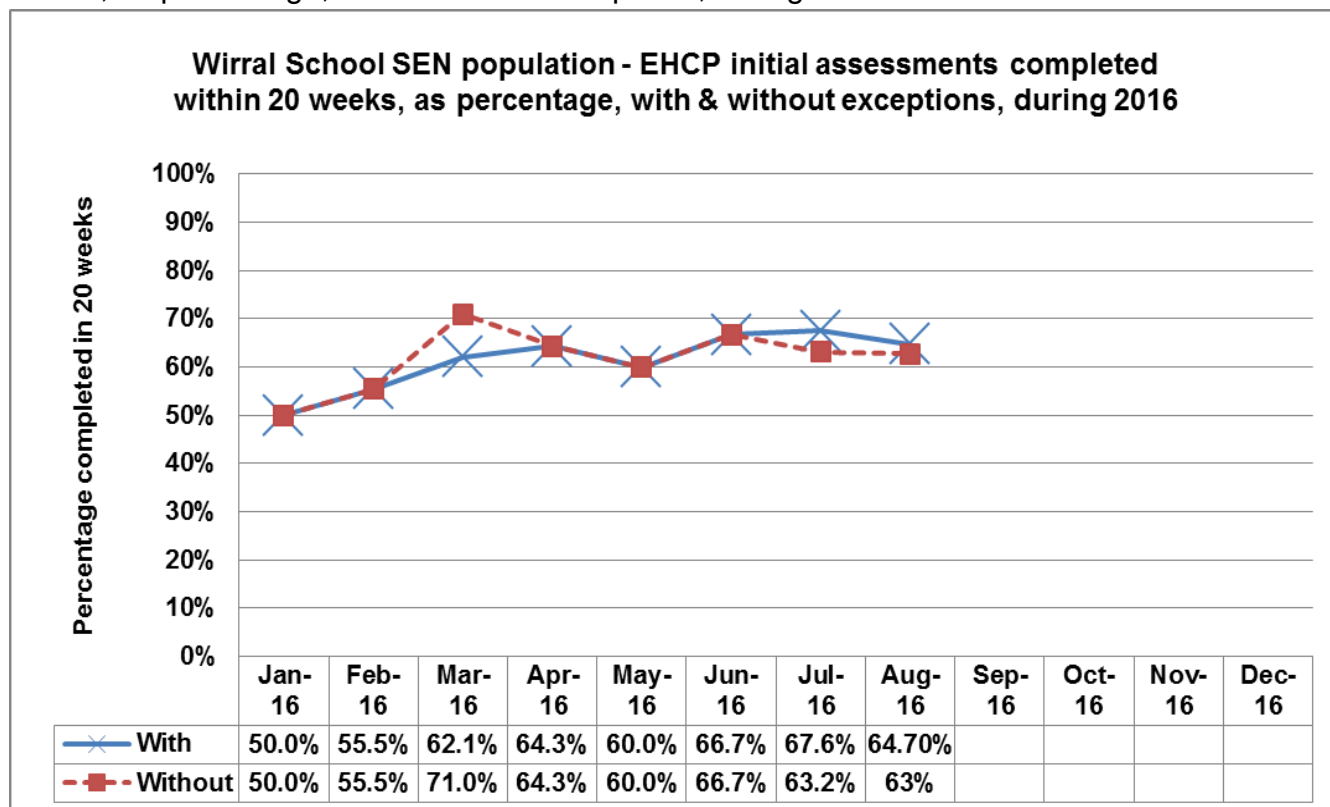
Source: Wirral SEND Team – local data matrix (2016)

Figure 14: Wirral school SEN population – Moderate Learning Difficulty (MLD), by age, 2016



Source: Wirral SEND Team – local data matrix (2016)

Figure 15: Wirral School SEN population - EHCP initial assessments completed within 20 weeks, as percentage, with & without exceptions, during 2016

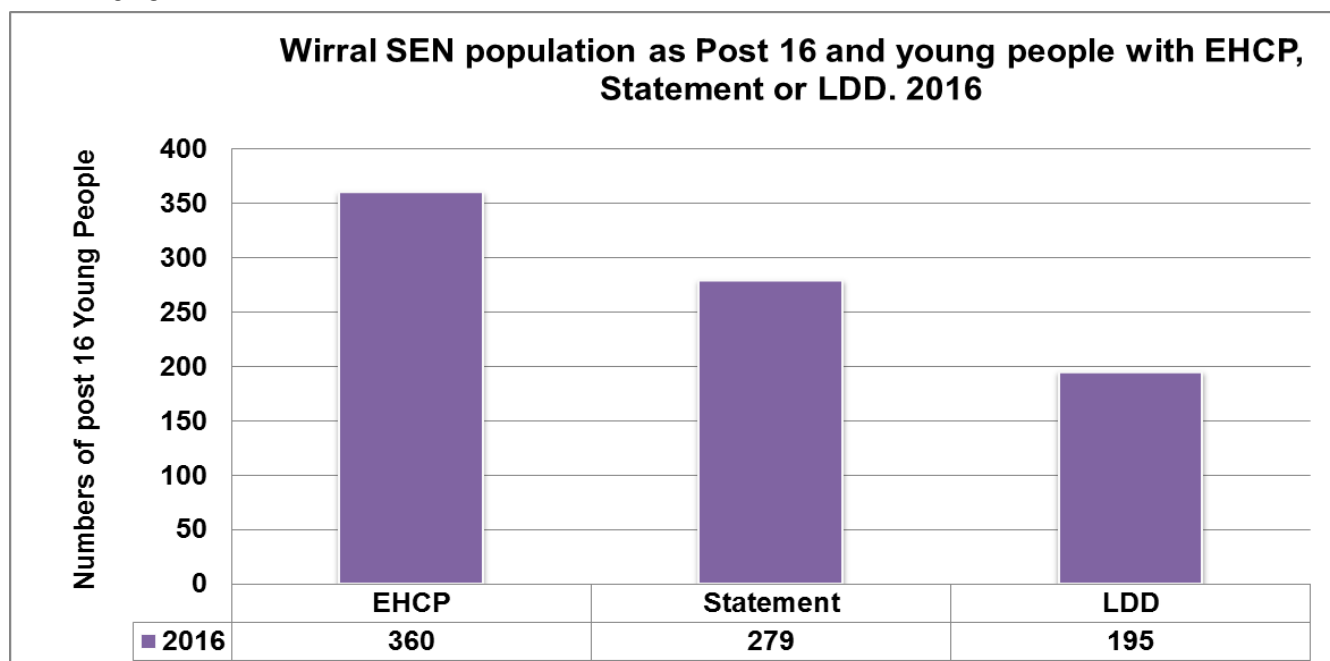


Source: Wirral SEND Team – local data matrix (2016)

Notes: With exceptions (blue) line and - Without exceptions (red) line is

EHCP - Education & Health Care Plan

Figure 16: Wirral SEN population as Post 16 and young people with EHCP, Statement or LDD. 2016



Source: Wirral SEND Team – local data matrix (2016)

Notes: This figure will be updated with data as and when it becomes available – later versions of the JSNA section will be published and shared. Learning Difficulties and/or Disabilities (LDD)

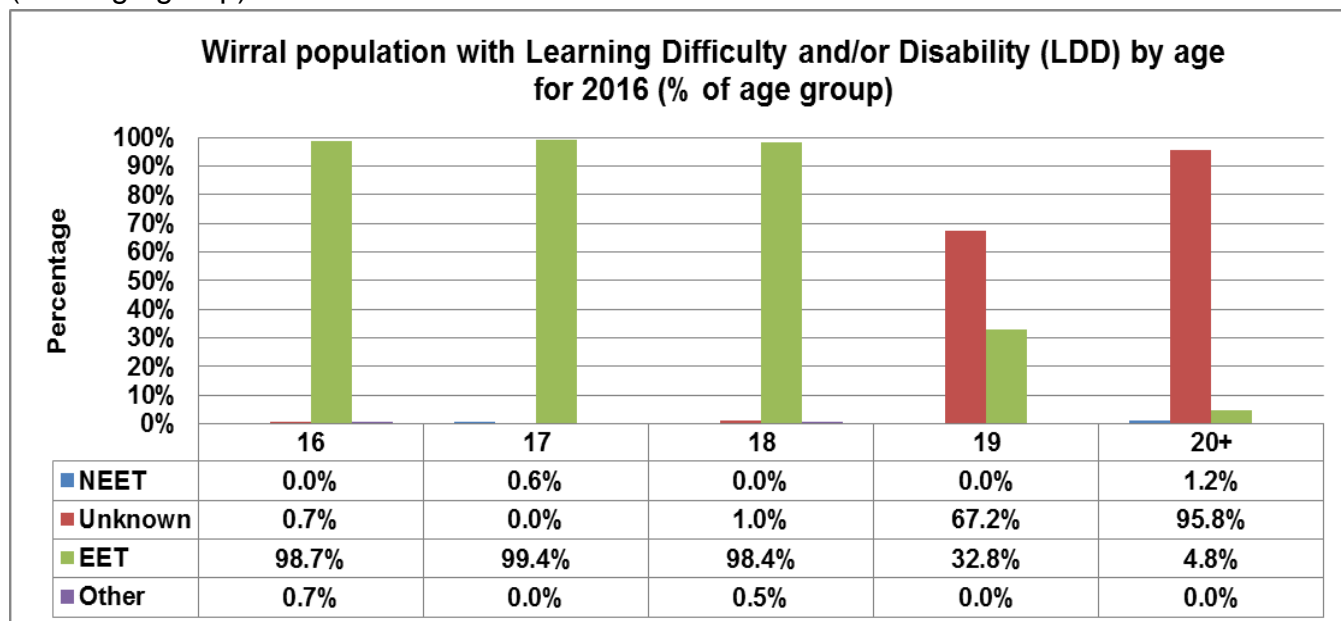
Table 1: Wirral School SEN population, range of educational and other outcomes, compared to statistical neighbours and national data, 2012/13 to 2014/15

	2012/13 (Wirral)	2013/14 (Wirral)	2014/15 (Wirral)	Statistical Neighbour Comparison	National Comparison
Percentage of children achieving Level 4+ at Key Stage 2 in Reading, Writing and Maths - SEN without statement	42.00%	42.00%	42.00%	47.17%	42.00%
Percentage of children achieving Level 4+ at Key Stage 2 in Reading, Writing and Maths - Statement/EHCP	12.00%	13.00%	9.00%	15.83%	15.00%
Percentage of children achieving 5+ A*-C at Key Stage 4 - SEN without statement*	72.00%	38.50%	42.70%	30.11%	32.00%
Percentage of children achieving 5+ A*-C at Key Stage 4 - Statement/EHCP*	44.20%	12.70%	10.90%	12.49%	11.30%
Percentage of children achieving 5+ A*-C including English and Maths at Key Stage 4 - SEN without statement*	32.20%	28.40%	29.20%	22.63%	23.50%
Percentage of children achieving 5+ A*-C including English and Maths at Key Stage 4 - Statement/EHCP*	11.50%	6.30%	9.50%	8.53%	8.00%
Percentage of children who are persistent absentees (below 85% attendance) - SEN without statement	9.70%	8.10%	TBC	Awaiting data	8.70%
Percentage of children who are persistent absentees (below 85% attendance) - Statement/EHCP	11.80%	11.20%	TBC	10.60%	12.40%
Percentage of children subject to a fixed term exclusion - SEN without statement	5.32%	5.48%	TBC	Awaiting data	5.58%
Percentage of children subject to a fixed term exclusion - Statement/EHCP	6.10%	5.65%	TBC	5.86%	6.32%
Percentage of children subject to a fixed term exclusion - No SEN	1.04%	1.08%	TBC	Awaiting data	1.29%
Percentage of children subject to a permanent exclusion - SEN without statement	0.20%	0.21%	TBC	0.13%	0.29%
Percentage of children subject to a permanent exclusion - Statement/EHCP	0.00%	0.00%	TBC	0.02%	0.16%
Percentage of children subject to a permanent exclusion - No SEN	0.02%	0.04%	TBC	Awaiting data	0.04%
Percentage of KS4 SEN cohort in Employment, Education or Training at 17	Awaiting data	Awaiting data	Awaiting data	Awaiting data	84.00%

Source: Wirral SEND Team – local data matrix (2016)

Notes: Awaiting data. 2015/16 will be included shortly – September 2016

Figure 17: Wirral population with Learning Difficulty and/or Disability (LDD) by age for 2016 (% of age group)

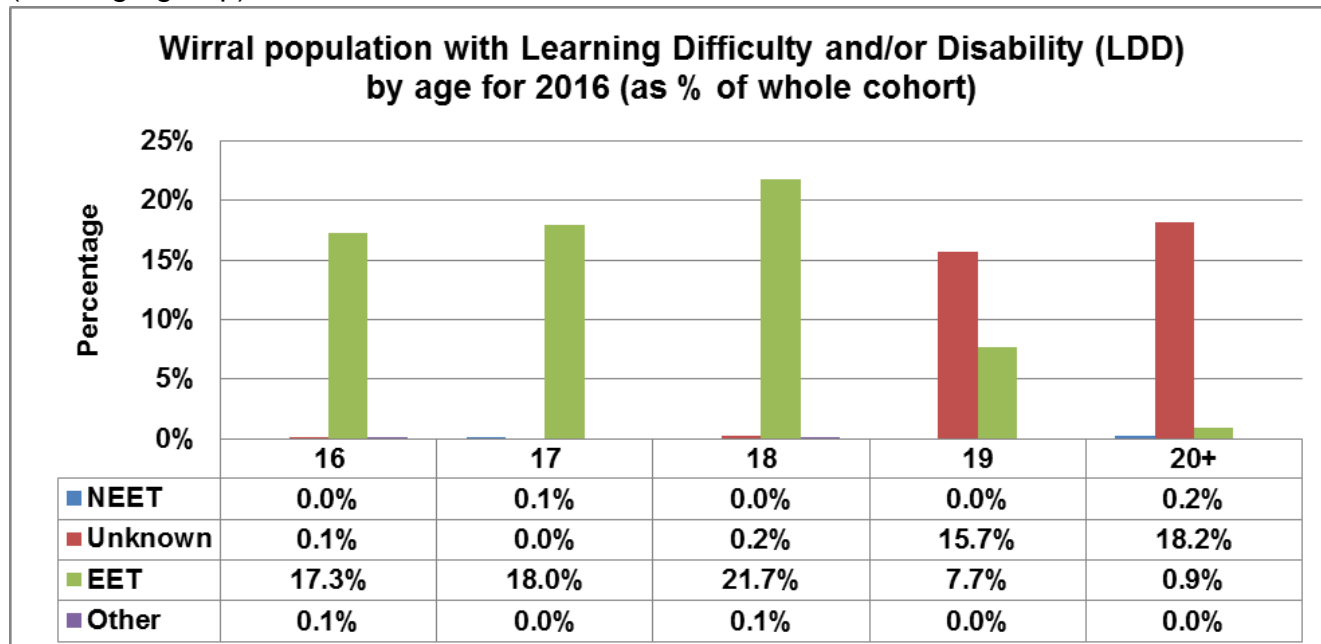


Source: Wirral SEND Team – local data matrix (2016)

Notes: This figure will be updated with data as and when it becomes available – later versions of the JSNA section will be published and shared

Learning Difficulties and/or Disabilities (LDD)

Figure 18: Wirral population with Learning Difficulty and/or Disability (LDD) by age for 2016 (% of age group)



Source: Wirral SEND Team – local data matrix (2016)

Notes: This figure will be updated with data as and when it becomes available – later versions of the JSNA section will be published and shared

Learning Difficulties and/or Disabilities (LDD)

Local, Community and Stakeholder views

The Code of Practice places a key responsibility on Local Authorities working closely with parents, the local community and stakeholders.

The Local Authority works with Wirral SEND Partnership which provides information advice and support to parents and young people. Also the LA are working with the newly established Parent Carer Partnership Wirral and Wirral SEND Youth Voice Group to ensure that views of stakeholders are heard and that they are involved in co-production. [Wirral's Local Offer website](#) also captures feedback from stakeholders and their SEND experience. This feeds into the JSNA to help inform future commissioning.

Latest Parent Carer Summary Survey report (September 2016) [here](#)
Parent Carer Survey – results as survey is completed [here](#)

What are we expecting to achieve? (Targets)

The Local Authority has statutory responsibilities to ensure that we keep to timescales (plans have to be completed within 20 weeks). The LA and partners are also working with young people and their parents to ensure that the range of appropriate outcomes covering education, health and care are sought for that child or young person. The focus being to ensure that the Education Health and Care Plan (EHCP) details how that outcome can make a difference or benefit the individual. Plans are reviewed annually.

[Wirral's 2020 Pledge](#) includes three key objectives which directly links to SEND:

1. Children are ready for school
2. Vulnerable children reach their potential
3. Young people are ready for work and adulthood

The Wirral Strategy for Children, Young People and Families, with more details on these 3 related pledges and subsequent actions, can be accessed [here](#)

What are we achieving? (Performance)

Current performance indicates that the LA completes plans within 20 weeks 64% of the time (see figure XXX).

The Local Authority also has devised a parent satisfaction survey which indicates that the majority of parents are more than happy with the service they provide (available at the [Local Offer website](#) or accessed via the Local Stakeholder views section above

The Local Authority is also required to keep data on the number of EHCPs and the number of requests for Education, Health and Care Plan assessments. The latest data indicates a significant increase in the number of EHCPs the Local Authority is writing (see Section on facts, figures and trends above)

What is this telling us?

Groups most at risk

The Local Authority and partners work with all at risk groups. The Local Authority has a Planning for Children meeting every Monday morning where Senior Managers discuss young people/children who present as requiring specialised support above what is ordinarily available.

Key inequalities

Content to be added (PA)

What are we doing and why?

Current activity and services

The Local Authority must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in the area who have SEN or a disabled.

Wirral's Local Offer can be found here: www.localofferwirral.org. The site is continually changing and improving.

What are the challenges?

Key gaps in knowledge and services

The current challenges that Wirral faces includes the following:

- A higher proportion of young people than the national average with an EHCP
- A higher proportion of specialist provision compared to the national average
- An increasing amount of young people moving to out of borough provision
- An ever increasing spend on pupils with SEND

What is coming on the horizon?

Local Areas are now subject to [Local Area inspections](#) and every Local Authority area will be inspected in the next 5 years.

The Minister of State for Children and Families has tasked Ofsted and the Care Quality Commission (CQC) with inspecting local areas on their effectiveness in fulfilling the new duties.

What does the research suggest as further actions?

Content to be added (PA)

Key content

Links

Department for Education (DfE), Council for Disabled Children and Preparation for Adulthood
Content to be added (PA)

Relevant and related National and local strategies

Wirral Plan: A 2020 Vision and the related pledges [here](#)

The SEND Code of Practice (Jan 2015) [here](#)

Guidance on Local Area Inspections [here](#)

See JSNA webpage for Special Educational Needs and Disabilities [here](#)

References

Content to be added (PA)

Contact details

For further details please contact:

- Paul Arista – SEND Service Manager – paularista@wirral.gov.uk
- John Highton, JSNA Programme Lead at johnhighton@wirral.gov.uk

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