

Focus on...

## Children and young people with Special Education Needs and Disabilities

Autumn 2016

Children and young people with Special Education Needs or Disabilities (SEND) all have learning difficulties that make it harder for them to learn than most people of the same age. These children and young people may need extra or different help from that given to others. In addition, they often experience poorer outcomes than their peers in educational achievement, employment opportunities and physical and mental health.

Children and young people with SEND will be able to get help from their nursery or school, sometimes with the help of outside specialists like doctors. There are two levels for children identified with SEND:

- those who have more complex needs can receive an education, health and care (EHC) plan. (Children issued a SEN Statement prior to September 2014 will transfer to EHC plans before Spring 2018).
- or SEN support, where extra or different help is given from that provided as part of the school's usual curriculum.

The legal definition of special education needs (SEN) is set out in the 2014 Children and Families Act. Children have a SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.'

### Key facts & figures

**4,496**

Pupils in Camden schools with SEND

**917**

Pupils in Camden schools have a SEN statement or an EHC plan

**2.8%**

Camden school population have a SEN statement or an EHC plan

**100%**

Camden Special schools that are judged to be good or outstanding by Ofsted

**1,079**

Children and young people who live in Camden have a SEN statement or an EHC plan

**299**

Pupils in Camden schools with Autistic Spectrum Disorder (ASD)

## Key measures for reducing inequalities

### Educational outcomes

Children with SEND face multiple barriers to achieving the educational outcomes their peers can expect, and far less likely to achieve the expectations as those without SEN.

In 2016 10% of Camden SEN pupils with statements achieved 5+ A-C including English & Maths; the all-pupil Camden average was 55%.

Swiss Cottage Special School has launched a 'Roadmap for Life' programme which included workshops and conferences on 'Alternatives to GCSEs' and 'Aspirational Outcomes' exploring issues like jobs and developing new skills for young people with SEND.

### Employment outcomes

Young people with special educational needs and disabilities often struggle to get paid work when they leave education, due to lack of opportunities, negative attitudes of employers and accessibility at the workplace. In March 2016, 91.5% of Camden 16 -19 year olds were in education, employment and training (EET) compared to only 75% of young people with SEND.

In Camden, a partnership between Great Ormond Street Hospital and Swiss Cottage Special School has been set up to support the transition from full time education to full time work. 'GO! Into Employment' offers 10-12 places on a supported internship programme.

### Health outcomes

Young people with disabilities are particularly vulnerable to any deficiencies in health care and experience greater vulnerability to secondary conditions. People with learning disabilities are three times more likely to die early compared to the general population.

The national Transforming Care programme recommends everyone with a learning disability and/ or autism including those with a mental health condition, should have access to integrated, community-based, specialist multi-disciplinary health and social care support in their community.

### Mental Health outcomes

Young people with SEND are much more likely to have mental health issues than those without. Mental health issues exhibited most frequently in children with SEN include Attention deficit hyperactivity disorder (ADHD), obsessive compulsive disorder, schizophrenia, depression and suicide.

The Council and Camden Clinical Commissioning Group launched the Minding the Gap project in 2015, to improve preventative work with vulnerable young people with mental health needs.

## Key at risk population groups

**58%**

Children in care on the  
Camden school  
census with SEND

(National average 49%)

**41%**

Camden pupils  
with SEND on  
Free School  
Meals

**63%**

Camden children with  
SEND who are boys

## What influences SEND?

Smoking

Birth defects

Maternal diet  
(and obesity)

Maternal age

Substance  
abuse

Effective  
maternal care

## The Camden Picture

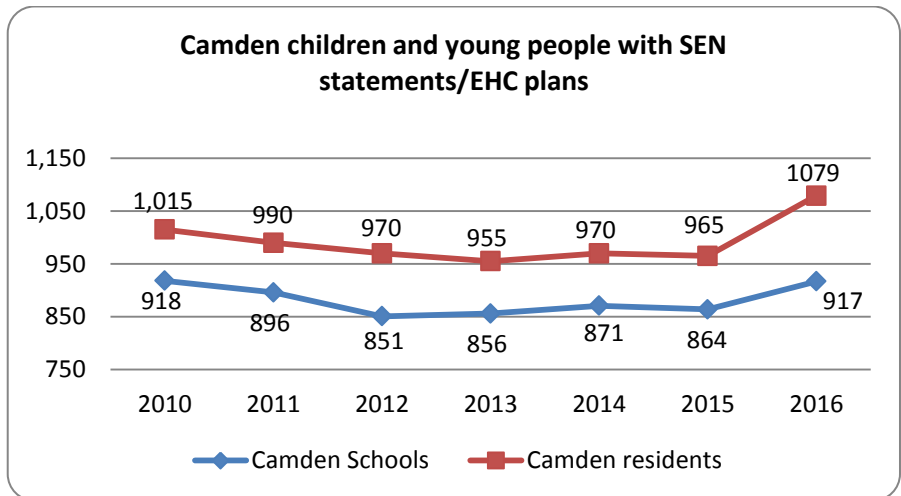
Collecting data on children with special educational needs and disabilities can be complex, because there are a number of definitions, cohort sizes and methodologies in use.

In Camden, two main sources of data are collected for children with SEND:

- all children and young people (aged 0-25) who live in the borough of Camden and have a SEN Statement or EHC plan.
- all children and young people (aged 4-19), with SEND attending Camden schools (some children living outside the borough attend Camden schools and some Camden children attend schools in other boroughs).

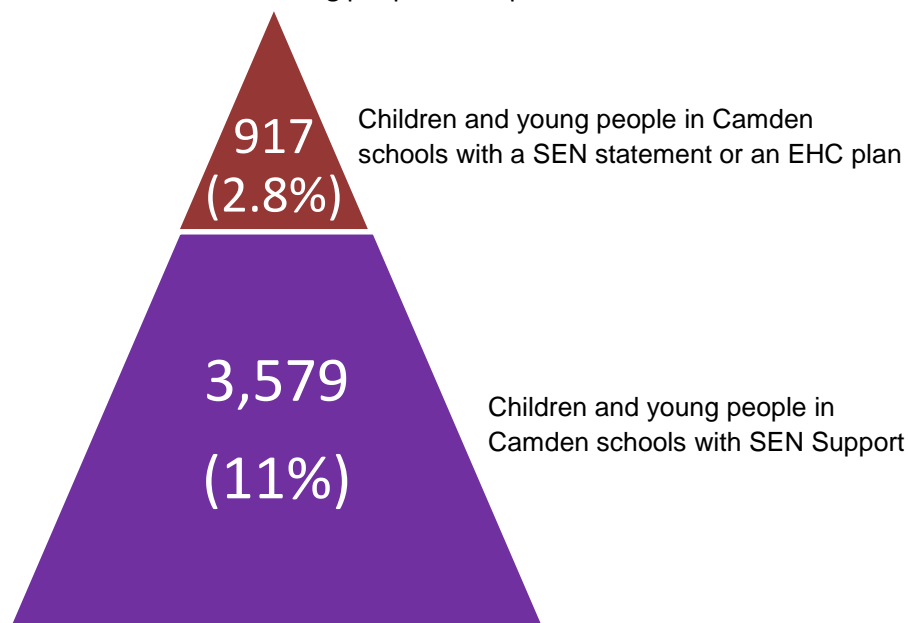
Chart 1: Resident and school numbers of Camden children and young people with SEN Statement and EHC plan

The number of children living in Camden with SEN statements or EHC plans has **increased** in the last year. This is largely due to the 2014 Children and Families Act introducing a system of support which **extends from birth to 25**; and has therefore seen a specific rise in the **16-25** age group covering further education in schools and colleges for the first time.



Source: SFR29/SFR17 2016

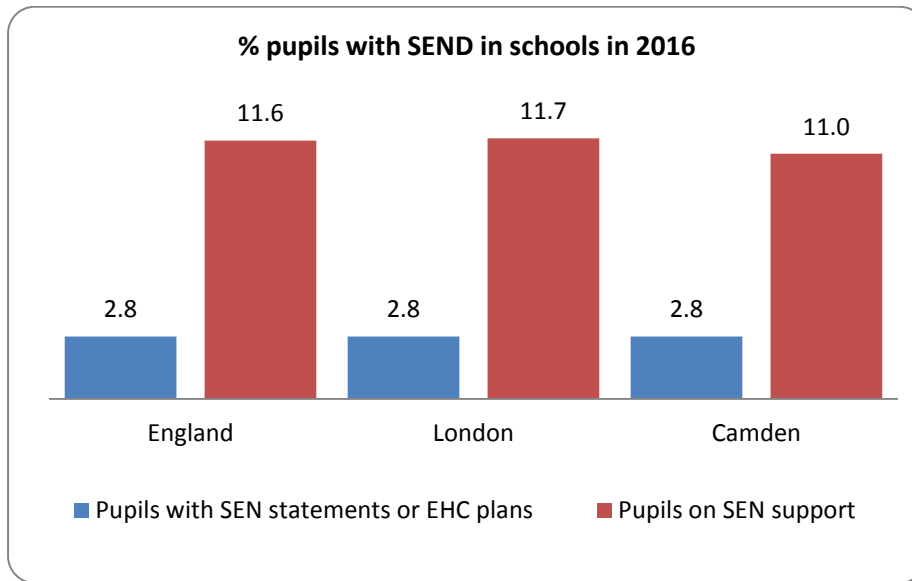
Chart 2: Children and Young people with Special education Needs in Camden schools 2016



Source: SFR29 2016

According to the annual school census in January 2016 there were 32,422 children and young people aged 4-19 attending Camden schools (including maintained, independent and special schools). Of these, 917 were identified as having a **SEN statement /EHC plan** and a further 3,579 who didn't have a plan but were receiving **SEN support**.

Chart 3: Comparing pupils with SEND against London and National averages



Camden has the same proportion of pupils with a SEN statement/EHC plan in 2016 as London and England at 2.8%. **Camden has a slightly lower proportion of pupils who have no statement or plan but receive SEN Support.**

Source: SFR29 2016

Charts 4 and 5: Age range and type of school attended by children and young people with SEN statements/EHC plans in the borough 2016

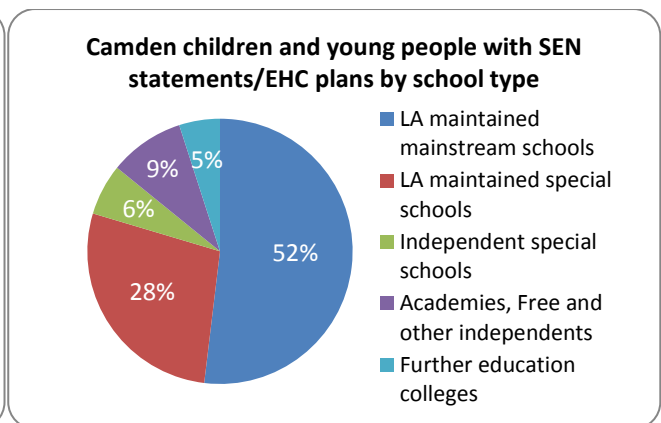
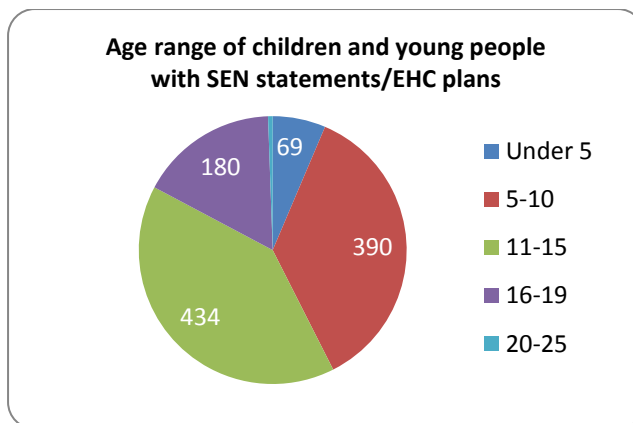
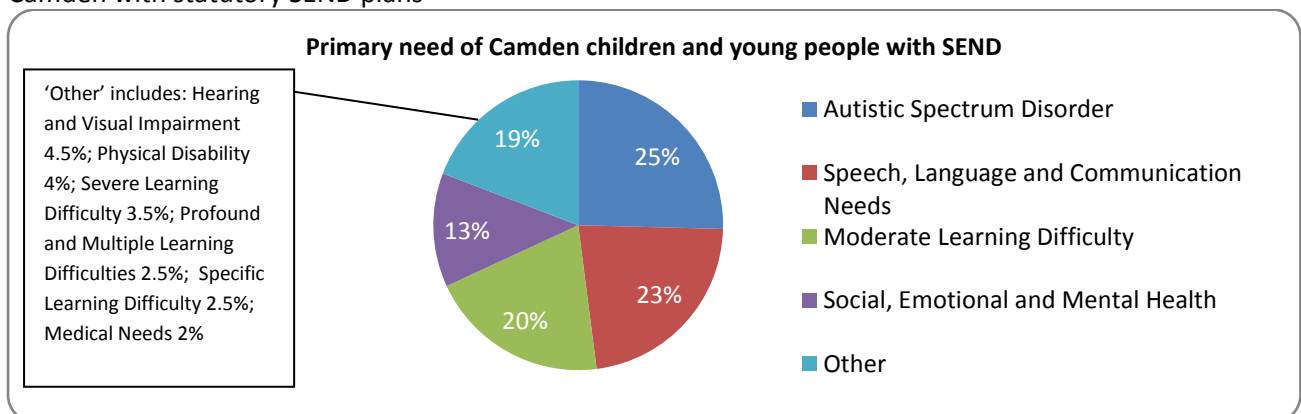


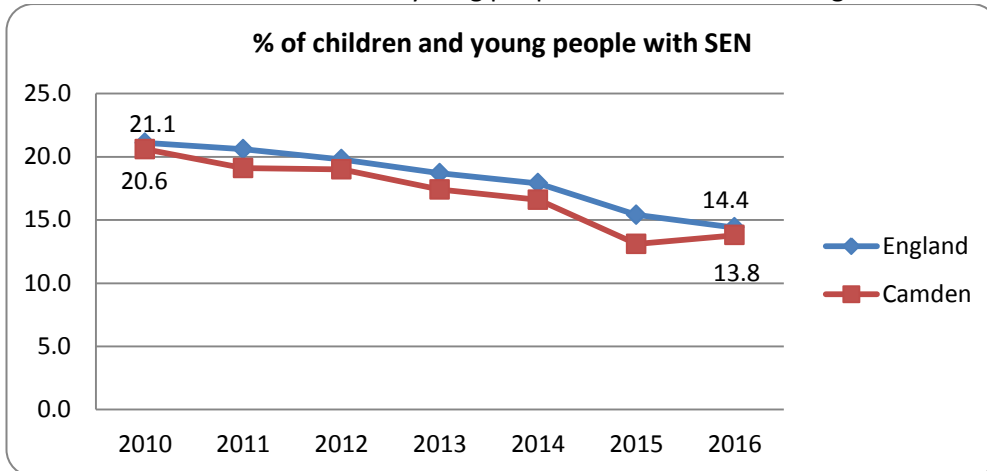
Chart 6: Four categories of need account for just over 80% of the children and young people resident in Camden with statutory SEND plans



Source: Source for all: SEN2 return 2016

## Future need

Chart 7: Numbers of children and young people with SEN are declining

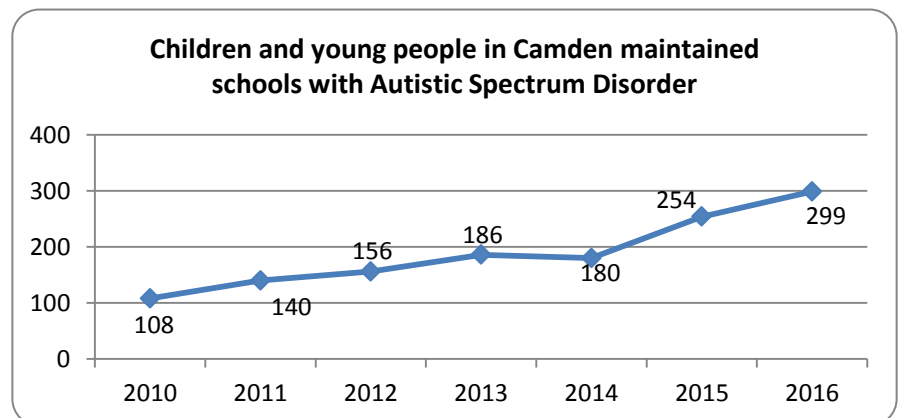


Overall numbers of children and young people with special educational needs have been **decreasing year on year**. This is because of the declining numbers of those who do not have a statement or plan but receive **SEN support**

Source: SFR17 2011-2016

Chart 8: Numbers of children and young people with ASD are increasing

Local projections anticipate Autistic Spectrum Disorder numbers in Camden reaching 370 by 2020. However, this may, at least in part, relate to medical improvements in identifying ASD and the re-categorisation of other needs.



Source: SFR29 2011-2016

## What do local people think about the issue?

The [Reactive Forum](#) is a space for disabled young people living in Camden, where they can identify and discuss important local issues impacting them and inform the Council of their views. In addition, the Council uses the Reactive Forum as a consultation board around strategies and plans for issues like transport and short breaks. Over the last two years the Reactive Forum have highlighted the following areas of discussion:

- Lack of work/ job opportunities
- College courses not relevant to their needs
- Forming relationships/making friends
- School curriculum/skills based training
- Enabling professionals to have a better attitude to disabled young people

In 2016 the Council reported the results of a national Personal Outcome Evaluation Tool (POET) survey from parents of children with EHC plans in Camden. Almost three quarters (71%) of parents in Camden said that the support their child receives had made their quality of life better compared to 55% in England.

## What works?

<b>Good quality information and advice</b>	Good quality and timely information and advice builds parents' and young people's confidence in the support provided and improves the engagement of parents and young people.
<b>Early identification and intervention</b>	Ensuring practitioners have the skills and knowledge to work closely with parents to identify children's special educational needs and to put in place timely support that is effective in helping children overcome barriers to learning and realise their potential.
<b>Support for parents/ carers</b>	Short breaks provide opportunities for disabled children and young people to spend time away from their parent/carer, taking part in positive activities, while also providing much-needed breaks for the parent/carer.
<b>Attainment</b>	In Camden we want every child's needs to be met in local schools and that they are offered high quality provision that allows educational progress, attainment and achievement.
<b>Preparing for adulthood</b>	For any young person the change from childhood into adulthood involves consolidating their individual identity, achieving independence, establishing adult relationships and finding meaningful occupation. For those who have long term conditions and/ or disabilities this change brings additional concern about whether, how and where their on-going health and social care needs will be met.
<b>Health and wellbeing</b>	To ensure that children with SEND have access to universal services appropriate to their needs. This includes community health interventions e.g. immunisations needed by all children are delivered regardless of any special educational need or condition they have.

## National and Local Strategies

Key National Strategy	Key Local Strategy
<p>The Children and Families Act 2014 sets out a series of significant policy changes, including changes to the way in which children and young people with SEND and their families are supported. These changes are called the SEND reforms and include:</p> <ul style="list-style-type: none"> <li>• replacing old statements with a new birth-to-25 co-ordinated education, health and care plans</li> <li>• offering families personal budgets</li> <li>• local authorities publishing a 'Local Offer' of support</li> <li>• Preparing young people for adulthood</li> </ul> <p>The Care Act 2014, focuses on the care and support of adults (18+) and creates a single, modern framework for care and support. This means there will be a group of young people aged 18-25 who are entitled to support through both pieces of legislation.</p>	<p>Since the SEND reforms were introduced, Camden has made some key changes including updating the local strategy and focusing on improving outcomes for children and young people with SEND. The new strategy aims to ensure that:</p> <ul style="list-style-type: none"> <li>• we have an effective needs analysis evidence base to help plan and decide how to best use resources</li> <li>• we listen to views and ideas of children, young people, their parents and carers</li> <li>• resources are used where they will make the biggest difference, supporting integrated working through evidence based practice and early identification</li> </ul> <p><a href="#">Camden's SEND Local Offer</a> website includes information about the services and support available to children, young people, their parents and carers.</p>

## What is being done locally to address the issue?

### Provision for children with special educational needs in mainstream schools

Camden promotes the principles of inclusive education and committed to enabling the majority of children to be educated alongside their peers at their local mainstream school. Every effort is made to ensure that schools have the expertise and resources to meet children's SEND, to enable them to achieve high standards and reach their full potential. (See table below).

### Educational provision for children with the most complex needs

For some children with more complex needs it may be more appropriate for their special educational needs to be met at specialist provision. A core group of children with complex needs are placed in specialist day or residential provision including special schools, children's homes and psychiatric hospitals outside of the borough.

### Short breaks

Short breaks (previously known as respite) form one element of the support offered by Camden to disabled children and young people and their families. They include fun activities provided after-school, at the weekend and during school holidays which allow children and young people the opportunity to do something they enjoy, independently from their parents. They also give parents and carers a break from their caring role.

### Out of school childcare and play

A more targeted short-break is offered for those whose needs cannot be met on mainstream settings and who need more specialist help. The Breaks for Carers Act 2011 allows breaks for parents and carers of disabled children - one evening per week at an after school club and two days during the school holidays.

### Preparing for adulthood

Parents and carers identify the transition to adulthood as one of their greatest areas of concern, particularly the transition from children's services to adult social care and from school to college. Camden have developed a path into adulthood for young people with disabilities. Planning should start at age 14 and parents/young people should be allowed to make their own choices and support plans should be tailored to suit individual needs.



## Improving specialist education provision in Camden

Name	Type	Needs	Notes
Swiss Cottage School	Special school	Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, Social, Emotional Mental Health Needs	Age 2-19. Opened in 2012. Capacity 230.
Alexandra Centre	Special College	Profound and Multiple Learning Difficulties, Severe Learning Difficulties Autistic Spectrum Disorders Physical Needs	Age 16-25. Opened in 2015. Capacity 20
Frank Barnes School	Special primary school	Hearing Impairment	Age 5-11 Opened in 2015 Capacity 35
Robson House	Primary Pupil Referral Unit	Social, Emotional Mental Health Needs; or who have been or are at risk of permanent exclusion from school	Age 5-11 New campus opened 2016
Camden Centre for Learning	Secondary Pupil Referral Unit	Social, Emotional Mental Health Needs; or who have been or are at risk of permanent exclusion from school	Age 11-16 Opened 2014 Capacity 100
Primaries: Netley Kentish Town Secondaries: Acland Burghley	Specialist resource base provision	Autistic Spectrum Disorders	
Torriano Primary school	Specialist resource base provision	Language Disorders	
Kentish Town Primary school	Specialist resource base provision	Physical Needs	
Great Ormond Street, and Royal Free	Hospital Schools	Generally long-stay and recurring pupils (no day patients or out patients)	Age 5-16 (25 with a SEN statement/ EHC plan).

## Further information

Further information on this topic can be found at the following locations:

Camden's Strategy for children and young people aged 0-25 with SEND 2016 -2020

Camden's Local Offer

<http://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

The Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The Care Act 2014

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

The Equality Act 2010

<https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2016>

The Breaks for Carers of Disabled Children Regulations 2011

[www.legislation.gov.uk/uksi/2011/707/pdfs/uksi\\_20110707\\_en.pdf](http://www.legislation.gov.uk/uksi/2011/707/pdfs/uksi_20110707_en.pdf)

The SEND Code of Practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Information from the school census of pupils with SEND 2016 (SFR 29)

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016>

Information on children and young people with statements of SEN and EHC plans 2016 (SFR 17)

<https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2016>