

APPENDIX H: Special Educational Provision: Mainstream, Additionally Resourced Provisions, Specialist school and Alternative Provision places.

1.1 Camden SEND Introduction

This is the first time that Special Educational Needs and or Disabilities (SEND) has been included in Camden's annual place planning report. It reflects the Borough's commitment to ensuring sufficiency, quality and range of provisions for Camden children and young people with SEND, using data and information to inform commissioning arrangements.

The use of data enables the Council to plan for the needs of children and young people with SEND in a proactive rather than reactive way and focuses on the need for a robust mainstream as well as specialist offer.

Specialist in this document refers to additionally Resourced Provisions (ARPs) and special schools or Independent Specialist Providers.

1.1.2 Our Ambitions

To have the best possible service that addresses the needs of all children with SEND for whom we are responsible. That we do this in a systemic and sustainable way which embeds our inclusive principles throughout everything we do. This will enhance the lived experience of children and young people with SEND from 0-25 and beyond so that they can

- be fully included, taught and valued in their own communities as they grow and develop
- have access to the right resources at the right time
- have their voices heard
- grow up to lead lives as independently as possible and have choices about the ways in which they contribute to their communities and workplaces

1.1.3 What are our principles of Inclusion?

We believe that every child really does matter and should be welcomed into their local mainstream school. We believe that Inclusive schools encourage inclusive communities where all are valued, treated with respect, have the right to have their voices heard equally and where we have high ambitions for positive adulthood destinations and in particular employment.

In Camden we recognise the skills, merits and abilities of children and young people with SEND and we will do everything we can to promote their right to an inclusive mainstream education without discrimination on an equal basis with others.

'Disability,' she protested as she addressed a public meeting on the subject, 'isn't something that you have. It is something that happens when one group of people create barriers by designing the world only for their style of living.


(‘Shanti’ – the Village, V. Finkelstein. Article Published in New Internationalist 08.04.1992 [Revolution! | New Internationalist](#) /

These principles support those already enshrined in our Camden 2025 Plan which and embedded in the way we deliver SEND services and provision.

Specifically

- Helping to make Camden a home of innovation and creativity, where we learn together, and trial new ideas to tackle inequality and long-standing problems

- Responding to a challenging financial outlook where there will be less money by investing our resources where they will make the biggest difference.
- Retaining a very strong belief that it is better and less expensive to prevent problems and intervene early – this is a key principle for us
- Working tirelessly to give children and young people the best start in life, from the first years of life to the point where they move into work, training or higher education
- Helping to prepare young people to be successful in their working lives. Every child should be able to access the adult pathway that is right for them.
- Focusing our efforts on helping those furthest from the labour market into rewarding work.



"X IS ONE OF THE BEST PEOPLE I'VE WORKED WITH FOR THE PAST 6 MONTHS. SHE HAD GOOD ADVICES FOR ME ON MY MISTAKES AND WHERE I CAN IMPROVE ECT, PLUS WE HELPED EACH OTHER IN DIFFERENT WAYS. FOR ME IN ADMIN WORK AND I HELP HER OUT ON TECHNOLOGY/SOCIAL MEDIA BECAUSE SHE HAS A LOT TO LEARN. NOBODY IS PERFECT, WE'RE JUST BUILT DIFFERENT"

1.1.4 How do we do this?

- By planning ahead and taking action early to improve systems and processes which structurally promote inclusion and strengthen our mainstream offer.
- By ensuring that the High Needs Block funding is used to ensure children and young people with SEND have access to the right support at the right time.
- That educational settings, schools and post 16 provision receive the right support – funding, resources and training so they are able to meet the needs of all children and young people with SEND.
- That we work with colleagues and professionals across the local area and beyond to improve the quality of SEND services by involving the voice of children and young people with SEND and their families so we can learn from their lived experiences.

Alongside a strong and robust mainstream offer, Camden also recognises that for a small number of children and young people additional specialist support will be required. In very rare cases residential provision is required, for example where a child is looked after and has profound health needs as well as significant and multiple learning difficulties/learning disability and challenging behaviour.

1.1.5 How many children and young people with SEND are we responsible for?

EHC Plans

- The number of children and young people for whom we are responsible fluctuates across the year as new EHC Plans are issued or ceased, and as families move in and out of the Borough. For this reason, we use the data gathered as part of the January SEN 2 census as the benchmark for data purposes. SEN 2 statistical analysis is published annually and further details for all authorities can be found at

[Statistics: special educational needs \(SEN\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/statistics/special-educational-needs-sen) .

- As of January 2021, Camden was responsible for 1,411 EHC Plans, of which 1,121 children/young people were in the school or pre-school age. Of the school age (2 – 19) population:
 - 499 (44.5%) were educated in Camden Mainstream schools (excluding Additionally Resourced Provisions (ARPs) but including nursery classes)
 - 73 (6.5%) in Camden ARPs
 - 9 (0.8%) in Camden Primary PRU
 - 5 (0.1%) in Camden children centres and wider EYs settings
 - there are also 130 (11.6%) in non-Camden mainstream schools, 9 (0.8%) in other authority ARPs and 114 (10.2%) in non-Camden special schools (of which 62 are in independent and 52 in other borough maintained),
 - 209 (18.6%) young people with EHCPs in Mainstream FE settings and 18 (1.6%) in independent specialist colleges
 - 81 (7.2%) children in other settings including Hospital schools, individual tuition, and elective home education. (SEN2 census Jan'21).

SEN Support

- The January 2021 school census shows that 3,009 children in Camden schools were identified as SEN support of which 2,400 were Camden residents. Whilst overall numbers at SEN support are published for all authorities (and aggregated to regional and national level) this is not broken down by the residence of pupils. This means we cannot know how many Camden residents may be at SEN support in schools in neighbouring boroughs.
- The national average for all schools including special schools and independent schools for Jan21 was 12.15% at SEN support and 3.65% with an EHCP. For Camden this is 12.79% and 3.42%. The average for London is 11.41% and 3.84%. [Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk/).
- *Please note*
 - *national comparisons include all pupils in a local area and not just the children of the home authority's residents*
 - *SEN Support is not moderated and is self-reported by schools.*

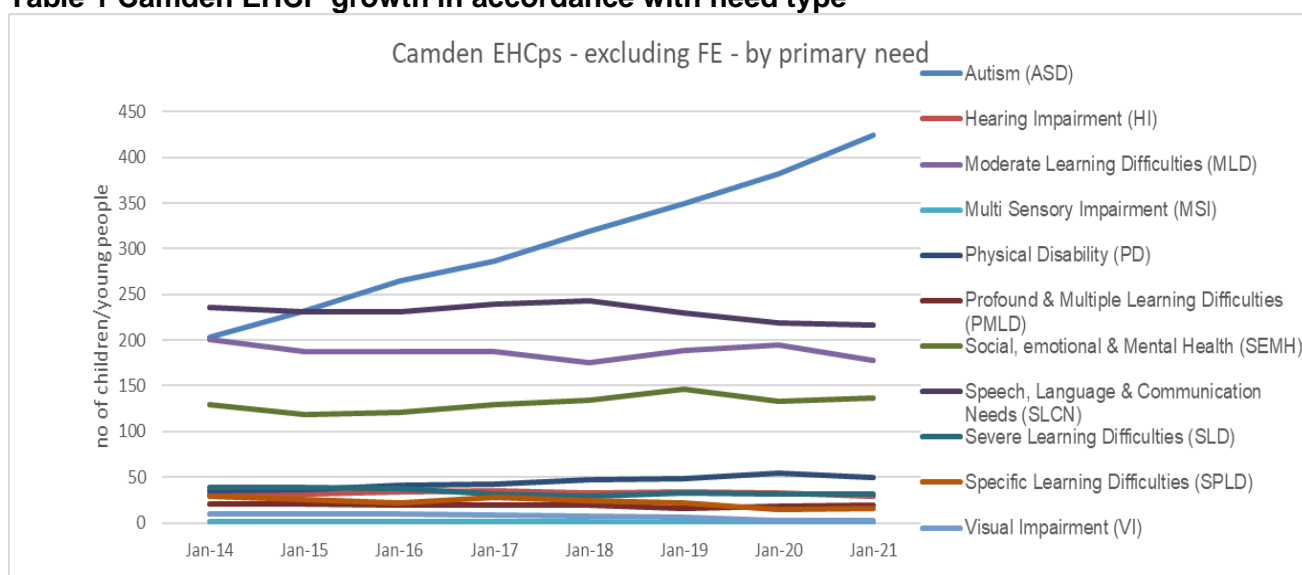
1.1.6 Increase in the Number of Children supported through EHC Plans

- Since the enactment of the Children and Families Act in 2014 the number of children and young people supported with an Education, Health and Care Plan has increased significantly. At a national level this has increased by 10% or just over, every year for the last 5 years.
- In January 2014 Camden maintained 969 Statements of SEN (SSEN), this was the system that was in place prior to the CFA 2014. As of January 2021, Camden maintained 1,411 EHC Plans in total (0-25). The overall increase since 2014 is 45.6%, however, this increase is reduced to 15.7% when you compare **school age pupils only** which provides a like-for-like comparison and increased from 969 SSEN in January 2014 to 1,121 in January 2021. 15.7% over this 7-year period equates to an average of around 2.2% per year.
- The overall number of EHC Plans maintained in January 2021 was 1,411 compared to 1,378 in January 2020, a 2.4% increase. It is likely that the lower demand for

EHCPs in Camden is because the EHCP itself is not used as a gateway to access resources. For example, our commissioned therapy arrangements are for all pupils at point of need irrespective of whether they have an EHC Plan and Camden mainstream schools are able to access funding for those children with higher levels of need without recourse to an EHC Plan. Camden schools also receive devolved funding above that of the national delegated formula to enable them to work in an anticipatory way.

- Table 1 below shows the increase in EHCPs since 2014 against the DfE's categories of need. For comparison with earlier years and for the purposes of this document this is restricted to school age children/young people.

Table 1 Camden EHCP growth in accordance with need type



In particular this graph shows:

- 4 categories of need: Autistic Spectrum Disorder (ASD), Moderate Learning Difficulty (MLD), Social, Emotional Mental Health (SEMH) needs and Speech, Language and Communication (SLCN) needs, account for over 85% of school age EHC plans in 2021.
- This reflects the national trend where the most common type of need for those with an EHC plan is Autistic Spectrum Disorders and for those with SEN support, Speech, Language and Communication needs. [Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)
- Table 2 below shows the numbers of children by primary need type at SEN Support and EHC Plan. You can see there are three areas of need, where the numbers at SEN support are **lower** than the numbers of children being supported. These are children and young people with Profound and Multiple Learning Difficulty (PMLD) and Severe Learning Difficulty (SLD), when you consider the extent of difficulties associated with PMLD and SLD it is not unexpected that there are higher numbers of children being supported by an EHCP than at SEN Support. The third category of need where there are higher numbers being supported though EHCPs is Autism. Given the very high incidence rates of children and young people with ASD, who make up almost a third of all children with EHC Plans as well as the continuum of needs for this disorder, the expectation would be for a greater number of Children

and young people with ASD to be supported in mainstream at SEN support. Indicating perhaps, a greater level of training and support is needed in mainstream schools to equip staff with the confidence and skills to support this cohort.

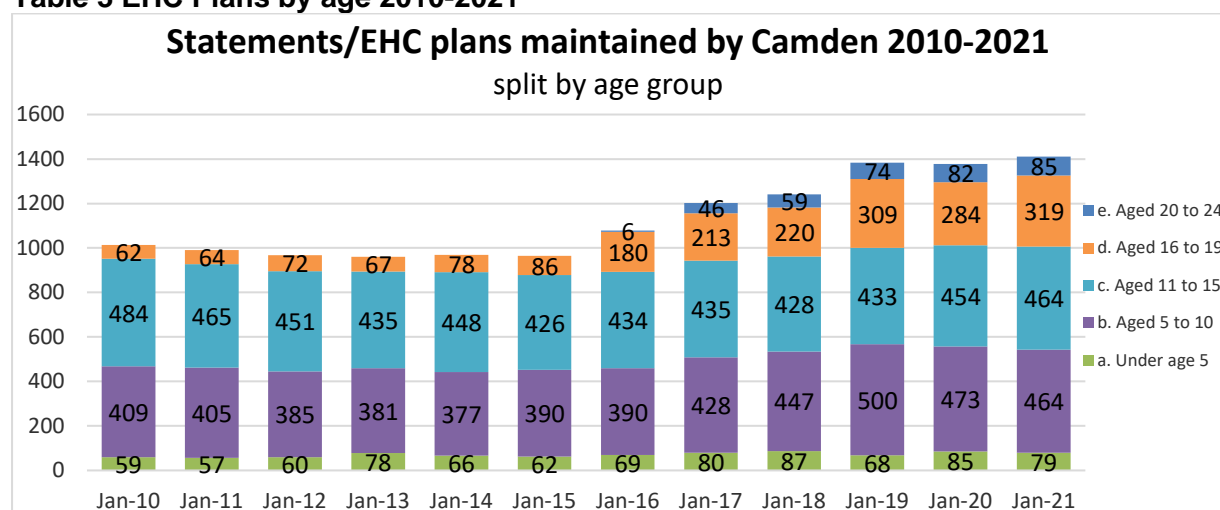
Table 2. Numbers with SEN in England schools 2020 to 2021 (not including independent schools)

	SEN Support		Statement or EHC	
	2019/20	2020/21	2019/20	2020/21
Autistic Spectrum Disorder	67,867	70,474	82,847	92,567
Hearing Impairment	17,173	17,067	6,027	6,148
Moderate Learning Difficulty	211,563	203,454	29,592	31,159
Multi- Sensory Impairment	2,647	2,808	965	1,021
Other Difficulty/Disability	45,932	44,592	7,069	7,841
Physical Disability	23,417	22,944	13,371	13,724
Profound & Multiple Learning Difficulty	916	825	10,003	9,976
Severe Learning Difficulty	3,001	2,634	30,593	31,300
Social, Emotional and Mental Health	194,111	195,294	39,189	45,191
Specific Learning Difficulty	145,878	145,187	9,947	11,610
Speech, Language and Communications needs	236,960	245,232	42,589	49,530
Visual Impairment	9,622	9,727	3,411	3,601
SEN support but no specialist assessment of type of need	40,333	42,204	n/a	n/a
Missing	n/a	n/a	1	n/a
Total	999,420	1,002,442	275,604	303,668

[Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

- The main growth in primary need type has been in autism category which has increased 109% over the 7-year period since the Children and Families Act (CFA) 2014 was introduced. In part this is due to relabelling and has resulted in relative reductions in other categories of need including MLD and SLCN. There is no doubt however, that the overall number of children with a diagnosis of Autism is increasing.
- The other categories of need remain relatively low incidence and yearly fluctuations cannot be interpreted to show statistically significant trends.
- You can see from table 3 '*EHC Plans by age 2010-2021*', that the largest increase in EHCP by age for Camden children and young people has been in the post 16 and 19 age range. This is to be expected given the CFA 2014 extended the age range to which young people can be supported if they need it.

Table 3 EHC Plans by age 2010-2021



1.2 Mainstream support.

- As of Jan21 there were 711 Camden EHCPs in mainstream schools including those in Additionally Resourced Provisions (ARPs). This comprised 503 in Camden mainstream schools, 73 in Camden ARP in mainstream schools, 106 in other local authority mainstream schools, 9 in other local authority resource provision and 24 in independent mainstream ('private') schools.
- Camden devolves additional funding straight to our mainstream schools so all Camden schools can meet the needs of Camden children and young people with SEND up the first £11k (£6k national and £5k Camden devolved). This funding is used to deliver interventions to support children and could include direct interventions to support with literacy or numeracy difficulties for example or, up to 20 hrs of 1:1 support.
- In general, we would expect a child to be less reliant on 1:1 support as they move through school and develop to avoid over reliance on an adult, which can have a negative impact in terms of preparing for adulthood and independence. Concerns have also been raised with regard to the loss of learning time within the class setting itself and of course direct input from the class teacher when children are taken out of class to be supported by a TA.
- It should be noted that other borough children in Camden schools are supported by their home borough processes for funding.

1.2.1 Therapy

Camden funds a range of therapy including Speech and Language Therapy (SLT), Occupational Therapy (OT) or Physiotherapy (Physio). Most children are seen initially within six weeks of referral except for autism assessments where there is a longer wait.

- As of August 2021, there were 1,371 CYP on therapy case loads. Please note these have been accepted on to caseloads for specialist input, just over the same number again are being supported at targeted and universal level by therapists. This includes drop ins for teachers, inset day training, coaching, parent groups, student summer groups, communication friendly classrooms, online resources, liaison, meetings, supporting education initiatives etc.

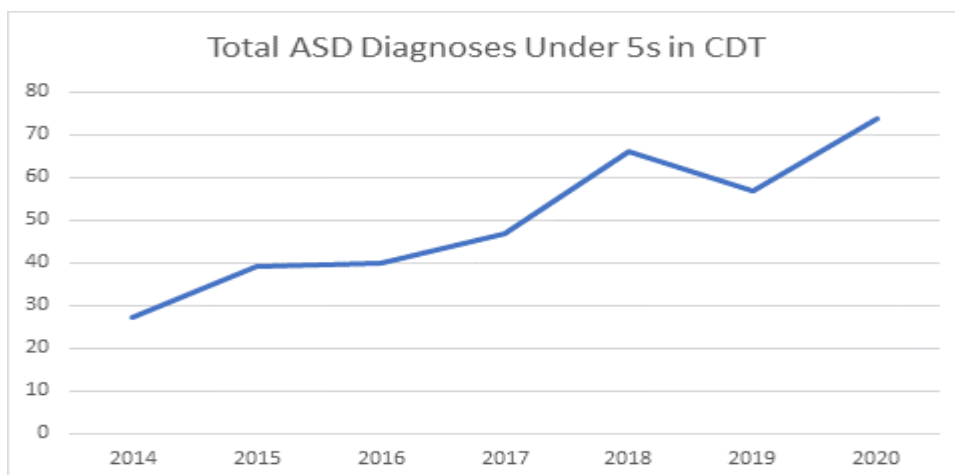
1.2.2 Camden Mosaic Child Development Team (CDT)

The Child Development Team sees children from 0 - 5 years of age with complex developmental difficulties. The team comprising a range of professionals from different disciplines will undertake an assessment process (usually around 6 weeks) followed by appropriate interventions. Further details can be found [here](#).

Diagnostic Rates ASD under 5's

- Table 5 below demonstrates the increase in diagnosis rates for very young children under 5 with Autism almost every year since 2014 when there were 27 diagnoses made. There was an exception to this trend 2019 when diagnosis rates dipped from 66 in 2018 to 57. The most recent data for 2020 shows 74 children under 5 were diagnosed with ASD.

Table 5: under 5's diagnostic rates for ASD.



Diagnostic rates Physical Difficulty Pathway

- These are children who often have some of the most complex needs who need to see Physio, OT, SLT, Paediatrician as well as other specialists. There were 26 and 27 children respectively who were assessed under this pathway in 2018 and 2019. This dipped in 2020 to 19. In 2021 from January to June this figure was 18 and likely therefore to be in line with the 2018 and 2019 figures around 30 children being assessed.
- In total around 2 or 3 children per year will go on to need a place at Swiss Cottage Special School so ongoing monitoring will be important in terms of predicting demand for placement to ensure we can match need.

1.2.3. Educational Psychology

- Schools are expected to use their best endeavours (the SEND Code of Practice 2015, defines this as doing '*everything they can*'), to ensure they put in place the provision a child needs to support them. All schools must keep provision under review and follow an ongoing cycle of Assess, Plan, Do, Review to ensure the right support is in place and that this is kept under review, adapted as necessary and access specialist advice when needed. This is known as the graduated response to meeting a child's needs.
- Camden have a fully staffed Educational Psychology (EP) team and all schools receive a free core allocation of EP time. They are also able to buy in additional EP time where needed. This means that schools are able to utilise specialist advice when needed to support children in mainstream schools as part of the graduated response outlined above.
- Camden increased its number of Educational Psychologists during the early stages of the Pandemic as it became increasingly clear that for some children this was having an impact on their mental health of (and their families). The educational psychology team has increased the amount of training relating to pupil's mental health in particular through Trauma Informed Practice (TIPiC) and understanding Emotional Based School Avoidance (EBSA).
- The EPS received a total of 369 referrals over the past year. Of this total, 227 consisted of eCAF referrals and 142 statutory assessment requests. Of the total statutory assessment requests psychological advice was provided within the 6-week deadline for 95% of the cases.

- We will need to monitor the level of need going forward to ensure we retain sufficient staffing to support demand, and in particular to ensure that we are able to offer free training to all our schools with regard understanding Autism.

1.2.4 Child and Adolescent Mental Health Services (CAMHS)

- Camden Council and the CCG commission a range of services to support the mental health of children and young people (up to 18 years), who are experiencing emotional, behavioural and mental health problems. This support can take place in a range of settings and across council services such as the Youth Offending Service, Early Help Teams, or at Robson House (a Pupil Referral Unit) for example.

1.2.5 High Needs Block Spend on Mainstream

- Camden currently spends a total of £7.3m in Camden mainstream schools to support pupils for whom it is responsible. This includes £1.3 m devolved direct to schools, so they can work in an anticipatory way as well as a further £6m in High Needs Block top up funding through Exceptional Needs Grants or EHCPs (not including resourced provision).
- It is planned to increase this allocation further to ensure our schools are properly funded to meet the needs of pupils with SEND in mainstream schools so more children can be educated in their local communities. An acceptance of diversity among pupils in our mainstream schools supports a values-based approach (Lindsay & Thompson, 1997), underpinned by international agreements (UN Convention on Children's Rights, 1989), and by education law in England, (Equality Act 2010; Children and Families Act 2014). Accepting diversity means having the same educative aim for every child or young person in the school: underpinned by quality first teaching so all children can realise their potential.
- We will be refreshing our Local Area SEND strategy over the next academic year and want to ensure that our mainstream schools are funded to meet the needs of all pupils with SEND and; that our teaching and support staff in Camden mainstream schools have access to the training they need to feel confident in meeting the needs of all our pupils for whom we are responsible.
- Early indications are that this approach will mirror the priority areas of the long awaited National SEND review, that of integrated planning and commissioning across education, health and Care; better support in mainstream and greater consistency (no post code lottery). The outcome of the National SEND review commissioned in 2019 has been delayed 3 times to date.

1.2.6 Mainstream education outside of Camden.

- Camden maintains 106 EHC Plans for children and young people educated in state funded mainstream schools in other boroughs. This reflects cross border movements where many Camden families live close to other borough schools.
- We know that in many other borough's not all children have access to the same level of resources and support as Camden Mainstream schools. It is therefore important to ask questions in relation to the support **ordinarily available** if you are a parent or carer and your child has SEND, if you are considering educating your child outside of Camden.

1.2.7 Post 16 Education and Employment

- A core aim of the service is to ensure that young people with SEND are prepared for their adult lives and in particular employment.
- We commission provision for 22 young adults at the Alexandra Centre, this reduces the need for Camden residents to be educated out of borough, often at a considerable distance to Camden.
- We have also introduced Internships to support young people with significant levels of SEN into the labour market. An area for development is to develop the range of attainment pathways at secondary in our mainstream schools to include vocational and functional skill options.

1.2.8 Capital investment in mainstream schools – Special Provision Fund

- As part of our drive to improve our mainstream offer even further, we invested almost £300k of capital funds in 2021 to improve resources for children with SEND in mainstream Camden schools and further allocations will be made in 2021/22 and 2022/23.
- In our nursery settings Hampden and Thomas Coram will be adapting internal space for sensory rooms and Agar will be developing its outdoor space to meet the Sensory needs of children.
- At primary, 7 schools - Argyle, Brecknock, Eleonor Palmer, Gospel Oak, Kentish Town, Netley and Torriano will have sensory rooms; Holy Trinity will be installing acoustics and repurposing the existing IT suite into two intervention rooms (including a sensory area) and Brookfield will be using the funds to repurpose existing space into a nurture base also incorporating a sensory area.
- At Secondary, Acland Burghley will be developing a complex needs area for SEMH pupils, improving acoustics for pupils with Sensory needs and developing a nurture base for Yr 7 Transitions. Haverstock will also be developing a nurture base for Yr 7 transitions. Both will be monitoring impact of this work.

Wider Capital Spend

- The Council has spent a further £1.9m to develop an Additionally Resourced Provision (ARP) at Primrose Hill primary school. By 2024-2025 this will mean an additional 14 places.
- £500,000 at Netley to increase the number of commissioned places at Netley ARP by an additional 8 places.
- Over the next 3 years we want to explore the merits of capital investment to support young people particularly in Key stage 4 and above in relation to employment skills and vocational experiences.

1.2.9 Demand in Mainstream

- Table 8 below, demonstrates the increase of children and young people being supported at both EHCP and SEN support over the last 5 years since 2017. There were 2.70% and 11.76% respectively of children being supported at EHCP and SEN in Camden schools in January 2017 increasing to 3.12% and 13.67% in January 2021.

- Whilst regional (London) percentages have increased at a faster rate over this time for children being supported by EHCPs, the overall London number remains lower at 2.55% than in Camden at 3.12% in January 2021. The number of children being supported in mainstream with EHCPs is higher in both Camden (3.12%) and London (2.55%) than the national figure of 2.01%.
- The number of children at SEN support has also increased in Camden and nationally. Camden identified 11.76% of children at SEN support in 2017 increasing to 13.67% in 2021. Nationally numbers of children at SEN support increased from 11.58% in 2017 to 12.13% in 2021.
- London has not seen the same increase in children at SEN support which has remained relatively stable and in fact decreased slightly from 11.60% in 2017 to 11.38% in 2021.
- These numbers include all children and not just those for whom Camden is responsible and shows higher level of SEN identified at both SEN support and EHCP in Camden than the regional or national averages. This is despite the fact that pupil rolls are falling in Camden.
- The reason for the increase is not clear and will need to be monitored carefully to inform any future commissioning requirements.

Table 8. Note figures relate to total school rolls not just Camden residents.

All mainstream pupils:	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21
EHC plans/Statements	600	615	648	647	675
SEN support	2,612	2,645	2,794	2,892	2,952
no SEN	18,999	18,827	18,636	18,300	17,975
total Camden mainstream	22,211	22,087	22,078	21,839	21,602
EHC plans/Statements	2.70%	2.78%	2.94%	2.96%	3.12%
SEN support	11.76%	11.98%	12.66%	13.24%	13.67%
no SEN	85.54%	85.24%	84.41%	83.80%	83.21%
	100.0%	100.0%	100.0%	100.0%	100.0%

Regional (London) - mainstream schools percentages

EHC plans/Statements	1.82%	1.91%	2.05%	2.26%	2.55%
SEN support	11.60%	11.42%	11.43%	11.51%	11.38%
no SEN	86.58%	86.67%	86.52%	86.23%	86.07%
	100.0%	100.0%	100.0%	100.0%	100.0%

National (England) - mainstream schools percentages

EHC plans/Statements	1.47%	1.50%	1.61%	1.76%	2.01%
SEN support	11.58%	11.67%	11.85%	12.09%	12.13%
no SEN	86.95%	86.83%	86.54%	86.14%	85.86%
	100.0%	100.0%	100.0%	100.0%	100.0%

1.3 Additionally Resourced Provision within Mainstream Schools

1.3.1 Commissioned places

- Table 9 below shows the total number of current ARP commissioned places. In total Camden currently has 97 ARP places, with most (69) for children with Autism.

Table 9 Camden ARP commissioned places

School	Type of Provision	Age Range	Special Needs	Number of Places Sept 2021
Kentish Town Church of England Primary School	ARP	5-11	autism	15
Kentish Town Church of England Primary School	ARP	5-11	Physical Disability	6
Netley Primary School	ARP	5-11	autism	28
Primrose Hill School	ARP	5-11	autism	6
Torriano Primary School	ARP	5-11	speech & language	14
Acland Burghley School	ARP	11-16	autism	20
Regent High School	ARP	11-18	Physical Disability	4

Demand

- The largest area of demand in need type for children with EHCPs is Autism as can be graphically seen in table 1 in section 1.16 above. A diagnosis of Autism in itself does not tell us the level of complexity or support a child will require.
- Table 5 in section 1.2.2 demonstrates the increase in diagnosis rates for very young children under 5. In 2020, 74 children under 5 were diagnosed with ASD compared to 27 in 2014.
- Table 10 below shows the increase in the number of Additionally Resourced Provision places it commissions for children with more complex ASD. In 2017 - 2018 academic year Camden commissioned 39 primary ASD ARP places. This has already increased to 51 during the current year and is planned to increase further as Primrose Hill fills.
- Primrose Hill ARP was finished during the 2018-19 academic year with the original intention of admitting 2 pupils to the ARP in each year group and filling up the ARP from reception each new academic year. By 2024-2025 they will be able to meet the needs of 14 children with more complex ASD in the ARP.
- We have also invested £500k at Netley, so that the number of children with complex and significant ASD can be increased by up to 8 pupils.

Table 10 . Increase in specialist ARP provision since 2017/18

	School	2017-18	2021-22	2024-25
Primary	Netley	24	30	32
	Kentish Town	15	15	15
	Primrose Hill	0	6	14
Total Primary		39	51	61
Secondary	Acland Burghley	20	20	20
	Additional Secondary ARP*	0	0	15
Secondary Total		20	20	

****Planning to open 2022-23 subject to building works and permissions***

- Camden has increased the number of ASD ARP placements at Primary. We now need to enhance the secondary offer. Camden currently has one secondary ASD ARP at Acland Burghley school for 20 pupils.
- By 2025 it will have increased the number of ASD Primary ARP places by 22. We know some of those pupils will go to mainstream with support as a result of the progress they have made, some will go to Acland Burghley and some to Swiss Cottage Special School.
- There is pressure at Swiss Cottage special school which takes children with the highest level of need across the Borough. Most children who attend Netley school go on to Swiss Cottage school and we want to ensure parents/carers have the option of the same levels of specialist support from a secondary mainstream school as they currently access in Netley.
- The development of a secondary ARP is needed to ensure that we can support children with more complex Autism at secondary phase within the borough and also to relieve some of the pressure for places at Swiss Cottage school.
- The Council is planning to develop a secondary ARP at Haverstock to support 15 pupils with very complex Autism for 2022/2023 academic year, subject to building works and permissions.
- This will involve a complete refurbishment of a dedicated area of the school. The capital investments will need to ensure the ARP has its own entrance/exit and dedicated outdoor, access to spaces for self-regulation and a sensory room.

1.4 Special Schools.**1.4.1 Demand**

- The increase in the number of children being supported in special school has remained relatively stable with an increase of 3.0% between January 2014 (368) and January 2021 (379).
- The number of commissioned places at Swiss Cottage School has increased from 245 in 2017 to its current 260. Commissioned places at CCfL and Frank Barnes have remained the same.

Table 11 Camden maintained Special schools

School	Type of Provision	Age Range	Special Needs	Number of Places Sept 2021
Camden Centre for Learning - special	Special	11-16	SEMH	35
Frank Barnes School for Deaf Children	Special	2-11	HI	35
Swiss Cottage School	Special	2-19	SLD/ PMLD	260

1.4.2 Maintained Special Schools in Camden

Swiss Cottage School

- Swiss Cottage is an outstanding school specialising in supporting children with profound and multiple learning difficulties (PMLD) and very complex ASD with challenging behaviour. These children and young people have the most complex learning needs alongside a range of other significant difficulties such as physical disabilities, sensory impairment and/or a severe medical condition. They will usually require a high level of adult support for learning, medical and behavioural needs. Many will also require personal care throughout their lives.
- There is high demand for the school, and we have increased the number of commissioned places from 245 in 2017/18 to its current 260.
- There are concerns about the increasing level of complexity of children being supported at Swiss Cottage and in particular those children with very complex medical needs. Ongoing work is needed to clarify the support of those children who may require full time specialist one to one support. .
- There is limited scope for a further significant increase in the number of commissioned places at Swiss Cottage and so monitoring of pupil with very, very complex needs such as those coming through the PD pathway at CDT (see para 1.2.2 above), will need to be carefully monitored.

Frank Barnes

- Frank Barnes is an outstanding school for children who are D/deaf. Every child develops a positive sense of their D/deaf identity and becomes a successful learner. Both BSL and English are taught to a high standard enabling children to become fluent in both languages. It is also centre of excellence. It has capacity to meet the needs of 35 children and provides a wide range of family support.
- Frank Barnes takes pupils from a wide range of boroughs and it is therefore an important regional resource.

Camden Centre for Learning

- Camden Centre for Learning (CCfL) is our secondary specialist provision for young people with Social , Emotional and Mental Health needs at key stage 3 and 4 (years 7-11, age 11-16). Ofsted rate both the KS3 and KS4 schools as 'good'. The breadth of curriculum and additional support in place is significant and helps to

support these young people. Over the next year we will be ensuring a single DfE registration for both schools.

- The school has a strong record in supporting the needs of all learners with SEMH and this is an important feature of the school given the range in needs of children with SEMH who will often require a very bespoke and personalised curriculum.
- Going forward consideration should be given to a more coherent offer of outreach across secondary provision as well as the possibility of additional transition support for those young people moving into post 16.

Camden also maintains 2 hospital schools:

- Children's Hospital School at Great Ormond Street and UCH (4-18)
- Royal Free Hospital Children's School (5-18)
- Both of these hospitals are regional, if not national, centres and draw patients from far beyond Camden. The hospital schools provide tuition for any school age in-patients and as such have fluctuating rolls as children are admitted and discharged. Royal Free Hospital Children's School also has a specialist unit, with children on roll for longer term, linked to a mental health unit.

1.4.3 Camden children placed in specialist provision outside Camden

- This includes neighbouring Borough's special schools or special units/ Additional Resourced Provision within Mainstream Settings and independent special schools).
- In the January 21 census there were 124 children/young people in specialist provision outside of Camden. 52 in special schools maintained by other authorities, 9 in resource bases in mainstream schools in other authorities and 63 in independent or non-maintained special schools.

Table 12: children placed in Special school outside of the borough by need type

Primary Need (DfE classification)	Jan-19	Jan-20	Jan-21
Autism (ASD)	26	31	36
Hearing Impairment (HI)	15	15	14
Moderate Learning Difficulties (MLD)	18	22	24
Multi Sensory Impairment (MSI)			
Other difficulty/disability (OTH)			
Physical Disability (PD)	4	5	4
Profound & Multiple Learning Difficulties (PMLD)	3	2	3
Social, emotional & Mental Health (SEMH)	12	15	14
Speech, Language & Communication Needs (SLCN)	15	19	21
Severe Learning Difficulties (SLD)	4	3	5
Specific Learning Difficulties (SPLD)	3	2	3
Visual Impairment (VI)	1		
TOTAL C/YP with EHC plan at school (up to age 19)	101	114	124

Autism

- The numbers of children with Autism being educated out of borough has increased from 26-36 since January 2019. Further analysis is needed to identify the reasons for placement and type of placement.
- Of the 517 pupils identified with SEN and primary need of autism, 317 are in mainstream schools with the remaining 200 in ARPs and special schools. There are 105 children identified as requiring SEN support in Camden Mainstream schools.
- Nationally there is a much higher level of children with ASD being educated in special units or special schools than there is being educated within mainstream settings at SEN support than for any other need type.
- A key area of priority for us is to develop the training and support available to mainstream schools in relation to supporting the needs of children with Autism. We have already worked with our training Hubs to develop the Autism Educational Trust (AET) training offer. Licenses are funded centrally.

Moderate Learning Difficulties (MLD)

- The number of children with MLD being educated out of the borough has also increased and although this is a smaller increase (19 in January 2019 – 24 in January 2021) also requires monitoring and further analysis.
- A number of authorities across the country have closed specialist schools for children and young people with Moderate Learning Difficulties (MLD) or recommissioned them for pupils with more complex needs. This is in recognition that their needs can be met in mainstream with appropriate adjustments.
- At Jan21 Camden had 178 school -age children with EHCPs with a primary need type of MLD. 127 of these pupils are placed in Camden – 88 in Mainstream and 39 at Swiss Cottage school.
- 46 are placed in non-Camden schools: 22 mainstream and 24 in special. We do however recognise that mainstream schools, particularly from Key stage 4, may require additional support to ensure the school curriculum has sufficient breadth and in particular a focus on preparing for adulthood and the world of work. Our intentions over the short to medium term are to work with our schools to broaden the offer.
- Islington have maintained the specialist MLD school – Samuel Rhodes . 9 Camden children have been placed in the school as part of secondary transfer between September 2016 and September 2020.
- Whilst placement of these pupils does not have a significant impact on High Need Block spend (cost of placement at Samuel Rhodes is low at a top-up of £12,815 pa), it will be important to develop wider curriculum and accreditation pathways within our mainstream schools. This should include a focus on vocational pathways and profiles for example to develop employment skills and work readiness.

Speech, Language and Communication Needs (SLCN)

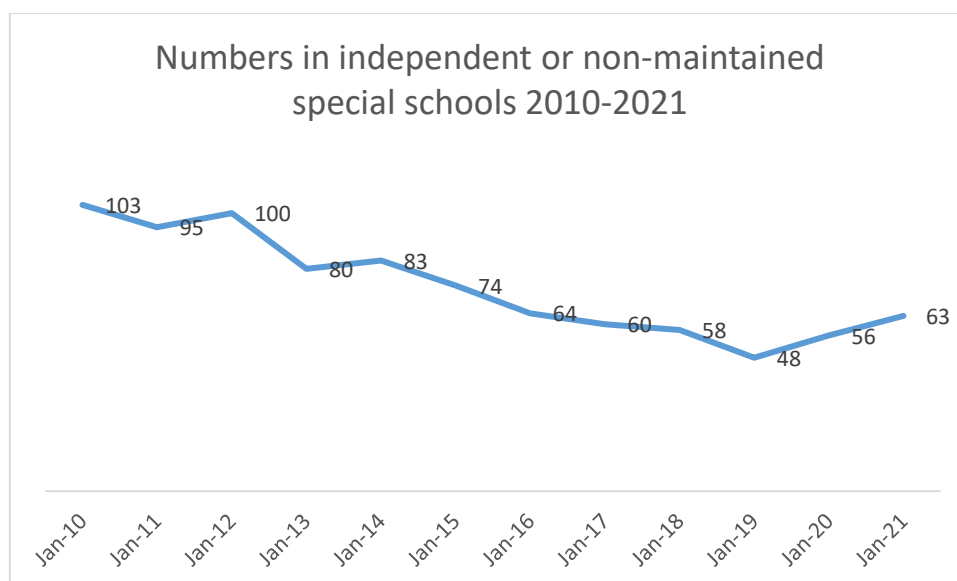
- SLCN is the area of highest need type for children identified as requiring SEN support.
- The Council commissions 14 places at Torriano primary school for children with Speech and Language and Communication Needs (SLCN), including Developmental Language Disorder (DLD). This ARP is designed for pupils who would benefit from a mainstream placement but require additional opportunities to learn in a specialist environment that can be modified to optimise the child's experience. This ensures that children and young people can focus on the curriculum and have additional input to address their specific needs.
- We know there is demand for places in the independent sector for children with SLCN and we are currently working with Torriano as well as health colleagues to identify the nature of demand, review admissions criteria, ensure referral processes are made clear and explore development of outreach. A revised SLA will be in place by December 2021.

Children who are D/deaf

- Camden also place Camden children (7 at Jan'21) in Laycock who are D/deaf or hard of hearing. This is a specialist unit within an Islington maintained mainstream primary school. These children continue to be supported by Camden's Sensory team. It is not felt at this time that we need to develop our own specialist resource provision as these children's needs can be met locally in a neighbouring borough.
- There are 3 children placed at secondary in specialist D/deaf schools.

Independent and Non-maintained special schools

- The number of Camden children placed in Independent or non maintained special schools had reduced consistently over the last decade, but has seen a small increase recently in relation to placements in independent day schools. These schools are based in the North London area which cater for pupils across a range of needs. This will need to be monitored carefully to identify any gaps in commissioning.
- The numbers of children placed in out of region residential schools has reduced from 32 in January 2012 to 10 in January 2021.



1.5 Alternative Provisions and Pupil Referral Units

- The Council has a statutory duty to provide an appropriate full-time education for pupils who have been permanently excluded from school or who cannot attend school through illness, exclusion or otherwise.
- The Council meets these duties through high quality Pupil Referral Unit (PRU) provision across both the primary and secondary sector.

Robson House (primary).

- Robson House is a specialist therapeutic and educational placement for children who cannot attend mainstream school because of social, emotional and mental health needs, or who have been permanently excluded from school. It provides integrated support for children and their families from a team which includes teachers, psychologists, and therapists. Robson House Outreach provides support to children and staff in Camden's mainstream primary schools. Further information is available at the schools website [Robson House – ...excellence in learning and support](#).
- Robson House is located on the Netley campus and also oversees the outreach services and the Primary Learning Support Service (PLSS), (more detail can be found [here](#)). We are currently developing the outreach offer across the borough to ensure a coherent unified approach.

Camden Centre for Learning (CCfL)

- The Council also commissions 25 key stage 3 and 40 key stage 4 PRU places at Camden Centre for Learning (CCfL). The schools are based on two different sites and are able to offer pupils with Social, Emotional and Mental Health needs (SEMH), personalised teaching and learning across a range of vocational areas that support these learners in readiness for their post 16 phase of education.
- The focus on employment and supporting transition to post 16 pathways is a key focus of the curriculum and approach. These aims are supported by a multi-

disciplinary team to ensure all learners receive the support they require both academically and socially. Further information can be found at their website [Camden Centre for Learning \(ccfl.camden.sch.uk\)](http://ccfl.camden.sch.uk)

- Camden has a long established and extremely robust PRU offer. More recently in 2017/18 collaborative work between schools and the Council saw the establishment of the Rhyl Satellite. The key purpose of satellite is the early identification of children with emerging needs that could lead to exclusion and put in place a preventative approach.
- Children are referred through the Primary Inclusion Forum (PiF) and placed 4 days a week at the Rhyl satellite, with the remaining day being at the home school. It will be important to agree longer term sustainable funding mechanisms for this provision over the next academic year.

1.6 Exclusions

1.6.1 Primary exclusions

- Exclusion rates were identified as an area of improvement during the Local Area SEND Inspection of March 2019. The full inspection outcome letter can be found [here](#).
- Table 13 below shows that in 2018-19 Camden had significantly lower rates of fixed term exclusions of pupils with EHCPs (3.6%), than nationally (13.6%). This was also below the inner London average of 6.8%.
- There were no permanent exclusions of pupils with EHCPs or on SEN support during the same period.

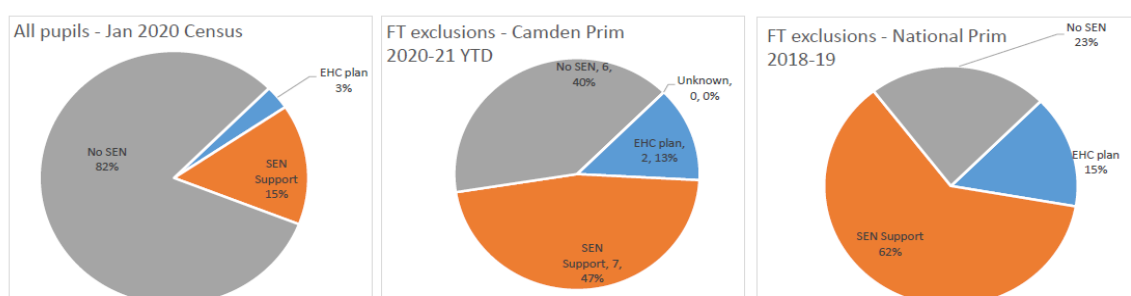
Table 13: Primary Exclusions by SEN

Primary profile - all primary schools

SEN



Proportional splits



Exclusion Rates

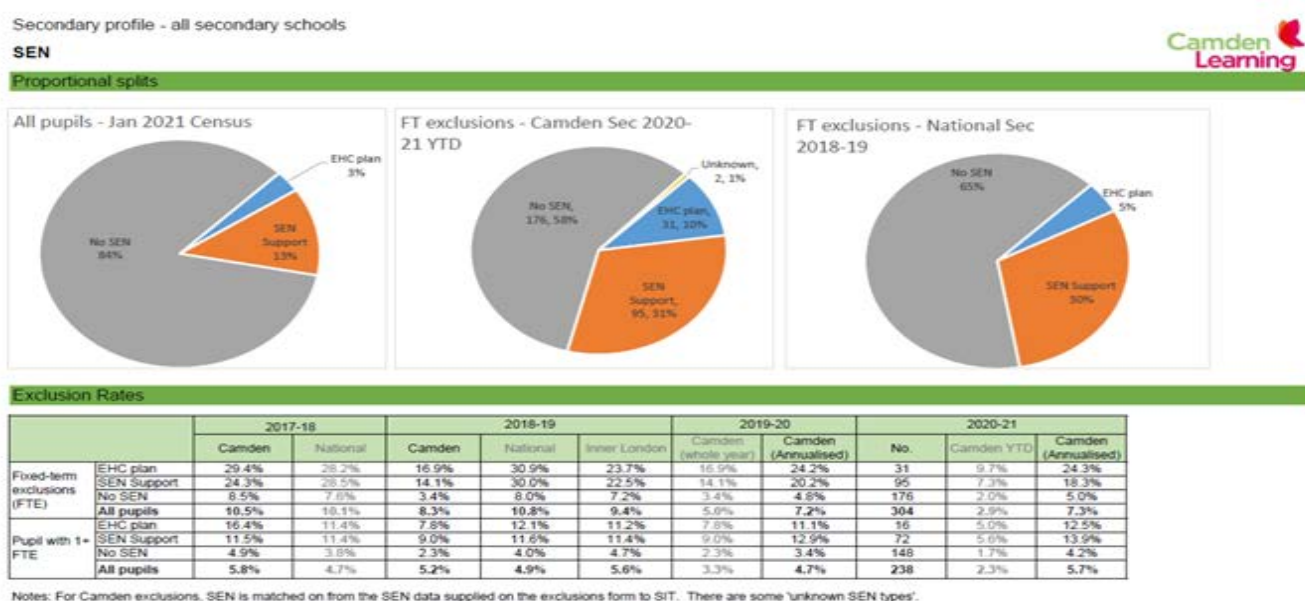
		2017-18		2018-19			2019-20		2020-21		
		Camden	National	Camden	National	Inner London	Camden (whole year)	Camden (Annualised)	No.	Camden YTD	Camden (Annualised)
Fixed-term exclusions (FTE)	EHC plan	5.5%	13.4%	3.6%	13.6%	6.8%	4.0%	5.7%	2	0.6%	1.4%
	SEN Support	2.1%	7.1%	3.1%	6.9%	3.3%	1.7%	2.4%	7	0.4%	1.0%
	No SEN	0.4%	0.4%	0.4%	0.4%	0.3%	0.1%	0.1%	6	0.1%	0.2%
	All pupils	0.8%	1.4%	0.9%	1.4%	0.8%	0.4%	0.6%	15	0.1%	0.3%
Pupil with 1+ FTE	EHC plan	2.6%	5.3%	2.5%	5.6%	3.2%	2.6%	3.7%	2	0.6%	1.4%
	SEN Support	1.3%	2.9%	2.2%	2.9%	1.8%	1.2%	1.7%	5	0.3%	0.7%
	No SEN	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	6	0.1%	0.2%
	All pupils	0.5%	0.6%	0.6%	0.6%	0.5%	0.3%	0.4%	13	0.1%	0.3%

Notes: For Camden exclusions, SEN is matched on from SEN database, and is not taken from the School Census, or that supplied on the exclusions form to SIT. There are some 'unknown SEN types'.

Secondary Exclusion Data.

- Camden's secondary Fixed Term Exclusion rates for pupils with SEND in 2018/2019 (16.9%) are also significantly lower than the National rate of 30.9% and the Inner London rate of 23.7%.
- There were no permanent exclusions of secondary age pupils with EHCPs during the same period, 6 children identified at SEN support were permanently excluded.
- Whilst rates of exclusions for pupils with SEN have rightly reduced this remains a high priority for the council.

Table 14. Secondary Exclusion Data.



1.7 Key priority areas

Mainstream funding and support

- Improved process for the funding of Camden children in Camden Mainstream schools.
- Identified the work needed to improve the way funding is allocated in the early years.
- Identified the work needed to improve the range of curriculum offer from year 9 to ensure there is breadth and sufficient emphasis on working skills for children and young people with SEND.
- Review therapy provision funding arrangements.
- Review outreach services to ensure there is a single and coherent approach to outreach across the Borough.

ARP

- Build of secondary Highly specialised ARP at Haverstock.
- Reviewed ASD Additionally Resourced Provision, finalised SLAs (by December 2021).
- Reviewed identification processes for those children and young people who may require additional support via outreach or ARP.

Specialist Placement in out of Borough schools :

- Analysed in further detail the reasons for placement in out of borough schools, including the independent sector to identify any gaps in commissioning.

Strengthening the breadth of vocational and functional skills pathways as part of the secondary offer.

- Scoped curriculum and attainment pathways across secondary to ensure children and young people with lower cognitive profiles are fully supported into positive adult destinations with a focus on employment, including
 - Development of greater range of vocational and functional skills pathways and accredited routes
 - Robust training offer to support any required staff development needs
 - Scoped any capital investment requirements to support these pathways