



Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	27 March 2018
Reporting Officer:	Bob Berry, Assistant Director, Learning
Subject :	PERFORMANCE OF SEND PUPILS IN 2016/17 AND SEND UPDATE
Report Summary :	This report provides detail on the performance of SEND pupils in the borough in 2016/17. The report also provides an update on the borough's work with SEND.
Recommendations :	That the board note the contents of the report and are provided further updates on the progress of work in relation to SEND.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are none arising from this report.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	It is important that the Local Authority ensure that they fulfil all their statutory obligations in relation to the education achievement of looked after children.
Risk Management :	There are significant reputational risks to the Council and young people in the borough if outcomes for young people with SEND are not improved. It is expected that this work being undertaken will improve the life chances of a young person with SEND in the borough.
Access to Information :	<p>The background papers relating to this report can be inspected by contacting Helen Mellor – Head of Pupil Support Services, or Dean McDonagh – School Performance Analyst</p> <p> Telephone: 0161 343 8381/0161 342 2928</p> <p> e-mail: helen.mellor@tameside.gov.uk /dean.mcdonagh@tameside.gov.uk</p>

1. INTRODUCTION

- 1.1 The following report documents the performance of the borough's pupils with special educational needs in the 2016/17 academic year. It also provides an update on the borough's work with SEND.

2. INTERPRETATION OF SEND PERFORMANCE DATA

- 2.1 It should be noted that the attainment of pupils with special educational needs (SEN) in schools is not benchmarked against the attainment of SEN pupils nationally; it is benchmarked against *all pupils nationally*. The Department for Education does release the national averages for SEN pupils (via their statistical first releases), so we can compare like for like, but ultimately the national averages that a school's SEN cohorts are compared to in their School Performance Summary (ASP) are that of all pupils.
- 2.2 In term of pupil progress at KS2 and KS4, progress scores of SEN pupils are benchmarked against the progress score for all pupils nationally (0 in each subject). In addition, the DfE also releases the national progress scores of each primary need. Groups with cohorts of less than 10 pupils should be treated with caution, as should the progress scores in writing at KS2 due to the methodology behind calculating progress scores from teacher assessments.

3. KEY STAGE 4

Group	Cohort	% English and maths GCSEs 9-4?		% English and maths GCSEs 9-5?		% Ebacc entry		% English Bacc 9-5?		Progress 8		Attainment 8	
		LA	Nat	LA	Nat	LA	Nat	LA	Nat	LA	Nat	LA	Nat
SEN Support	192	28%	30%	15%	16%	7%	15%	3%	5%	-0.45	-0.43	29.9	31.9
SEN EHC/S	49	14%	11%	10%	5%	4%	4%	4%	1%	-0.93	-1.04	14.0	13.9
No SEN	2166	66%	71%	42%	48%	33%	43%	19%	24%	-0.09	0.07	46.8	49.7
All	2407	62%	64%	39%	43%	30%	38%	18%	21%	-0.13	-0.03	44.8	46.4

- 3.1 The Progress 8 score of pupils in Tameside (the main accountability measure) at the end of KS4 is below average and there has been minimal change in the borough's overall Progress 8 figures between 2016 and 2017. That said, when comparing SEN support pupils in the borough to SEN support pupils nationally, the borough's Progress 8 figure is in line. Similarly, SEN pupils with an education, health and care plan or a statement of SEN (SEN EHC/S) made slightly more progress at the end of KS4 than SEN EHC/S pupils nationally.
- 3.2 In terms of attainment, Tameside overall is slightly below average on each headline measure and this is reflected in the figures for SEN support pupils who are also slightly below their corresponding national average on each headline measure. SEN EHC/S pupils were, however, slightly above SEN EHC/S pupils nationally on each measure.
- 3.3 Tameside's SEN support Progress 8 score is the 2nd highest when compared to statistical neighbours (with only Rotherham higher with a score of -0.21), joint 8th in the North West and joint 4th (with Bury) in Greater Manchester.
- 3.4 The borough's SEN EHC/S Progress 8 figure is 3rd in the North West (with only Bury and Cumbria placed higher), 2nd in GM and 3rd when compared to statistical neighbours.

4. KS4 DISADVANTAGED PUPILS

- 4.1 There is a big difference in the progress scores of disadvantaged pupils who are SEN and those who are not disadvantaged and are SEN.
- 4.2 Disadvantaged pupils who were SEN support had a Progress 8 score of -0.84 whereas non-disadvantaged pupils who were SEN support had a Progress score of -0.04. In addition, disadvantaged pupils who had an EHC/S had a progress score of -1.25 compared to the progress of non-disadvantaged pupils with an EHC/S of -0.52.

5. KS4 PRIMARY NEED

Primary need	Cohort	Progress 8		% English and maths GCSEs 9-4?		% English and maths GCSEs 9-5?	
		Tameside	National	Tameside	National	Tameside	National
Autism Spectrum Disorder	20	-0.21	-0.67	45%	33%	25%	19%
Hearing Impairment	<10	0.14	-0.12	56%	46%	33%	29%
Moderate Learning Difficulty	60	-1.15	-0.58	0%	12%	0%	4%
Multi-sensory impairment	<10	0.17	-0.43	67%	31%	33%	19%
Other	20	-0.35	-0.39	15%	33%	10%	18%
Physical Disability	<10	-0.30	-0.36	50%	39%	38%	23%
Profound and Multiple Learning Difficulties	<10	-1.30	-1.25	0%	1%	0%	x
Severe Learning Difficulties	<10	-1.94	-1.25	0%	1%	0%	x
Social, Emotional and Mental Health	40	-0.79	-1.16	38%	25%	23%	13%
Specific Learning Difficulties	51	-0.05	-0.20	33%	33%	12%	17%
Speech, Language & Communication Needs	21	-0.28	-0.39	24%	20%	14%	10%
Visual Impairment	<10	-1.03	-0.22	50%	49%	50%	31%

- 5.1 When breaking down the KS4 SEN results by primary need (and focusing on cohorts of more than 10 pupils due to statistical significance), pupils with a moderate learning difficulty have the lowest progress score and made much less progress than their peers nationally. The Progress 8 figures of the following primary need groups are either in line with or above the corresponding national average: autism spectrum disorder, other specialist need, social, emotional and mental health, specific learning difficulties and speech, language and communication needs.
- 5.2 In addition, the following are either in line with or above the national average for attainment of a standard pass (4+) in English and maths: autism spectrum disorder, social, emotional and mental health, specific learning difficulties and speech, language and communication needs.

6. FACTORS AFFECTING SEN PUPILS AT KS4

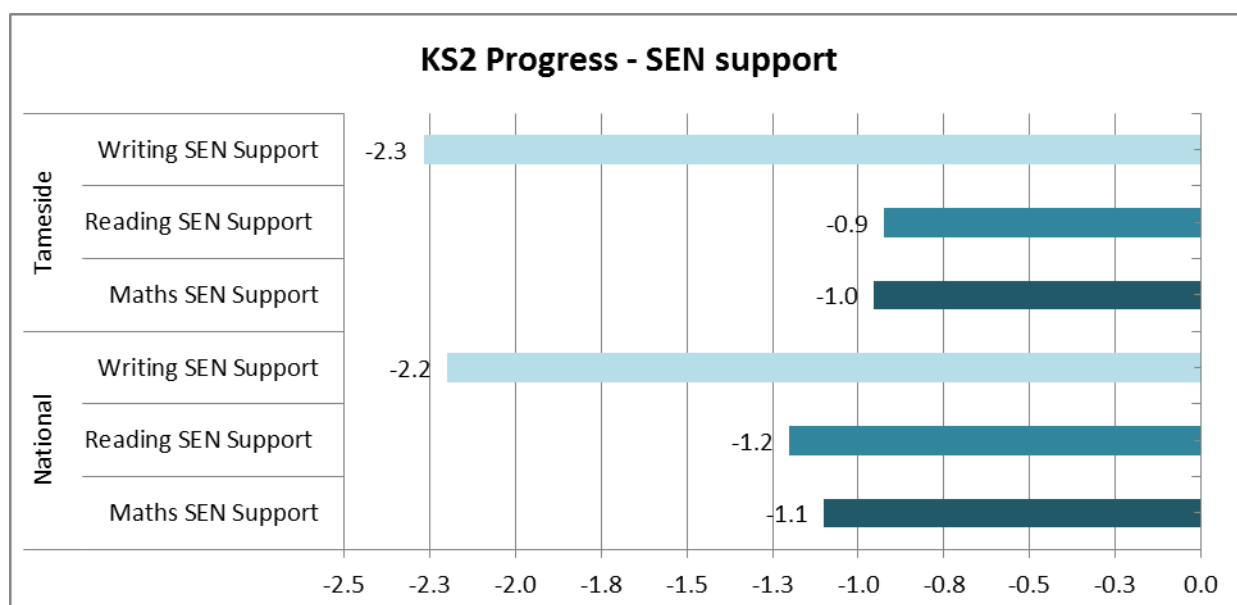
- 6.1 There are certain factors that should be taken into account when interpreting KS4 results for SEN:

- given the needs of some SEN pupils, it may not be appropriate for them to study enough subjects from each Progress 8 area to satisfy the overall Progress 8 calculation. This, in turn, will affect a school's progress score.
- the introduction of new GCSEs in English and maths and their increased difficulty for all pupils.
- the reduction of vocational routes/pathways to support SEN pupils.
- the Reduction in Learning Support Unit (LSU) provision in high schools

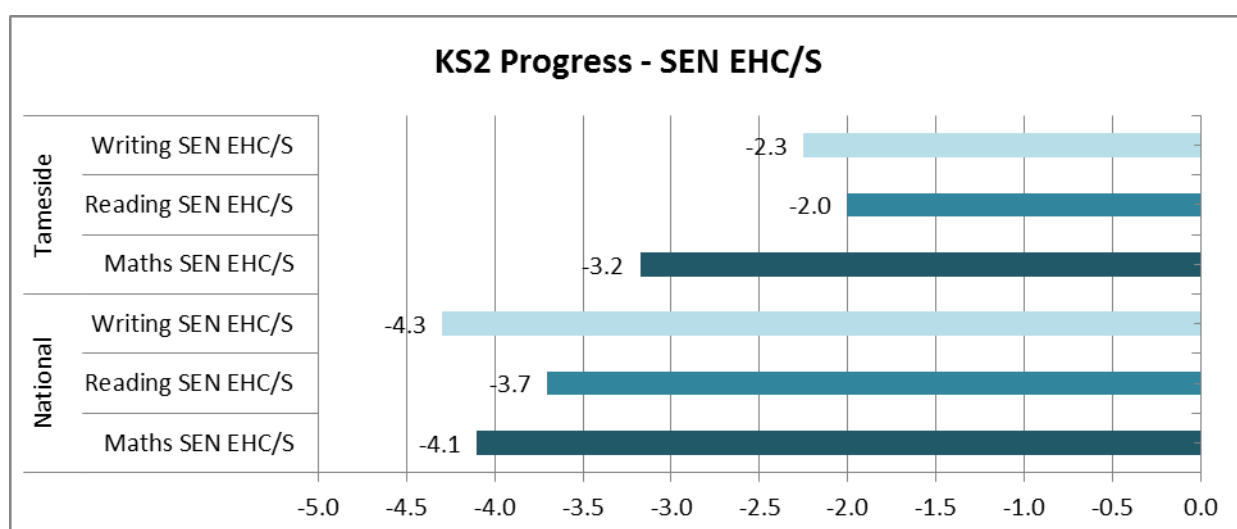
7. KEY STAGE 2

Group	Cohort	% RWM EXS+		Reading Progress		Writing Progress		Maths Progress	
		Tameside	National	Tameside	National	Tameside	National	Tameside	National
SEN Support	438	16%	21%	-0.9	-1.2	-2.3	-2.2	-1.0	-1.1
SEN EHC/S	52	6%	8%	-2.0	-3.7	-2.3	-4.3	-3.2	-4.1
No SEN	2255	70%	71%	-0.1	0.3	0.8	0.5	0.5	0.3
All	2745	60%	62%	-0.2	0.0	0.3	0.0	0.2	0.0

- 7.1 With only 16% of pupils with SEN support achieving the expected standard in reading, writing and maths combined, Tameside is well below the national average of 61% for all pupils and below the national average for SEN support pupils of 21%. This places Tameside 20th out of 23 local authorities in the North West, bottom out of the 10 Greater Manchester authorities and 8th out of the 10 eligible statistical neighbours. That said; there was a 3% increase in the percentage in SEN support pupils achieving EXS+ in each subject on 2016.
- 7.2 Progress scores of SEN support pupils in the borough are in line with the progress of SEN support pupils nationally in writing and maths, and in reading. SEN support pupils made slightly more progress than SEN pupils nationally. That said, progress overall is below that of all pupils nationally. In the North West, Tameside ranks 13th in reading, 17th in writing and 16th in maths. When compared to the borough's 11 statistical neighbours Tameside is 7th in reading and maths and 8th in writing.



- 7.3 In terms of SEN education, health and care plan or a statement of SEN (EHC/S), 6% of pupils achieved the expected standard in each subject and this represented a 3% increase on 2016. The national average in 2017 was 8%. The borough is ranked 15th out of 20 eligible authorities in the North West and 8th out of 10 eligible statistical neighbours for attainment of the expected standard. In terms of progress, whilst pupils with an EHC/S did not make as much progress as all pupils, they did make more progress than the national average for pupils with an EHC/S. In terms of position in the North West the borough was 5th in reading, 3rd in writing and 10th in maths.



8. KS2 - DISADVANTAGED PUPILS

- 8.1 At KS2, 14% of disadvantaged pupils who were SEN support achieved the expected standard compared to 17% of non-disadvantaged SEN support pupils. Whilst the difference in the achievement of EXS+ between disadvantaged and non-disadvantaged SEN support pupils was small, disadvantaged SEN support pupils had lower progress scores in each subject (-1.3 in reading, -2.6 in writing and -1.1 in maths) when compared to the non-disadvantaged SEN support pupils (-0.5 in reading, -1.8 in writing and -0.8 in maths).
- 8.2 Seven percent of disadvantaged pupils who were SEN EHC/S achieved the expected standard compared to 5% of non-disadvantaged SEN EHC/S pupils. Though the difference

between disadvantaged and non-disadvantaged attainment was minimal, disadvantaged SEN EHC/S pupils had lower progress scores in each subject (-2.8 in reading, -3.1 in writing and -3.8 in maths) when compared to the non-disadvantaged SEN EHC/S pupils (-0.9 in reading, -1 in writing and -2.2 in maths).

9. KS2 - PRIMARY NEED

- 9.1 As previously mentioned, progress scores of SEN pupils are benchmarked against the progress score for all pupils nationally (0 in each subject) but the DfE do release the national progress scores of each primary need. Groups with cohorts of less than 10 pupils should be treated with caution, as should the progress scores in writing.
- 9.2 Pupils whose primary need is autism made more progress than all pupils nationally in reading and were in line with all pupils nationally for writing. In maths, pupils with autism in the borough made more progress than pupils with autism nationally but their progress score was below the national average for all pupils.
- 9.3 Pupils with hearing impairment made more progress than all pupils nationally in reading and writing, and were in line with all pupils nationally for maths.
- 9.4 Pupils whose primary need is moderate learning difficulty (MLD) made more progress in reading and maths than pupils with MLD nationally, though in the progress score in writing was below the national for pupils with MLD.
- 9.5 Pupils whose primary need is recorded as 'other' made more progress in writing than 'other' pupils nationally. However, in maths progress is below that of 'other' pupils nationally.
- 9.6 Pupils with a physical disability do not make as much progress as pupils with a physical disability nationally in reading.
- 9.7 Whilst the figures for pupils with profound and multiple learning difficulties (PMLD) made significantly less progress than pupils with PMLD nationally, the figures should be treated with caution due to the small cohort.
- 9.8 The progress of pupils with social, emotional and mental health as their primary need were broadly in line with all pupils nationally in reading and in maths. Whilst writing was below all pupils nationally, it was well above SEMH pupils nationally. Similarly, pupils with specific learning difficulties as their primary need were also broadly in line with all pupils nationally in reading and in maths, though writing was below pupils with SPLD nationally.
- 9.9 Pupils with speech, language and communication needs in Tameside was better than the average progress score of pupils with SLCN nationally in reading and writing, and in line with pupils with SLCN nationally in maths. All were below the national average.
- 9.10 In terms of achievement of the expected standard in each subject combined, the following groups were in line with their corresponding national average (where there were more than 10 pupils in the cohort) moderate learning difficulty, physical disability, specific learning difficulties and social, emotional and mental health.

10. FACTORS AFFECTING SEN RESULTS AT KS2

- 10.1 There are certain factors that should be taken into account when interpreting KS2 results for SEN:
 - the introduction of the new curriculum and it's increased difficulty for SEN pupils.

- the 'SEN loophole' - an SEN pupil who sits the test in reading and maths is more likely to achieve a higher progress score than an SEN pupil who is working below the standard of the test due to the way that progress is calculated at KS2.

10.2

Primary need	Tameside					National			
	Cohort	% RWM EXS+	Reading Progress	Writing Progress	Maths Progress	% RWM EXS+	Reading Progress	Writing Progress	Maths Progress
Autism Spectrum Disorder	20	15	0.7	0.1	-1.1	25	-2.0	-3.0	-2.3
Hearing Impairment	<10	57	1.5	3.5	0.1	39	-1.1	-0.6	-0.3
Moderate Learning Difficulty	171	9	-1.1	-2.7	-1.0	10	-1.9	-2.4	-1.8
Multi-sensory impairment	<10	0	-2.2	-4.0	-2.1	33	-1.1	-2.9	-2.1
Other	40	13	-1.2	-1.6	-2.0	24	-1.1	-2.4	-1.6
Physical Disability	14	29	-2.2	-1.2	-2.1	31	-0.6	-2.0	-2.1
Profound and Multiple Learning Difficulties	<10	0	-12.0	-8.7	-7.4	1	-2.6	-2.9	-2.9
No Specialist Need*	28	0	-3.8	-1.3	-4.5	18	-1.4	-2.2	-1.2
Severe Learning Difficulties	<10	14	1.9	-1.3	2.8	1	-3.0	-3.3	-3.4
Social, Emotional and Mental Health	73	32	0.1	-1.9	-0.4	30	-1.1	-3.1	-2.1
Specific Learning Difficulties	69	14	-0.3	-3.6	-0.7	16	-0.9	-2.9	-0.8
Speech, Language & Communication Needs	51	8	-1.2	-1.5	-0.8	15	-2.1	-2.1	-0.9
Visual Impairment	<10	50	-4.6	-4.8	9.2	41	-0.4	-1.1	0.1
All SEN	490	14	-1.0	-2.3	-1.2	18	-1.6	-2.6	-1.6

*national data doesn't contain NSA who are SEN EHC/S – Tameside has 1 child.

11. KEY STAGE 1

Group	Cohort	%Reading EXS+		%Writing EXS+		%Maths EXS+	
		Tameside	National	Tameside	National	Tameside	National
SEN Support	406	21%	34%	15%	23%	24%	35%
SEN EHC/S	50	8%	14%	6%	9%	8%	14%
No SEN	2680	81%	84%	74%	77%	81%	83%
All	3136	72%	76%	65%	68%	72%	75%

11.1 SEN support pupils in Tameside are well below SEN support pupils nationally (and in turn all pupils nationally) in each subject for achievement of the expected standard. 21% of SEN support pupils achieved the expected standard in reading, compared to 34% of SEN support pupils nationally and 76% of all pupils nationally. In writing 15% of SEN support pupils achieved the expected standard compared to 23% of SEN support pupils nationally and 68% of all pupils nationally, and in maths 24% of SEN support pupils achieved the expected standard compared to 35% of SEN support pupils nationally and 75% of all pupils nationally. Attainment of the expected standard by SEN support pupils is the lowest in the North West in each subject. Out of the borough's statistical neighbours, only North East

Lincolnshire has a lower percentage of SEN support pupils achieving the expected standard in each subject.

- 11.2 The percentage of pupils with SEN who have an education, health and care plan is also below national average in each subject, with 8% of pupils in Tameside achieving the expected standard in reading, compared to 14% of pupils nationally, 6% of pupils in the borough achieving EXS+ in writing compared to 9% nationally, and 8% of pupils in Tameside achieving EXS+ in maths compared to 14% of pupils nationally. The figures for reading and writing have not been published nationally in order to protect confidentiality; this is the case for several local authorities and as a large number have not had figures published no accurate comparison can be made.

12. KS1 - DISADVANTAGED PUPILS

- 12.1 At KS1 in reading, the gap between SEN support pupils who are disadvantaged and those who are not-disadvantaged is small as 20% of disadvantaged SEN support pupils achieved the expected standard compared to 23% of non-disadvantaged SEN support pupils. In writing and maths the gap between the two aforementioned groups is wider; 10% of disadvantaged SEN support pupils in writing achieved EXS+ compared to 19% of non-disadvantaged SEN support pupils, and in maths 18% of disadvantaged SEN support pupils achieved EXS+ compared to 29% of non-disadvantaged SEN support pupils. The numbers of disadvantaged and non-disadvantaged SEN EHC/S pupils achieving EXS+ in any subject were too small for comparison.

13. KS1 – PRIMARY NEED

- 13.1 When breaking down the KS1 SEN support figures by primary need, 70% of pupils whose primary need is autism achieved the expected standard in reading and in maths, and 40% achieved the expected standard in writing.
- 13.2 Small percentages of pupils with a moderate learning difficulty achieve the expected standard at the end of KS1. 8% of pupils achieved EXS+ in reading, 6% achieved EXS+ in writing and 13% achieved EXS+ in maths. Similarly, small percentages of pupils with no specialist need achieve the expected standard at the end of KS1. 4% of pupils achieved EXS+ in reading, 9% achieved EXS+ in maths and none achieved EXS+ in writing.
- 13.3 Of pupils whose primary need is 'other', 11% achieved EXS+ in reading, 7% achieved EXS+ in writing and 21% achieved EXS+ in maths.
- 13.4 43% of pupils with a physical disability achieved the expected standard in reading, in writing and in maths.
- 13.5 33% of pupils with social, emotional and mental health issues achieved the expected standard in reading, with the same percentage achieving EXS+ in maths and 22% achieving EXS+ in writing.
- 13.6 The primary need with the highest number of pupils in 2017 at KS1 was speech, language and communication needs. 27% of pupils achieved EXS+ in reading, 33% achieved EXS+ in maths and 21% achieved EXS+ in writing.
- 13.7 Of pupils whose primary need is specific learning difficulties, 17% achieved EXS+ in reading, 9% achieved EXS+ in writing, and 14% achieved EXS+ in maths.

Primary need	Cohort	%Reading EXS+	%Writing EXS+	%Maths EXS+
Autism Spectrum Disorder	10	70%	40%	70%
Hearing Impairment	<10	100%	100%	100%
Moderate Learning Difficulty	106	8%	6%	13%
Multi-sensory impairment	<10	33%	0%	0%
No Specialist Need	23	4%	0%	9%
Other	28	11%	7%	21%
Physical Disability	14	43%	43%	43%
Profound and Multiple Learning Difficulties	<10	0%	0%	0%
Social, Emotional and Mental Health	55	33%	22%	27%
Speech, Language & Communication Needs	123	27%	21%	33%
Specific Learning Difficulties	35	17%	9%	14%
Visual Impairment	<10	43%	14%	29%

14. FACTORS AFFECTING SEN RESULTS AT KS1

14.1 There are certain factors that should be taken into account when interpreting KS2 results for SEN:

- the introduction of the new curriculum and it's increased difficulty for SEN pupils.
- this data does not take into account the starting points of pupils at EYFS (whether a child was at expected in the reading/writing/maths early learning goals) which Ofsted are looking at in further detail.

15. Y1 PHONICS

% working at the expected standard		
Group	Tameside	National
SEN EHC/S	11%	18%
SEN support	36%	47%
No SEN	84%	87%
All pupils	79%	81%

15.1 36% of pupils who are SEN support were working at the expected standard in the phonics screening check at the end of year 1 compared to 47% of SEN support pupils nationally and 81% of all pupils nationally. This is the lowest in Greater Manchester and only 2 local authorities in the North West have a lower percentage of SEN support pupils achieving the expected standard. It is also the lowest amongst the borough's statistical neighbours, along with North East Lincolnshire. In Greater Manchester, the gap between Tameside and the highest performing LA (Bury) is 13%.

15.2 11% of pupils who are SEN with an education, health and care plan or a statement were working at the expected standard in Y1 phonics compared to 18% of SEN EHC/S nationally and 81% of all pupils nationally. Only Oldham has a lower percentage of pupils who are SEN EHC/S working at the expected standard (10%). Full North West and statistical neighbour comparison is unavailable as the figures have not been published to protect confidentiality.

16. Y1 PHONICS - DISADVANTAGED PUPILS

- 16.1 Twenty eight percent of disadvantaged pupils who were SEN support were working at the expected standard compared to 41% of non-disadvantaged SEN support pupils. When broken down into disadvantaged and non-disadvantaged, the numbers of SEN EHC/S pupils working at the expected standard were too small for comparison.

17. Y1 PHONICS – PRIMARY NEED

- 17.1 In terms of primary need, over 40% of SEN support pupils have speech, language and communication needs and 50% of these pupils were working at the expected standard. A further 20% of SEN support pupils had a primary need of moderate learning difficulty and 67% of pupils were working at the expected standard.
- 17.2 74% of pupils whose primary need is specific learning difficulties, were working at the expected standard; 60% of pupils with no specialist need were working at the expected standard and 55% of pupils whose primary need was 'other' were working at the expected standard. The lowest percentage of SEN support pupils who were working at the expected standard, were pupils with a physical disability (14%) though there were less than 10 pupils in the cohort.

Primary need/School name	Cohort	% working at the expected standard
Autism Spectrum Disorder	12	25%
Hearing Impairment	<10	38%
Moderate Learning Difficulty	60	67%
Multi-sensory impairment	<10	100%
No Specialist Need	10	60%
Other	20	55%
Physical Disability	<10	14%
Social, Emotional and Mental Health	30	50%
Speech, Language & Communication Needs	126	50%
Specific Learning Difficulties	23	74%
Visual Impairment	<5	50%

18. EYFS

- 18.1 13% of SEN support pupils in Tameside achieved a good level of development in 2017 - this is down slightly from 14% in 2016. There has been a 5% reduction in the percentage of SEN support pupils in Tameside achieving a good level of development since 2015 (when 18% of SEN support pupils achieved this). The closest GM authority to Tameside on this measure in 2017 was Oldham where 18% of pupils achieved a GLD.
- 18.2 No pupils who were SEN with an education, health and care plan achieved a good level of development.

Group	Cohort	% achieving GLD	National % achieving GLD
No SEN	2864	70%	76%
SEN Support	208	13%	27%
SEN EHC	16	0%	4%
All	3088	66%	71%

19. EYFS – DISADVANTAGED PUPILS

- 19.1 When breaking down the SEN support group by disadvantaged and non-disadvantaged, 10% of disadvantaged SEN support pupils achieved a good level of development compared to 15% of non-disadvantaged SEN support pupils. No SEN EHC pupils achieved a good level of development.

20. EYFS – PRIMARY NEED

- 20.1 More than half of the SEN support pupils at EYFS had a primary need of speech, language and communication needs and 17% of these achieved a good level of development. Moderate learning difficulty is the primary need with the 2nd highest proportion of SEN support pupils (17%) and none of these pupils achieved a good level of development.

Primary need	Cohort	% achieving GLD
Autism Spectrum Disorder	11	18%
Hearing Impairment	<10	50%
Moderate Learning Difficulty	36	0%
No Specialist Need	<10	29%
Other	10	0%
Physical Disability	<10	22%
Social, Emotional and Mental Health	10	20%
Speech, Language & Communication Needs	109	17%
Specific Learning Difficulties	10	0%
Visual Impairment	<10	33%

21. SUMMARY OF PERFORMANCE DATA

- 21.1 The progress being made by SEN pupils in Tameside at the end of KS4 is below that of all pupils nationally. In addition, disadvantaged pupils who are SEN are not making good progress. There is, however, evidence that pupils with significant needs are achieving more than their peers nationally.
- 21.2 At the end of KS2, when benchmarked against all pupils nationally, the progress scores of SEN pupils are below national. When comparing the progress scores of SEN support pupils in the borough to SEN support pupils nationally, they are in line in writing and maths,

and in reading SEN support pupils made slightly more progress than SEN support pupils nationally. SEN EHC/S pupils also made more progress than the national average for pupils with an EHC/S in each subject. There are, however, gaps between the progress of disadvantaged pupils with SEN and non-disadvantaged pupils with SEN.

- 21.3 At the end of key stage 1 and at EYFS not enough SEN pupils in Tameside achieve the expected standard and the borough does not compare favourably to other local authorities in these areas.

22. SEND UPDATE

- 22.1 The SEND team have been working on the final transfers of Education Statements to Education Health Care Plans. The national dead line is March 31st and we are confident that we will meet this. There are currently 15 in draft form to be finalised.
- 22.2 In Tameside we now have 987 children and young people with an EHCP. Since September 2014 we have had 670 new requests of which 348 have become EHCP's.
- 22.3 The SEND team, following 31 March 2018 will be able to invest more time in settings and further enhance links and improve relationships further with SENDCO's. Although developing good communication has been a focus, the numbers of conversions and requests have created some limitations on the accessibility of Case Workers at times.
- 22.4 A partnership agreement with Salford Education Psychology has been agreed and this will enable us to re-establish a Tameside team and will further enhance relationships with settings, develop early identification and preventative interventions. Educational Psychology has significant statutory functions within the SEND process.
- 22.5 SEND Networks have continued and have been very well attended by settings. Inclusion networks have also continued which enable further cross cutting and sharing across partner agencies. The team recognises that there is scope to improve links with Social Care colleagues. Plans are in place to work together with colleagues from Health and Social Care to develop practice in writing plans together and developing awareness and training with teams and partners.
- 22.6 Specialist provision is under review and we await the report and recommendations. Relationships have been strengthened with the Special Schools Partnership and they attend panels. Main stream representation at panel is an area to be looked at.
- 22.7 Work with the Pupil Referral service continues. Permanent Exclusions are a concern in Tameside as they are nationally. Alternative provision is being reviewed and networking opportunities are being developed further Post 16.
- 22.8 The most recent statistics in terms of SENDIASS, referrals to Pupil Support Services, and EHCPs can be found in the **Appendices**.

23. RECOMMENDATIONS

- 23.1 That the board note the contents of the report and are provided further updates on the progress of work in relation to SEND.

APPENDIX 1

SENDIASS

Special Educational Needs and Disability Information, Advice and Support Service



Exclusion Data 1st December 2017 – 28th February 2018

The data below captures how many **initial** calls during the months of December '17, January '18 and February '18 SENDIASS took regarding exclusions; it does not include how many contacts were held with each parent.

December 2017

32 initial calls were taken, of which 7 related to exclusions = 22% SENDIASS workload.

SENDIASS supported with the following:

- Request to support at Governors Meeting x2
- 6th day provision at another school
- Request to support at IRP Meeting
- Preparation for IRP Meeting
- Threat of permanent exclusion
- Managed move process

January 2018

37 initial calls were taken, of which 5 related to exclusions = 13% SENDIASS workload.

SENDIASS supported with the following:

- Reduced timetable
- Managed move process
- IRP process
- Fixed term exclusion guidance/process

February 2018

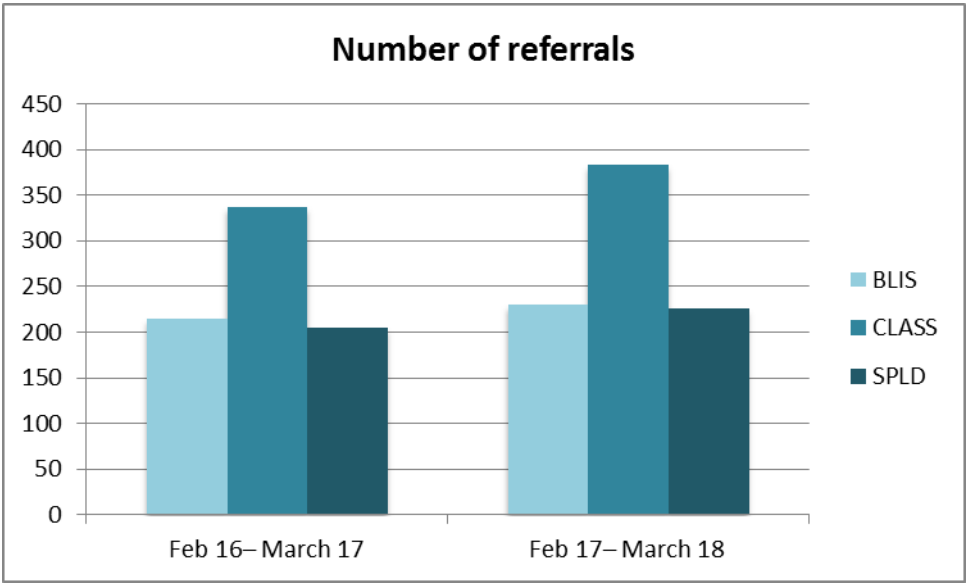
49 initial calls were taken, of which 7 related to exclusions = 14% SENDIASS workload.

SENDIASS supported with the following:

- Permanent exclusion guidance/process x2
- Fixed term exclusion guidance/process x4
- Managed move process

APPENDIX 2

REFERRALS TO BLIS, CLASS AND SPLD SERVICES



APPENDIX 3

EHCP STATISTICS

	Number of new EHC issued	Requests for assessment responded to in 6 weeks	Plans completed in 20 weeks
Jan - Mar 2016	8	33 requests - 29 responded in 6 weeks	8 plans finalised - 4 in 20 weeks
Apr - Jun 2016	23	44 requests - 34 responded to in 6 weeks	23 plans finalised - 9 in 20 weeks
July - Sept 2016	16	38 requests - 38 responded to in 6 weeks	16 plans finalised - 6 in 20 weeks
Oct - Dec 16	29	24 requests - 22 responded to in 6 weeks	29 plans finalised - 5 in 20 weeks
Jan - Mar 2017	33	64 requests - 46 responded to in 6 weeks	33 plan finalised - 4 in 20 weeks
Apr - Jun 2017	23	70 requests - 55 responded to in 6 weeks	23 plans finalised - 1 in 20 weeks
July - Sept 2017	69	76 requests - 75 responded to in 6 weeks	69 plans finalised - 15 in 20 weeks
Oct-Dec 2017	42	80 requests- 72 responded to in 6 weeks	42 plans finalised – 16 in 20 weeks
Jan 2018- to date (13/03/2018)	42	83 requests- 77 responded to in 6 weeks	42 plans finalised- 2 in 20 weeks

