

**UPDATE ON THE REVIEW OF PROVISION FOR PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS**

*To:* Cambridgeshire Schools Forum

*Date:* 9<sup>th</sup> March 2018

*From:* Helen Phelan  
Head of SEND Service/Principal Educational Psychologist

*Purpose:* The Forum is asked to:

- a) consider the report on the work completed to date to review the specialist provision for pupils with special educational needs and disabilities (SEND) that fall within the category in the SEND Code of Practice (2015) of social, emotional and mental health (SEMH) needs;
- b) give a view on the next steps identified to co-design an improved model that will provide a graduated response to needs, improve outcomes and target funding to meet children and young people's needs early and locally.

**1.0 BACKGROUND**

- 1.1 External support was commissioned in 2017 to provide an external view of the issues that had been identified in Cambridgeshire relating to pupils identified with social, emotional and mental health needs (SEMH), and to gather further evidence to inform recommendations for next steps.
- 1.2 The broad issues were identified as:
  - Surplus places in SEMH special schools
  - Location of specialist provision
  - Some cross border placements
  - A number of pupils with SEMH needs in independent SEMH schools
  - A significant number of individual tuition packages
  - Use of college courses 14 – 16.
- 1.3 In addition there continues to be significant pressure on the High Needs Block.
- 1.4 The overarching aims of the review are to:
  - Identify the level of sustainable provision required to meet needs locally, taking account of demographic growth.
  - Review out of county placements to establish what is needed locally.
  - Provide a clear and coherent graduated approach to meeting the needs of children and young people and their families who have behaviour that is difficult to manage and in some cases dangerous to themselves and/or those around them.

- Set out recommendations to ensure consistent high quality specialist SEMH provision.
- Ensure coproduction with key partners, including young people, parents/carers and schools.
- Ensure clear alignment with the broader SEND sufficiency work.

1.5 Key questions being asked as part of the review work are:

- Is current local provision adequate to meet needs now and in the future, and does it have a positive impact on pupil attainment/outcomes?
- What models are there in the country that support young people to remain in their community and impact positively on outcomes?
- What is a financially sustainable model that meets needs in the community and improves outcomes?
- Should any proposed model include use of independent specialist provisions?
- What provision could be offered to children and young people with SEMH needs who are looked after and / or require 52 week provision?
- How do we ensure quality of provision?
- What provision is required post 16?
- How can we ensure effective transition into adult life?
- How can we improve listening to the voice of the child and their parents and carers?
- Are there opportunities to jointly commission with other local authorities (LAs) and/or partners?

## 2.0 NATIONAL CONTEXT

- 2.1 The Children and Families Act 2014 requires local authorities to keep the provision for children and young people with special educational needs (SEN) and disabilities under review (including its sufficiency), working with parents, young people, and providers.
- 2.2 The Act makes it clear that when considering any reorganisation of SEND provision, decision makers must be clear how they are satisfied that the proposed alternative arrangements will lead to improvement in the standard, quality and/or range of educational provision for children with SEND.
- 2.3 Local authorities must involve children and young people with SEN and disabilities, and their parents, in reviewing the special educational provision in their area. Local authorities should do this in a way which ensures that children, young people and parents feel they have participated fully in the process and have a sense of co-ownership or 'co-production'.
- 2.4 Co-production with parents / carers is at the heart of the SEND Reforms as set out in the Children and Families Act 2014. Co-production is not the same as consultation, although consultation can form a part of an overall co-production process. Co-production happens when service providers and service users recognise the benefits of working in true partnership with each other. This process is adopted 'from the start', when planning, developing, implementing or reviewing a service. It means that all the right people are around the table right from the beginning of an idea, and that they are involved equally to:
- shape, design, develop, implement, and review services

- make recommendations, plans, actions, and develop materials
- work together right from the start of the process, through to the end

2.5 Pinpoint, Cambridgeshire's Parent/Carer Forum will play a key role in supporting the engagement of a broader range of parents and carers. Contact has been made and a meeting arranged on 12<sup>th</sup> March with the new Chief Executive of Pinpoint to discuss the review, seek their view on current practice and provision and map out their engagement in the next steps of work. This will be discussed with their commissioner to help ensure they have sufficient capacity and that the work is aligned with other work Pinpoint is engaged in.

### 3.0 INTRODUCTION

3.1 This piece of work will contribute towards the development of a clear graduated approach to meeting the needs of children and young people and their families who have behaviour that is difficult to manage and in some cases dangerous to themselves and/or those around them.

3.2 It will support the development of clear guidance that reflects the most effective practice and interventions through a graduated approach, from SEND support in settings and schools and early help, to more specialist support from different agencies.

3.3 The work includes a review of existing specialist provision as well as the collation and analysis of a range of data and information to provide an evidence base and inform decision making.

3.4 A SEND Strategy is being developed that will provide a framework for the delivery of this work as well as other areas of SEND. This will set out the vision for SEND across Cambridgeshire and the key strands of activity that will support its delivery, and ensure transparency and accountability through a formal governance framework.

3.5 The Consultant has met with the Primary Heads Group to discuss the work to date and receive feedback on their views and their proposals for next steps regarding the SEMH pilot. A number of heads representing the different areas of Cambridgeshire have put themselves forward to join a working group to progress the work. The work they have been involved in to date provides a good foundation for this.

3.6 Other existing work relevant to this piece of work include:

- Primary SEMH pilot
- Secondary Behaviour and Attendance Improvement Partnership
- Pilgrim PRU
- District Teams

### 4.0 LOCAL CONTEXT

4.1 Cambridgeshire is a large county with a mixed demographic. Since 2014, Cambridgeshire has seen the following changes in the 0 – 25 population

Age band	Increases/decreases
0 – 4	Decreased by 70
5 – 10	Increased by 4,310
11 – 16	Increased by 1,590
17 – 19	Increased by 170
20 – 25	Increased by 870
<b>Total increase in 0 – 25 population</b>	<b>Increased by 6,890</b>

4.2 In order to plan appropriately to meet the needs and demands of the different areas of

Cambridgeshire, it is important to consider area data. The data being collated is therefore being further refined to reflect the following 5 areas:

- Fenland
- South Cambridgeshire
- Huntingdonshire
- Cambridge City
- East Cambridgeshire

4.3 The work takes into consideration the changing demographic and current and future need/demand for special/specialist placement. It will help inform options for planning for provision in the right localities to better meet the needs and improve the outcomes of children and young people with complex needs in Cambridgeshire and their families. It will contribute to the broader SEND sufficiency and needs analysis work.

4.4 In order to plan future SEND services and provision it is important to take into account the projected 0 – 25 population growth by age group. The figures set out in the table below are based on the Cambridgeshire County Council Research Group's 2015 population projections, which are also used to support school place planning. There will be different rates of growth forecast in different areas of Cambridgeshire

Age band	Forecast Increases by 2023
0 – 4	Increase by 3,970
5 – 10	Increase by 2,780
11 – 16	Increase by 8,360
17 – 19	Increase by 1,360
20 – 25	Increase by 2,460
<b>Total forecast increase in 0 – 25 population</b>	<b>18,930</b>

The most significant forecast increase is in the 11 – 16 age group, which would suggest that SEND provision and support for secondary aged pupils will need to be an identified focus of the re-design of support and provision.

4.5 While the primary focus of this work is on the specialist end of the provision, this cannot be looked at in isolation and needs to be seen in the context of analysis of the profile of needs of children, young people and their families across the different areas of Cambridgeshire.

4.6 To support this, a detailed SEND data appendix is being developed, which includes data on pupils identified with SEND receiving SEND support and those with Education, Health and Care Plans (EHCPs) in Cambridgeshire schools, as well as Cambridgeshire pupils with EHCPs who are attending schools both in and outside of Cambridgeshire. Elements of this data appendix have been incorporated into this report.

4.7 More detailed analysis of this data and information will help provide an evidence base to inform and support decision making. This should further link to a clear and robust commissioning strategy informed by the current and predicted future profile of needs of children and young people with behaviour that is challenging and who require specialist services/provision in Cambridgeshire.

## 5.0 CURRENT DESIGNATED SEMH SCHOOLS

- 5.1 In order to understand their context and the profile of needs of pupils attending the schools, visits were made to The Centre School, Harbour School and Unity Academy (both sites). This provided an opportunity to listen to the views of the school leaders, meet the pupils and better understand their needs, and gain an understanding of the accommodation currently occupied. A visit has been planned in March to Pilgrim Pupil Referral Unit (PRU) to help understand how it fits into the pattern of provision for pupils with these needs.
- 5.2 All schools were welcoming and spent time sharing their work and the strengths and challenges in their schools. They were all open to the concept of making changes where required, and were keen to be involved in the work in co-designing this. They all had ideas on next steps, which provides a good foundation for the next stages of development.
- 5.3 Maps have been created for the last three years showing the locations of the schools as well as the home locations for the pupils on roll at each school. This enables analysis of distances travelled by pupils to get to school, and a sense of which areas of Cambridgeshire appear to have higher levels of need requiring this type of provision.
- 5.4 **The Centre School, Cottenham** caters for secondary aged pupils (11 – 16) and is part of the Astrea Academy Trust. It is co-located on the site of Cottenham Village College secondary school, and is the only SEMH school in Cambridgeshire that has been at or over the number of funded places for the last four years. It received a short inspection in 2017 and was judged as continuing to be a good school.
- 5.5 The majority of the accommodation that the school occupies has had alternative uses in the past, is limited, and is not designed for this group of pupils, although the school has been flexible and creative in making best use of a difficult environment. Outside space is also limited, but the pupils benefit from joint access to some of the secondary school's accommodation and facilities.
- 5.6 There is significant strength in the co-location with a secondary school as this can provide an opportunity for shared professional development activities, access to subject specialists if needed, moderation and potentially shared staff.
- 5.7 Pupils are offered a broad curriculum which includes a range of accredited courses as well as enrichment opportunities which are necessary to engage and motivate the pupils to make good progress and achieve. The school is flexible and personalises the curriculum offer to reflect the needs and aspirations of their pupils.
- 5.8 There are positive relationships between pupils and staff. Pupils engage well with staff and with visitors and were happy to talk about their learning. One pupil spoken to at length was very positive about the impact of the school on his life. He felt that staff cared about him. Pupil feedback is important to inform the development of services and support and is a core element of the Children and Families Act.
- 5.9 Many pupils travel long distances, and pupils come from all parts of Cambridgeshire and some from beyond its borders.
- 5.10 **Harbour School, Wilburton** caters for boys aged 5 – 16 and is located in Wilburton, Ely. It was inspected in December 2016 and was judged to Require Improvement, and received a positive monitoring visit in June 2017 which recognised the improvements being made at the school.
- 5.11 There is excellent space in the newer accommodation at the back of the site, but the rest of the buildings are not adequate for pupils with these types of needs. The open nature of the site can make management of behaviour difficult. The primary provision is based in a converted house on the site, which is not an adequate learning and teaching space. The

school has made significant cosmetic improvements in parts of the old buildings, and the pupils have been involved in designing some of this. This has supported the pupils in valuing this part of their environment.

- 5.12 The head teacher raised the issue of the isolated site and its lack of proximity to other community resources that could support development of life skills and integration opportunities. School leaders report the location also impacts negatively on their ability to recruit and retain staff.
- 5.13 The governing body of the school is considering becoming part of a multi academy trust which includes another SEMH school. This could provide real strength to the provision in Cambridgeshire.
- 5.14 Many pupils travel long distances, which is particularly difficult for the younger primary aged pupils.  
In 2014/2015 there were 21 primary aged pupils  
In 2015/2016 there were 23 primary aged pupils  
In 2016/2017 there were 30 primary aged pupils, with the majority travelling from the Cambridge and Wisbech areas.
- 5.15 The distance between Harbour School and The Centre School is 6.5 miles. In planning future provision, consideration should be given to the spread across Cambridgeshire in order to minimise travel distances and support more local provision for pupils.
- 5.16 **Unity Academy** caters for secondary aged pupils and is part of the TBAP Multi Academy Trust. It has two sites, one in St Neots and one in Wisbech. It has not been inspected since it became part of TBAP.
- 5.17 The school determines which pupils attend which site, and this data is not separated in the school census returns or routinely collected by the Council.
- 5.18 The distance between the two sites means that they operate as two distinct schools and this creates some challenges.
- 5.19 The St Neots site has had significant investment in the accommodation, and the Wisbech site has had some cosmetic improvements. The accommodation on the Wisbech site is not sufficient to best provide for pupils with these needs.
- 5.20 There have been significant changes in the leadership team including a new head in January 2017 which are having a positive impact on the school on both sites  
Site 1 has capacity for further development and could provide a centre for the west of the County.
- 5.21 There has been a recent agreement to use some of the vacant places to provide a small number of post 16 places to those pupils who need it. It is understood that since the visit there has been some discussion to bring all of the students onto the St Neots site and close the Wisbech site. This needs to form part of a broader strategic plan.

## 6.0 PLACES AND FUNDING

- 6.1 Every commissioned place in a special school, whether filled or not, is funded at £10k. For academies, the Local Authority is required to agree the places with the school and make a return to the Education and Skills Funding Agency (ESFA) in November of each year for places the following September. The ESFA then top slices this amount from the Local Authority High Needs Block (HNB) and pays the academies direct for these places.
- 6.2 The number of funded places up to and including 2017/2018 are set out in the table below:

School	Number of places
Harbour	80
Unity	105

Centre School	55
<b>Total</b>	<b>240</b>

- 6.3 There has been an issue of a significant number of funded vacant places across two of the three SEMH schools (Harbour and Unity (was Trinity)) over the last few years. The profile of numbers of pupils on roll at each of the census dates is set out in the table below:

School	Oct 14	Jan 15	May 15	Oct 15	Jan 16	May 16	Oct 16	Jan 17	May 17	Oct 17
Harbour	60	61	61	53	55	60	60	67	70	65
Unity	66	69	64	45	50	52	34	38	50	60
Centre	54	60	62	60	61	64	55	58	65	51
<b>TOTAL</b>	<b>180</b>	<b>190</b>	<b>187</b>	<b>158</b>	<b>166</b>	<b>176</b>	<b>149</b>	<b>163</b>	<b>185</b>	<b>176</b>
Vacant places	60	50	53	82	74	64	91	77	55	64

- 6.4 Taking the average empty places across all three schools each academic year, the impact of the funded vacant places on the High Needs Block is set out in the table below:

Academic Year	Cost of vacant places
<b>2014/2015</b>	£540,000
<b>2015/2016</b>	£730,000
<b>2016/2017</b>	£740,000

- 6.5 As a consequence the Head of SEND Services 0 – 25/ Principal Educational Psychologist has adjusted the number of commissioned places for 2018/2019. A five year place planning tool is being developed to support management of place planning in the future.
- 6.6 The top-up values (the amount paid on top of the £10k place element) for pupils attending the three schools are based on agreed identified need and set at four levels:

Level 1: £4,100

Level 2: £6,150

Level 3: £8,200

Level 4: £12,300

## 7.0 SEMH SCHOOL EXCLUSIONS AND ATTENDANCE

- 7.1 Pupils with these types of needs often have a history of poor school attendance, and some have not attended school for some time before they get to the SEMH school. Improving attendance and reducing exclusions for all pupils enables them to access their entitlement to a suitable full time education and make the best possible progress. Motivators for good school attendance include close working between home and school, a rich and personalised curriculum that meets the needs and aspirations of the pupils, and staff who understand their needs and can respond accordingly.
- 7.2 All of the schools have reduced the number and days lost to fixed term exclusions over the last three years.

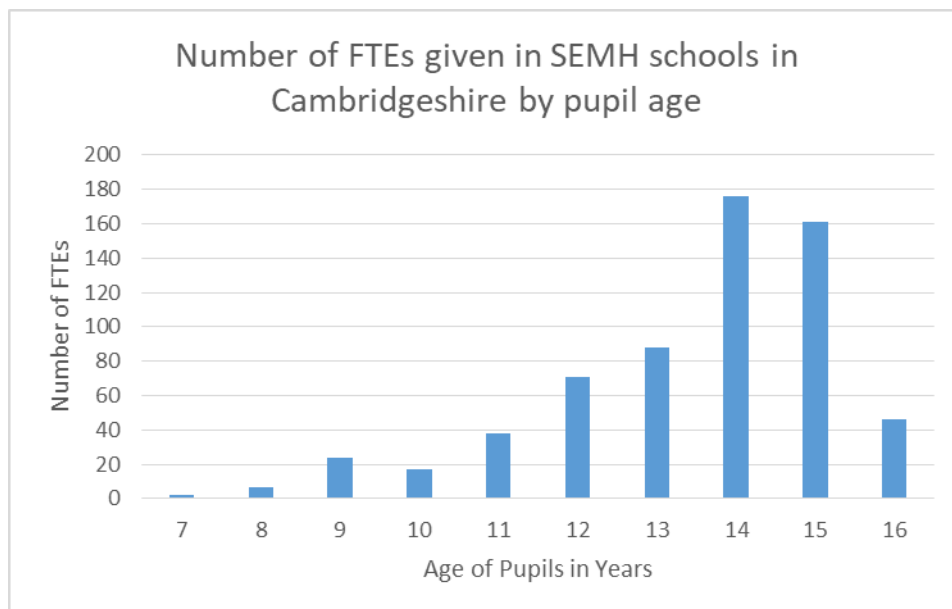
The table below sets out the exclusion data for the three schools for the last three years

		2014/2015				2015/2016				2016/2017		
School	NOR	FTE	Days lost	Pupils	NOR	FTE	Days lost	Pupils	NOR	FTE	Days lost	Pupils
Harbour	61	68	169	28	55	66	131	31	67	38	86.5	22



<b>Unity (Trinity)</b>	69	97	213.5	31	50	51	189.5	23	38	51	153	20
<b>Centre</b>	60	116	196	32	61	100	140	35	58	43	82	23
<b>Total</b>	<b>190</b>	<b>281</b>	<b>578.5</b>	<b>91</b>	<b>166</b>	<b>217</b>	<b>460.5</b>	<b>89</b>	<b>163</b>	<b>132</b>	<b>321.5</b>	<b>65</b>

7.3 The age profile of the pupil exclusions in 2016/2017 is set out in the graph below:

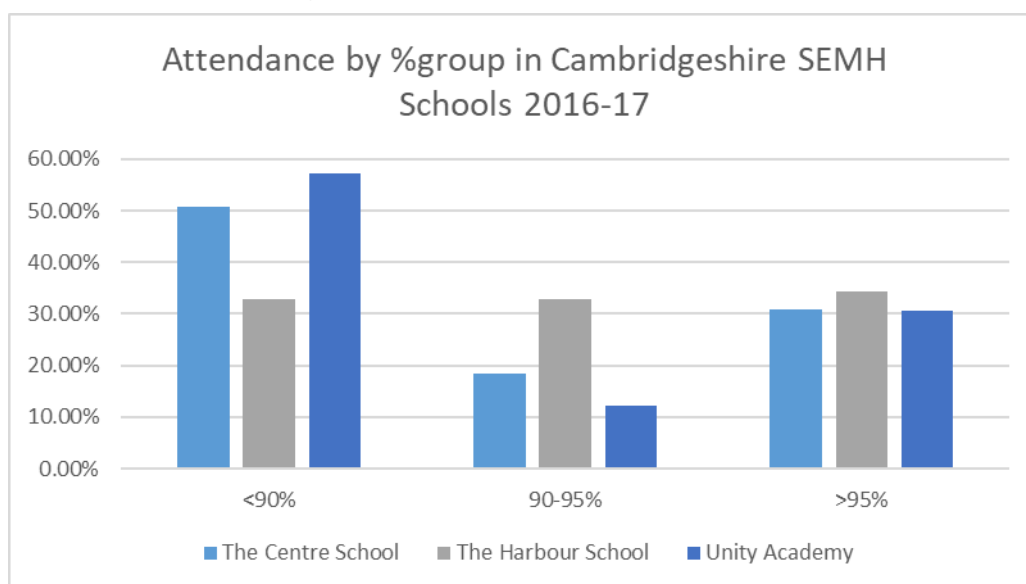


Different interventions and support for both the pupil and family are likely to be required dependent on the age of the pupil. This is likely to need an interagency approach. In developing the pathways, this needs to be taken into account.

7.4 In order to understand the profile of attendance and therefore identify appropriate actions, attendance at the schools has been broken down into the following groups:

- Those attending 95% and above;
- Those attending between 90% and 94%
- Those attending below 90% (persistent absence)

7.5 This is set out in the graph below:



7.6 Further work needs to be done to support identification of steps required to reduce exclusions and improve attendance. This should include:



- Analysis of the profile of excluded pupils and those with low attendance, including tracking back to when needs were first identified to establish whether needs are being identified as early as they could be;
- Consideration of changes to the environment/accommodation that could support pupils whose behaviours are particularly challenging in school rather than fixed term excluding them;
- Identifying successful models that improve attendance and prevent exclusion in SEMH schools judged by Ofsted as Outstanding across the country;
- Systematically gathering feedback from pupils and parents regarding issues and co-producing measures to address these that respond to this feedback;
- Draw on the best and most effective practice in each of the SEMH schools, and identify ways of making these practices consistent across all of the schools;
- Developing a continuing professional development (CPD) programme to support staff in meeting the needs of pupils currently accessing the provision, as well as those that with the right provision could have their needs met in county rather than in out of county provision.
- Ensuring all fixed term exclusions are recorded consistently.

7.7 All of the schools are keen to be involved in co designing the next steps in order to support the improvement of provision across Cambridgeshire.

## 8.0 ANALYSIS OF SEND DATA AND INFORMATION

8.1 In order to develop a graduated approach to provision across the primary area of need currently identified within the SEND Code of Practice as SEMH, the work should be considered within the context of all areas of SEND, particularly those areas of need that without the right provision and support to meet those needs, behaviour can become more difficult for families and professional to manage.

8.2 This work will help identify what guidance and support is required to identify the children and young people's needs early, and provide the right support at the right time to ensure that needs are met early and where possible within universal services. It will also help identify clear pathways to more specialist services and support where needed.

## 9.0 SEND SUPPORT

9.1 The table below sets out the percentage of pupils identified as receiving SEND support (recognised SEND but need does not meet criteria for an EHCP) in Cambridgeshire primary schools compared to the Stastical Neighbour (SN) and National averages. Cambridgeshire schools have been consistently identifying a significantly lower percentage of pupils as requiring support at a mainstream school level that is in addition to and different from the majority of pupils. This needs further interrogation to identify the reasons for this.

	2014	2015	2016	2017
<b>Cambridgeshire %</b>	14.3	11.3	11.0	11.5
<b>SN %</b>	14.9	12.8	12.0	12.2
<b>England %</b>	15.2	13.0	12.1	12.2

9.2 The table below sets out the percentage of pupils identified as receiving SEND support in Cambridgeshire secondary schools compared to the SN and National averages. Similarly to Cambridgeshire primary schools, Cambridgeshire secondary schools have been consistently identifying a significantly lower percentage of pupils as requiring support that is in addition to and different from the majority of pupils. This also needs further

interrogation to identify the reasons for this.

	2014	2015	2016	2017
<b>Cambridgeshire %</b>	16.1	13.6	10.7	9.5
<b>SN %</b>	14.3	11.9	11.0	11.1
<b>England %</b>	15.9	12.4	11.0	10.7

## 10. EDUCATION HEALTH AND CARE PLANS (EHCPs) – CAMBRIDGESHIRE SCHOOLS

10.1 Conversely the picture reverses for the percentage of pupils with EHCPs in Cambridgeshire Primary and Secondary Schools

10.2 The table below sets out the percentage of pupils with an EHCP in Cambridgeshire primary schools compared to the SN and National averages. While the percentage has been reducing, there are consistently more pupils with an EHCP in Cambridgeshire primary schools when compared to SN and national averages. This requires further investigation with schools to establish the possible reasons for this and what actions may need to be collectively taken to address this.

	2014	2015	2016	2017
<b>Cambridgeshire %</b>	1.8	1.9	1.7	1.6
<b>SN %</b>	1.4	1.4	1.4	1.5
<b>England %</b>	1.4	1.4	1.3	1.3

10.3 The table below sets out the percentage of pupils with an EHCP in Cambridgeshire secondary schools. While the percentage has been reducing, it remains consistently **significantly** higher than the SN and national averages.

	2014	2015	2016	2017
<b>Cambridgeshire %</b>	2.9	2.9	2.7	2.5
<b>SN %</b>	1.6	1.6	1.6	1.6
<b>England %</b>	1.9	1.8	1.7	1.7

10.4 Those pupils with EHCPs in Cambridgeshire schools consist of both Cambridgeshire pupils and other local authority pupils. The profile of these pupils across the different school types are set out below.

<b>EHCPs</b>		
<b>Nursery Schools</b>	0.2%	*
<b>Primary Schools</b>	31.2%	825
<b>Secondary Schools</b>	30.3%	803
<b>Special Schools</b>	38.1%	1009
<b>PRU</b>	0.2%	*

10.5 The following table sets out the comparison between the percentage of pupils in Cambridgeshire primary, secondary and special schools by primary type of need (SEND support and EHCP). This is the need identified by the school on the January 2017 census return. The tables include the SN and national comparisons.

10.6

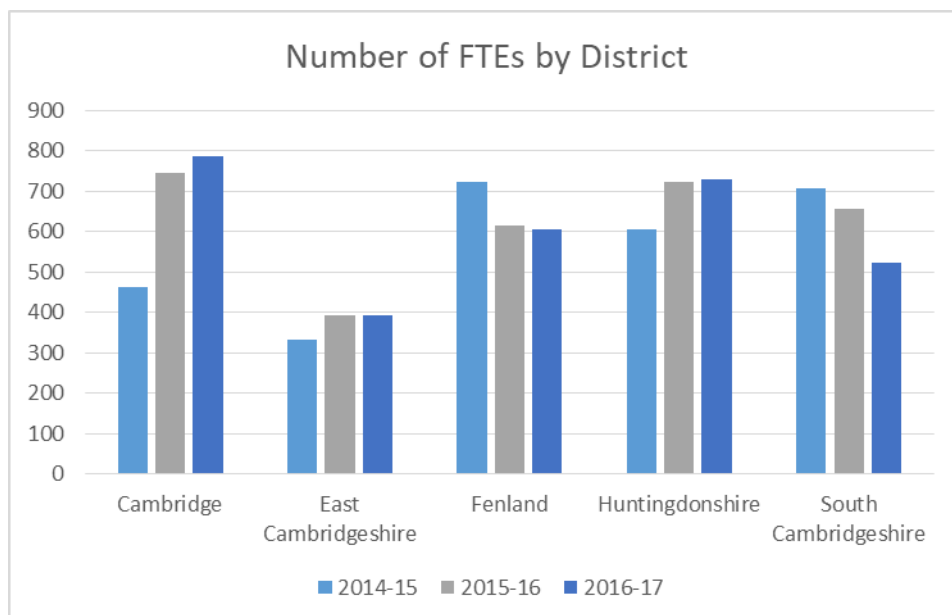
<b>Type of Need</b>		Primary	Secondary	Special
Specific Learning Difficulty - SpLD	Cambs %	13.7	29.2	2.7
	SN %	12.9	25.6	1.3
	England %	9.7	21.1	1.4
Moderate Learning Difficulty - MLD	Cambs %	22.9	22.9	12.7
	SN %	23.6	21.9	17.9
	England %	23.3	24.0	14.5
Severe Learning Difficulty - SLD	Cambs %	0.9	0.5	30.6
	SN %	0.6	0.3	25.8

	England %	0.7	0.5	23.2
Profound and Multiple Learning Difficulty - PMLD	Cambs %	0.4	0.2	7.7
	SN %	0.2	0.0	6.0
	England %	0.3	0.1	7.8
Social, Emotional and Mental Health - SEMH	Cambs %	16.0	14.9	17.4
	SN %	16.3	16.7	13.1
	England %	15.7	18.4	12.5
Speech, Language and Communication - SLCN	Cambs %	23.1	6.7	3.1
	SN %	27.9	10.8	7.1
	England %	29.0	10.8	6.4
Hearing Impaired - HI	Cambs %	1.6	2.4	0.2
	SN %	1.4	1.9	3.1
	England %	1.7	2.3	1.3
Visually Impaired - VI	Cambs %	0.9	1.1	0.9
	SN %	0.9	1.1	0.9
	England %	0.9	1.3	0.7
Multi-Sensory Impaired - MSI	Cambs %	0.3	0.4	0.6
	SN %	0.3	0.2	0.2
	England %	0.3	0.2	0.2
Physical and Neurological Impaired - PNI	Cambs %	2.5	2.3	1.1
	SN %	2.8	2.9	3.6
	England %	2.9	2.9	3.4
Autistic Spectrum Condition - ASC	Cambs %	6.5	10.9	23.2
	SN %	5.9	8.7	18.6
	England %	6.7	8.9	26.9
Other	Cambs %	4.9	6.3	0.3
	SN %	4.6	7.1	2.4
	England %	-	-	1.5
SEND Support No identified need	Cambs %	6.2	2.2	-
	SN %	2.7	2.8	-
	England %	-	-	-

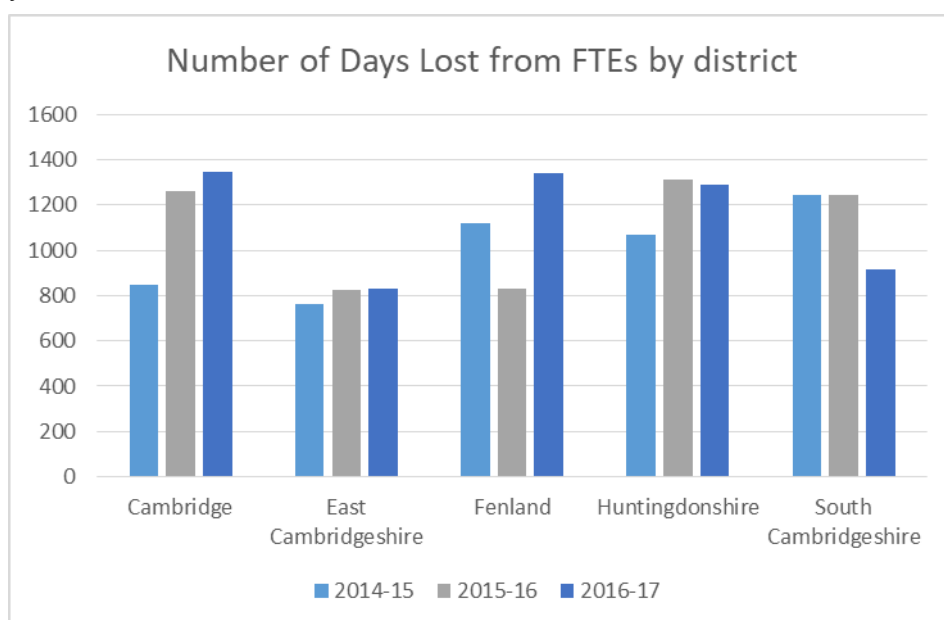
Further discussion and analysis of this data with schools and services will help establish possible reasons for this profile and the next steps required in planning services and support.

## 11.0 MAINSTREAM SCHOOLS EXCLUSIONS AND ATTENDANCE

- 11.1 Interrogation of exclusion data helps to establish what the key issues might be, and inform identification of next steps to reduce exclusions. Further data is being collected regarding the representative SEND population in the exclusions data. National equalities data shows that children and young people with SEND are more likely to be excluded than their peers who do not have SEND. As part of this work, the aim is to identify what can be done collectively to reduce SEND exclusions and better meet the needs of this cohort.
- 11.2 The table below shows the number of fixed term exclusions by district over the last three years.



- 11.3 The table below shows the number of days lost to fixed term exclusion over the last 3 years.



- 11.4 Data has also been collected on fixed term exclusions of children and young people known to Social Care in 2016/2017. 34.1% of fixed term exclusions fall into this category. This illustrates the need for a multi-agency approach to supporting the children and young people and those who work with them.

Total Number FTEs: 3036		
	Number of pupils	% of FTE
Child in Need (CIN)	734	24.2
Child Protection (CP)	176	5.8
Children Looked After (CLA)	124	4.1
<b>Total</b>	<b>1,034</b>	<b>34.1</b>

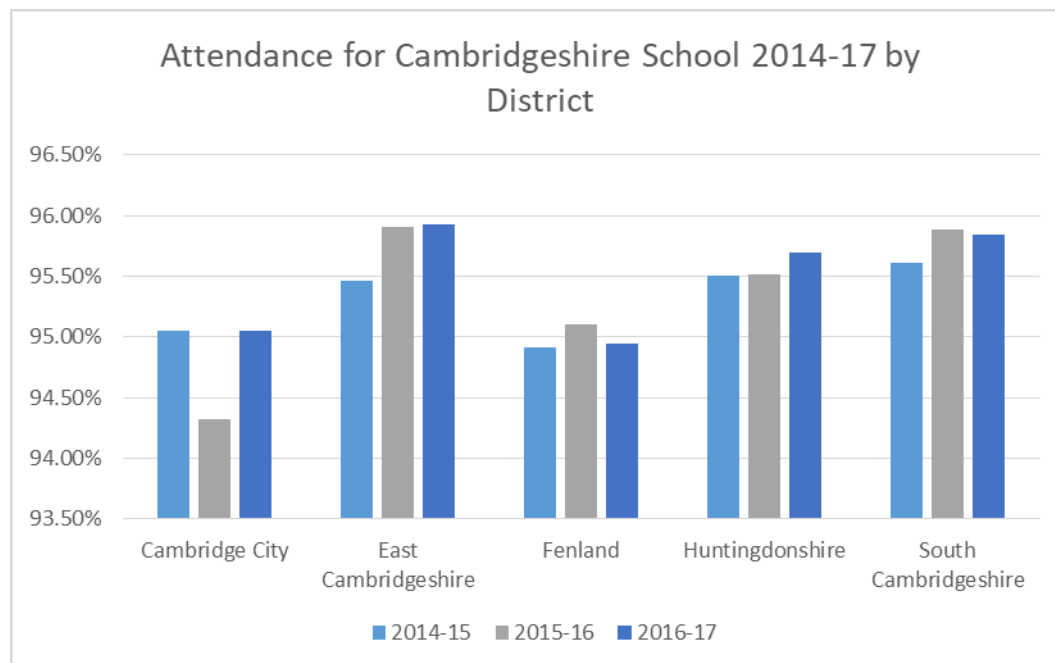
- 11.5 Permanent exclusions are low in Cambridgeshire, which is positive, and so the data is not included in this report as pupils could be identified. This would suggest that alternative to permanent exclusion are used by schools. These include the primary SEMH pilot, the secondary Behaviour and Attendance Improvement Partnership, tuition packages, and alternative provision. The work of the SEND Service District teams, particularly Specialist

Teachers and Specialist Practitioners also make a significant contribution to supporting primary aged pupils at risk of permanent exclusion.

In order to understand what is working effectively to improve outcomes for children and young people, further investigation into these packages of support are required.

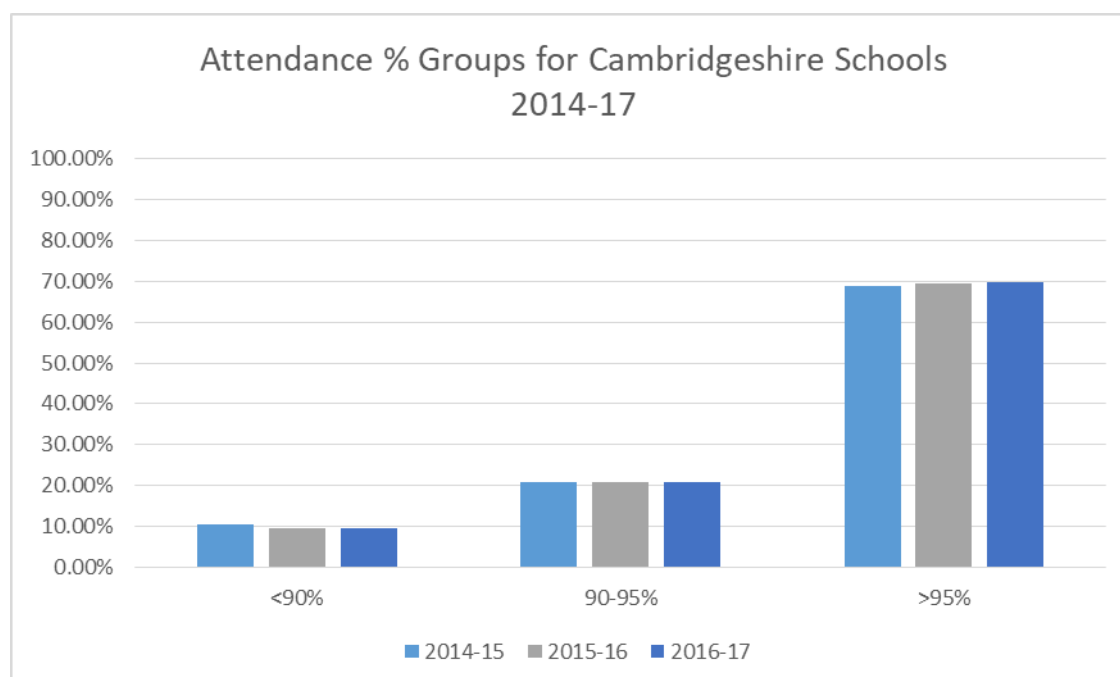
11.6 Analysis of school attendance data helps identify where to prioritise actions and support, particularly when it is considered alongside other sets of data and information. There is evidence to show that children and young people make best progress when their attendance is high.

11.7 The table below sets out the attendance figures across Cambridgeshire by district between 2014 and 2017.



11.8 Data has been collected on the profile of pupils attending between 90% and 95% as well as those who attend below 90% and are deemed persistently absent. Further analysis of these groups will support identifying how many have additional SEND needs that could be supported differently to help improve attendance and outcomes.

11.9 This is set out in the table below:



## **12.0 ALTERNATIVE PROVISION (AP)**

- 12.1 In 2016/2017, 1.5% of the secondary cohort accessed Alternative Provision. 74.6% had a SEND need recorded, of which 31.6% were recorded as SEMH.

## **13.0 TUITION PACKAGES**

- 13.1 A significant number of pupils across Cambridgeshire are accessing individual tuition packages. From 1<sup>st</sup> April 2017 to date, 165 children and young people with an EHCP have been in receipt of a package funded by the Out of School Tuition package budget during this period. At the current time, 58 children and young people with an EHCP are in receipt of a package.

There are also 16 Primary aged pupils without an EHCP, in receipt of an alternative provision package from SEND District Teams, some of which are supplemented by external tuition agency support. These children have either been permanently excluded, are at serious risk of permanent exclusion or have non in-patient medical needs. While it may be appropriate for some pupils to have this as part of their provision of education, it should be short term, and form part of a package of support that enables the young person to achieve good outcomes academically and socially.

## **14.0 NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)**

- 14.1 The most recent NEET data shows that 32 % of pupils who are NEET had an identified need of SEMH, demonstrating further work being required to ensure more of this cohort go on to stay in employment, further education or training.

## **15.0 SUMMARY OF EMERGING THEMES**

- 15.1 Specialist SEMH provision is not geographically dispersed with two schools in close proximity which both cater for pupils with similar needs (although one is currently secondary and the other is all age).
- 15.2 Some pupils are travelling long distances to access specialist education.
- 15.3 The two TBAP Unity Academy sites are a significant distance from each other which presents some challenges and does not provide much opportunity for sharing practice/staff etc
- 15.4 Appropriateness of accommodation is an issue on three of the four sites visited.
- 15.5 While permanent exclusions are low across Cambridgeshire, it is not clear whether the alternatives are leading to better outcomes for children and young people
- 15.6 Fixed term exclusions have risen since 2014 in 4 out of 5 areas of Cambridgeshire.
- 15.7 Identification of needs and the right provision to meet those needs has been late for some pupils, making it difficult for them to make as good progress as they might if they had the right provision at the right time.
- 15.8 Profile of needs of pupils in specialist provision would suggest that the right needs are not always being identified early enough and then the right interventions/support put in place. There needs to be better guidance and support in place to help schools. School want advice and support that is in addition to and different from what they already have in place.
- 15.9 Some pupils' behaviours are exacerbated by unmet learning needs/disability needs, some as a consequence of their disability/medical conditions, some from challenging home circumstances and life experiences, and some from environmental factors. Different approaches are needed to reflect the different needs and there needs to be clear

links/coordination with provision/support for other types of needs.

- 15.10 The pupils in specialist provision are predominantly boys. There is a need to reflect on why this might be the case and consider what should be considered to better support boys' learning.
- 15.11 There is an increasing number of girls who present with challenging behaviours, including internalising behaviours, with mental health difficulties, particularly at secondary age. Provision and support for girls needs to be part of the next stage of work.
- 15.12 Currently there is not a clear framework for coordinated and targeted school to school and cross agency support. This should form part of the SEND Strategy work.

## **16.0 RECOMMENDATIONS FOR NEXT STEPS**

- 16.1 Set up three phase related working groups to review and further interrogate the data and other information and feedback and identify key actions. The groups should consist of school representatives, local authority and Health representatives, representatives from Pinpoint and Teaching Schools. The work from the groups will inform options for next steps and a delivery plan.

- Primary
- Secondary
- SEMH Special

- 16.2 All groups will need to consider outreach linked to areas of greatest need through a specification alongside other services in the District teams.

### **16.3 Primary:**

- Interrogate data and identify issues across primary schools and use this to inform support required to identify and meet needs early.
- Develop options for the primary element of specialist provision linked to 4/5 localities (include a representative from Harbour school), linking to locality services, including commissioned outreach from best practice schools. This should include outreach role for locality.

### **16.4 Secondary:**

- Interrogate broad dataset and identify issues in secondary schools and use this to inform support required to identify and meet needs early.

### **16.5 SEMH Special**

- Identify optimum size and location for SEMH schools and link to developing primary models.
- Consider Post 16 provision as part of the further education (FE) offer across Cambridgeshire for those pupils who need it. Carry out land valuations.
- Search for options for potential alternative sites that could make better provision for these pupils and other pupils who are currently going out of Cambridgeshire to access their education and support.
- Confirm numbers of places linked to option models

- 16.6 A SEND Strategy is being developed to be considered and approved by all appropriate groups and committees and will form the framework for this work.

- 16.7 Provide in-house support for tuition packages rather than outsourcing to Agency providers.