

## SEN CAPITAL FUNDING PLAN

### Foreword

Darlington Borough Council is committed to working with a wide range of partners to ensure that there is sufficient, high quality Special Educational Needs (SEN) provision. Our partners include:

- young people
- parents
- carers
- educational settings
- health and social care

SEN provision is required to meet the needs of Darlington's children and young people with complex educational needs.

Children and young people with complex needs in this context are those who have an Education, Health and Care (EHC) Plan that specifies a high level of provision

### Darlington's Draft SEND Strategy

Darlington's overarching vision for children and young people, is set out in the Sustainable Communities Strategy: One Darlington, Perfectly Placed (2008 – 2026):

***Darlington's children and young people should be given the best start in life***

**Our aspiration is that:**

***Darlington's children and young people aged 0 – 25 years with SEND will: have the best start in life; aim high and achieve their full potential, grow up to be as independent as possible, and become active citizens within their community.***

The Special Educational Needs and/or Disability Draft Strategy (SEND) outlines five key priorities with agreed actions across the partnership which will be measured through improvement in outcomes, service user feedback and the development of a suite of key performance indicators. The priorities are:

- Early identification and intervention
- Pupil and parent voice
- Preparation for adulthood
- Collaboration and co-production
- Building capacity and improving outcomes for all children with SEN and additional needs

The monitoring of the impact of the SEND Strategy will be managed through the SEND Steering Group and progress reported annually to the Health and Well Being Board. The SEND steering group includes representatives from the following groups and is chaired by Tony Murphy, Head of Education and Inclusion.

- Clinical Commissioning Group
- Darlington Parent Carer Forum
- Darlington SIG (Voluntary Sector Provider Forum)
- Darlington Schools and Colleges Representatives

The SEND Steering Group will address how well are we doing in meeting the needs of children and young people with SEND, where are our gaps and what are we going to do to fill them, this is being led primarily through the high needs review.

### **High Needs Review**

As part of development of the SEND Strategy the high needs review will establish the priorities for SEN provision for consultation with our partners.

A strategic analysis based on the school census 2017, and current EHCP assessments by the Local Authority, was presented at a High Needs Conference on 22<sup>nd</sup> February 2018, to which all partners were invited, and outlines the current priority areas for this provision review. The data indicates that:

- There has been a significant increase in requests for an EHCP assessment.
- There is a higher than average incidence of pupils with SEMH needs in Darlington in the all sectors.
- There is a higher incidence of MLD pupils in special schools as opposed to that in the secondary sector which is lower than average.
- The fastest growing group overall in terms of new requests for assessment is MLD, which rose from 13% in 2014/5 to 31% in 2016/7.
- The largest percentage of pupils with SLCN are in the primary sector.
- Three year trend in new assessment requests show that there is no disproportionate increase in demand with regards to SEMH and ASD, within the context of the overall increase in requests. Although these two areas together have made up more than half the requests for a new assessment in the last 3 full calendar years.
- Next fastest growth area in requests for assessment is SLCN, 4% in 2014/5 to 10% in 2016/17.
- There is a higher incidence of pupils with PMLD but a lower incidence of pupils with SLD in the Special sector.

## Consultation

Breaking the data into phases the key areas of consultation will focus on the following areas:

**Early Years (0-5)** - 50% of the EHC plans issued in 2016/17 were in the broad area of **communication and interaction** - 69% of those were for children with **ASD**. Support from the Local Authority Early Years Inclusion Team (either advice or inclusion funding) continues to be predominately for children with **emerging social communication needs**. This has more than doubled from 37 children in 14/15 to 78 children in 16/17

**Primary** - In line with the national average, **ASD** is the highest primary need for pupils with an EHCP in Darlington schools at 32% (27.8% nationally), followed by **SLCN** at 16.5% (24.7% nationally). For all SEN Support pupils, 31.5% have SLCN (also the most common primary need nationally at 29%), followed by MLD 23.8% and SEMH at 19.9%.

**Secondary** - ASD accounts for just over a quarter of EHC plans, but unlike the primary phase, it isn't the highest single need for secondary schools in Darlington. **Social Emotional Mental Health** at 27.6% represents the highest need, this is **almost double the national average of 14.4%**. For all SEN support pupils, SPLD and **MLD (21.7%)** are the highest primary needs, with SEMH (19.2%) also being a significant need. These three categories are recorded as being the primary need for 62% of SEN pupils (School Census, Jan 2017).

This data shows that there may be a gap in provision for MLD in mainstream, SLCN and SEMH as there is no provision in secondary for either of these groups through current Resource Base provisions. The later also being a gap in primary. The increasing number of children in early years with emerging social communication needs is also an area for consideration.

### Consultation will ensure:

- That the views of both parents and children and young people with SEN and Disabilities will be taken into account, and the review has a central aim of ensuring that children receive the support they need to achieve the best possible outcomes – as required under section 19 of the Children and Families Act 2014.
- That any review will specifically consider if provision is sufficient to meet the education, training and social care needs of children – as required under section 27 of the Children and Families Act.
- That any proposed alternative arrangements that result from the review will lead to improvements in the standards, quality and/or range of provision – as required under paragraph 4.19 of the Special Educational Needs and Disability Code of Practice.

In the SEND Steering Group and Parent Carer Forums, as part of continuing consultation with our partners, the Local Authority will consult on the specific themes of the provision review and the use of SEND Capital Funding.

The Local Authority have also set up a consultative group of settings 0-25 including governor representation. This group will provide peer challenge and feedback on the process in order to develop provision with the use of the SEND Capital Funding.

## **Development of Provision**

We will review all options in the development of existing provision, and in order to develop any new provision, we will require a thorough understanding of settings capacity to deliver and as part of any expressions of interest we will request that settings clearly demonstrate capacity and relevance to the type of provision to be delivered.

It is likely that the delivery proposals will be divided into key areas, to include expertise and staffing, buildings, leadership capacity, performance of all pupils and performance of SEN pupils.

## **Timescales**

This plan will be developed and adapted accordingly and in response to the high needs review as it continues throughout Spring and Summer terms 2018.