

# Special Educational Needs and Disability (SEND): Spotlight on the Mainstream Offer

Janet Crawford  
Paul Shadforth

**Early Help, Inclusion & Vulnerable Children**



# Agenda

- Introduction
- SEND In County Durham – some data
- Pressures in the system – national and local
- Confidence in the mainstream offer
  - Challenges
  - Strengths
- Response and Next steps

# Introduction

- SEND practice is guided by the SEND Code of Practice, underpinned by legislation in the Children and Families Act 2014
- A child or young person (CYP) is deemed to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them which is additional to, or different from, the usual provision available to other cyp of their age
- SEND can be met in a number of ways including:
  - support from a setting, school or colleges own resources
  - support from other agencies
  - additional top up funding
  - And for a small number of cyp through an Education Health and Care Plan

# SEND in County Durham

13,205 Children and young people (0-25) in County Durham with SEN

a 20% increase since 2016

12,050 are school age

The majority of needs are:

- Autism
- Moderate learning difficulties
- Social, emotional and mental health needs

Needs are understood and met through a SEND Support Plan or Education Health and Care Plan

9,761 Pupils having needs met through SEN Support

3,642 Children and young people having needs met through Education Health and Care Plans

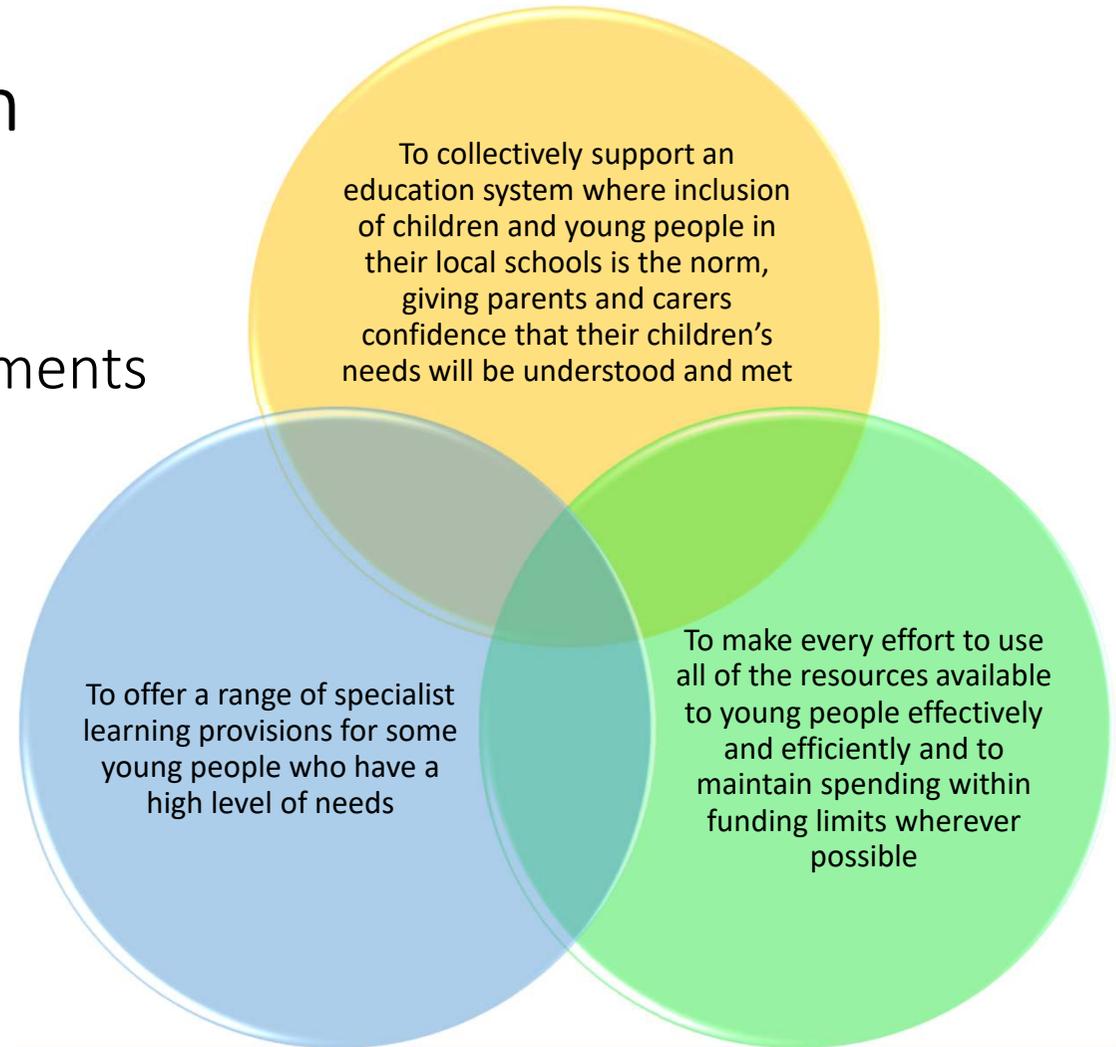
Those with Education Health and Care Plans have increase by 34% since 2016

2,289 of these pupils are school age

There are 10,619 school age children and young people identified with SEND being educated in mainstream schools

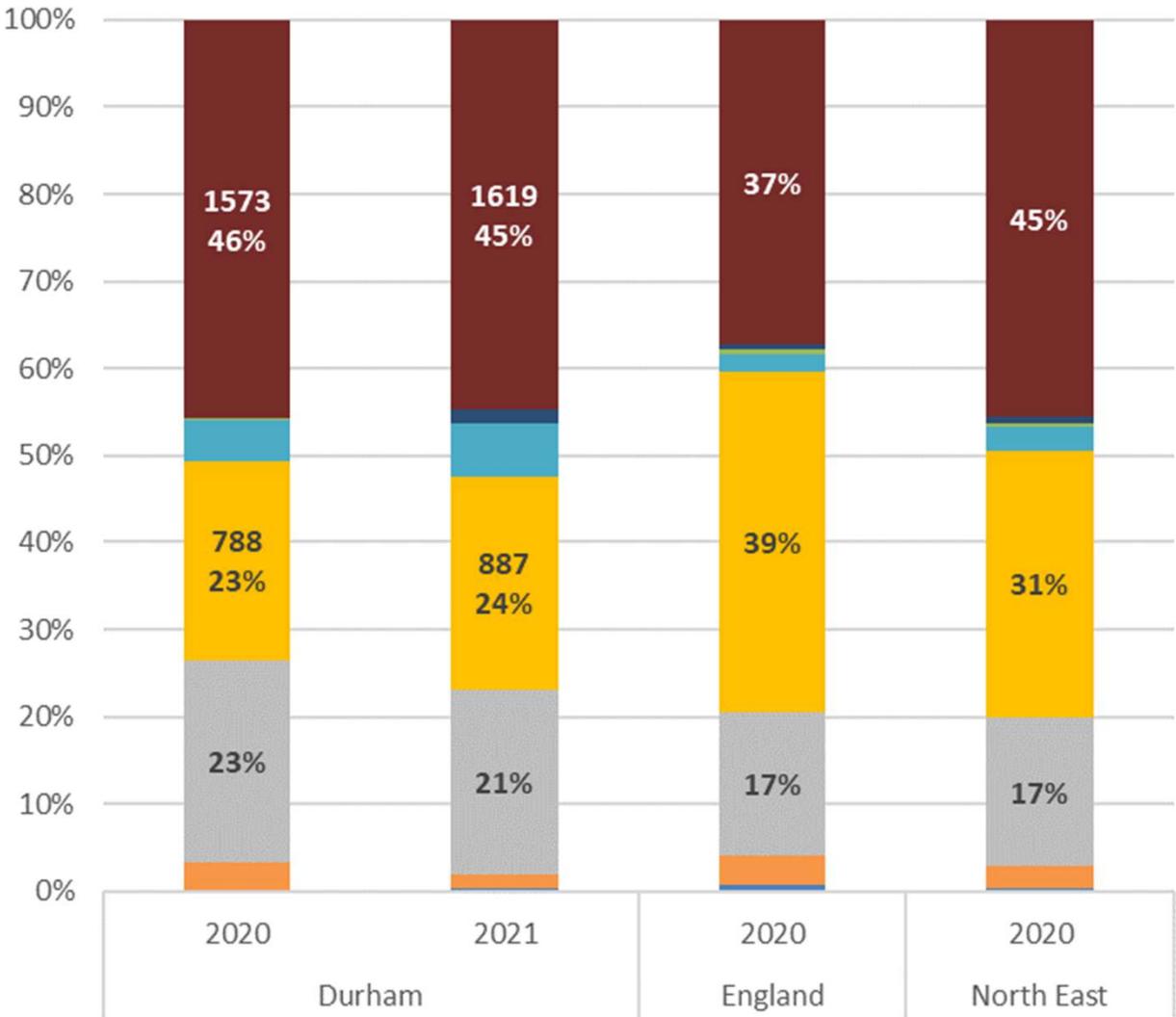
# SEND System Transformation

Durham County Councils 3 Commitments to guide the development and transformation of services

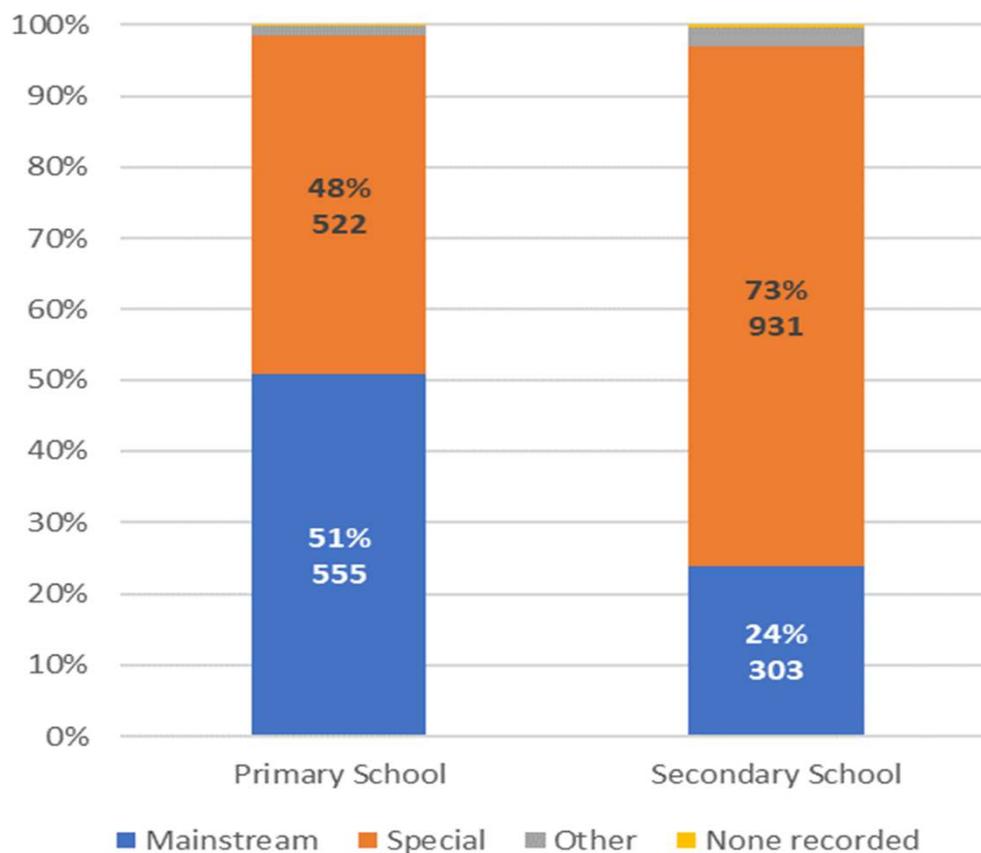


# Where our children with EHCPs are educated and how we compare

- Special school
- Other
- Non-maintained early years
- NEET
- Mainstream school
- Further education
- Educated elsewhere
- Alternative provision/Pupil referral unit



### Placement of school age children with an active EHCP (Jan 2021)





## Work to Achieve the Councils Commitments



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# The Thrive Model



Prior to COVID the waiting time for diagnostic assessment reduced from 24 months to 12 weeks – This has increased during COVID as staff and resources are deployed to address the pandemic. Children with autism and related needs and their families continue to have their needs met within schools and education settings.

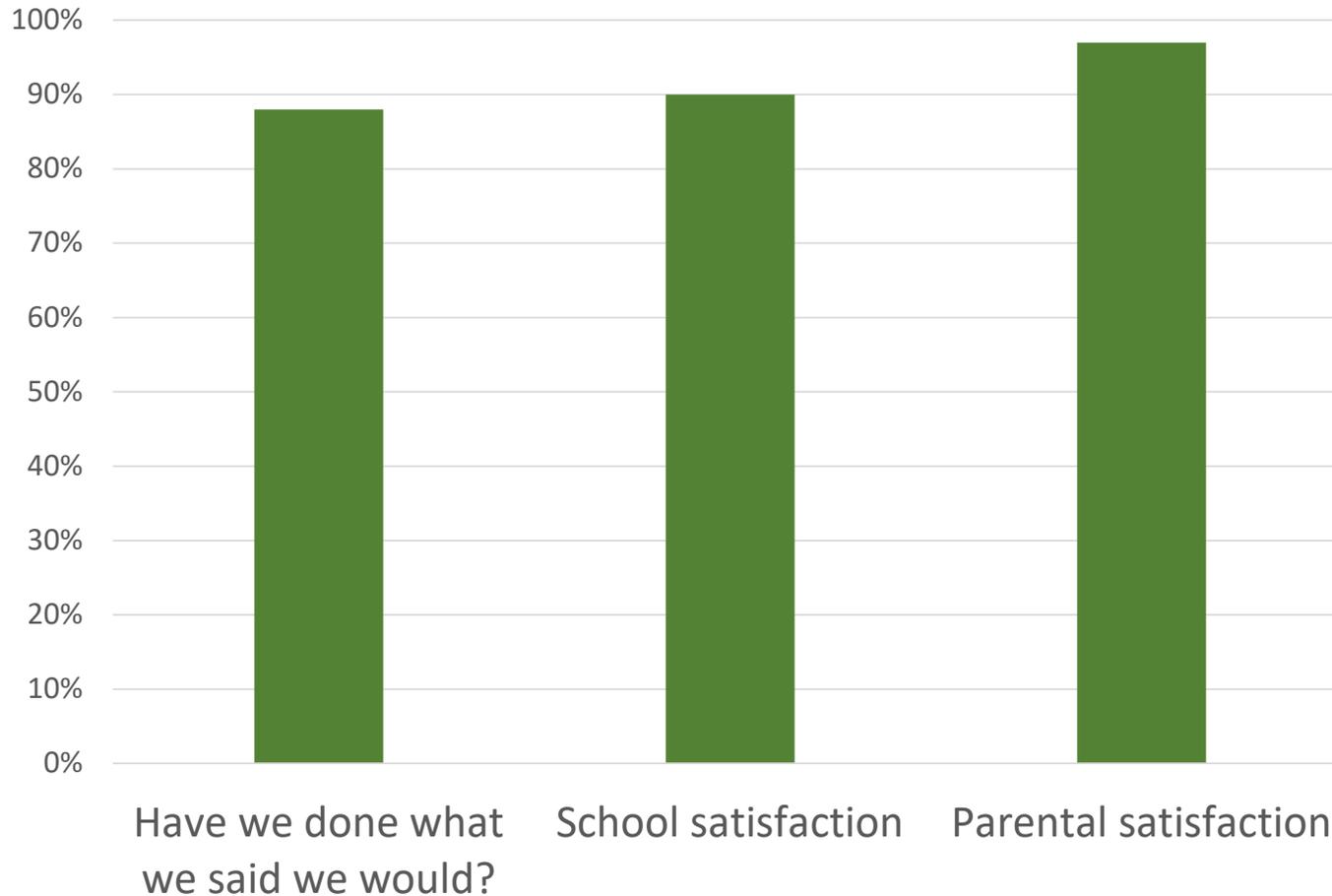
In the 19-20 academic year over 500 children and young people with autism have been supported in their mainstream school

over 1100 education professionals have received training in supporting children and young people with autism

Parent support sessions have been introduced virtually

2 health funded posts within Send and Inclusion and SENDIASS specifically to support families of children with autism and their inclusion within schools and broader communities

## Service user satisfaction



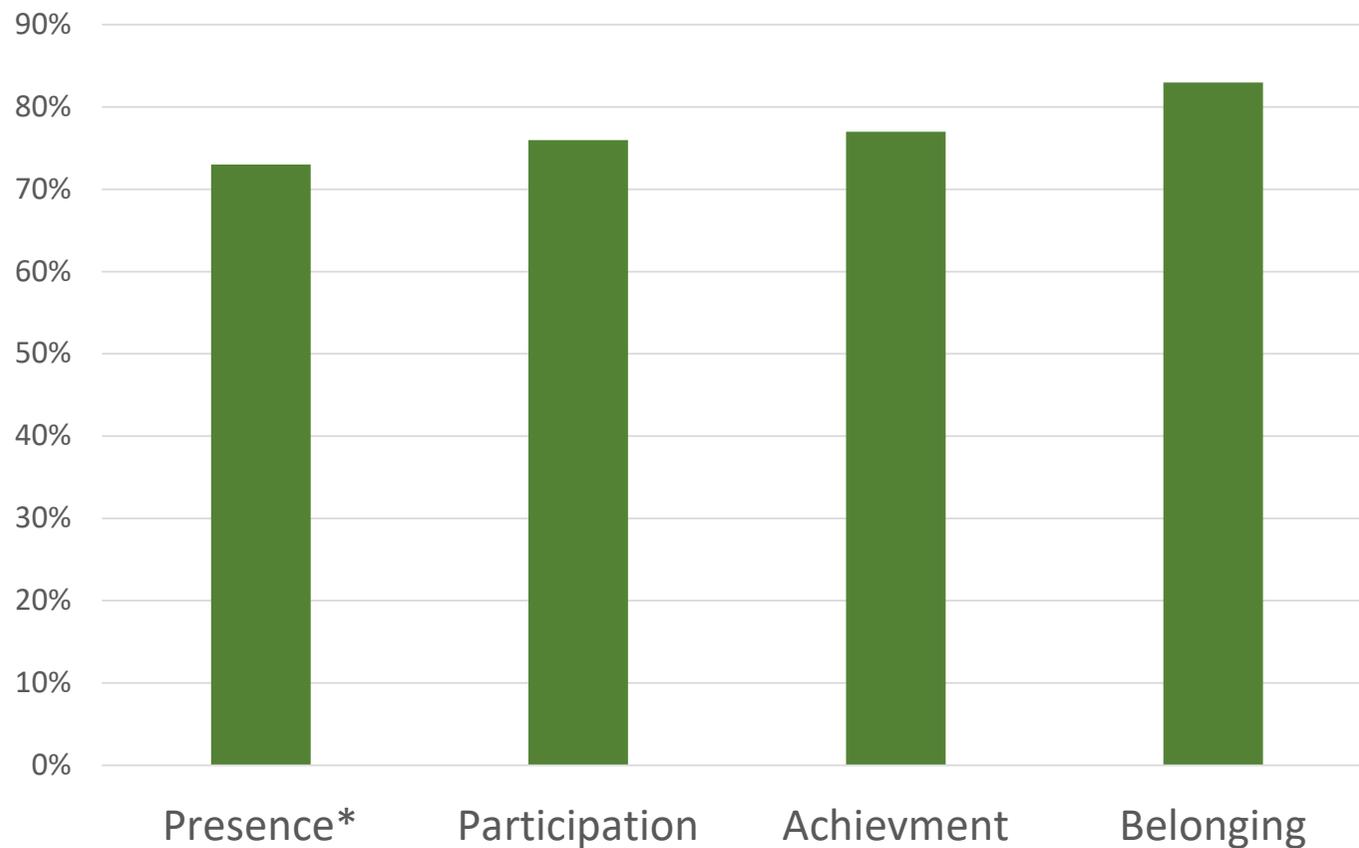
## Activity and Impact

Parental satisfaction remains high (97% from 94% in 18-19)

School satisfaction rates remain stable

Plans to seek cyp feedback interrupted by Covid

## Impact of Involvement on Inclusion Indicators



Activity and  
Impact -  
data:

Combined responses from  
integrated Col Support and  
individual specialist teams

# Next Steps

- Supporting our young people back into learning– Our response to COVID ensuring that all of our children and young people return to learning safe, happy and settled
- A new SEND Strategy for County Durham – Capturing our partnership vision and ambition
- The implementation of the new SEND Case work team – improving children and young peoples outcomes by strengthening our assessment, planning and reviewing of provision
- Continued High Needs Block Transformation – Ensuring that the commitments of the Council to our children and young people with SEND are realised.