



Special Educational Needs & Disabilities Needs Assessment

Version 1.0 (Draft) February 2017

Contents

1. Headlines.....	3
2. Geographic and demographic context.....	5
3. Population	5
4. Trend of increasing learner complexity	10
5. Overall prevalence of SEN	11
6. Shropshire’s Specialist Provision	26
7. Historical profile of need.....	34
8. Mapping Demand for Specialist Provision	37
9. SEN forecasts	40
10. SEN budgets	42

1. Headlines

- At the time of the January 2017 school pupil census, there were **6,112** children in Shropshire identified with special educational needs (SEN), making up **13.9%** of the school population. This includes **1,577** children with statements or education, health and care (EHC) plans (**3.6%** of the school population) and **4,535** children receiving SEN support (**10.3%** of the school population).
- Comparative data shows that Shropshire has a higher-than-average proportion of pupils with statements or EHC plans and a lower-than-average proportion receiving SEN support. The sustained difference between these rates is notable and is significantly different than statistical neighbours and national averages. This may suggest that mainstream schools are not identifying needs as early as is the case elsewhere.
- This position has been recognised and measures are in place to address this through the introduction of the Graduated Support Plan in September 2017 providing access to high needs funding for learners without Education Health and Care Plans, which will significantly impact on these proportions with resulting increases in SEN Support and reductions in requests for EHC assessment. The early signs are that this has had a dramatic impact with a significant reduction in the level of requests for assessment.
- Shropshire's size and rurality are its biggest challenges in terms of provision of specialist services. Most of its SEN provision is concentrated around the Shrewsbury area and a small number of other market towns. Potentially as a consequence of this geography, a significantly higher than average proportion of children with SEN are being supported within mainstream settings. It follows that Shropshire's mainstream schools are supporting more pupils with highly complex needs than is the case elsewhere.
- In comparison, if Shropshire had the same proportion of learners in special school as is the average for its **statistical neighbours** (37.9% as opposed to 28.4%) this would represent an **additional 150 pupils in special schools plus an additional 60 pupils in designated specialist provision**.
- If Shropshire had the same proportion of learners in special school as is the average for its **West Midlands neighbours** (55.4% as opposed to 28.4%) this would represent an **additional 426 pupils in special schools plus an additional 56 pupils in designated specialist provision**.
- Where learning difficulties are severe or complex, children are more likely to be supported within maintained special schools or academies. Those attending independent specialist provision are likely to have social, emotional and mental health needs, or have a diagnosis of autism spectrum disorder (ASC¹).

¹ This report will use the term Autism Spectrum Condition (ASC) as opposed to Autism Spectrum Disorder (ASD); in the SEND Code of Practice ASD is the term used.

- There has been a marked increase in ASC as a primary need in recent years, mirrored by a reduction in moderate learning difficulties (MLD). There are likely to be significant numbers of learners whose needs are masked where ASC is not recorded as the primary need, but even accounting for this there are low numbers of learners with ASC attending specialist provision.
- **Over 60%** of children attending Shropshire special schools have severe learning difficulties recorded as their primary need. This is twice the proportion for comparator authorities.
- These unusual proportions may to some extent be as a result of how primary needs are recorded in the school census by special schools rather than suggesting anything about the underlying needs. There is very limited recording of secondary categories of need in Shropshire's census data, which to some extent is masking the breadth of needs being served.
- These unusual proportions of need are not solely attributable to the way needs are recorded, but also as a consequence of the limited range of Shropshire's own specialist provision; there is a lack of specialist provision for learners with ASC who are cognitively able to access the mainstream curriculum.
- **26.4%** of Shropshire's children with statements/EHC plans who are placed in special schools/specialist provision are educated out of county, either in neighbouring local authority's provision or in independent specialist provision. Overall, Shropshire is a net importer of pupils, with more pupils from other local authorities attending Shropshire's schools than vice versa.
- The majority of pupils attending special schools within Shropshire attend Severndale Specialist Academy, one of the largest special schools in the UK. This is one of only two state-funded special schools in the LA.
- High needs budget data shows that **Shropshire is relatively poorly funded per pupil** or per head of the child population as other local authorities and the proportion of High Needs Block funding in relation to the total Dedicated Schools Grant (DSG) allocation is also lagging behind comparators. So ***Shropshire's SEN system is allocated a relatively small proportion of a comparatively small DSG budget.***
- In summary, increased investment in additional specialist provision would bring Shropshire closer to alignment with statistical and regional neighbours and national averages and would enable the needs of complex learners to be targeted closer to home. However it must be recognised that Shropshire is fairly unique in its size and distribution of population and the relatively low SEND funding levels may present challenges in properly resourcing and sustaining such expansion.
- Shropshire's child population is forecast to remain relatively stable in the coming years, but this does not factor in the potential impact of housing development. When the potential effect of new housing is introduced, the picture looks rather different with numbers of secondary pupils set to exceed current capacity and primary schools will be stretched to almost full capacity within five years.

2. Geographic and demographic context

Shropshire is England's largest inland county, covering almost **3,500 square kilometres**. Much of its population and services are centred on the larger urban areas such as Shrewsbury and Oswestry, with other market towns also concentrated in the north. South Shropshire is more rural and includes a large Area of Outstanding Natural Beauty.

Because of its size and relative rurality, access to services is a significant challenge for Shropshire. The 2015 Indices of Multiple Deprivation ranked Shropshire poorly in relation to the '*Barriers to housing and services*' domain: **62** of Shropshire's **193** lower super output areas (LSOAs)² fell within the 20% most deprived LSOAs in England for this domain. **47** of these fell within the 10% most deprived; **35** within the 5% most deprived and **8** within the 1% most deprived in England.

Looking at the top ten most deprived LSOAs in Shropshire for this domain, **6** are located within south Shropshire. The 2 highest-ranking LSOAs in this list cover a wide rural area surrounding Ludlow and Ludford civil parishes.

The largest influence over Shropshire's position in the LSOA rankings is the 'Geographical barriers' sub-domain, which focuses on the travelling distances by road from selected facilities and services. **65** LSOAs in Shropshire are ranked within the top 10% most deprived nationally.³

3. Population

Table 1 shows Shropshire's child population is forecast to remain relatively stable over the next decade, with an overall projected reduction of **0.9%** in the 0–19 age group. **Table 2** breaks the all-age population down into yearly forecasts, showing an overall projected increase of **4.4%** in Shropshire's population over the time period, demonstrating that the population is aging overall. It should be stressed that these projections do *not* factor in potential housing developments.

² Lower Layer Super Output Areas (LSOAs) are a set of geographical areas developed and used by the Office for National Statistics, typically containing a population of around 1500 individuals.

³ All data taken from IMD 2015 analysis, Shropshire Council: <https://shropshire.gov.uk/media/3679/imd2015-barriers-to-housing-services-domain-and-deciles-shropshire-2017ver.pdf>

Table 1) Projected age profile of Shropshire's population 2014-2024

AGE RANGE	2014 ('000s)	2024 ('000s)	% CHANGE
0 to 4	15.4	15.0	-2.6%
5 to 19	51.0	50.8	-0.4%
20 to 29	33.0	28.7	-13.0%
30 to 49	75.3	70.5	-6.4%
50 to 64	64.6	71.3	10.4%
65 to 74	39.1	41.3	5.6%
75 to 84	22.5	33.0	46.7%
85+	9.2	12.9	40.2%

Table 2) Population projections 2014 to 2024

YEAR	PROJECTED POPULATION (‘000s)
2014	310.1
2015	311.2
2016	312.4
2017	313.7
2018	315.0
2019	316.4
2020	317.9
2021	319.4
2022	320.8
2023	322.2
2024	323.6

Source for both: 2014-based Sub-National Population Projections, National Statistics (www.statistics.gov.uk) © Crown Copyright 2016

This trend is reflected in the changing birth rate in recent years. **Table 3** shows the number of live births increased slightly up to 2012, then began to fall; however, in the context of an increasing overall population, the crude live birth rate (per 10,000 all-age population) has been declining year on year.

Table 3) Live births 2010 to 2015

YEAR	LIVE BIRTHS	CRUDE LIVE BIRTH RATE (PER 10,000 POPULATION)
2010	2,889	9.8
2011	2,880	9.4
2012	2,912	9.4
2013	2,843	9.2
2014	2,835	9.1
2015	2,795	9.0

Source: ONS: Births by mothers' usual area of residence in the UK⁴

Shropshire's Adopted Core Strategy⁵ set the target of delivering **27,500** new homes in the area between 2006 and 2026. Annual targets for new dwellings during the life of the plan are shown against indicative targets set by the Regional Spatial Strategy in **Table 4**:

⁴<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/datasets/birthsbyareaofusualresidenceofmotheruk>

⁵ <http://shropshire.gov.uk/media/830904/shropshire-core-strategy-2011-reduced.pdf>

Table 4) New housing targets to 2026

<i>FIVE-YEAR PERIOD</i>	<i>TARGET NO. OF NEW DWELLINGS PER ANNUM (SHROPSHIRE CORE STRATEGY)</i>	<i>AVERAGE NO. OF NEW DWELLINGS PER ANNUM (REGIONAL SPATIAL STRATEGY)</i>
2006–2011	1,190	810
2011–2016	1,390	1,210
2016–2021	1,390	1,655
2021–2026	1,530	1,825

Source: Adopted Core Strategy 2011

The Site Allocations and Management of Development (SAMDev) Plan⁶ provided an update on these targets, as shown in **Table 5**:

Table 5) Update on new housing targets to 2026

<i>HOUSING</i>	<i>NUMBER OF DWELLINGS</i>			
	<i>BUILT 2006–2013</i>	<i>COMMITTED 2013</i>	<i>PLANNED 2006–2026 (APPROX.)</i>	<i>REMAINING TO DELIVER TO 2026</i>
Shrewsbury	1,602	957	6,500	3,941
Market towns/ key centres	3,355	2,273	11,000	5,372
Rural areas	2,314	2,259	10,000	5,427
Total	7,271	5,489	27,500	14,740

Source: SAMDev 2005, Table MD1.1

Shropshire Council has created pupil forecasts based on school census figures for the past five years. The blue forecast lines in **Charts 1 and 2** reflect the Office for National Statistics (ONS) projections, in that the child population is forecast to remain relatively stable. However, when the potential effect of new housing is introduced, the picture looks rather different. *Numbers of secondary pupils are set to exceed current capacity within five years, and primary schools will be stretched to almost full capacity.*

⁶ <http://shropshire.gov.uk/media/1900363/SAMDev-Adopted-Plan.pdf>

Chart 1) Primary actual and forecast pupil numbers 2013-2021

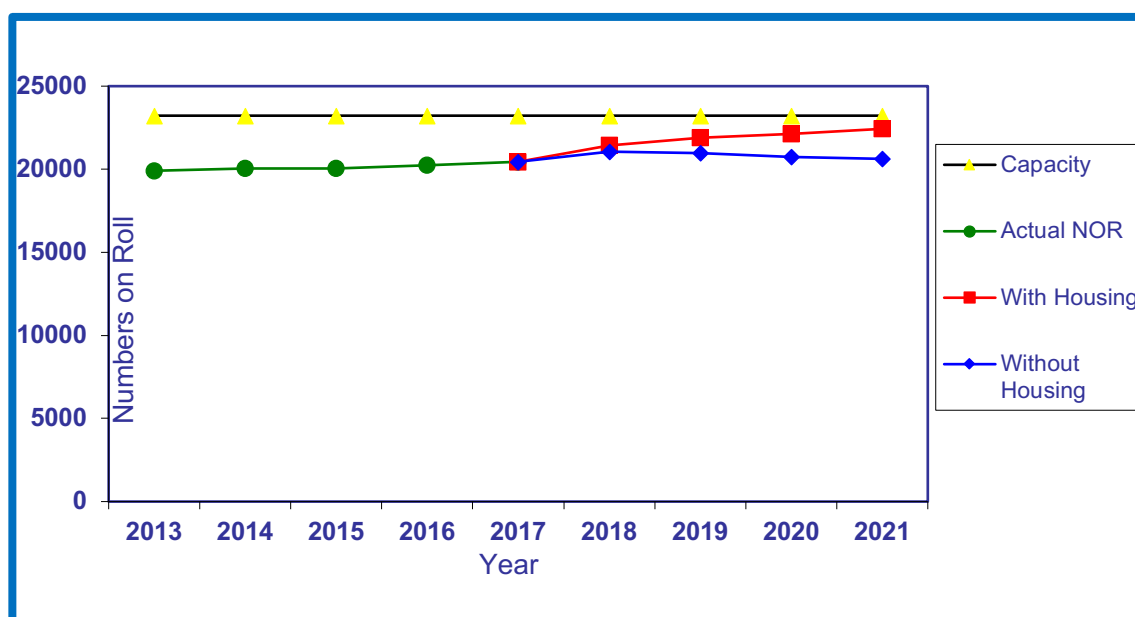
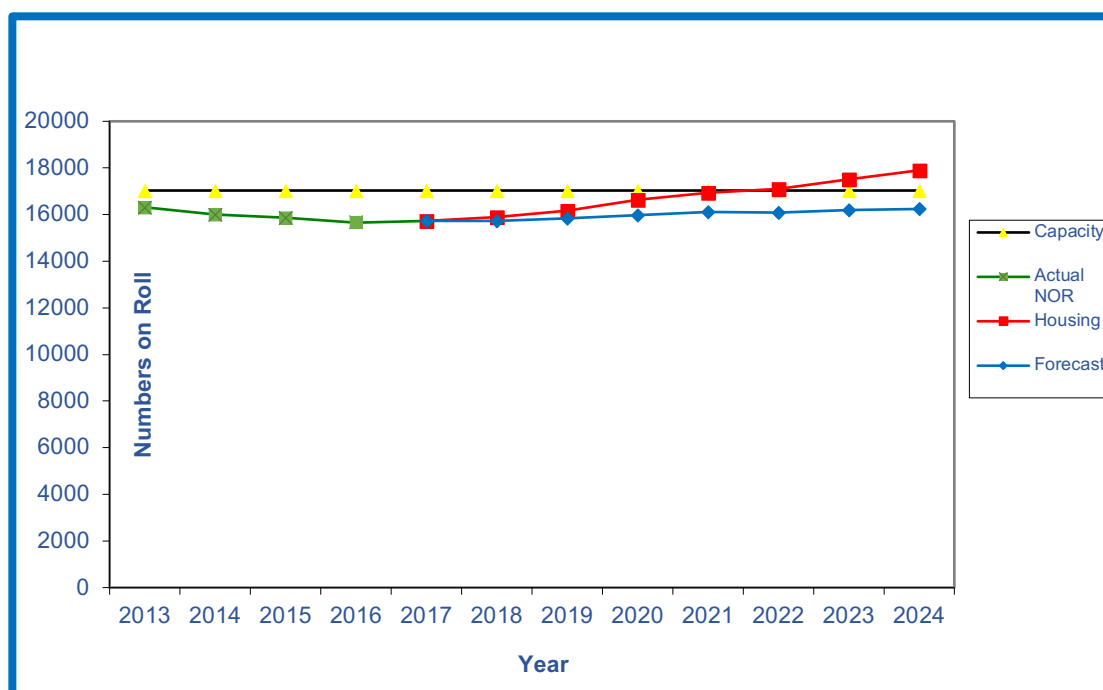


Chart 2) Secondary actual and forecast pupil numbers 2013-2024



Source for both: Shropshire pupil forecasts, 2017 (local data)

4. Trend of increasing learner complexity

Nationally there are increasing numbers of children who have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. Many may also be affected by compounding factors such as multi-sensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication. There is increasing recognition of the growing numbers of children with profiles of need that have not been encountered before, and this categorisation is therefore necessarily broad.

The Council for Disabled Children and the True Colours Trust published research in 2017 that explored national data around disabled children with complex needs and life-limiting conditions.⁷ Comparing 2016 pupil census data with 2004 figures, the research found that across England there were now:

- **23,700 (+48%)** more children overall with complex needs
- **3,120 (+40%)** more with profound and multiple learning difficulties
- **270 (+1%)** more with severe learning difficulties
- **18,860 (+219%)** more with ASC in special schools
- **1,440 (+168%)** more with multi-sensory impairments

This growth is staggering in itself, but still does not include the **13,500** children with statements/EHC plans who are placed in the most specialist independent settings and **23,130** more young people aged 16–25 with statements/EHC plans neither of which are included in the school census data. Children with complex needs are over-represented in these groups.

Limitations of Shropshire's SEND Data

Anecdotally there is some evidence that the national trends described above are reflected locally, but there are limitations with Shropshire's data that make detailed analysis more difficult. The lack of recording of secondary needs in Shropshire's school census appears to be masking the true prevalence rates for some categories of need. Shropshire's profile of special school pupils shows a significant increase in the number of children whose primary need is ASC although it must be stressed that this is from a low starting point. These increases in ASC are mirrored by a reduction in those whose

⁷ 'Understanding the needs of disabled children with complex needs or life-limiting conditions' – Council for Disabled Children and True Colours Trust, February 2017: <https://councilfordisabledchildren.org.uk/help-resources/resources/understanding-needs-disabled-children-complex-needs-or-life-limiting-conditions>

primary need is recorded as MLD, which may reflect that special school placements are prioritising more complex needs, rather than an absolute reduction in the incidence of MLD.

This report highlights some of the challenges and barriers to investigating this data further. As well as the gaps in reported data, there is concern about the lack of recording of secondary needs, which makes analysis of complexity difficult. This somewhat one-dimensional recording does not reveal anything about the child's mix of needs and is highlighted as worthy of further investigation to ensure consistency of reporting and to aid benchmarking with comparators.

5. Overall prevalence of SEN

At the time of the January 2017 school pupil census, there were **6,112** children in Shropshire identified with SEN, making up **13.9%** of the school population. This includes **1,577** children with statements or EHC plans (**3.6%** of the school population) and **4,535** children receiving SEN support (**10.3%** of the school population).

Table 6 shows the percentage of pupils who were recorded as having SEN on the annual pupil census between 2010 and 2017. Up to and including 2014, overall numbers included those with statements or receiving support at School Action or School Action Plus; since 2015, these figures include EHC plans alongside statements, and count those receiving SEN support rather than the former School Action and School Action Plus.

The overall proportions of pupils with SEN nationally and across statistical neighbours have been reducing since 2010. This reduction followed a critical Ofsted report⁸ that identified widespread over-diagnosis of SEN. Numbers took a more notable dip when the legislation changed post-2014, and this was particularly apparent in Shropshire. Local data shows that the number of new EHC plans halved from **266** in 2012 to **125** in 2014. Numbers have been more stable since 2015, although the proportion of pupils with statements or EHC plans is still higher in Shropshire than in comparator areas. assessments and plans.

In contrast, the proportion of children who are receiving SEN support is lower in Shropshire than elsewhere. The variation in the ratios of SEN support to plans/statements highlights Shropshire's position as a statistical outlier, however it is anticipated that the introduction in September 2017 of the Graduated Support Plan, which provides earlier access to high needs funding for pupils at SEN Support, is likely

⁸ 'Special educational needs and disability review – a statement is not enough' published September 2010.

to increase the proportion of learners at SEN support and reduce demand for EHC assessments and plans as schools will be better able to intervene earlier and address needs before they escalate.

Table 6) Pupils with special educational needs

		2010	2011	2012	2013	2014	2015	2016	2017
Shropshire	All pupils with SEN	19.9%	20.2%	19.9%	20.1%	19.3%	14.2%	13.8%	13.9%
	Pupils with statements/ EHC plans	3.5%	3.6%	3.8%	4.0%	4.1%	3.8%	3.8%	3.6%
	Pupils with SEN support	16.4%	16.6%	16.1%	16.1%	15.2%	10.4%	10.0%	10.3%
	Ratio (SEN support ÷ plans/statements)	4.7	4.6	4.2	4.0	3.7	2.7	2.6	2.9
England	All pupils with SEN	21.1%	20.6%	19.8%	18.7%	17.9%	15.4%	14.4%	14.4%
	Pupils with statements/ EHC plans	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
	Pupils with SEN support	18.3%	17.8%	17.0%	16.0%	15.1%	12.6%	11.6%	11.6%
	Ratio (SEN support ÷ plans/statements)	6.5	6.4	6.1	5.7	5.4	4.5	4.1	4.1
Statistical Neighbourhoods	All pupils with SEN	20.9%	20.9%	20.4%	19.4%	18.7%	16.2%	15.1%	15.1%
	Pupils with statements/ EHC plans	2.8%	2.9%	2.9%	2.9%	2.9%	2.8%	2.7%	2.6%
	Pupils with SEN support	18.0%	18.0%	17.5%	16.6%	15.9%	13.4%	12.4%	12.4%
	Ratio (SEN support ÷ plans/statements)	6.4	6.2	6.0	5.7	5.5	4.8	4.6	4.8

Source: DfE – Special educational needs in England: January 2017

Table 7 shows the proportion of children with statements or EHC plans within state-funded provision, who attend mainstream schools, special schools, or specialist units/resourced provision within a mainstream setting. Shropshire's comparative position suggests more than average children with SEN are supported within mainstream settings; however, few of these attend designated specialist provision within those schools. This is in contrast to other West Midlands authorities, which tend to place more children in special schools and to have more designated provision integrated within mainstream schools.

To some extent this position may be explained by the relatively thinly spread population across Shropshire, with journey times making placement in specialist provision a major barrier. **This would be alleviated by developing more provision in different locations across the local authority area.**

For the purpose of comparison, if Shropshire had the same proportion of learners in special school as the average for its statistical neighbours (37.9% as opposed to 28.4%) this would represent an **additional 150 pupils in special schools plus an additional 60 pupils in designated specialist provision.**

If Shropshire had the same proportion of learners in special school as the average for its West Midlands neighbours (55.4% as opposed to 28.4%) this would represent an **additional 426 pupils in special schools plus an additional 56 pupils in designated specialist provision.**

Table 7) Placement of pupils with statements/EHC plans – January 2017

	TOTAL CHILDREN WITH A STATEMENT /EHC PLAN ⁹	MAINSTREAM PRIMARY AND SECONDARY SCHOOLS, ACADEMIES FREE SCHOOLS ¹⁰		SPECIAL SCHOOLS, ACADEMIES AND FREE SCHOOLS ¹¹		STATE-FUNDED PRIMARY AND SECONDARY SCHOOLS – PUPILS PLACED IN SEN UNITS OR RESOURCED PROVISION ¹²	
		NO.	%	NO.	%	NO.	%
England	242,184	116,257	48.0%	109,861	45.4%	16,129	6.7%
W. Midlands (excl. Shropshire)	26,462	10,160	38.4%	14,664	55.4%	1,393	5.3%
Statistical neighbours	21,819	11,379	52.2%	8,275	37.9%	1,224	5.6%
Shropshire	1,577	916	58.1%	448	28.4%	28	1.8%

Source: DfE – Special educational needs in England: January 2017

⁹ Special educational needs in England: January 2017: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017> – Table 12.

¹⁰ Source as above – Table 14.

¹¹ Source as above – Table 14.

¹² Source as above – Table 19.

An extract was taken from Shropshire's SEN database on 9 November 2017. **Table 8** shows how the pupils on this database are made up:

Table 8) Children on Shropshire's SEN database¹³ – November 2017

<i>Total children on database</i>	<i>1,895</i>
Number of these with an EHC plan/statement	1,846
Number of these receiving SEN support	20
Number of these where SEN status is blank or "N"	29
Number whose support is funded by Shropshire	1,735
Number whose support is maintained by Shropshire	1,788
Number whose home authority is Shropshire	1,817

Source: SEN database (local data)

The following tables are based on different subsets of this population, as is deemed relevant. Please be aware, therefore, that we are not always looking at exactly the same group and figures will not always add up to the same total.

Table 9 breaks down **1,763** children who have statements or EHC plans maintained by Shropshire. It repeats the message that **Shropshire is supporting a large proportion of its SEN population within mainstream provision**. Where learning difficulties are severe or complex, children are more likely to be supported within maintained special schools or academies. Those attending independent specialist provision are likely to have social, emotional and mental health needs, or have a diagnosis of ASC.

Of those same **1,763** children, **1,478 (83.8%)** attend school in Shropshire, while the remainder (**285**) are educated out of county.

¹³ Shropshire uses the Capita One database.

Table 9) Analysis of categories of need and education provision for Shropshire pupils with a statement or EHC plan – November 2017

	LA MAINTAINED/ACADEMIES/FRE E SCHOOLS				ALTERNATIVE/INDEPEN DENT PROVISION			POST-16		Other	Not recorde d	Total
PRIMARY NEED	Nursery/ primary	Secondary	Special	All-through/ other	Alternative provision/ PRU	Indep. mainstream	Indep. special	General FE/HE/ appr' ships	Specialist			
Social, emotional and mental health (SEMH)	74	79	62	4	10	–	39	41	1	6	1	317
Behavioural, emotional and social difficulty ¹⁴ (BESD)	4	16	8	1	1	–	5	2	–	–	–	37
Combined SEMH & BESD	78	95	70	5	11	-	44	43	1	6	1	354
Speech, communication and language needs	118	77	77	4	4	6	9	15	1	3	1	315
Autistic spectrum disorder	43	96	91	2	1	6	28	44	1	2	–	314
Moderate learning difficulty	41	75	62	1	2	5	2	31	1	2	2	224
Severe learning difficulty	14	4	126	1	1	6	7	12	4	3	–	178
Specific learning difficulty	11	74	25	4	–	3	–	10	–	3	–	130
Physical disability	27	25	36	1	1	3	–	20	3	3	–	119

¹⁴ BESD ceased to be an official category of SEN following the 2014 Code of Practice. However, a number of children on the Shropshire database have this listed as their main need, so have been reported as such in this table.

	LA MAINTAINED/ACADEMIES/FREE SCHOOLS				ALTERNATIVE/INDEPENDENT PROVISION			POST-16				
PRIMARY NEED	Nursery/ primary	Secondary	Special	All-through/ other	Alternative provision/ PRU	Indep. mainstream	Indep. special	General FE/HE/ app' ships	Specialist	Other	Not recorded	Total
Other/not assessed/not recorded	19	10	25	–	1	2	1	11	3	2	–	74
Hearing impairment	9	11	1	–	–	1	–	4	–	–	–	26
Multi-sensory impairment	6	2	4	–	–	–	–	–	–	–	–	12
Visual impairment	4	2	1	–	–	–	2	1	–	–	–	10
Profound & multiple learning difficulty	–	–	7	–	–	–	–	–	–	–	–	7
Total	370	471	525	18	21	32	93	191	14	24	4	1,763
%	20.99 %	26.7 2%	29.7 8%	1.02%	1.19%	1.82 %	5.28 %	10.83 %	0.79 %	1.36%	0.23%	100.00%

Source: SEN database (local data)

Table 10 focuses on the **93** children with Shropshire-maintained statements or EHC plans attending independent specialist provision. Most of the children requiring independent specialist education are of secondary age and have social, emotional and mental health needs or have a diagnosis of ASC.

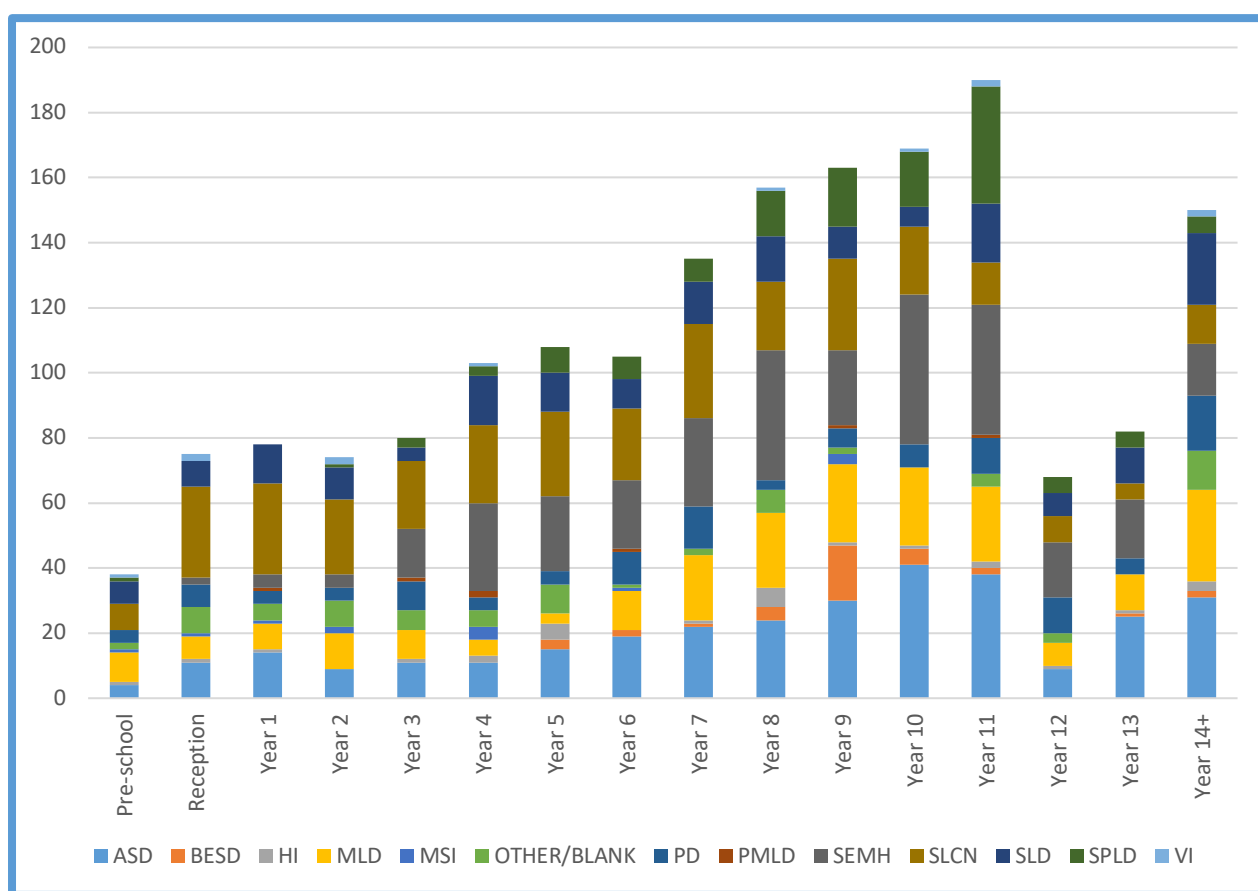
Table 10) Categories of need for children with statements/EHC plans attending independent specialist provision – November 2017

<i>Primary need</i>	<i>Primary (YR–Y6)</i>	<i>Secondary (Y7+)</i>	<i>Total</i>
Social, emotional and mental health & Behavioural, emotional and social difficulty	7	37	44
Autistic spectrum disorder	2	26	28
Speech, communication and language needs	1	8	9
Severe learning difficulty	–	7	7
Moderate learning difficulty	–	2	2
Visual impairment	–	2	2
Not recorded	1	–	1
Total	11	82	93

Source: SEN database (local data)

Chart 3 shows the need profile of Shropshire’s SEN population (those with statements, EHC plans or receiving SEN support, maintained by Shropshire) by National Curriculum Year. It shows a general growth in numbers of children identified as having SEN, up to Year 11, with particularly notable increases, as is commonly the case in other areas, at the transition to primary and then to secondary school. Year 3 to Year 4 appears to be another change point, where social, emotional and mental health needs become more prominent, and then go on to increase more notably during the Key Stage 4 years. Autism (the bottom blue band) features more heavily in the secondary-age profile. Speech, communication and language difficulties, while not particularly changing over the years in terms of absolute numbers, make up a larger proportion of young children’s needs than older children’s. Moderate and specific learning difficulties become more common as primary needs during the secondary years.

Chart 3) SEN population by need and National Curriculum Year



Source: SEN database (local data)

Only 22 children on the SEN database extract (where Shropshire is the maintaining authority) have a secondary need recorded alongside their primary need, so it is difficult to ascertain a full picture of the complexity of need being supported. The data available shows that ASC commonly occurs alongside a range of other needs. However, due to the small numbers it should not be considered as a representative picture.

Turning back to comparative data from the January 2017 School Census (Table 11 below) we can compare the proportion of different categories of SEN within each phase of school. Where Shropshire's figures are significantly adrift of national (a), regional (b) or statistical comparators (c) these are highlighted in amber. The letters indicate which of the comparators Shropshire's figures are significantly different to.¹⁵

¹⁵ Statistical significance is calculated using a two-tailed test at the 0.05 significance level: <http://www.socscistatistics.com/tests/ztest/Default2.aspx>. Where highlighted as statistically significant, it means that differences are less than 5% likely to be down to chance, i.e. that they are more than 95% likely to be real differences.

Table 11) Number and percentage of pupils with statements/EHC plans or receiving SEN support, by primary category of need – January 2017

PRIMARY CATEGORY OF SEN	ENGLAND ^a		STATISTICAL NEIGHBOURS ^b		W .MIDLANDS EXCL. SHROPSHIRE ^c		SHROPSHIRE	
(a) Phase: PRIMARY	No.	%	No.	%	No.	%	No.	%
Specific learning difficulty	61,123	9.7%	7,181	11.5%	4,386	6.2%	358	13.4% ^{a,b,c}
Moderate learning difficulty	147,684	23.3%	12,810	20.6%	22,506	31.7%	780	29.3% ^{a,b,c}
Severe learning difficulty	4,346	0.7%	509	0.8%	388	0.5%	21	0.8%
Profound & multiple learning difficulty	1,783	0.3%	178	0.3%	127	0.2%	7	0.3%
Social, emotional and mental health	99,475	15.7%	11,107	17.8%	8,979	12.6%	396	14.9% ^{b,c}
Speech, language and communication needs	183,769	29.0%	17,582	28.2%	19,208	27.0%	727	27.3%
Hearing impairment	10,665	1.7%	935	1.5%	1,143	1.6%	42	1.6%
Visual impairment	5,904	0.9%	565	0.9%	691	1.0%	32	1.2%
Multi-sensory impairment	1,815	0.3%	223	0.4%	129	0.2%	6	0.2%
Physical disability	18,132	2.9%	1,842	3.0%	1,989	2.8%	75	2.8%
Autistic spectrum disorder	42,494	6.7%	3,392	5.4%	4,118	5.8%	102	3.8% ^{a,b,c}
Other/not assessed	55,914	8.8%	5,971	9.6%	7,359	10.4%	117	4.4% ^{a,b,c}
Total	633,104		62,295		71,023		2,663	

Comments on SEN categorisation in Shropshire's primary schools:

- Over half of Shropshire's primary SEN population have moderate learning difficulties or speech, communication and language needs as their main need.
- Much of Shropshire's SEN profile in primary schools is similar to those of comparable and neighbouring authorities.
- The most significant differences lie in the high numbers of children with specific and moderate learning difficulties and the low numbers diagnosed with ASC as their main need.
- Differences that are statistically significant are highlighted in orange. The reference a, b or c denotes whether the difference is to national, statistical neighbor or regional averages.

(Table 11 continued)

PRIMARY CATEGORY OF SEN	ENGLAND a		STATISTICAL NEIGHBOURS b		WEST MIDLANDS EXCL. SHROPSHIRE c		SHROPSHIRE	
(b) Phase: SECONDARY	No.	%	No.	%	No.	%	No.	%
Specific learning difficulty	84,143	21.1%	10,630	25.5%	7,443	16.2%	503	27.4% ^{a,c}
Moderate learning difficulty	95,738	24.0%	7,792	18.7%	15,606	34.0%	560	30.5% ^{a,b,c}
Severe learning difficulty	2,020	0.5%	243	0.6%	140	0.3%	4	0.2% ^b
Profound & multiple learning difficulty	424	0.1%	30	0.1%	46	0.1%	–	–
Social, emotional and mental health	73,325	18.4%	7,849	18.8%	7,646	16.7%	238	12.9% ^{a,b,c}
Speech, language and communication needs	43,143	10.8%	4,452	10.7%	4,354	9.5%	212	11.5% ^c
Hearing impairment	9,096	2.3%	870	2.1%	1,023	2.2%	35	1.9%
Visual impairment	5,225	1.3%	532	1.3%	664	1.4%	15	0.8% ^c
Multi-sensory impairment	635	0.2%	113	0.3%	50	0.1%	1	0.1%
Physical disability	11,736	2.9%	1,392	3.3%	1,239	2.7%	51	2.8%
Autistic spectrum disorder	35,706	8.9%	3,572	8.6%	4,274	9.3%	159	8.7%
Other/not assessed	37,815	9.4%	4,288	10.3%	3,413	7.4%	60	3.3% ^{a,b,c}
Total	399,006		41,763		45,898		1,838	

Comments on SEN categorisation in Shropshire's secondary schools:

- **58%** of Shropshire's SEN population in secondary schools have moderate or specific learning difficulties as their main need.
- This is significantly higher than for comparator groups, although the ratio between specific and moderate learning difficulties varies. In Shropshire and nationally, the proportion with moderate learning difficulties is a little higher than the proportion who have specific learning difficulties. For the West Midlands, the number is over double. For statistical neighbours the proportions are reversed.
- There are comparatively low numbers of children in Shropshire secondary schools with social, emotional and mental health as their primary need. This difference is statistically significant across all comparator groups.
- Differences that are statistically significant are highlighted in orange. The reference a, b or c denotes whether the difference is to national, statistical neighbor or regional averages.

(Table 11 continued)

PRIMARY CATEGORY OF SEN	ENGLAND a		STATISTICAL NEIGHBOURS b		W .MIDLANDS EXCL. SHROPSHIRE c		SHROPSHIRE	
(c) Phase: SPECIAL	No.	%	No.	%	No.	%	No.	%
Specific learning difficulty	1,607	1.4%	122	1.4%	164	1.1%	3	0.7%
Moderate learning difficulty	16,291	14.5%	1,342	15.6%	2,906	19.1%	85	18.6% ^a
Severe learning difficulty	25,972	23.2%	2,563	29.9%	3,285	21.6%	277	60.6% ^{a,b,c}
Profound & multiple learning difficulty	8,774	7.8%	641	7.5%	1,056	7.0%	21	4.6% ^{a,b,c}
Social, emotional and mental health	13,993	12.5%	810	9.4%	1,889	12.4%	41	9.0% ^{a,c}
Speech, language and communication needs	7,164	6.4%	579	6.8%	960	6.3%	2	0.4% ^{a,b,c}
Hearing impairment	1,406	1.3%	79	0.9%	169	1.1%	–	– ^{a,b,c}
Visual impairment	760	0.7%	99	1.2%	201	1.3%	–	– ^{b,c}
Multi-sensory impairment	269	0.2%	33	0.4%	28	0.2%	–	–
Physical disability	3,818	3.4%	243	2.8%	685	4.5%	1	0.2% ^{a,b,c}
Autistic spectrum disorder	30,203	26.9%	1,754	20.5%	3,499	23.0%	1	0.2% ^{a,b,c}
Other/not assessed	1,857	1.7%	312	3.6%	341	2.2%	26	5.7% ^{a,b,c}
Total	112,114		8,577		15,183		457	

Comments on SEN categorisation in Shropshire's special schools:

- **Over 60%** of Shropshire's special school SEN population have severe learning difficulties as their main need. This is significantly adrift of national and comparator averages, which sit at **20–30%**.
- Only one child has ASC recorded as their primary need in Shropshire's special schools. Again the national and comparator averages are **20–30%**.
- This is likely to be a reflection of the categorisation of primary needs by Shropshire's special school and academy (both of which have pupils with ASC on roll, but do not record these as the primary need on the school census) as well as due to the balance of local special school provision (i.e. lack of ASC specific specialist provision) rather than a reflection of the underlying needs of Shropshire's

pupil population. A significant proportion of Shropshire's needs, particularly those pupils with ASC or SEMH are being educated out-of-authority and as such do not appear in the above tables.

- Because of the high incidence of severe learning difficulties within this population, the proportions with other needs are relatively low, e.g. social, emotional and mental health and speech, language and communication.
- There were no children in Shropshire special schools with sensory impairments as their main needs.
- Differences that are statistically significant are highlighted in orange. The reference a, b or c denotes whether the difference is to national, statistical neighbor or regional averages.
- The fact that **almost every category of need is statistically significantly different from all comparators** confirms that the balance of special school provision in **Shropshire is a statistical outlier in a wide number of areas.**

Source: Special Educational Needs in England, January 2017 (SFR37), Table 18
<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017>

Table 12 uses the same January 2017 census data for Shropshire as shown in **Table 11 (a) to (c)**. This time, the need profile across school type is presented together, alongside the whole school and child populations.

Table 12) Primary categories of need for pupils who have a statement, EHC plan, or are receiving SEN support in Shropshire schools, by setting – January 2017¹⁶

TYPE OF NEED	PRIMARY	SECONDARY	SPECIAL	TOTAL	% OF SCHOOL POPULATION ¹⁷	INCIDENCE PER 1,000 POPULATION ¹⁸
Specific learning difficulty	358	503	3	864	2.2%	1.3%
Moderate learning difficulty	780	560	85	1,425	3.7%	2.2%
Severe learning difficulty	21	4	277	302	0.8%	0.5%
Profound & multiple learning difficulty	7	–	21	28	0.1%	<0.1%
Social, emotional and mental health	396	238	41	675	1.7%	1.0%
Speech, language and communication needs	727	212	2	941	2.4%	1.4%
Hearing impairment	42	35	–	77	0.2%	0.1%
Visual impairment	32	15	–	47	0.1%	0.1%
Multi-sensory impairment	6	1	–	7	<0.1%	<0.1%

¹⁶ Source: Special educational needs in England: January 2017 – Tables 16–18.

¹⁷ Based on total pupil headcount (state-funded only): 38,583. Source: Schools, pupils and their characteristics: January 2017 – Table 7b.

¹⁸ Based on ONS mid-year population estimates 2016 – Shropshire 0–19 (inclusive) population: 66,084.

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland>

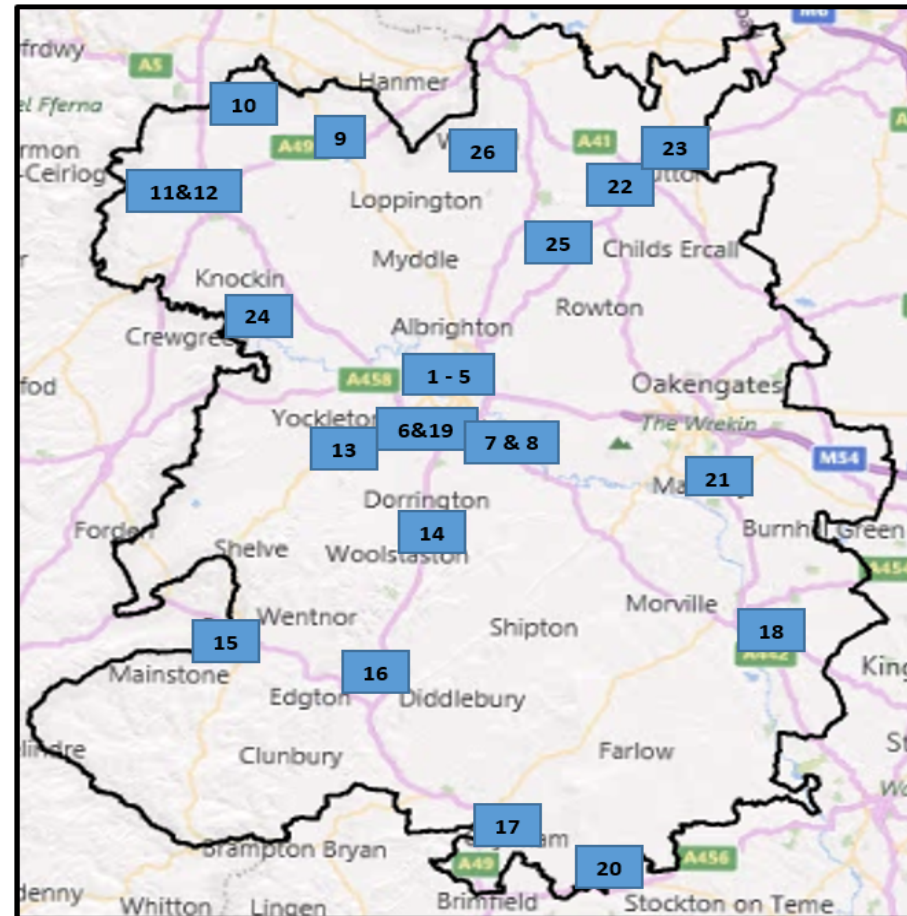
TYPE OF NEED	PRIMARY	SECONDARY	SPECIAL	TOTAL	% OF SCHOOL POPULATION ¹⁷	INCIDENCE PER 1,000 POPULATION ¹⁸
Physical disability	75	51	1	127	0.3%	0.2%
Autistic spectrum disorder	102	159	1	262	0.7%	0.4%
Other/not assessed	117	60	26	203	0.5%	0.3%
TOTAL	2,663	1,838	457	4,958	12.9%	7.5%

Source: various (see notes above)

6. Shropshire's Specialist Provision

Map 1 - Early Years and Nursery Preferred Providers 2016

1. Daisy chain Sutton farm
2. Daisy chain Copthorne
3. Holy Trinity playgroup Shrewsbury
4. Opportunity pre school Shrewsbury
5. Nesscliffe house nursery school Longden Rd Shrewsbury
6. Christ Church Bayston Hill
7. Condoval Pre-school, Condoval, Shrewsbury
8. Farm Friends Days Nursery Home Farm, Condoval
9. Janet Austin Ellesmere
10. Gobowen all rounders Oswestry
11. Saira Mortimer, t/a "Horner's Corner", Oswestry
12. Morda pre school
13. Pontesbury primary nursery
14. Busy bees pre school Church Stretton
15. Crowgate Child Centre Ltd Bishops Castle Children's Centre
16. Wistanstow under 5's
17. Chatterbox Ludlow
18. Bonny Bundles – Bridgnorth
19. Kym Crippin
20. Burford Preschool
21. Sherifffhales Montessori Preschool
22. Rainbow preschool Tern Hill nr Market Drayton
23. Mount Lane Market Drayton
24. Kinnerley CE Primary School.
25. Hodnet preschool
26. Whixall Whitchurch



i. Pre-School Provision

There has been a growing demand for specialist pre-school provision in recent years, identified through the introduction of the Multi-Disciplinary Assessment (MDA), which may progress to requests for EHC needs assessment for very young children. In October 17 there were 34 Shropshire children in years -2 and -1 with an Education Health and Care Plan (EHCP).

In order to address these needs Shropshire Council commissions 40 part-time (15 hours per week) specialist nursery places in Severndale Specialist Academy.

Given the need for more widespread coverage in 2016 Shropshire developed the **‘Early Years and Nursery Preferred Providers’** list (See Map 1 above) and has 26 providers across Shropshire meeting the criteria for inclusive provision. These settings provide widespread coverage and plans are in place to continue the recruitment of more settings in future.

ii. State-funded Schools & Academies

Shropshire has two state-funded special schools, a flexible PRU/medical school, and a specialist resource base attached to a mainstream secondary academy, as follows:

Table 13) Shropshire’s Special School & Specialist Provision

SCHOOL / ACADEMY / BASE	SEN SPECIALISM / SERVICES PROVIDED	AGE RANGE	CAPACITY
Severndale Specialist Academy	Moderate, severe, complex and profound learning difficulties; autism, complex medical conditions, physical & mobility difficulties	3-19	315
Severndale satellite Mary Webb	Moderate Learning Difficulties	11-16	30
Severndale satellite Futures (at Shrewsbury College)	Broad Spectrum	16-19	60
Woodlands	Social, Emotional and Mental Health needs	9-16	56
Woodlands satellite - Acorns (at Holy Trinity CofE Primary in Oswestry)	Autism Spectrum Conditions / Social, Emotional & Mental Health needs	4-11	12

SCHOOL / ACADEMY / BASE	SEN SPECIALISM / SERVICES PROVIDED	AGE RANGE	CAPACITY
Woodlands satellite - Acorns (at Community College Bishops Castle)	Autism Spectrum Conditions / Social, Emotional & Mental Health needs	4-11	12
Tuition, Medical and Behaviour Support Service (TMBSS)	Encompasses the functions of a PRU, a hospital school, and 6th day provision for permanently excluded pupils	4-16 (KS1-4)	145 – across various sites
Kettlemere Centre, part of Lakelands Academy	Communication & interaction Needs / ASD	11-16	24

iii. Post 16 Provision

Table 14) Shropshire's Post-16 Provision

Local Mainstream Further Education Providers	Locations
North Shropshire College	Oswestry, Walford, Wem, Shipley and Aspire
Shrewsbury College Group	Central London road, Welsh & English Bridge
Hereford & Ludlow College and County Training	Ludlow, Hereford, Holme Lacey, Shrewsbury (Gateway), Oswestry, Whitchurch, Telford, Ludlow and Hereford
Nova Training	Bridgnorth in Shropshire, Wolverhampton, Hereford, Kidderminster, and Telford & Wrekin.
Juniper Training	Wolverhampton, Telford and more recently Market Drayton.
Telford College	Haybridge and King Street Wellington
Specialist Colleges	
Derwen College	3 sites - Oswestry, Craven Arms & Walford
Condoover College	Longbow

SEND Support in FE

There is a range of bespoke study programmes available to support the needs of post-16 learners depending upon a young person's needs, including:

- Specific learning support
- Specialist & Pastoral support
- Meet and greet/Support in unstructured time
- Orientation and transition visits from school
- 1:1 Sessions – assistive technologist
- Information, Advice and Guidance
- Personal/Medical support and care
- Course with small groups

iv. Specialist Support Services

SERVICE	DESCRIPTION
SEN Team - Shropshire Council	A Shropshire Council service work collaboratively with colleagues across education, health and social care, parent carers and young people and with the voluntary sector to improve outcomes for Shropshire children and young people with SEND. This includes administration of the Education Health and Care Assessment and Planning processes
Education Access Service- Shropshire Council	Provide inclusion support services and educational welfare support to improve the outcomes for pupils with behavioural, emotional and social difficulties and to improve school attendance
Shropshire Educational Psychology Service (EPS) - Shropshire Council	Provides psychological advice to the LA as part of the Education, Health and Care Planning process to inform decision making around placement and provision. Also provides a traded service to schools.
Sensory Inclusion Service (SIS) – based with Telford & Wrekin Council	Provided jointly by Shropshire Council and Telford & Wrekin Council in partnership with the NHS. SIS is a specialist team which supports CYP with sensory impairments in educational settings and across local communities.
Specific Speech and Language Impaired Children's Service (SSLIC) – Shropshire Community Health NHS Trust	Support for schools and their pupils with severe and specific speech and language disorders.

SERVICE	DESCRIPTION
Woodlands Outreach Service - Woodlands Special School	Outreach support provided by Woodlands Special School as a traded service providing integrated support for pupils who present with SEMH (Social, Emotional and Mental Health needs), Autistic Spectrum Disorder (ASC) and Learning Needs across Shropshire.
Spectra Support Independent Enterprise Inclusion Team – Social	A social enterprise providing personalised support and advice for children and young people with needs related to the autism spectrum, social interaction and communication difficulties, speech and language difficulties, challenging behaviour, anxiety and low self-esteem. Support is available for schools and other organisations in Shropshire, Telford & Wrekin and vicinity.
Autism Education Trust Training (AET) Level 1 – all schools	Commissioned by Shropshire Council and available to all schools in Shropshire

v. Spread of Placements

According to Shropshire's local database, **653** children with statements/EHC plans maintained by Shropshire attend a special school or alternative/specialist provision. **476** of these attend provision within Shropshire, while the rest (**171**) are educated out of county. This amounts to **26.4%** of Shropshire's children with statements/EHC plans who attend special schools/specialist provision having their education provided by other authorities, a reflection both of local geography and the relatively narrow range of provision available within Shropshire.

Table 15 breaks these down locally by school, and by county for those out of area. A large proportion of these children attend Severndale Specialist Academy in Shrewsbury; the second largest special school is Woodlands. Access School – third on the list – is an independent special school. Where children are educated out of county, the majority attend schools maintained by Shropshire's surrounding authorities.

Table 15) Children with EHC plans/statements attending special schools or alternative/specialist provision, by county

COUNTY/SCHOOL	NUMBER OF CHILDREN
Shropshire – ALL	486 (73.8%)
Severndale Specialist Academy	369
Woodlands School	57
Access School	24
Tuition, Medical & Behaviour Support Service (TMBSS)	15
Kettlemere Centre (Lakelands Academy)	10
Cruckton Hall School	5
Oakwood School	4
Options Higford	2
Out of county – ALL	171 (26.2%)
Telford & Wrekin	42
Powys	31
Staffordshire	24
Non-LA establishment	17
Worcestershire	15
Herefordshire	12
Flintshire	5
Wolverhampton	5
Wirral	4
Wrexham	4
Cheshire East	2
Lancashire	2
Birmingham	1
Cheshire West & Chester	1
Dudley	1
Gloucestershire	1
Halton	1
Knowsley	1
North Lincolnshire	1
Vale of Glamorgan	1

Source: SEN database (local data)

Table 16 shows the primary needs recorded for the **441** children with SEN attending the three main state funded schools for high-needs learners in Shropshire (2 special schools and 1 PRU / Hospital School). The percentages given are for children with each primary need as a proportion of all children attending that school, but please treat these with caution for the two schools whose populations are relatively low. Woodlands is predominantly for children with social emotional and mental health difficulties, TMBSS is registered as a Pupil Referral Unit but provides a wide range of services, whilst Severndale is a broad-spectrum special school, supporting children with a range of needs – most notably severe learning difficulties.

Table 16) **Need profile across Shropshire’s State-Funded special schools**

TYPE OF NEED	SHROPSHIRE STATE-FUNDED SPECIAL SCHOOLS		
	SEVERNDALE	WOODLANDS	TOTAL %
Specific learning difficulty	18	1	19 4.31%
Moderate learning difficulty	50	3	53 12.02%
Severe learning difficulty	111	0	111 25.17%
Profound & multiple learning difficulty	5	0	5 1.13%
Social, emotional and mental health or Behavioural, emotional and social difficulty	5	47	52 11.79%
Speech, language and communication needs	59	0	59 13.38%
Hearing impairment	1	0	1 0.23%
Visual impairment	1	0	1 0.23%
Multi-sensory impairment	4	0	4 0.91%

TYPE OF NEED	SHROPSHIRE STATE-FUNDED SPECIAL SCHOOLS		
	SEVERNDALE	WOODLANDS	TOTAL %
Physical disability	30	0	30 6.80%
Autistic spectrum disorder	63	6	69 15.65%
Other/not assessed/not recorded	22	0	22 4.99%
TOTAL	369	57	441

Source: SEN database (local data)

7. Historical profile of need

Table 17 presents extracts from Shropshire's SEN database as of January 2014, June 2015 and January 2016, and compares these with the current extract as of November 2017. **Chart 4** replicates this information pictorially. The population includes all children on the database with a statement or EHC plan maintained by Shropshire. While these snapshots are not evenly spaced due to limitations on historical data, they do provide a picture of the changing profile of need over the past few years. The overall numbers of children increased between January 2014 and June 2015, but have since fluctuated within the 1,700s. The most notable trends are an increase in the number and proportion of children with ASC and a recent drop in those with moderate learning difficulties (MLD). Aside from the formal change from behavioural, emotional and social difficulties (BESD) to social, emotional and mental health (SEMH) (for simplicity, these categories are illustrated together in **Chart 4**), the profile of need has otherwise remained relatively stable.

Table 17) Primary needs of children with statements/EHC plans, 2014 to 2017

PRIMARY NEED	JANUARY 2014	JUNE 2015	JANUARY 2016	NOVEMBER 2017
Specific learning difficulty	137 (8.9%)	168 (9.4%)	152 (8.8%)	130 (7.4%)
Moderate learning difficulty	229 (14.9%)	275 (15.4%)	249 (14.4%)	224 (12.7%)
Severe learning difficulty	173 (11.3%)	188 (10.5%)	189 (11.0%)	178 (10.1%)
Profound & multiple learning difficulty	9 (0.6%)	8 (0.4%)	7 (0.4%)	7 (0.4%)
Social, emotional and mental health // Behavioural, emotional and social difficulty	289 (18.8%)	358 (20.0%)	341 (19.7%)	354 (20.1%)
Speech, language and communication needs	259 (16.9%)	305 (17.0%)	305 (17.7%)	315 (17.9%)
Hearing impairment	25 (1.6%)	30 (1.7%)	26 (1.5%)	26 (1.5%)
Visual impairment	10 (0.7%)	12 (0.7%)	9 (0.5%)	10 (0.6%)
Multi-sensory impairment	11 (0.7%)	10 (0.6%)	14 (0.8%)	12 (0.7%)
Physical disability	102 (6.6%)	118 (6.6%)	121 (7.0%)	119 (6.7%)
Autistic spectrum disorder	229 (14.9%)	274 (15.3%)	265 (15.4%)	314 (17.8%)
Other/not assessed/ not recorded	63 (4.1%)	45 (2.5%)	46 (2.7%)	74 (4.2%)
TOTAL	1,536	1,791	1,724	1,763

Source: SEN database (local data)

Chart 4) Primary needs of children with statements/EHC plans, 2014 to 2017

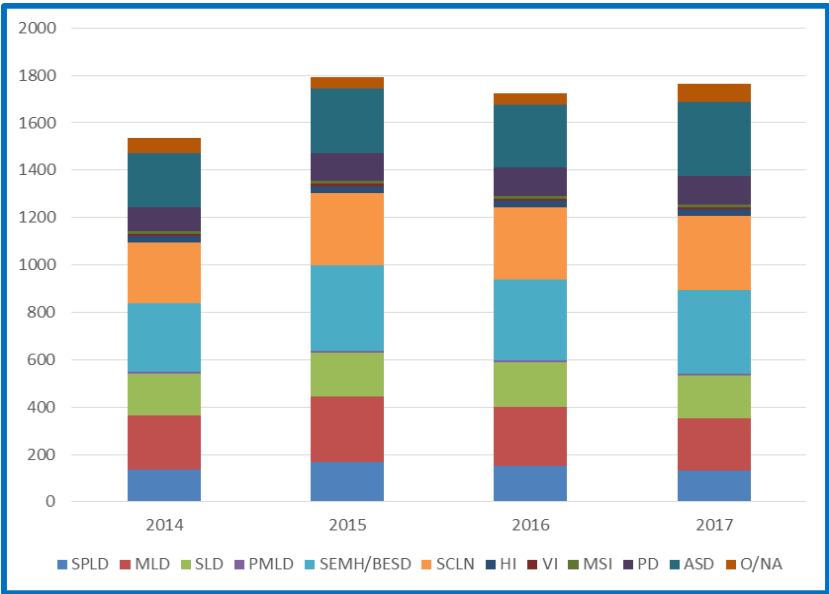
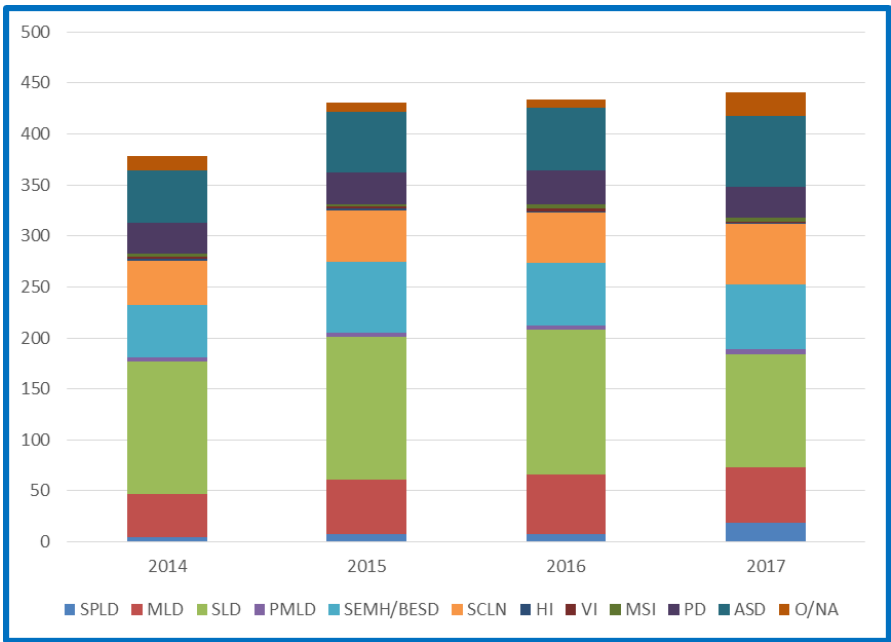


Table 18 and **Chart 5** repeat this analysis, focusing just on the children attending Severndale, Woodlands and TMBSS. Again, aside from the rise in numbers January 2014 to June 2015, the picture has been relatively stable, although we might be starting to see a trend away from MLD towards more specific learning difficulties and ASC.

Chart 1) Primary needs of children with statements/EHC plans attending Shropshire's state-funded special schools & PRU, 2014 to 2017



Source: SEN database (local data)

Table 18) Primary needs of children with statements/EHC plans attending Shropshire's state-funded special schools & PRU, 2014 to 2017

PRIMARY NEED	JANUARY 2014	JUNE 2015	JANUARY 2016	NOVEMBER 2017
Specific learning difficulty	5 (1.3%)	8 (1.9%)	8 (1.8%)	19 (4.3%)
Moderate learning difficulty	42 (11.1%)	53 (12.3%)	58 (13.4%)	54 (12.2%)
Severe learning difficulty	130 (34.4%)	140 (32.5%)	142 (32.7%)	111 (25.2%)
Profound & multiple learning difficulty	4 (1.1%)	4 (0.9%)	4 (0.9%)	5 (1.1%)
Social, emotional and mental health // Behavioural, emotional and social difficulty	51 (13.5%)	70 (16.3%)	62 (14.3%)	63 (14.3%)
Speech, language and communication needs	44 (11.6%)	50 (11.6%)	49 (11.3%)	60 (13.6%)
Hearing impairment	2 (0.5%)	2 (0.5%)	1 (0.2%)	1 (0.2%)
Visual impairment	2 (0.5%)	2 (0.5%)	3 (0.7%)	1 (0.2%)
Multi-sensory impairment	3 (0.8%)	2 (0.5%)	4 (0.9%)	4 (0.9%)
Physical disability	30 (7.9%)	31 (7.2%)	33 (7.6%)	30 (6.8%)
Autistic spectrum disorder	51 (13.5%)	60 (13.9%)	62 (14.3%)	70 (15.9%)
Other/not assessed/ not recorded	14 (3.7%)	9 (2.1%)	8 (1.8%)	23 (5.2%)
TOTAL	378	431	434	441

Source: SEN database (local data)

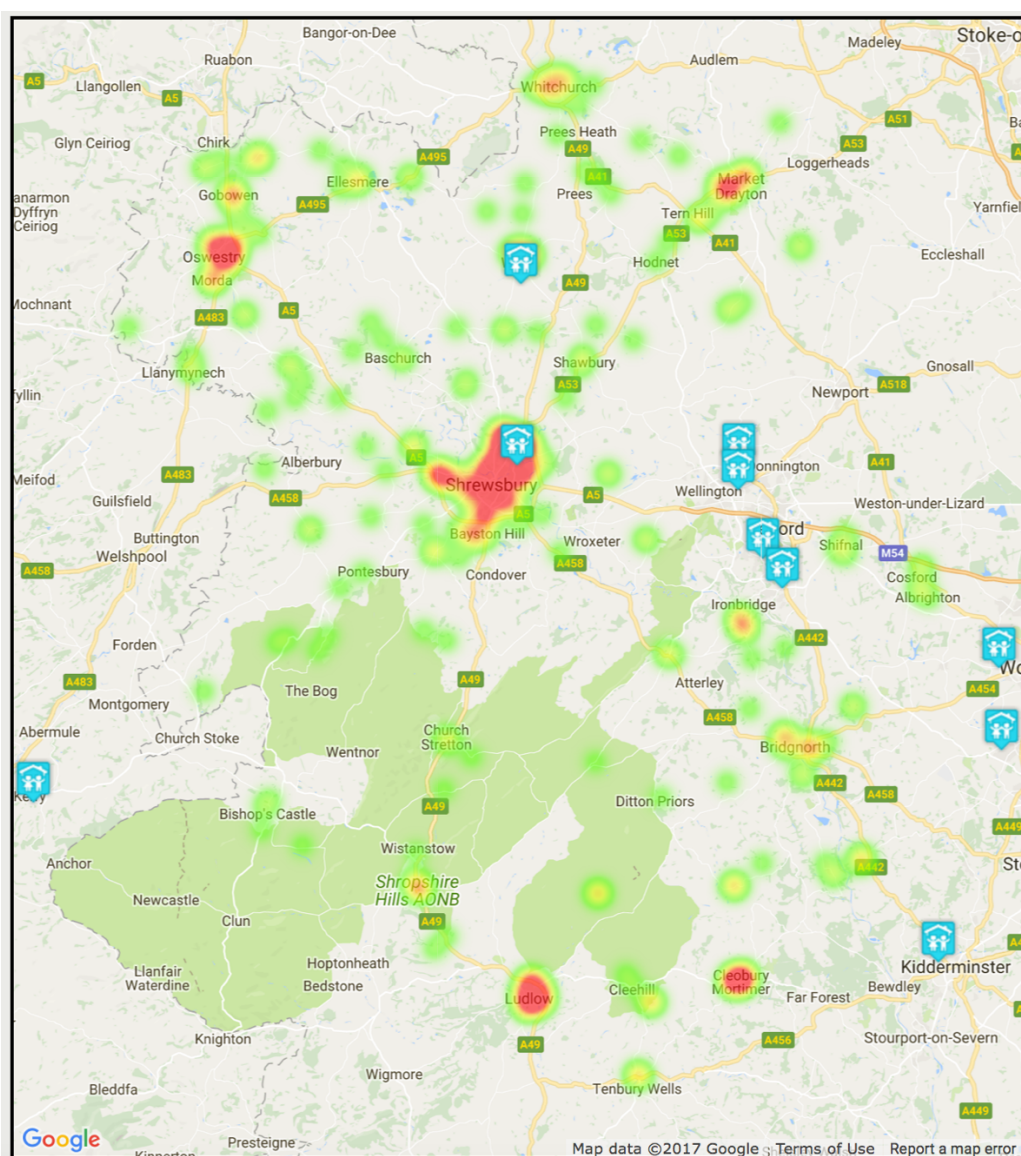
8. Mapping Demand for Specialist Provision

The following heat-maps have been produced to demonstrate the geographical spread of the home locations of Shropshire's special schools cohort.

The maps demonstrate the concentration of pupils by postcode, with green areas representing lower concentrations of need, amber representing moderate concentrations of need and red representing high concentrations of need.

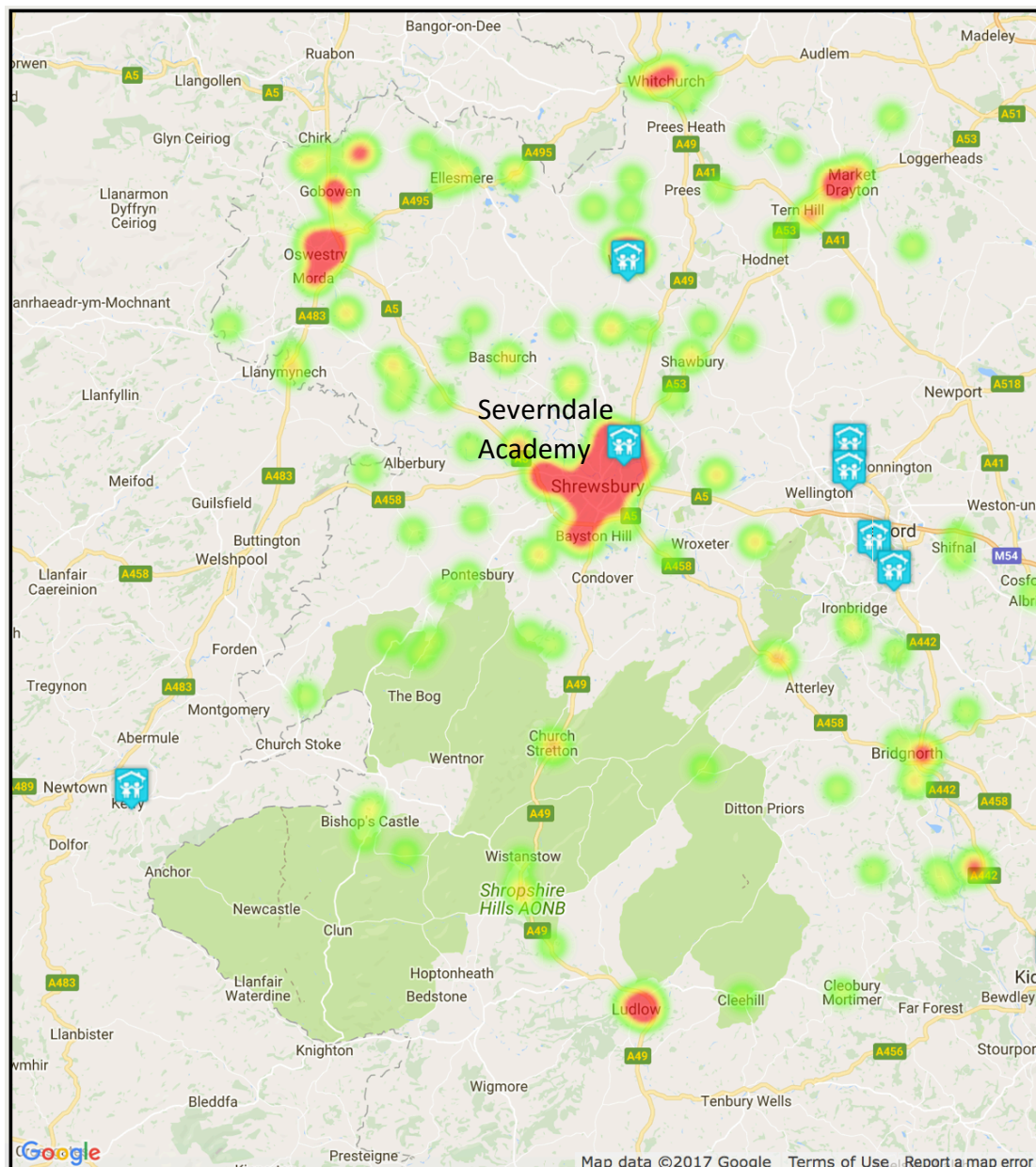
These maps reveal particular pressures and patterns with particular concentrations of need around Shrewsbury and the main county towns, namely Oswestry, Ludlow, Market Drayton, Whitchurch, Cleobury Mortimer and Bridgnorth.

Map 2 - Heatmap of All Shropshire Pupils Attending Special Schools



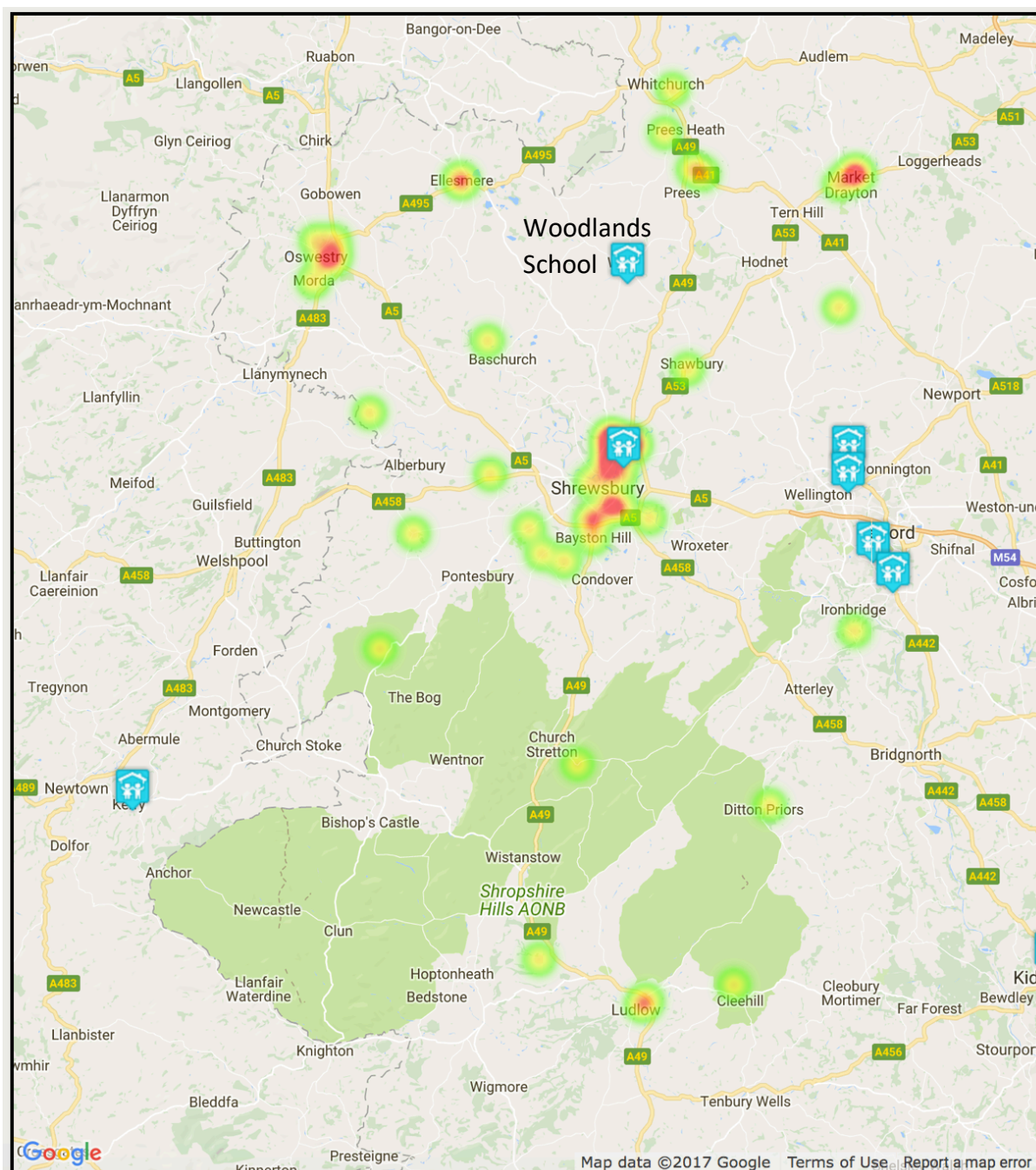
Maps have also been produced for learners attending the two special schools – Severndale and Woodlands, as follows.

Map 3 - Heatmap of All Shropshire Pupils Attending Severndale Academy



This illustrates the scale of Severndale’s catchment area and the distances many learners travel to attend the school. It also illuminates the concentration of SEND within the main populations around Oswestry, Ludlow, Market Drayton, Whitchurch and Bridgnorth.

Map 4 - Heatmap of All Shropshire Pupils Attending Woodlands School



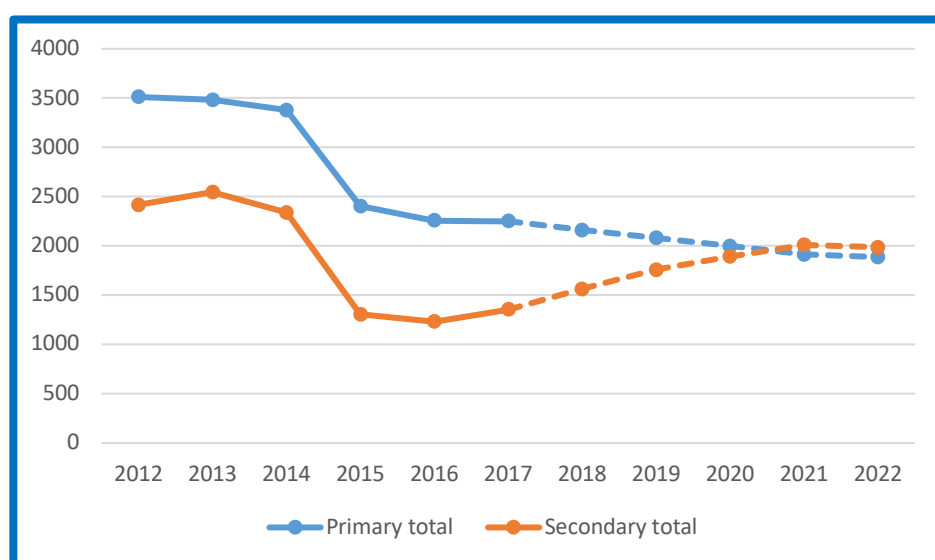
As with Severndale, this illustrates the scale of Woodland’s catchment area and the significant distances many learners travel to attend the school, although it should be highlighted that these attendees include a number of ‘Hub’ sites around Shropshire. It illuminates the concentration of SEND around the main populations in Shrewsbury, Oswestry, and Market Drayton. The lack of pupils in the South may suggest that Woodlands is not reaching needs in south Shropshire and that these learners are more likely to be either attending mainstream or be attending school out of county, rather than that these needs are less prevalent in this area. The recent opening of the Acorns Hub in Bishop’s Castle will begin to address this gap.

9. SEN forecasts

Shropshire Council has undertaken some further analysis of SEN numbers over the past five years using historical transfer rates (i.e. the progression of pupils through the school system) to obtain a forecast of pupils likely to require SEN Support or an EHC Plan over the next five years. **Charts 6 and 7** break these forecasts down into the primary years (Reception to Year 6) and secondary (Year 7 to Year 13).

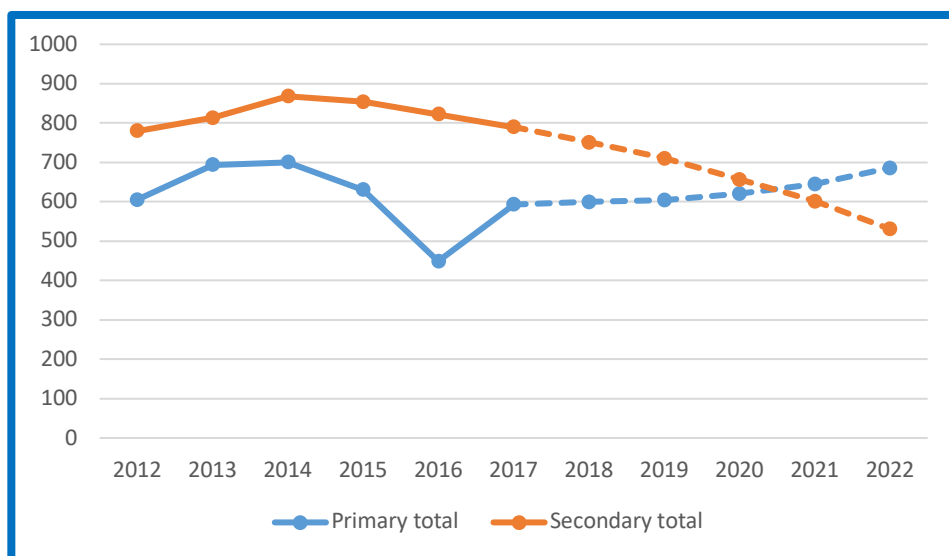
The forecasts currently show a contrasting picture across primary and secondary schools, and between the levels of SEN intervention. In primary schools, we might expect to see a gradual decline in the numbers receiving SEN support, mirrored by an increase in those with EHC plans or statements. In secondary schools, we might expect to see the opposite trend over the next five years.

Chart 2) Pupils receiving SEN support 2012 to 2022



Source: Local analysis/forecasts based on January census data and transfer rates

Chart 3) Pupils with statements or EHC plans 2012 to 2022



Source: Local analysis/forecasts based on January census data and transfer rates

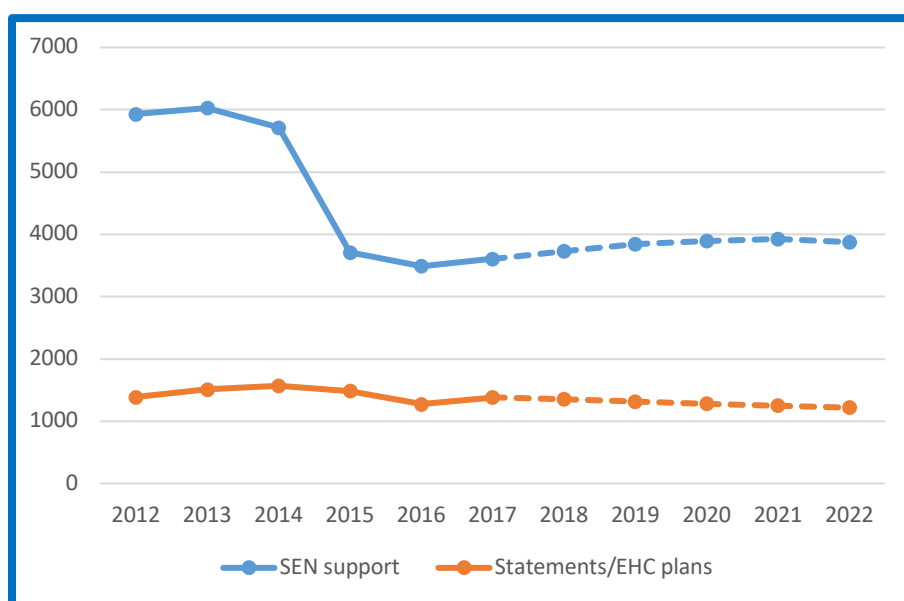
Chart 8 brings these together to show the forecast numbers of children with EHC plans or receiving SEN support across all age groups. The differing trends forecast for primary and secondary schools cancel each other out to produce a relatively balanced picture. Over the next five years, numbers of those with EHC plans or statements are predicted to fall by **12.0%** from 1,383 to around 1,217 whilst the numbers receiving SEN support are predicted to rise by **7.5%** from 3,604 to around 3,875.

A Note of Caution

These trends should be treated with caution as they **do not** take into account a number of significant factors, as follows:

- The introduction of funding for learners without EHC Plans through the **Graduated Support Plan** in September 2017, which it is anticipated will significantly impact on these projections, so the changes may be more dramatic with steeper increases in SEN Support and steeper reductions in requests for EHC assessment and plans.
- The predicted impact of housing on increasing overall pupil numbers.
- The impact of the increased scope of EHC Plans up to the age of 25, which are expected to see increasing remaining in the SEND system for the next 2-3 years. These increases will also be impacted by Shropshire's mix of provision and pathways to adulthood as well as by policies on EHC Plans for post-18 learners.

Chart 4) Overall SEN numbers and forecasts 2012 to 2022



Source: Local analysis/forecasts based on January census data and transfer rates

10. SEN budgets

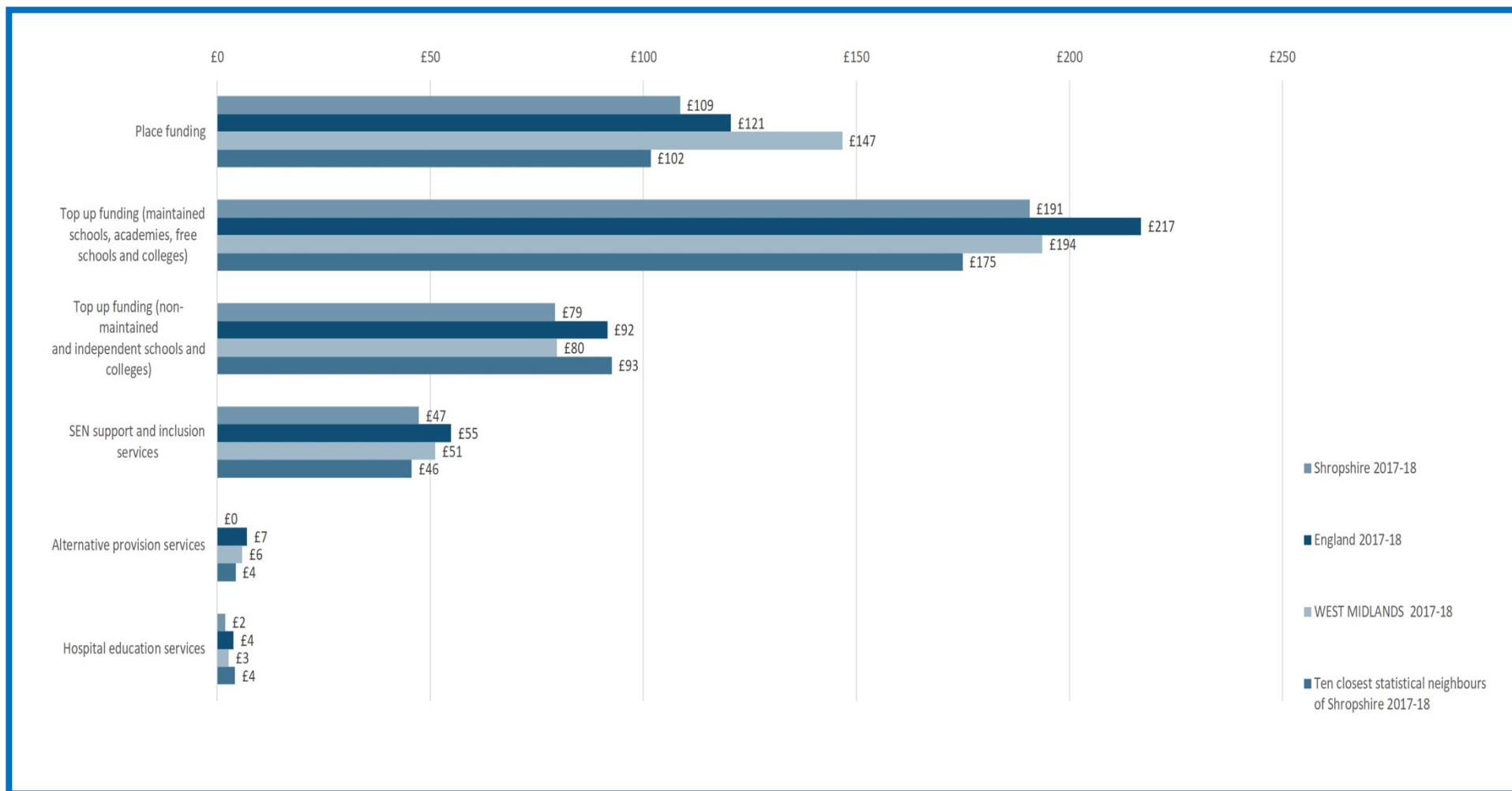
Charts 9 to 12 are taken from the High Needs Benchmarking Tool, published by the Government in October 2017.¹⁹ The data has been taken from local authorities' Section 251 budget returns and calculated per head of the 2–18 population for comparative purposes. However, these comparisons must be considered within the context of each local authority's circumstances and spending patterns.

The charts show that, overall, Shropshire is not as well funded per head of the 2–18 population as other local authorities. Top-up funding provided by the Local Authority to secondaries is higher than average.

Shropshire's own analysis has revealed some stark differences when calculating high needs budget allocations per head of the pupil population. Shropshire is placed **132nd** out of **152** councils when ranked high to low on this measure, with **£570.57** per pupil allocated for 2017/18. The national average is **£701.42** and the average for statistical neighbour authorities is **£586.29**. For authorities with similar populations it is notably higher at **£772.29**. Shropshire ranks **7th** when placed against its ten statistical neighbours.

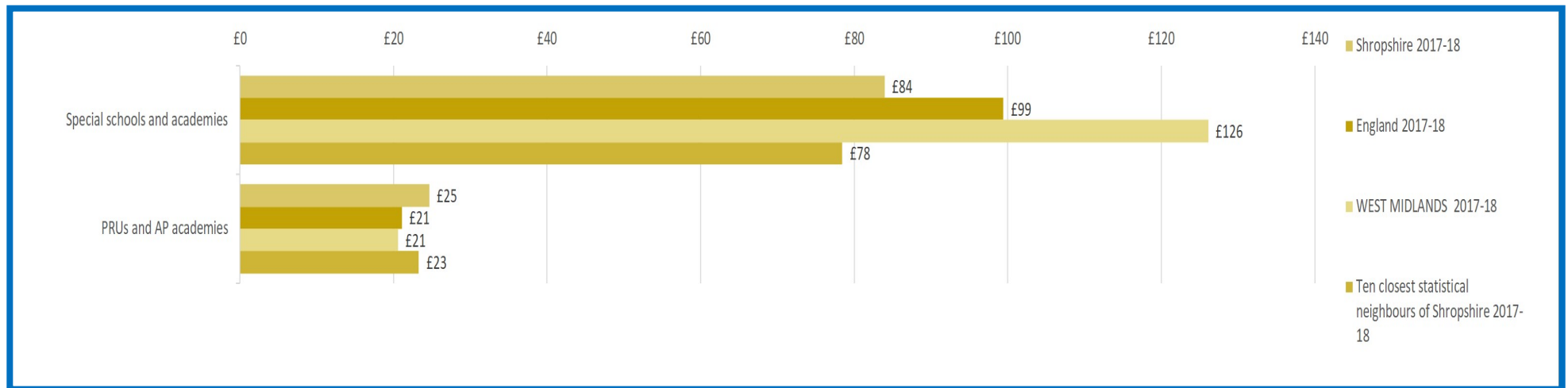
¹⁹ High Needs Benchmarking Tool v2.0: <https://www.gov.uk/government/publications/high-needs-strategic-planning-fund>

Chart 5) High needs budget per head of 2–18 population



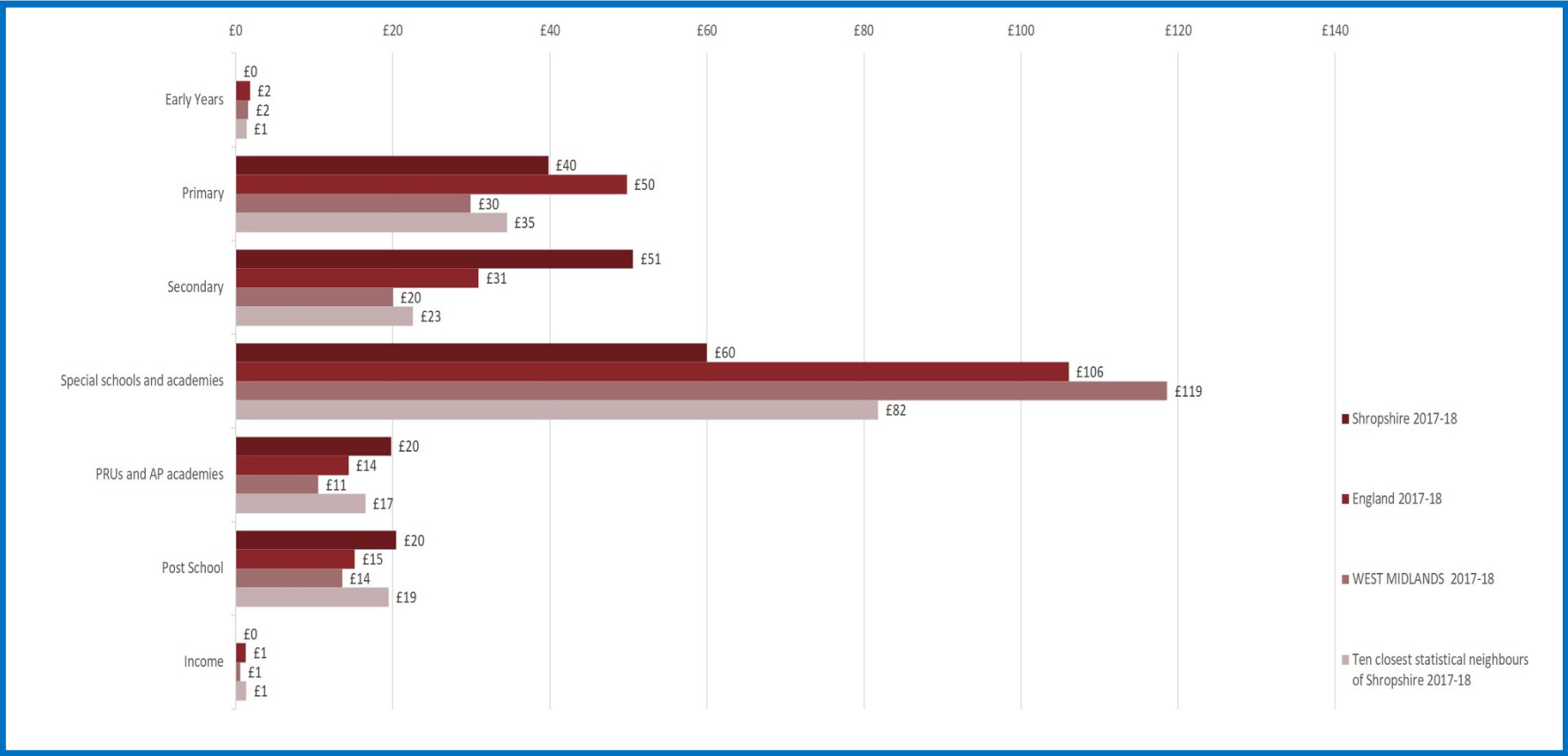
Source: High Needs Benchmarking Tool v2.0

Chart 6) High needs budget per head of 2–18 population: place funding split by type of institution



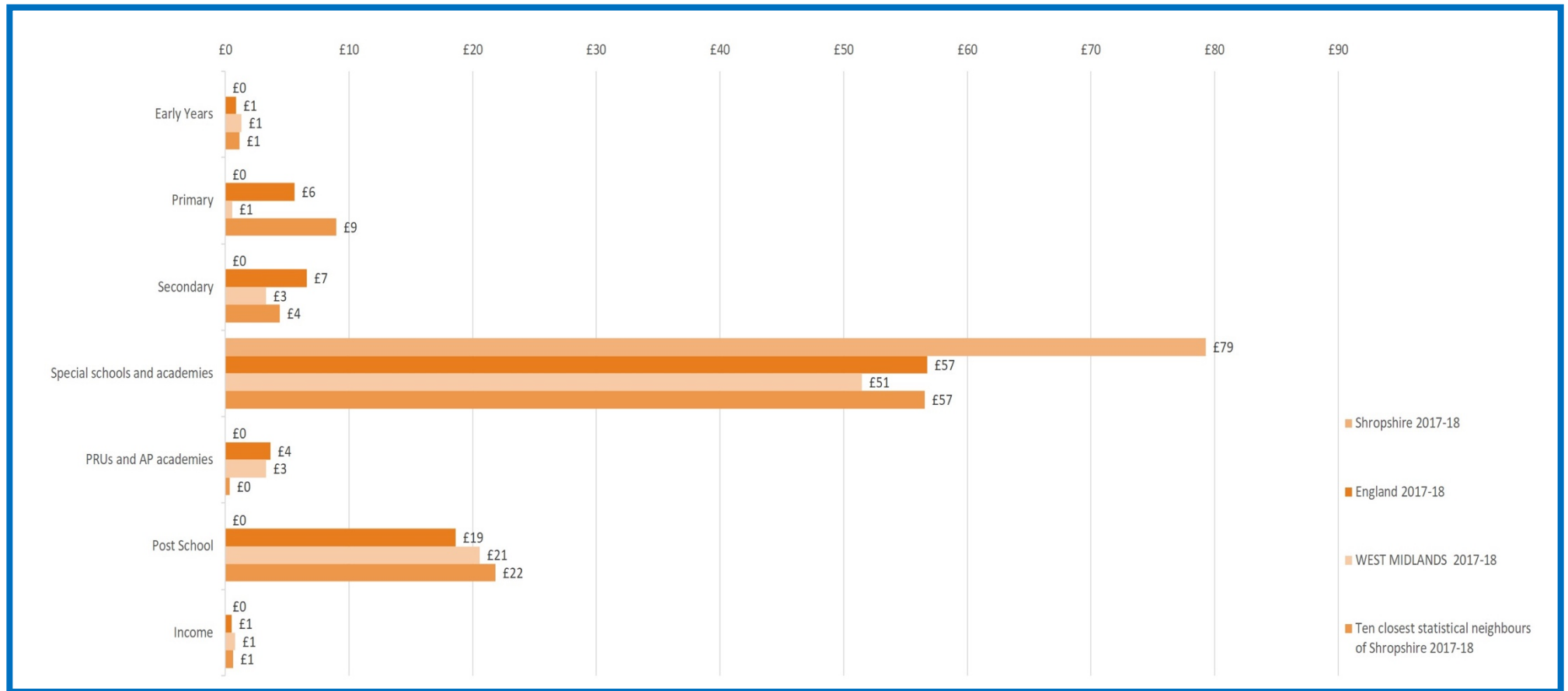
Source: High Needs Benchmarking Tool v2.0

Chart 7) High needs budget per head of 2–18 population: top-up funding (maintained schools, academies, free schools and colleges) split by type of institution



Source: High Needs Benchmarking Tool v2.0

Chart 8) High needs budget per head of 2–18 population: top-up funding (non-maintained and independent schools and colleges) split by type of institution



Source: High Needs Benchmarking Tool v2.0

Table 19 shows Shropshire’s Dedicated Schools Grant (DSG) funding for high needs pupils against the total DSG allocation, and compares this with national, regional and statistical neighbour totals/averages. While the overall DSG has been reducing over the past five years, high needs block funding has been increasing, and this is reflected in the rising percentages in the third section of this table. However, the rate of the increase to high needs block funding has been slower in Shropshire than elsewhere (and in fact it has decreased slightly for 2017/18), meaning the proportion of DSG within the High Needs Block is currently lagging behind comparators.

Table 19) DSG high needs block funding in Shropshire

		2013/14	2014/15	2015/16	2016/17	2017/18
DSG high needs block funding (£millions) ²⁰	Shropshire	£23.7	£24.9	£25.5	£25.9	£25.1
	Statistical neighbours	£40.1	£42.4	£43.0	£43.6	£48.5
	West Midlands	£511.4	£540.5	£547.6	£556.7	£606.3
Total DSG (£millions) ²¹	Shropshire	£148.5	£138.6	£135.3	£132.7	£124.4
	Statistical neighbours	£252.0	£238.8	£227.2	£218.7	£213.6
	West Midlands	£3,286.0	£3,103.7	£2,951.9	£2,860.0	£2,808.6
High needs block as % of total DSG	Shropshire	16.0%	18.0%	18.8%	19.5%	20.2%
	England	16.7%	18.1%	19.0%	19.7%	21.7%
	Statistical neighbours	15.9%	17.8%	18.9%	19.9%	22.7%

20 The high needs block is a single block for local authorities high needs pupils/students aged 0–24. The block includes place funding for pre- and post-16 pupils in: maintained schools, maintained special schools, pupil referral units, academies, special academies, non-maintained special schools, alternative provision academies and alternative provision free schools. The high needs block includes top-up funding for pupils and students occupying the above places in further education colleges, specialist post-16 institutions, and commercial and charitable providers; and funding for high needs pupils in independent schools, independent alternative provision providers, hospital education (including independent providers).

21 The grant is paid in support of the local authority’s schools budget. It is the main source of income for the schools budget. Local authorities are responsible for determining the split of the grant between central expenditure and the Individual Schools Budget (ISB) in conjunction with local schools forums. Local authorities are responsible for allocating the ISB to individual schools in accordance with the local schools’ funding formula. Local authorities can add to the schools budget from local sources of income.

		2013/14	2014/15	2015/16	2016/17	2017/18
	West Midlands	15.6%	17.4%	18.6%	19.5%	21.6%

Table 20 shows the outturn weekly unit cost for SEN services recorded on the Section 251 budget return. In general, unit costs were rising up to 2013/14 but since then have taken a drop. Shropshire's figures are lower than for national and comparator averages. In the past, Shropshire has been largely in line with other West Midlands authorities; however, in recent years Shropshire's costs have dropped more dramatically than elsewhere.

Table 20) SEN – Section 251/outturn weekly unit costs (approx.)²²

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Shropshire	£90.00	£90.00	£95.00	£95.00	£65.00	£55.00	£65.00
England	£100.00	£105.00	£105.00	£115.00	£95.00	£95.00	£95.00
Statistical neighbours	£108.50	£112.50	£110.50	£118.00	£100.00	£100.00	£101.50
West Midlands	£95.00	£90.00	£95.00	£105.00	£80.00	£85.00	£80.00

Source for Tables 17 & 18: Local authority interactive tool
<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

²² Includes the S251 budget lines: SEN support services; direct payments (SEN and disability); SEN transport; home to school transport (pre-16); SEN admin, assessment and coordination and monitoring. Calculation: $(x/y)/365 \times 7$ where x = total funding on SEN services recorded on S251 financial budget statement and y = total number of children with a statement as at January pupil census. Result is rounded to nearest £5.