



Shropshire
Council

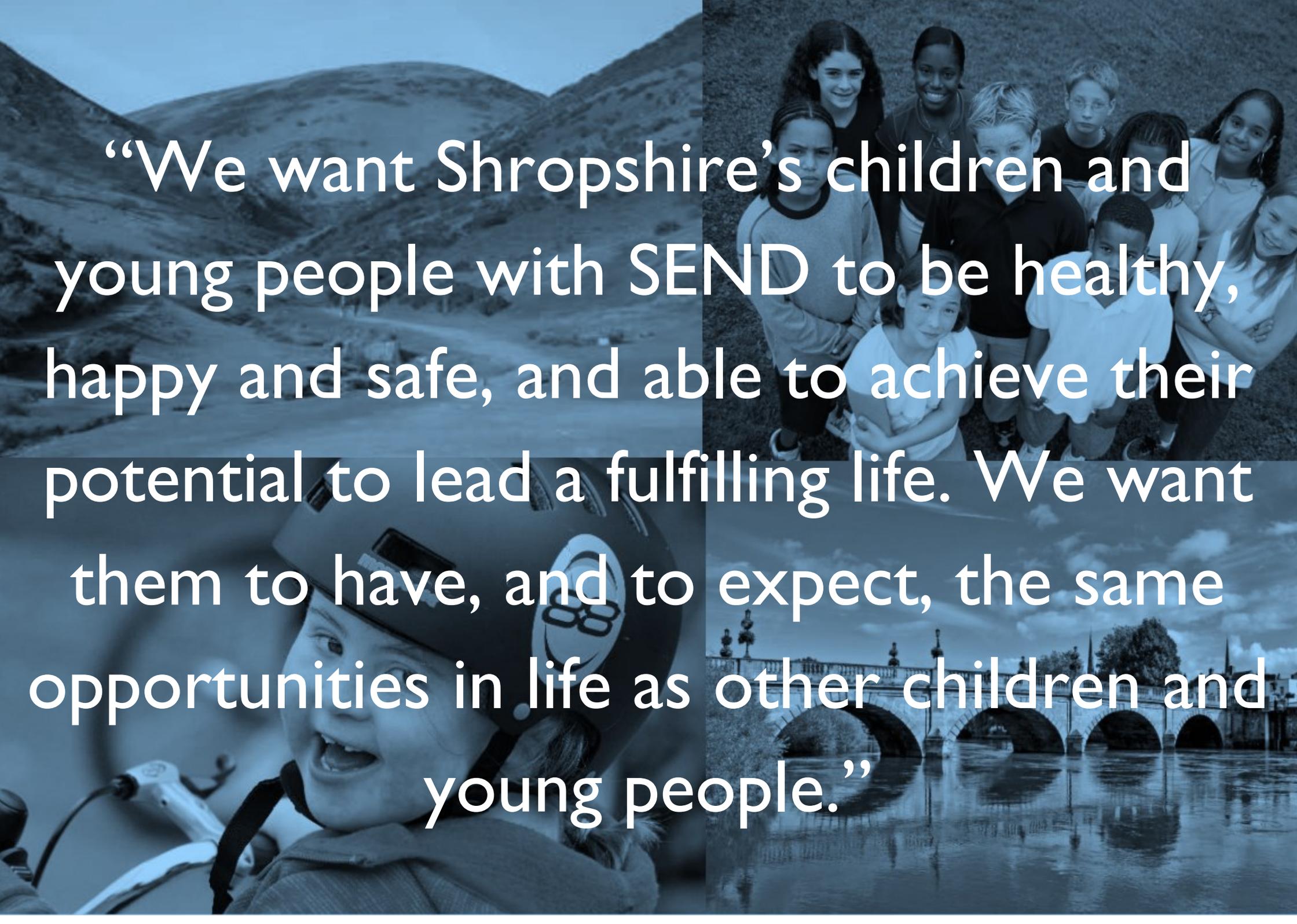
2021/22

Joint Strategic Needs Assessment
(JSNA) for Special Educational
Needs and Disability (SEND)
for 0-25 year olds

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“We want Shropshire’s children and young people with SEND to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life. We want them to have, and to expect, the same opportunities in life as other children and young people.”



EXECUTIVE SUMMARY

- Although the trajectory since the last needs assessment has brought Shropshire more in line with statistical neighbours, the overall placement profile for the pupil census population with EHCPs is still largely as it was in 2017.
- A greater than average percentage of children are educated in state-funded mainstream or independent settings, and fewer than average attend maintained special schools.
- If the same proportion of Shropshire learners with EHCPs attended state-funded special schools as the national average (42.6% as opposed to 33.8%), this would represent an additional 125 learners in these schools (601 as opposed to 476). In this scenario, we would see fewer learners in maintained secondary schools and fewer in independent settings.
- Shropshire local data reveals that more pupils with EHCPs who attend special schools or specialist provision are now doing so within the county (78.3% in 2021, compared with 73.6% in 2017).
- However, this proportion is lower for those with autism spectrum disorder (73.1%) and particularly for those with social, emotional and mental health issues (68.4%), perhaps indicating a relative lack of specialist provision within the county to meet these needs.
- The new free school, [The Keystone Academy](#), is set to open in September 2022, providing 50 places for children and young people with a range of social, emotional and mental health difficulties and specialist neurodiversity needs. This will have a significant impact on how many learners with these needs are able to have their needs met through the county's own provision rather than through independent and/or out-of-county providers.
- The data shows very little change in the profile of learners who require independent specialist provision, with the majority being of secondary age and having social, emotional and mental health difficulties or a diagnosis of autism spectrum disorder.
- There have been other significant changes to local special schools in recent years with Woodlands Special School being rated as inadequate by Ofsted and Severndale Specialist Academy having had serious safeguarding concerns raised during an Ofsted inspection, which has led to each of the schools joining Multi Academy Trusts. The full impact of these changes remains to be seen but can be expected to include a level of change to the outreach support and satellite provision that the schools operate. Given that school-to-school support is a major plank of local specialist support these changes represent a potential challenge as well as an opportunity for the local SEND system.
- Local data shows that there has been a recent significant rise in the numbers of learners having fixed-period exclusions. This is evident across all pupils regardless of SEN status, but is particularly notable for those receiving SEN support. This is placing particular pressure on the area's pupil referral unit with the Tuition, Medical & Behaviour Support Service at capacity and facing further growing demand. The school are reporting challenges regarding their multi-site operation and the current system requires attention in order to address these demands in a sustainable way.

- Shropshire's size and rurality present particular challenges, with many pupils having to travel long distances to access services. As a result, much of Shropshire's SEND provision must meet a broad range of needs so that it can be accessed locally. Those needing more specialist provision often must travel out of county and/or use services provided by the independent sector. Shropshire has become more deprived in terms of access to services in recent years, relative to other authorities.
- Shropshire's all-age population is growing, and this is predicted to continue. The overall child population is set to remain relatively stable, with falling birth rates contributing to this. However, population projections and pupil forecasts are showing an imminent increase in the numbers of secondary-aged children, which will hit the post-16 age group in the next few years.
- Different data sources present different pictures of what is happening with education, health and care plans (EHCPs) in Shropshire. This is due to the differing cohorts involved. Pupil census data based on Shropshire-maintained schools shows that EHCPs are declining in number, whereas the SEN2 return and local data from an administrative perspective (all EHCPs Shropshire are responsible for) reveal an increase.
- At the time of the January 2020 school pupil census, there were 6,559 children in Shropshire identified with SEN, making up 14.8% of the school population. This included 1,410 children with EHCPs (3.2% of the school population) and 5,149 receiving SEN support (11.6% of the school population). Broadly in line with forecasts, this represents an increase in those receiving SEN support and a slight downward trend in those with EHCPs in Shropshire-maintained schools.
- Local data, however, shows a year-on-year increase in the number of initial requests for EHCP assessments and the number of EHCPs active at the beginning of the year. Shropshire's largest increase has been in the 16–19 age group. There are now 2.5 times as many EHCPs for this age group as there were in 2017. This is at least partially explained by local practice, where EHCPs have in recent years been more likely to continue past the point of compulsory schooling. Further specialist provision for this age group is under development and will be required in order to meet increasing demand and an overall growing young-adult population, but closer scrutiny of EHCP reviews at transition is recommended in order to understand the drivers of this rate of increase.
- Comparatively, Shropshire still has a high prevalence of moderate, specific and severe learning difficulties and a low prevalence of autistic spectrum disorder as primary needs within the pupil census population.
- Moderate learning difficulty is still the most common primary need, although this has decreased in prevalence since the last needs assessment.
- Specific learning difficulties have increased for the SEN support population, but numbers have dropped for those with EHCPs, perhaps indicating that these needs are now being met at a lower level of intervention. Severe learning difficulty remains the most prevalent primary need for those with EHCPs in Shropshire-maintained special schools, reflecting the central role of Severndale Specialist Academy as the area's single broad spectrum special school. Further investigation of the reach of the school and the significance distances travelled

by some learners is warranted (although this has been an issue of concern for some years it should not be neglected in considering future developments)

- There has been an increase in the numbers recorded with a primary need of 'other'. This could be a reflection of an increasing complexity of need that isn't covered by single categories. Recording secondary needs could give some insight into this, but there is currently not enough data to draw any reliable observations.
- Local data for Shropshire-maintained EHCPs reveals social, emotional and mental health as the most prevalent primary need. It also shows that autistic spectrum disorder has continued to increase as a primary need. The discrepancy between this and the pupil census data indicates that although there have been some small increases in high needs learners with autistic spectrum disorder attending Shropshire's own maintained settings, many are still placed in independent or out-of-county provision.
- Overall, Shropshire and its statistical neighbours still have a lower-than-average high needs budget per head of the child population. However, Shropshire's high needs block funding as a proportion of the Dedicated Schools Grant (DSG) allocation has increased since the previous needs assessment and is now more in line with averages elsewhere. Shropshire's weekly unit costs for SEN services have increased significantly in the past few years.

INTRODUCTION

WHAT IS SEND?

More than 6,000 children and young people in Shropshire have Special Educational Needs (SEN). A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means that the child:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Code of Practice 2015

Most of these children are supported in mainstream settings, for example early years and education providers, and their needs will be met through additional help that is put in place in these settings. This is sometimes supported by specialist services who offer guidance and provision for specific needs. These children receive Special Educational Needs Support (SEN Support).

Children and young people who have higher or more complex needs sometimes require an Education Health and Care Plan (EHCP). This plan replaced what was previously known as a SEN Statement.

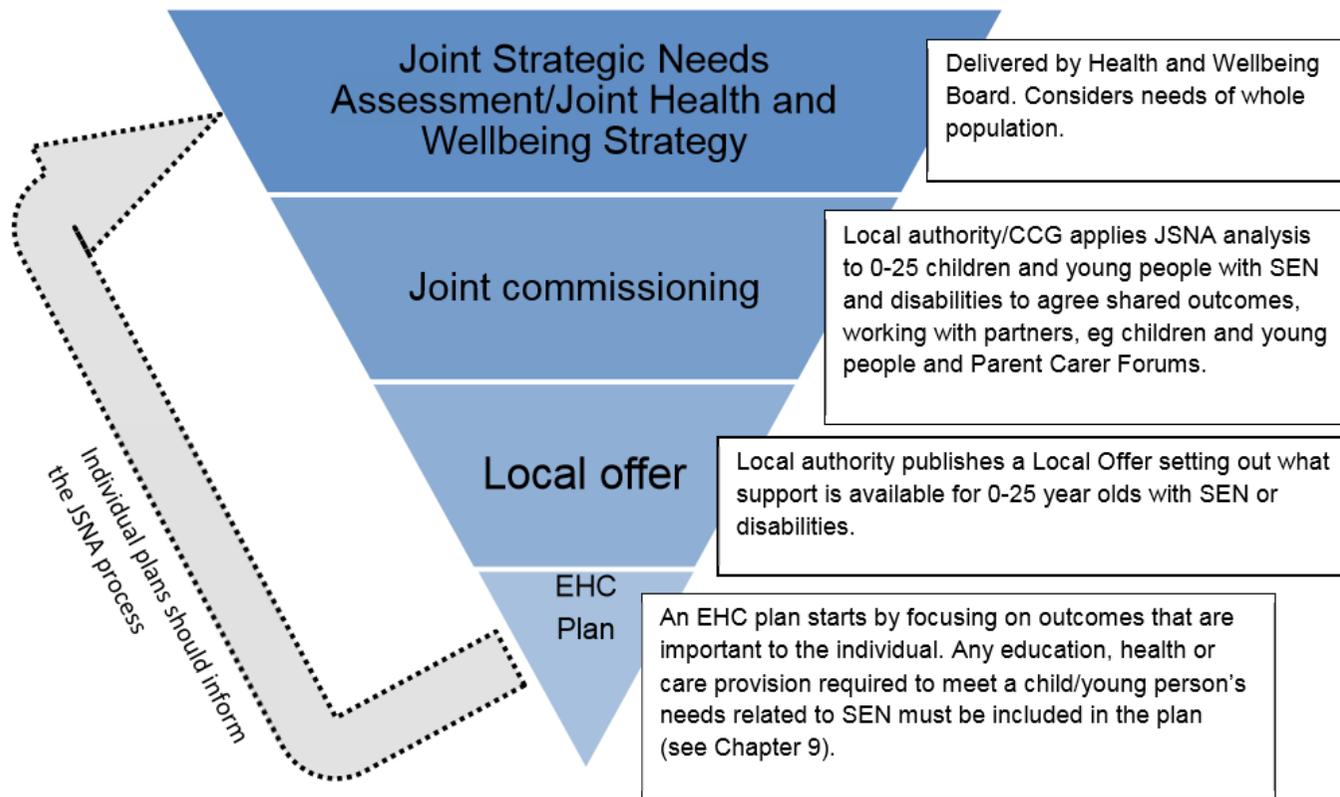
As mentioned above, some children and young people with SEN have disabilities, meaning they have physical or mental impairments that will have an effect on their ability to carry out normal day-to-day activities for a year or more. Some of the most common disabilities relate to sight and hearing but the definition also applies to chronic conditions such as asthma and diabetes.

Not all children and young people with disabilities have SEN but a significant number do, and they are also covered under this definition. To reflect these differences in the needs of children and young people whilst recognising their shared experiences and characteristics we use the term SEND – Special Educational Needs and Disabilities.

WHAT IS A JSNA?

Shropshire, like all upper tier local authorities, has a Health and Wellbeing Board (HWB). The HWB acts as strategic leadership in improving the health and wellbeing of the population and reducing inequalities. It also provides a forum where people from across the health, public health and social care systems can represent their view and contribute to meeting the population's health needs.

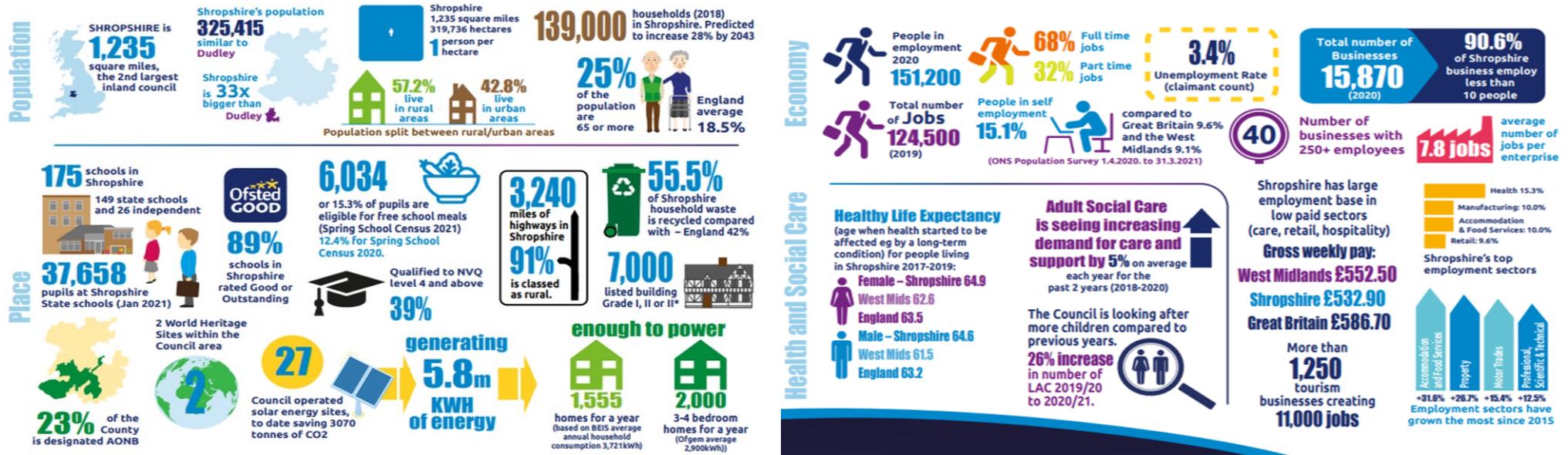
Joint strategic needs assessments (JSNAs) are the means by which the Board understands and agrees the needs of all local people. They are the basis for the joint health and wellbeing strategy which sets the priorities for joint action.



*“The JSNA considers the needs of the local community **as a whole**, including specific analysis of the needs of vulnerable groups including disabled children and young people and those with SEN, those needing palliative care and looked after children. Local partners across education, health and social care should work together to establish what targeted commissioning is needed to address the needs identified.”*

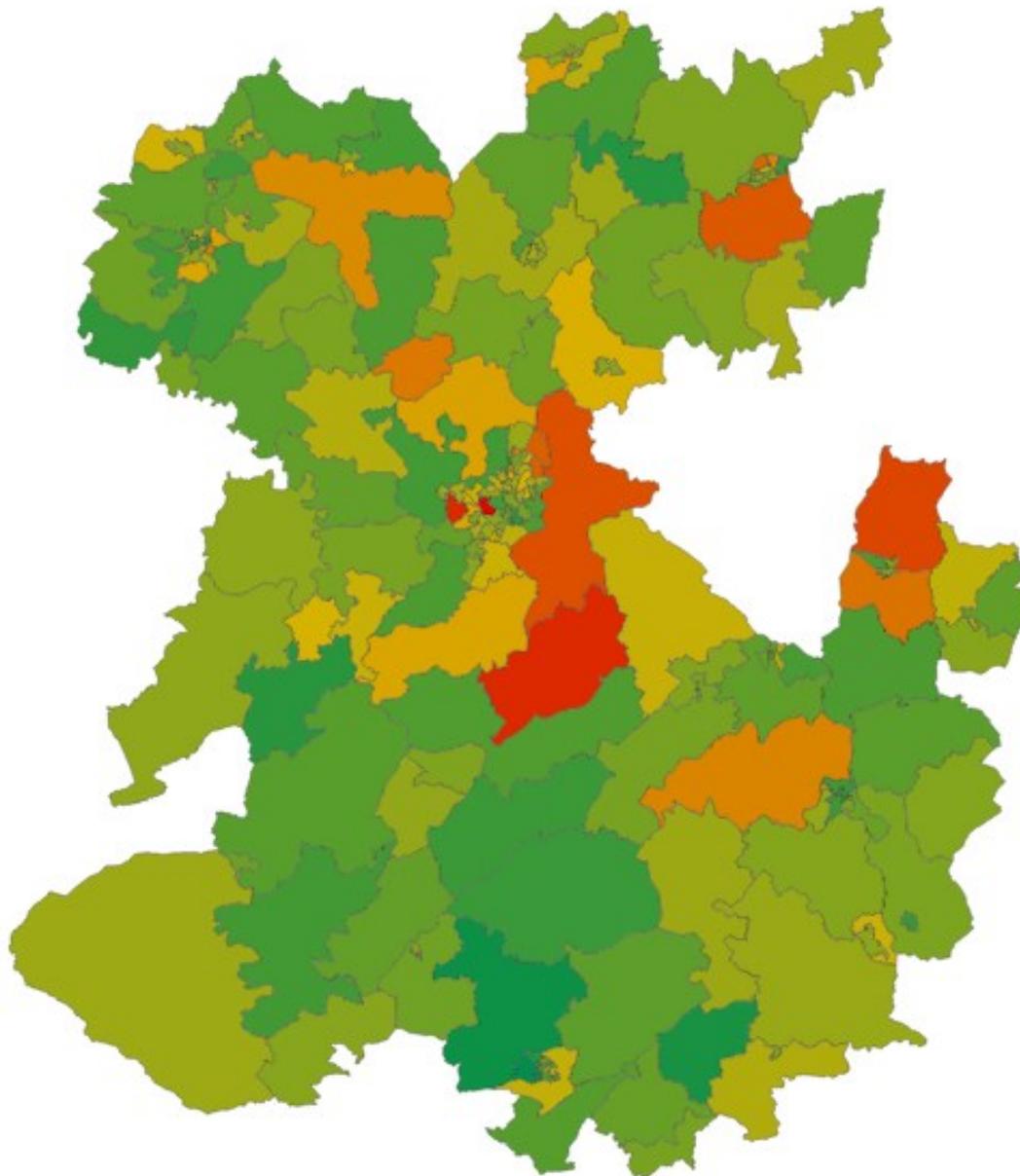
SEN Code of Practise 3.32

THE SHROPSHIRE AREA



- Shropshire is the second largest inland rural county in England and approximately ten times the size of all the Inner London Boroughs put together. Despite this it is one of the most sparsely populated; there is just one person per hectare on average.
- 97.5% of Shropshire is classified as rural with around 57% of Shropshire’s population living in rural areas. 2.5% is classified as urban and contains 43% of the population. For comparison England consists of 84.6% rural and 15.4% urban.
- 24.9% of the population is aged 65+, significantly higher than 18.5% for England, and 3.3% of the population is aged 85+ compared to 2.5% for England.
- Shropshire has a population of 325,400 according to the latest population estimate from the Office of National Statistics. This represents an estimated overall population growth of 6.3% since the 2011 Census.

Distribution of Children and Young People (0-18) in Shropshire



- In this map areas in red are those with the greatest number of young people and green are those with the least.
- There are 84,143 children and young people in Shropshire.
- Bayston Hill, Column and Sutton has the greatest number of children and young people in Shropshire with 2,842 aged 0-25 (over 23% of the population of the ward).
- The 6 of Shropshire's 63 wards with the highest number of young people contain over 17% of Shropshire young population.
- These are all in the north of Shropshire, but there are notable concentrations of young people across the area, notably Church Stretton and Craven Arms, and Cleobury Mortimer in the south.

©Crown copyright Ordnance Survey; Mid-Year Population Estimates 2020

Population Projections

- The population of children and young people (aged 0–25) is set to remain relatively stable overall.
- However, this masks a larger projected increase within the secondary-aged population cohort; the number of young people aged 12–16 is forecast to increase by over 11% between 2018 and 2023 and is predicted to stabilise around this level for the following five years.
- This in turn will affect the growth of the 17–25 age group in the subsequent five-year period (2023 to 2028), following a preceding decline.
- Shropshire Council’s pupil forecasts also reflect this projected growth, highlighting a potential increase in demand for post-16 provision in the coming years.
- Note that these are trend-based projections and do not reflect any policy changes or developments that might have future demographic impact.

Table 1: Shropshire Population Projections by Age Banding

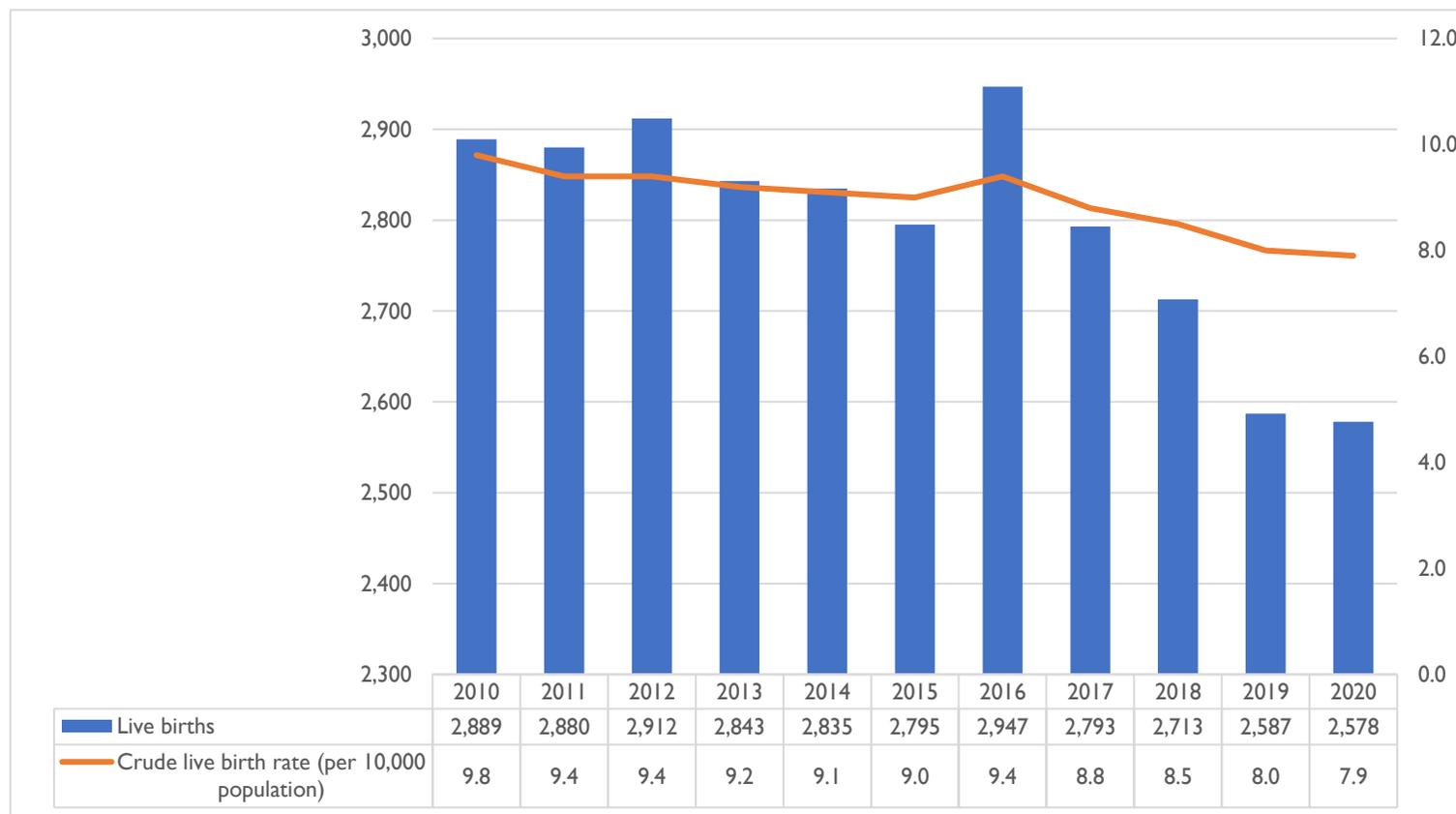
Age range	2018	2023	2028	% change 2018–23	% change 2023–28	% change 2018–28
0–4	15,034	14,521	14,653	-3.41%	+0.91%	-2.53%
5–11	23,952	23,960	23,198	+0.03%	-3.18%	-3.15%
12–16	17,273	19,193	19,286	+11.12%	+0.48%	+11.65%
17–25	28,217	26,160	27,589	-7.29%	+5.46%	-2.23%
Total 0–25	84,476	83,834	84,726	-0.76%	+1.06%	+0.30%
26–40	51,519	53,809	52,949	+4.44%	-1.60%	+2.78%
41–55	66,120	63,251	62,091	-4.34%	-1.83%	-6.09%
56–70	66,324	74,472	82,284	+12.29%	+10.49%	+24.06%
71–85	43,286	50,743	56,147	+17.23%	+10.65%	+29.71%
86+	8,549	9,764	11,412	+14.21%	+16.88%	+33.49%
Total all ages	320,274	335,873	349,609	+4.87%	+4.09%	+9.16%

ONS Subnational Population Projections 2018

Births

- The table below shows live birth data for Shropshire between 2010 and 2020.
- The previous needs assessment reported up to 2015, showing a steady decline in numbers and rates following a peak in 2012.
- The data shows that there was then a spike in births in 2016, but that this has since fallen significantly.
- Within a generally growing population, the declining rate per 10,000 population makes this trend even more obvious.
- The crude live birth rate for England in 2020 was 10.3, compared with Shropshire's 7.9. However, this is influenced by recent trends in the number of women in the population of childbearing age and trends in the age of mother at birth, as well as the proportion of women choosing to have children.

Chart 1: Live Births in Shropshire, 2010 to 2020

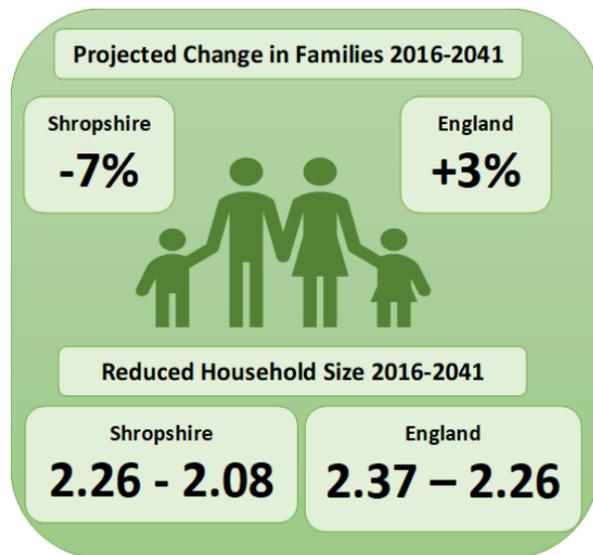
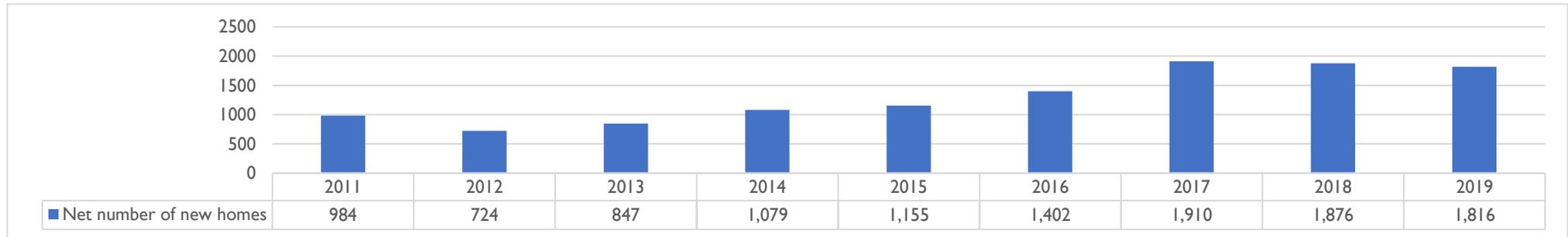


ONS Birth Characteristics, 2020 edition

Housing

The 2011 Census reported that there were 138,645 household spaces and dwellings in Shropshire. The graph below shows local data for the net number of new homes each year (builds and conversions minus demolitions) between 2011 and 2019.

Chart 2: Net number of new homes



“Shropshire is projected to experience a decline in households in terms of numbers of dependent children (0 to 15 years), which is consistent with national trends in household formation. The most significant projected decline is likely to be households containing 3 or more children which is expected to see a decline of -9.8%. Nationally, this group is the only group that is expected to decline.

Market Drayton, Oswestry, Whitchurch, Shrewsbury and Shifnal have the highest proportion of younger age population (25–49 years). These areas in central and northern Shropshire have a slightly younger age structure, suggesting the presence of more families and slightly more affordable housing. These areas include the County Town and three urban areas with more than 10,000 population, all serving as large employment centres in Shropshire.”

Changing trends in household sizes in a context of high house prices and low average household incomes needs to be reflected in emerging development opportunities.

[Appendix 1 Housing Strategy Final Draft 18th January 003.pdf \(shropshire.gov.uk\)](#)

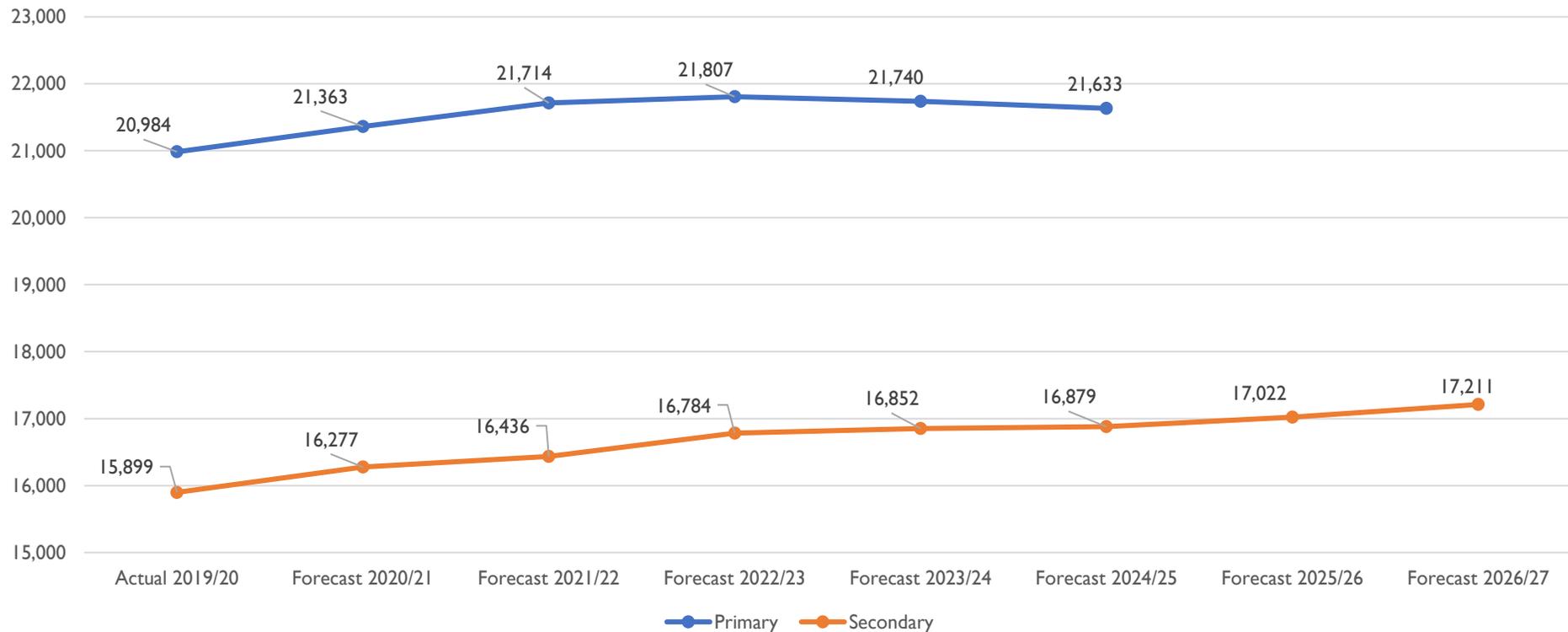
Shropshire’s Local Housing Needs Assessment (2020) identifies that the area has an annual housing need of **1,777** new dwellings, and an overall housing need of **25,894** new dwellings during the period 2016–38. Any increase in the number of houses in the county is likely to have an impact on the demand for school places and, proportionately, SEN services.

2011 Census, accessed via Shropshire Council open data (20th April 2021); Shropshire’s Housing Strategy Final Draft, January 2021

School pupil forecasts

- Local authorities were not required to submit pupil forecasts to the DfE school capacity (SCAP) survey in 2020 due to COVID-19. However, Shropshire still calculated these figures at a local level. The data takes into account housing aggregated forecasts up to 2024 for primary schools and up to 2027 for secondary.
- The chart below shows the changes forecast in the overall primary and secondary (including sixth form) populations. Primary numbers are expected to rise gradually to 2023, but then decline very slightly for the following two years, giving an overall forecast growth of +3.1% between 2019/20 and 2024/5. In secondary schools, the forecast is for a continuing year-on-year increase, with a predicted change of +8.3% between 2019/20 and 2026/27.

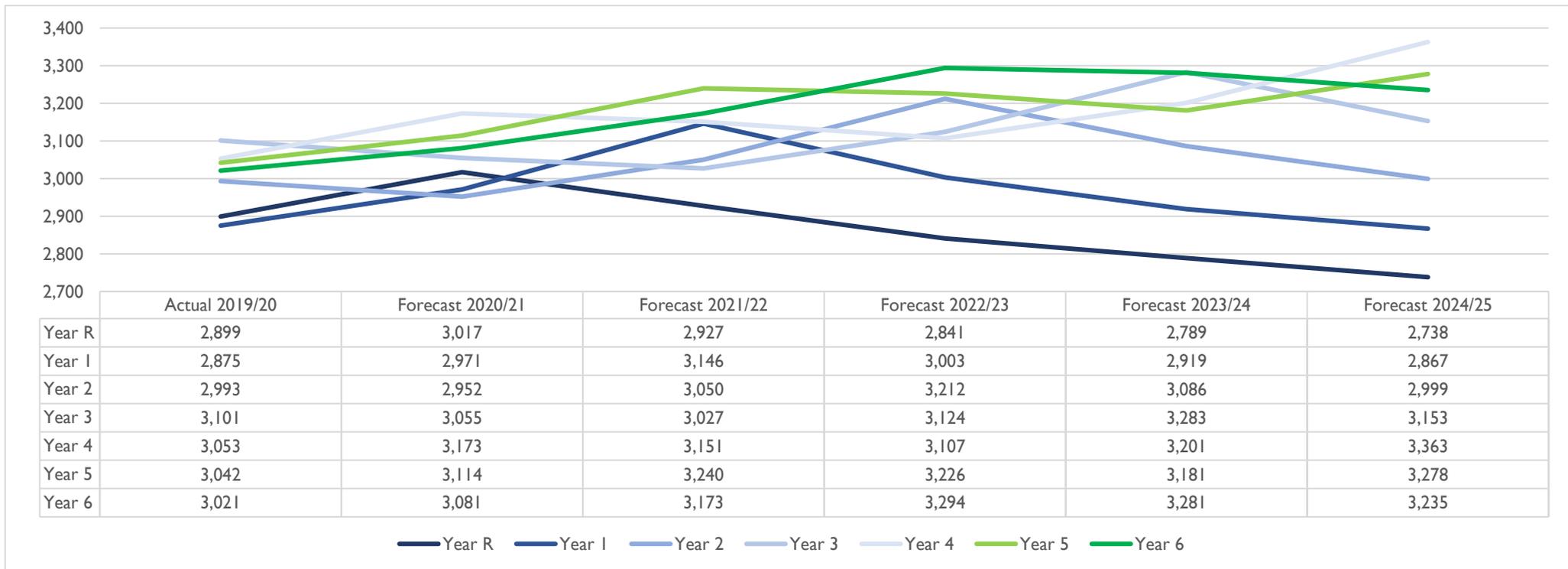
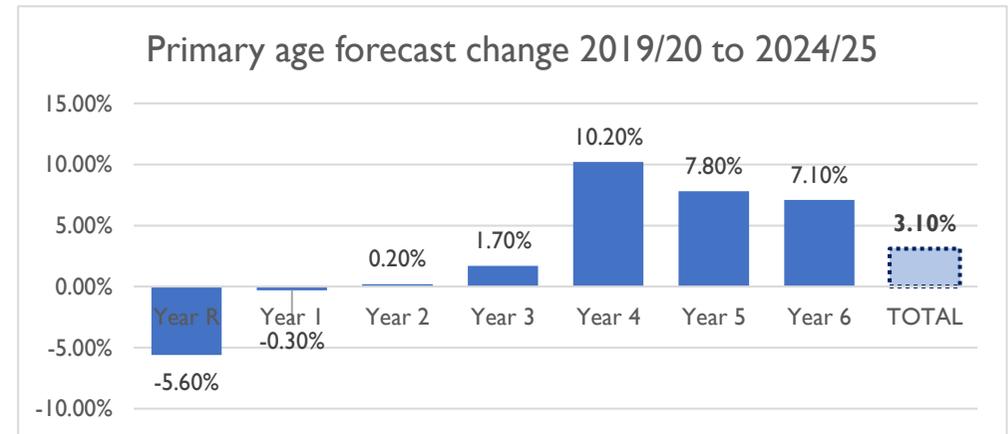
Chart 3: Forecast primary and secondary populations, 2019/20 to 2026/27



Pupil forecasting by Shropshire Council, 2020

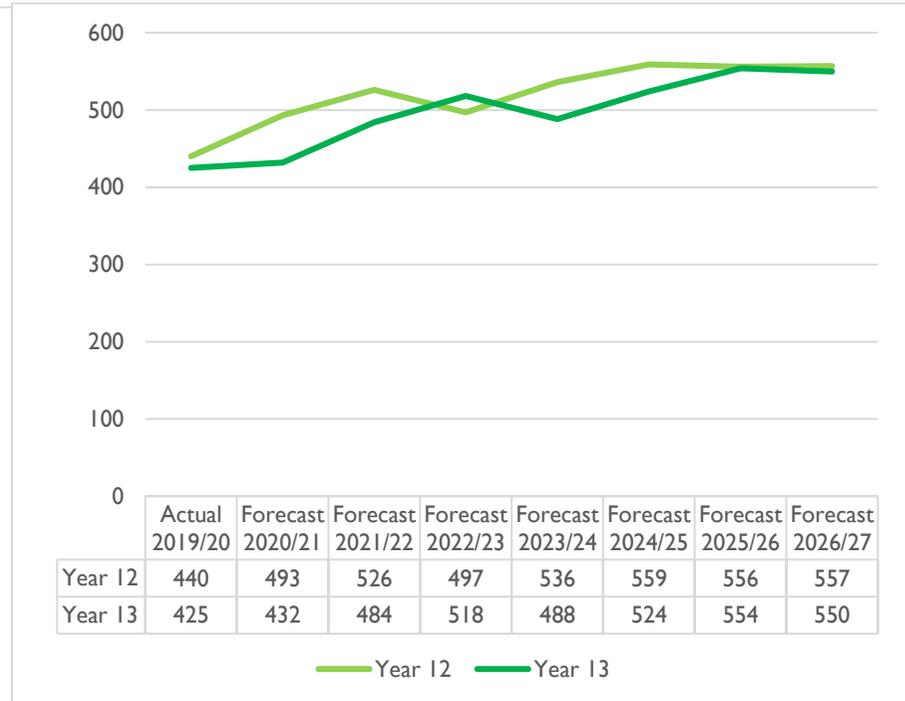
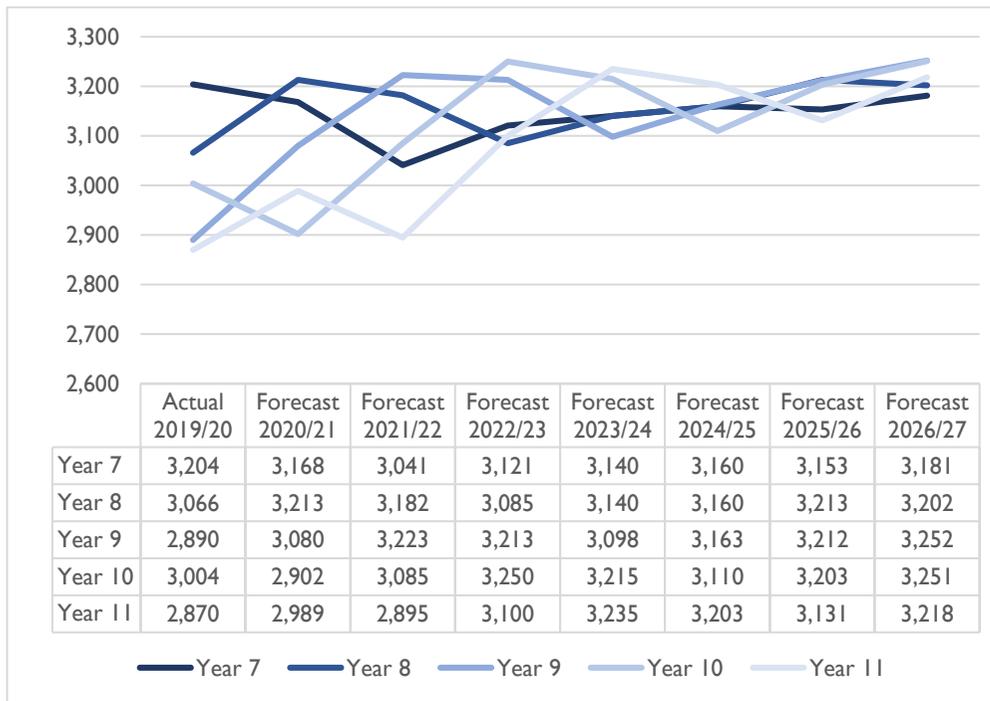
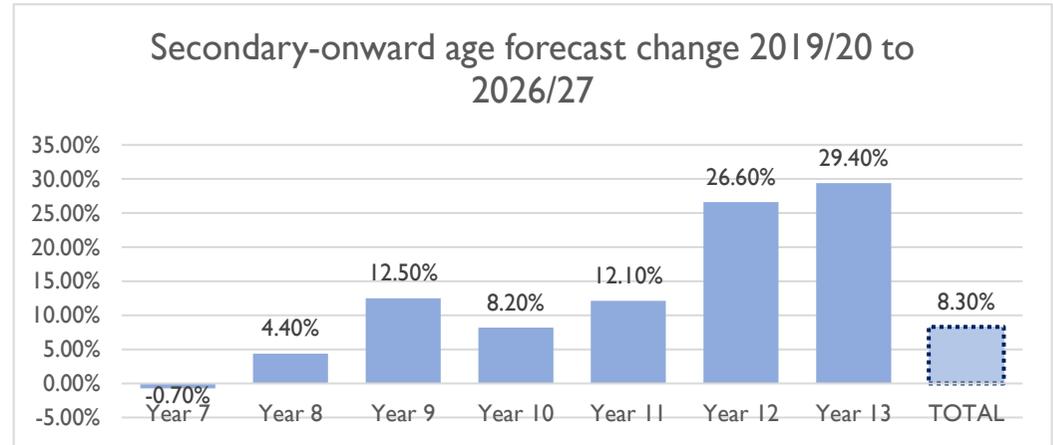
Primary school pupil forecasts to 2024/25, by year group

- The charts on this page break down pupil forecasts by year group.
- The graph on the right shows that over the period from 2019/20 to 2024/25 forecast growth is more notable in the upper-primary years.
- The graph below shows this trend in year-by-year detail. Largely, peak placements occur by 2023, especially amongst the younger part of this cohort.
- The Reception year cohort in particular is predicted to drop-off post its 2020/21 peak.



Secondary school pupil forecasts to 2024/25, by year group

- There is more significant rise in pupil numbers projected for the secondary-onward cohort than for reception-primary; a 6.2% rise compared with 3.1% for the 2019/20 to 2024/25 period.
- The largest proportionate forecast rises in the secondary and post-secondary cohort and overall are in the sixth form year groups. However, as these numbers start from a lower baseline, changes are more notable. Nonetheless the potential impact on post-16 provision as these numbers increase will need considering.



Rurality

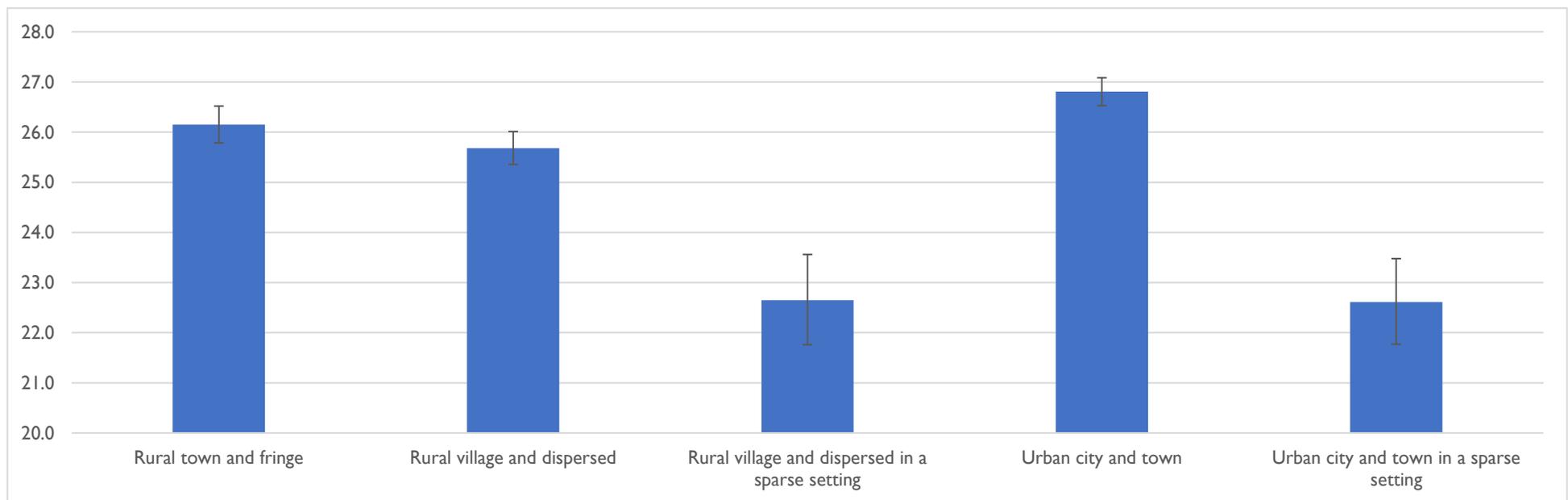
Because of its size and relative rurality, access to services is the single most significant challenge for Shropshire’s specialist provision, impacting on access to specialist staff and expertise, transport costs, as well as the sustainability and resilience of provision. [link](#)

The council aims for the majority of its high needs learners to be able to access specialist provision that meets their needs within a 30-minute commute. However, with much of its own specialist provision being located around Shrewsbury, many learners have to travel a significant distance or attend provision outside of the county border.

This also compounds issues at the intersection with children’s services provision, in particular with regard to children who are looked after where geographical distances to pre-care social and family networks can be costly to the child in terms of support and ongoing wellbeing, as well as monetarily with financial costs increasing with placements outside close proximity or beyond local authority boundaries.

Whilst there are significantly lower proportions of children in both rural and urban areas with sparse settings, there are still large populations and therein need in the most remote areas; over a fifth of the “Rural Village and Dispersed in a Sparse Setting” population are 0-25 years old.

Chart 4: Proportion of children and young people aged 0-25 in areas in Shropshire by rural/urban setting



Ethnicity

Nationally there are significant variations in the rates of EHC and SEN support by ethnic group, but in Shropshire, as with the wider population, the pupil population is relatively ethnically homogenous.

However, there are signs that over time our pupil population is becoming more diverse; both in the proportion of minority ethnicity and non-white pupils there have been slight but significant increases over the last 5 years of available data.

Any other ethnic group	87	0.2%
Asian - Any other Asian background	144	0.4%
Asian - Bangladeshi	50	0.1%
Asian - Indian	140	0.4%
Asian - Pakistani	57	0.1%
Black - Any other Black background	34	0.1%
Black - Black African	90	0.2%
Black - Black Caribbean	22	0.1%
Chinese	87	0.2%
Mixed - Any other Mixed background	325	0.8%
Mixed - White and Asian	351	0.9%
Mixed - White and Black African	127	0.3%
Mixed - White and Black Caribbean	246	0.6%
Unclassified	592	1.5%
White - Any other White background	1,508	3.8%
White - Gypsy/Roma	122	0.3%
White - Irish	87	0.2%
White - Traveller of Irish heritage	19	0.0%
White - White British	35,343	89.6%
TOTAL	39,431	

	2015/16	2016/17	2017/18	2018/19	2019/20
White - White British	91.7%	91.3%	90.5%	90.0%	89.6%
Minority Ethnicities	8.3%	8.7%	9.5%	10.0%	10.4%

	2015/16	2016/17	2017/18	2018/19	2019/20
White Ethnicities	95.2%	95.0%	94.6%	94.3%	94.0%
Non White	4.8%	5.0%	5.4%	5.7%	6.0%

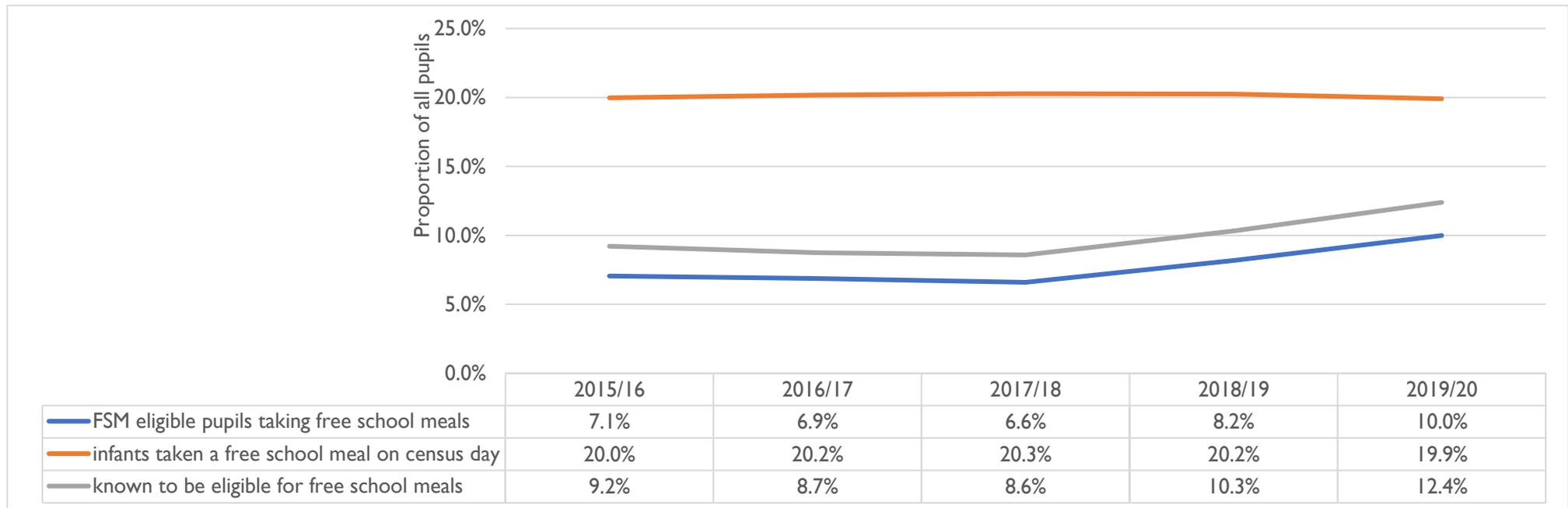
There is a commensurate rise to ethnicity in the number of pupils where their first language is not English; a rise from just over 1,000 pupils in 2015/16 to nearly 1,600 in 2019/20.

These demographic trends are likely to continue in light of migration trends and these language and wider cultural characteristics will translate into the character of ongoing educational, health and care needs for Shropshire. 16.0% of pupils whose first language is known or believed to be English have SEN. This is higher than those whose first language is known or believed to be other than English, at 12.6%. This is broadly similar to last year.

FIRST LANGUAGE	2015/16	2016/17	2017/18	2018/19	2019/20
Known or believed to be English	96.8%	96.6%	96.2%	96.0%	95.8%
Known or believed to be other than English	3.0%	3.3%	3.6%	3.9%	4.0%
Language unclassified	0.2%	0.1%	0.1%	0.2%	0.2%

Free School Meals

- The national percentage of all pupils eligible for free school meals has increased sharply since the introduction of transitional protections which will continue to be in place during the roll out of Universal Credit. This has meant that pupils eligible for free school meals on or after 1 April 2018 retain their free school meals eligibility even if their circumstances change. In January 2020, the percentage for all pupils was 17.3%, compared to 15.4% in 2019 and 13.6% in 2018
- Free School Meals (FSM) provide a strong proxy for the presence of these deprivations where eligibility is linked in low income and income-related benefit eligibility.
- We know SEND need increases at a population level with increased poverty and its associated disadvantages (see Risk and Protective factors) and nationally the percentage of pupils with an EHC plan who are eligible for free school meals is 34.6%, more than double that for pupils with no SEN (14.9%). The percentage of pupils with SEN support eligible for free school meals is 29.9%.
- As with national trends FSM eligibility and take-up have risen in tandem. If this can be attributed to demand-side (i.e., greater levels of poverty) rather than any supply-side (e.g., eligibility criteria) factors, then this may indicate greater net FSM demand and therein greater or changing levels of demand for SEND services.
- Infant take-up of free lunches is relatively stable. This is received in the reception year as well as year 1 and 2 of formal education where eligibility is automatic at these ages.



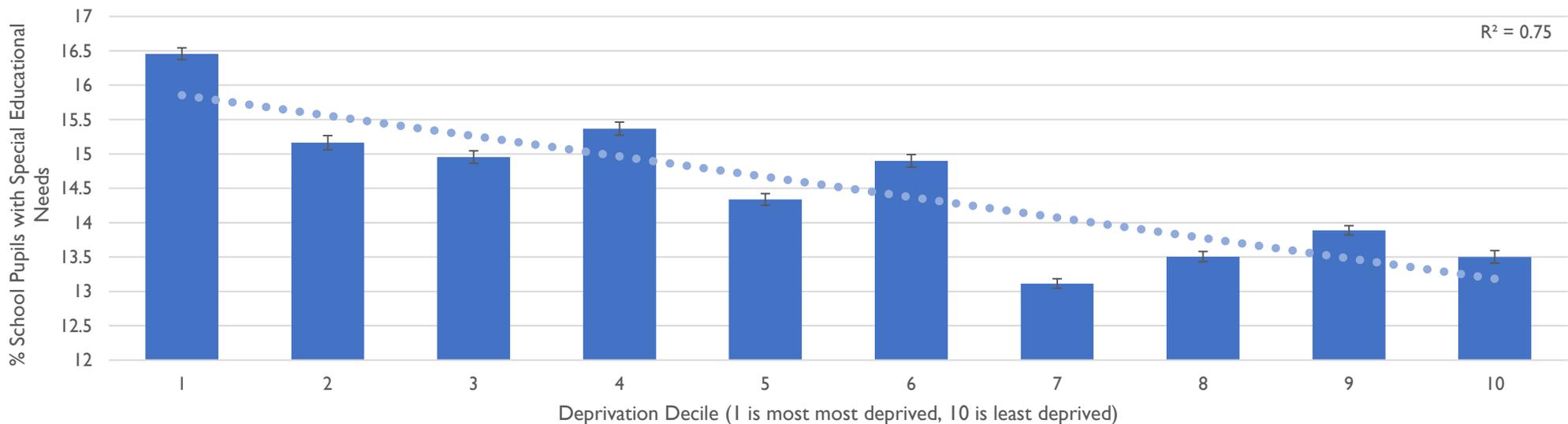
Deprivation

The Indices of Multiple Deprivation (IMD) were updated in 2019. Overall, Shropshire has become slightly more deprived since the 2015 report, now ranking as the 174th most deprived local authority in England out of 317 lower tier authorities. As well as predicting greater need on the “demand” side, when comparing equally deprived or advantaged neighbourhoods in different local authorities, LAs with low overall deprivation scores have higher child welfare intervention rates than LAs with high deprivation scores.

In the Barriers to Housing and Services domain, Shropshire is ranked as the 68th most deprived authority. This represents an increase in relative deprivation under this measure since the 2015 report, when it was ranked 87th. However, looking at scores for lower super output area (LSOAs) under this domain, the figures remain unchanged since 2015: 47 of Shropshire’s 193 LSOAs are within the 10% most deprived nationally, 35 are within the 5% most deprived, and 8 are ranked within the 1% most deprived.

Deprivation under this domain is most prevalent in the rural areas of the county. This is also reflected in the Geographical Barriers sub-domain, which considers distances residents have to travel to key services, such as primary schools and GP surgeries. 65 of Shropshire’s LSOAs fall within the 10% most deprived nationally under this measure. This figure has also remained unchanged since 2015.

Deprivation vs SEN Prevalence in England



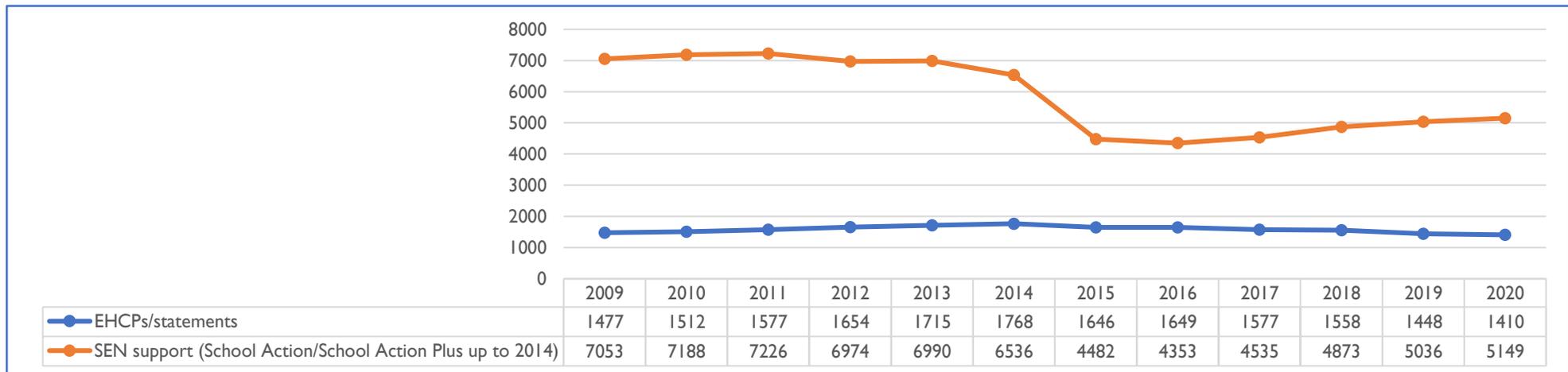
Indices of multiple deprivation 2019

SEN AND EHCP KEY MESSAGES

- 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 included 1,577 children with statements or education, health and care plans (EHCPs) (3.6% of the school population) and 4,535 children receiving SEN support (10.3% of the school population).
- Comparative data showed that Shropshire had a higher-than-average proportion of pupils with statements or EHCPs and a lower-than-average proportion receiving SEN support.
- Using local transfer rates over the preceding five years as a predictor, numbers of children with EHCPs were forecast to fall by 12.0% and the numbers receiving SEN support were predicted to rise by 7.5% over the following five years.
- Different data sources reveal different pictures of what is happening with EHCPs in Shropshire. This is due to the differing cohorts involved.
- Pupil census data based on Shropshire-maintained schools shows that EHCPs are declining in number, whereas the SEN2 return and local data from an administrative perspective (all EHCPs Shropshire are responsible for) reveal an increase. Figures taken from the SEN2 return show a more accurate picture of in particular EHCP need in Shropshire.
- At the time of the January 2020 school pupil census, there were 6,559 children in Shropshire identified with SEN, making up 14.8% of the school population.
- This included 1,410 children with EHCPs (3.2% of the school population) and 5,149 receiving SEN support (11.6% of the school population). Broadly in line with forecasts, this represents an increase in those receiving SEN support and a slight downward trend in those with EHCPs.
- Elsewhere, numbers of EHCPs and those receiving SEN support have both been increasing. Shropshire's SEN support as a proportion of the school population still sits below comparators, but EHCP numbers and the ratio of SEN support to EHCPs are now broadly in line with national and similar authority averages.
- Data from the January 2021 SEN2 return shows that there were 261 initial requests for Shropshire EHCPs in the 2020 calendar year. This number has increased from the previous two years. At the time of the return, there were 2,016 Shropshire EHCPs open, also showing a year-on-year increase.
- Shropshire are more likely than average to take a request through to assessment rather than refuse. The majority result in EHCPs being issued.
- Shropshire's largest increase has been in the 16–19 age group. There are now 2.5 times as many EHCPs for this age group as there were in 2017. This is at least partially explained by local practice, where EHCPs have in recent years been more likely to continue past the point of compulsory schooling.

NUMBERS OF PUPILS WITH SEN IN SHROPSHIRE

- At January 2020 school pupil census there were **6,559** children in Shropshire identified with SEN, making up **14.8%** of the school population.
- This included **1,410** children with EHCPs (**3.2%** of the school population) and **5,149** receiving SEN support (**11.6%** of the school population).
- The number of children identified with SEN in Shropshire have fluctuated since 2009. The **large drop in numbers** receiving SEN support coincided with the change in legislation in 2014. Up to and including 2014, these figures included those receiving support under **School Action** and **School Action Plus**.
- The most recent data now reveals an upward trend in the numbers receiving SEN support in Shropshire and a slight downward trend in the numbers with EHCPs.



- There has been a **reduction** in the number of pupils with **EHCPs** and a **rise** in the number of those receiving **SEN support**.
- The **particularly large increase** in the number of pupils receiving SEN support is not balanced out by the reduction in EHCPs, meaning that the total number of pupils with SEN in the county has increased by **7%** over the five-year period.

	2015	2020	Number change 2015–20	% change 2015–20
Pupils with EHCPs	1,646	1,410	-236	-14.3%
Pupils with SEN Support	4,482	5,149	667	14.9%
Total pupils with SEN	6,128	6,559	431	7.0%

- Applying the same five-year percentage changes to the 2020 figures would see Shropshire reporting **1,208** pupils with EHCPs and **5,916** receiving SEN support in 2025.

Special educational needs in England, Number of pupils, by type of SEN provision, by type of school (including independent schools and general hospital schools)

COMPARATIVE DATA FOR SEN PREVALENCE

Below is the proportion of pupils identified with SEN on the school pupil census each January from 2012 to 2020, with comparators.

Proportion of school pupils identified with SEN, 2012–2020

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Shropshire									
All pupils with SEN	19.90%	20.10%	19.30%	14.20%	13.80%	13.90%	14.50%	14.60%	14.80%
Pupils with EHCPs	3.80%	4.00%	4.10%	3.80%	3.80%	3.60%	3.50%	3.30%	3.20%
Pupils with SEN support	16.10%	16.10%	15.20%	10.40%	10.00%	10.30%	11.00%	11.30%	11.60%
Ratio (SEN support ÷ EHCPs)	4.2	4	3.7	2.7	2.6	2.9	3.1	3.5	3.7
England									
All pupils with SEN	19.80%	18.70%	17.90%	15.40%	14.40%	14.40%	14.60%	14.90%	15.50%
Pupils with EHCPs	2.80%	2.80%	2.80%	2.80%	2.80%	2.80%	2.90%	3.10%	3.30%
Pupils with SEN support	17.00%	16.00%	15.10%	12.60%	11.60%	11.60%	11.70%	11.90%	12.10%
Ratio (SEN support ÷ EHCPs)	6.1	5.7	5.4	4.5	4.1	4.1	4	3.9	3.7
Statistical Neighbours									
All pupils with SEN	20.40%	19.40%	18.70%	16.20%	15.10%	15.10%	15.20%	15.50%	16.20%
Pupils with EHCPs	2.90%	2.90%	2.90%	2.80%	2.70%	2.60%	2.70%	3.00%	3.40%
Pupils with SEN support	17.50%	16.60%	15.90%	13.40%	12.40%	12.40%	12.50%	12.50%	12.90%
Ratio (SEN support ÷ EHCPs)	6	5.7	5.5	4.8	4.6	4.8	4.6	4.2	3.8

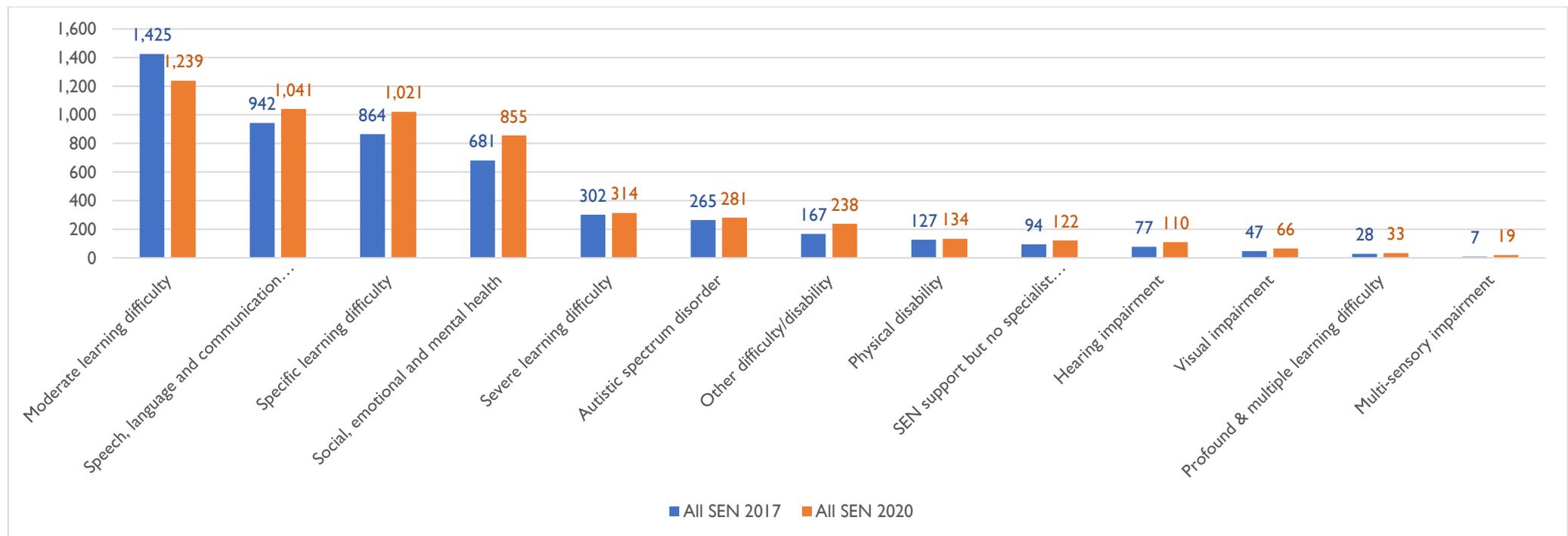
- The overall proportion of pupils with SEN has been increasing in Shropshire since 2016. This increase is also seen nationally and in statistical neighbours, and from a higher starting point.
- Overall numbers generally follow the trends in numbers of pupils receiving SEN support, as this is the larger cohort.
- However, the rise in overall numbers for the most recent data year (2019–20) has been more marked elsewhere than in Shropshire, due to differing trends in the proportion of pupils who have an EHCP.
- This has been gradually decreasing in Shropshire over the past five years, but we can see the opposite has been happening elsewhere. Nevertheless, the 2020 figures for Shropshire, England and statistical neighbours are now all broadly in line as percentages of the school population (**3.2%**, **3.3%** and **3.4%**, respectively), as are the ratios of SEN support to EHCP (**3.7**, **3.7** and **3.8**, respectively).

SEN SUPPORT BY PRIMARY NEED

- Nationally, among pupils with SEN support, the most common type of need is speech, language and communications needs, with 237,000 pupils (24% of pupils with SEN support) recorded as this type of primary need. This is a small increase from 23% in 2019.
- The next highest type of need is moderate learning difficulty, with 211,600 pupils (21% in 2020, down from 22%) and then social, emotional and mental health with 194,111 pupils (unchanged at 19% of pupils with SEN support).
- Looking at local data, there had been a marked increase in autistic spectrum disorder as a primary need in Shropshire, mirrored by a reduction in moderate learning difficulties. However, these numbers were still notably adrift from comparators when looking at the national pupil census data, with moderate learning difficulties remaining the most prevalent primary need in Shropshire and autistic spectrum disorder seeming relatively low. This may have been masking underlying secondary needs for some learners.
- **Over 60%** of children attending Shropshire special schools had severe learning difficulties as their primary need, which was over double the proportion seen nationally and in comparator authorities. Incidence of autistic spectrum disorder as a primary need in special schools was particularly low at the time of the 2017 census and significantly adrift from comparators, perhaps reflecting the limited range of in-county specialist provision available.
- Much of Shropshire's need profile in primary schools was similar to that of comparable and neighbouring authorities. In secondary schools, a significantly higher-than-average proportion of Shropshire's SEN population had moderate or specific learning difficulties as their primary need, and a significantly lower-than-average proportion had social, emotional and mental health as their primary need.
- For Shropshire's pupil census cohort, moderate learning difficulty is still the most common primary need, although this has decreased in terms of both numbers and relative prevalence. Social, emotional and mental health needs have increased. Specific learning difficulties have also increased, but only for the SEN support population; numbers have dropped for those with EHCPs, perhaps indicating that these needs are now being met at a lower level of intervention. Severe learning difficulty remains the most prevalent primary need for those with EHCPs in Shropshire-maintained special schools.
- Comparatively, Shropshire still has a high prevalence of moderate, specific and severe learning difficulties, and a low prevalence of autistic spectrum disorder as primary needs within this population.
- There has been an increase in the numbers recorded with a primary need of 'other'. It could be that this is a reflection of an increasing complexity of need that isn't covered by single categories. Recording secondary needs could give some insight into this, but there is currently not enough data to draw any reliable observations.
- Local data for Shropshire-maintained EHCPs reveals social, emotional and mental health as the most prevalent primary need. It also shows that autistic spectrum disorder has continued to increase as a primary need. The discrepancy between this and the pupil census data indicates that although there have been some small increases in high needs learners with autistic spectrum disorder attending Shropshire's own maintained settings, many are still placed in independent or out-of-county provision.

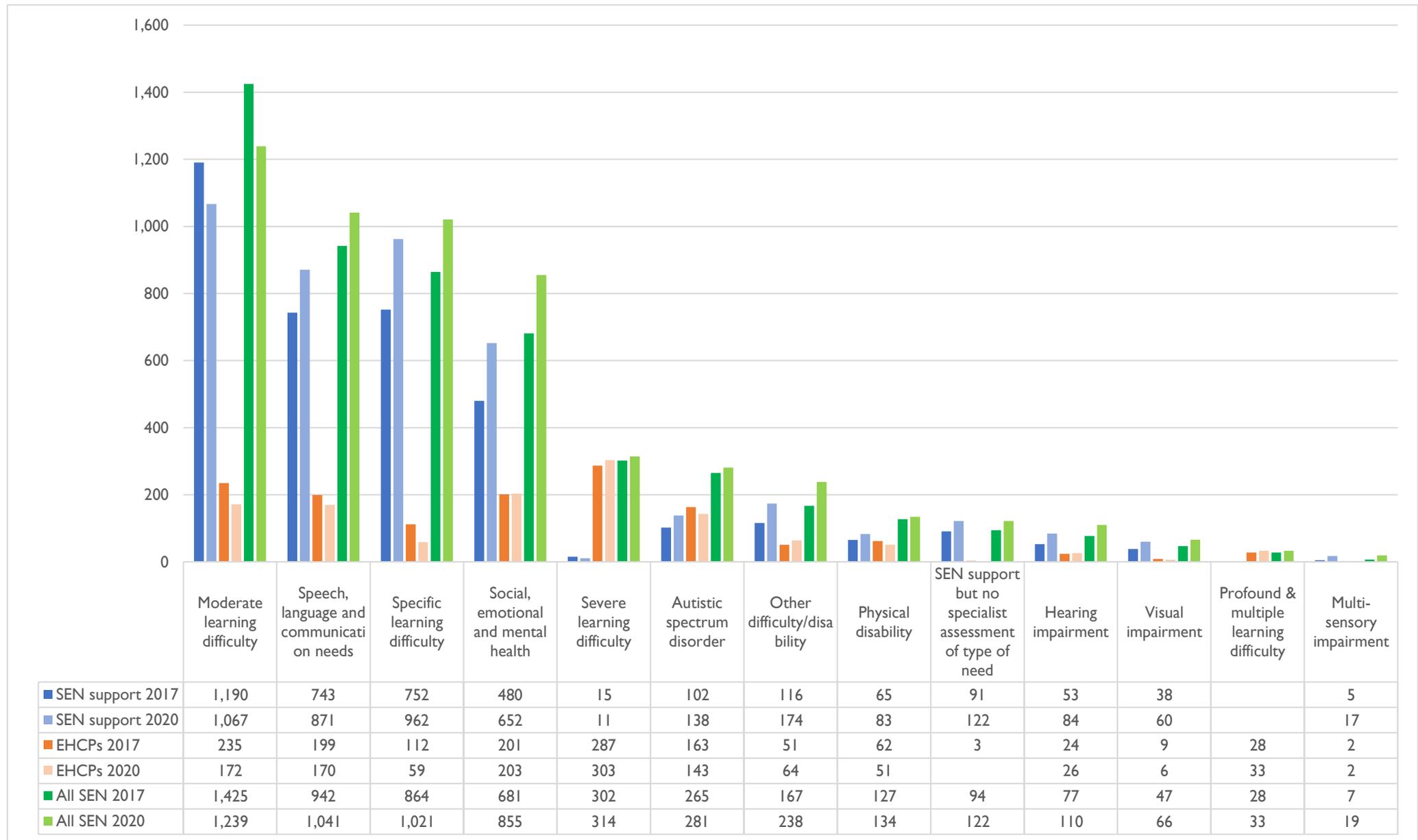
Shropshire's primary need profile – all SEN in numbers

- Please note - this does not include hospital schools or independent schools, so the totals do not match the overall SEN numbers reported.
- For all pupils with SEN in Shropshire's census cohort, moderate learning difficulty (MLD) is still the most common primary need, although this has declined since 2017, both in terms of numbers and proportionately. This reduction is particularly notable in those receiving SEN support. The increases are seen particularly in those with specific learning difficulty (SpLD) and social, emotional and mental health (SEMH) as their main need. We are also seeing a growth in those categorised as 'other'. This could perhaps be a reflection of the increasing complexity of need reported in the last needs assessment, both anecdotally and from national research, and the increasing difficulty in categorising children by a single primary need.
- For those with EHCPs, severe learning difficulty (SLD) remains the most prevalent primary need, increasing in number and proportion since 2017 within the context of an overall reduction in the number of EHCPs for this cohort in Shropshire. Conversely, numbers with SpLD have dropped significantly for those with EHCPs, although they have increased for those on SEN support. This could be an indication that the needs of those with specific learning difficulties are being met with a lower level of intervention than they were three years ago.



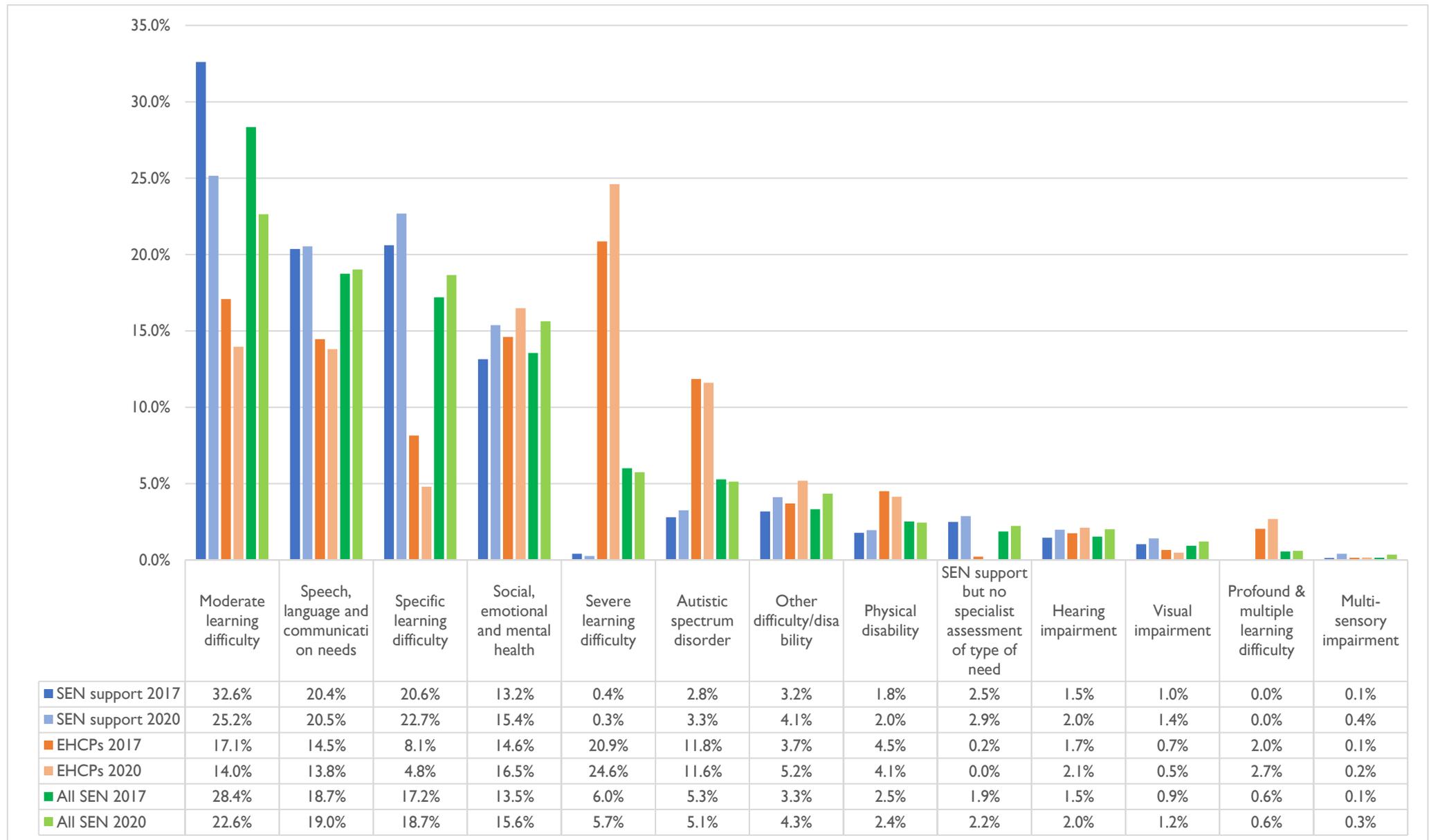
Special educational needs in England, Age and gender - by SEN provision, type of need and school type

Chart 5: Shropshire's primary need profile – breakdown in numbers



Special educational needs in England, Age and gender - by SEN provision, type of need and school type

Chart 6: Shropshire's primary need profile – breakdown in proportion



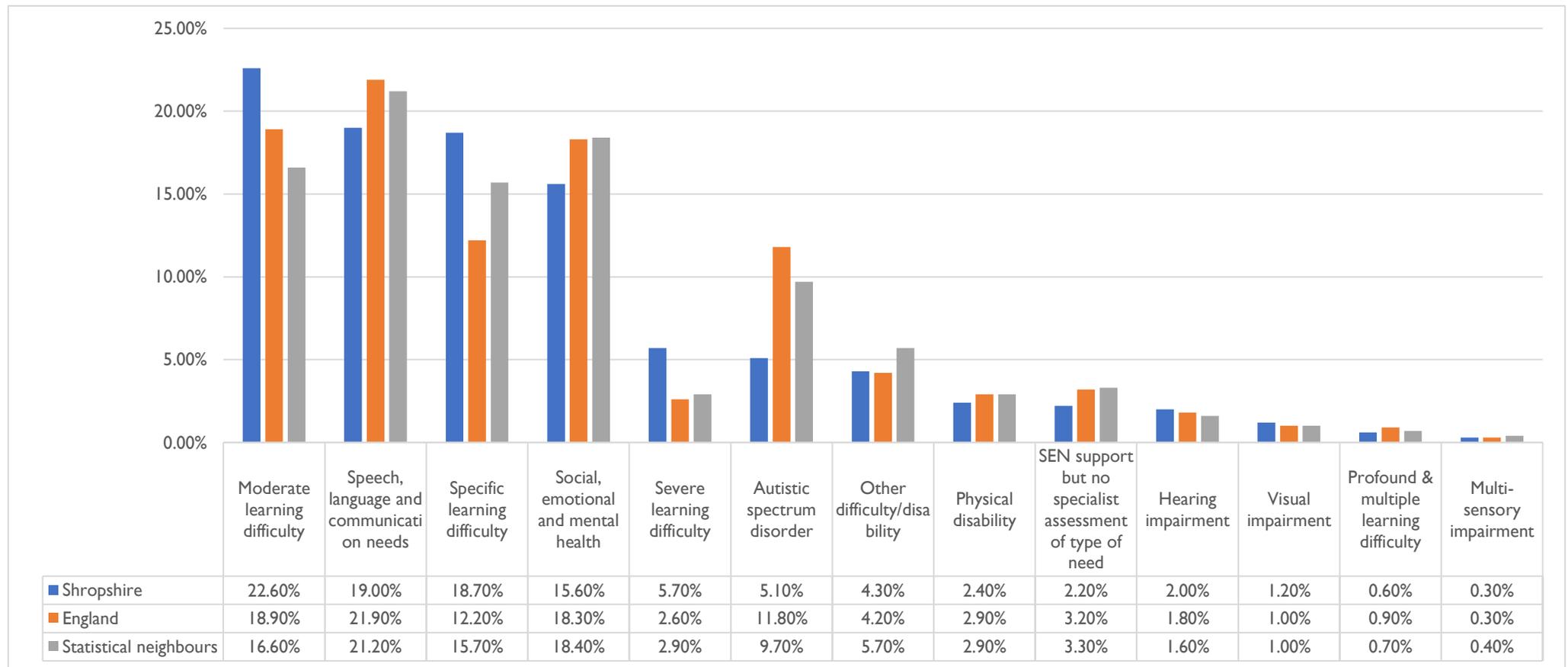
Special educational needs in England, Age and gender - by SEN provision, type of need and school type

Comparative data for primary needs

The chart below uses the same census data for Shropshire (January 2020) for all pupils with SEN and compares the proportionate prevalence of each primary need with national and statistical neighbour averages.

The most notable differences are in the comparatively high prevalence of MLD, SpLD and SLD and the relatively low prevalence of autistic spectrum disorder (ASD) as primary needs in Shropshire. If the prevalence of ASD in Shropshire was proportionately in line with the national average, we would expect to see **646** learners with ASD (**11.8%** of the total) rather than **281** (**5.1%** of the total) – two and a quarter times as many.

Chart 7: Comparative primary need profiles, 2020

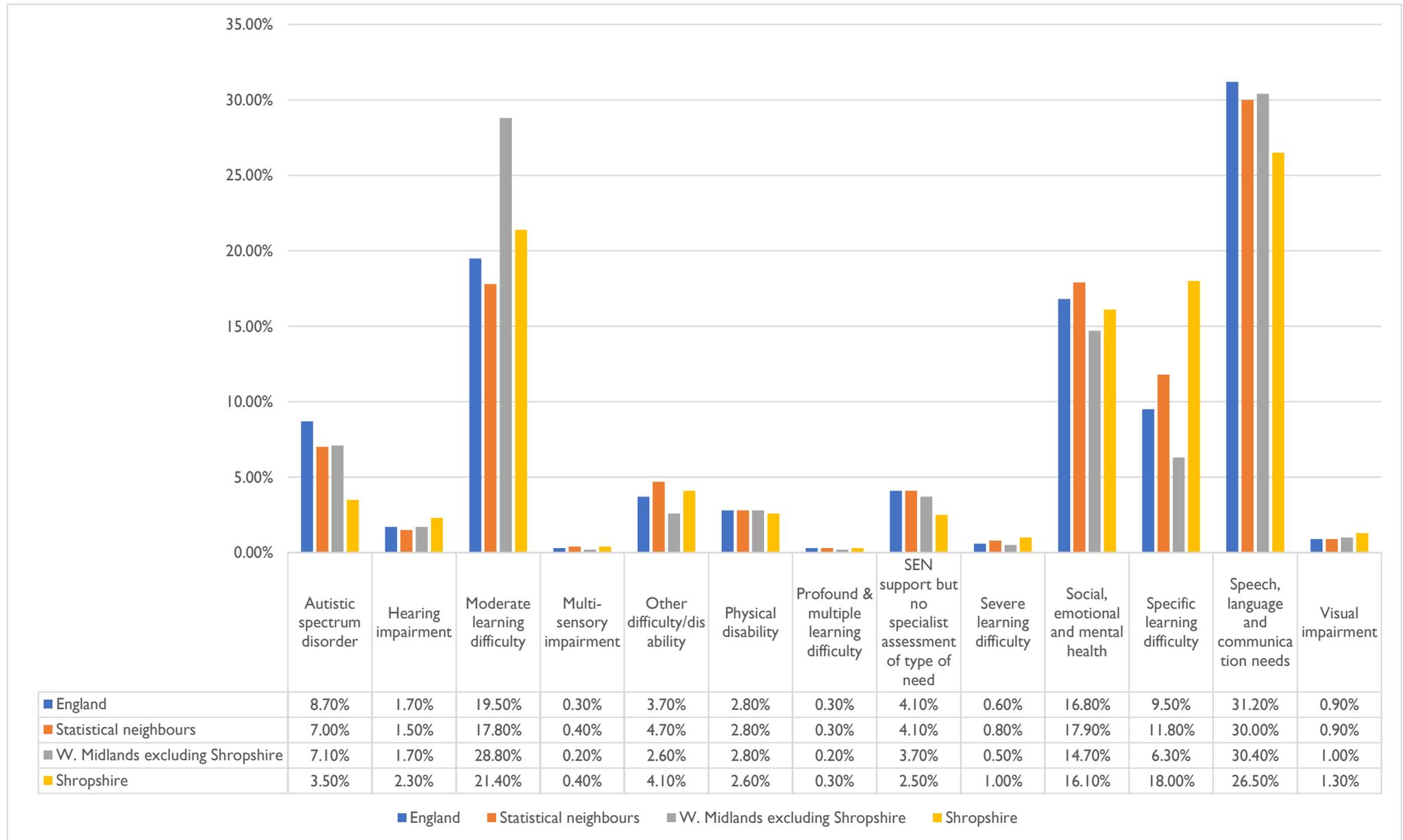


Derived from GOV.UK table tool, using DfE data sources

Primary need by school phase - comparative

- Note: this section only includes state-funded schools in each phase, so the totals do not correspond precisely to overall prevalence figures, which include a wider selection of schools.
- Nearly half of Shropshire's primary SEN population have moderate learning difficulties or speech, language and communication needs as their main need. Proportionately, this has fallen since the last needs assessment, most notably for moderate learning difficulties (29.3% of primary needs in 2017 compared with 21.4% in 2020). The incidence of moderate learning difficulties is still significantly higher in Shropshire than for England and statistical neighbours, and lower than for other West Midlands authorities.
- A much higher than average proportion of learners with SEN in Shropshire's primary schools have specific learning difficulties as their main need. The gap between Shropshire and its comparators has widened since the last needs assessment (13.4% of primary needs in Shropshire in 2017 and 18.0% in 2020, while comparators have remained relatively stable).
- There are still relatively low numbers of learners in Shropshire primary schools with autistic spectrum disorder as their main need. Again, this gap has widened since the last needs assessment, with comparators showing a proportionate increase in ASD as a primary need while Shropshire has seen a slight decrease.
- Graph follows on next page.

Chart 8: Comparative primary need profile for primary schools, 2020



Derived from GOV.UK table tool, using DfE data sources: Shropshire data, national data, regional data, statistical neighbour data (hyperlinked to specific data tables)

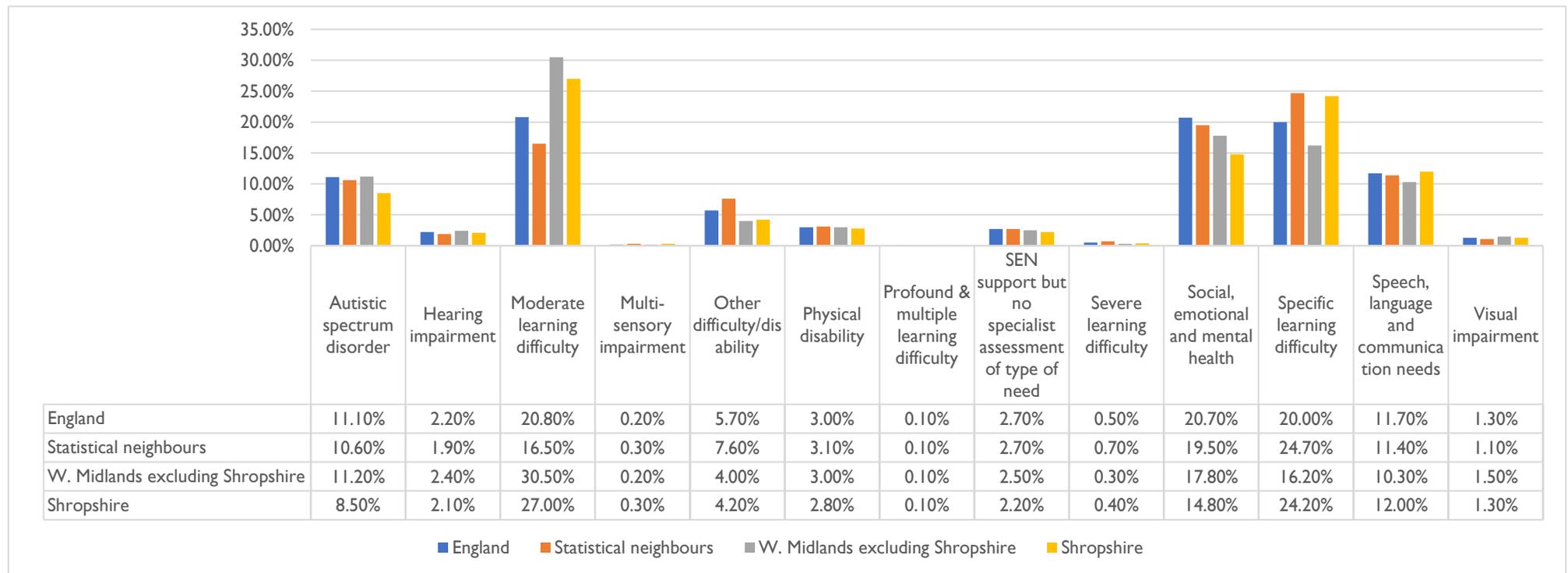
Secondary need by school phase - comparative

Together, moderate and specific learning difficulties make up 51.2% of primary needs among Shropshire’s SEN learners in secondary schools. This is higher than for comparator groups (England 40.8%; statistical neighbours 41.2%; West Midlands 46.7%).

However, both these categories have declined in proportionate prevalence in Shropshire since the last needs assessment: MLD from 30.5% of all needs in 2017 to 27.0% in 2020, and SpLD from 27.4% in 2017 to 24.2% in 2020.

The pattern of moderate and specific learning difficulties is similar to the 2017 picture. In Shropshire, there are more learners with MLD than SpLD, but for the rest of the West Midlands there are nearly twice as many. For statistical neighbours, the ratio is reversed, with more learners recorded as having SpLD.

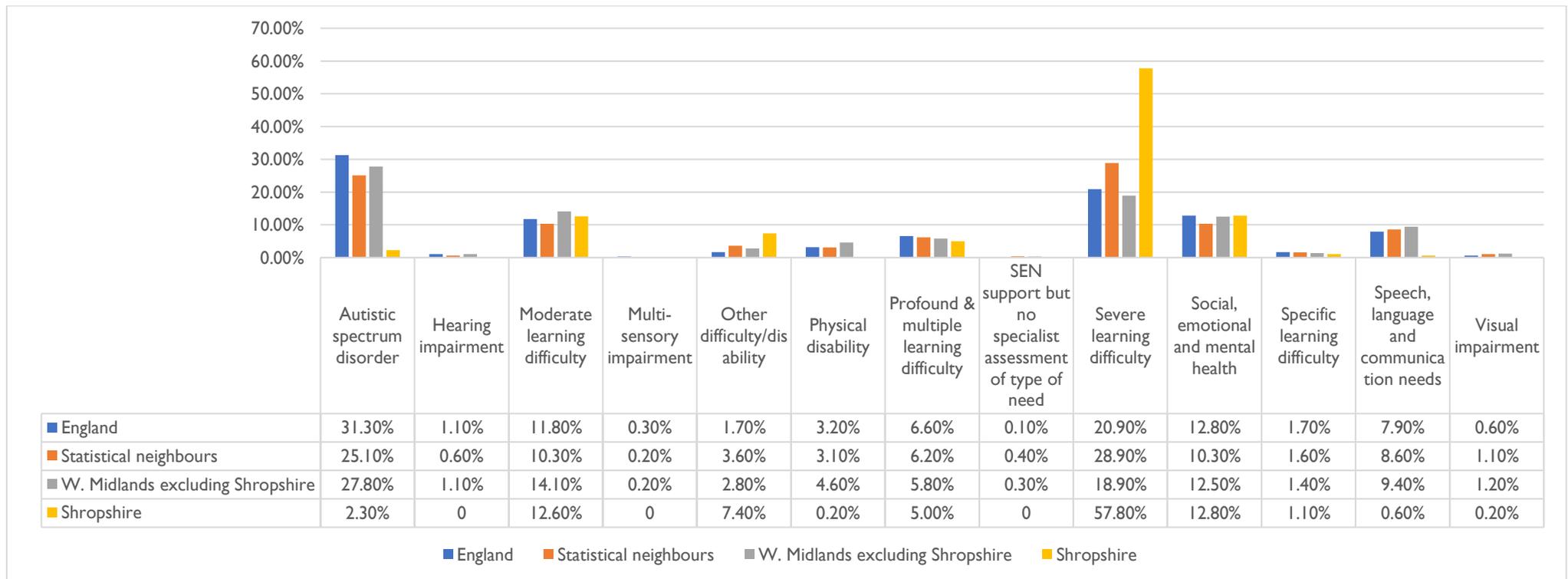
Chart 9: Comparative primary need profile for secondary schools, 2020



GOV.UK table tool, using DfE data sources

Primary need profile for special schools, comparative, 2020

- 57.8% of Shropshire’s special school SEN population have severe learning difficulties as their primary need. While this has fallen slightly since the last needs assessment (from 60.6%), it has also fallen elsewhere, meaning that the differences are now as statistically significant or more so than they were in 2017.
- In contrast, there are still very low numbers of learners in Shropshire special schools with ASD as their main need. This has increased a little since 2017, when only one pupil was recorded with this status, but the picture is still significantly adrift of comparators. Nationally, regionally and among similar authorities, ASD has increased in prevalence as a primary need from an already much higher starting point.
- The implication here is that Shropshire learners with ASD are being supported in other types of provision, rather than in the authority’s own special schools.
- Moderate learning difficulty has declined in prevalence as a primary need in Shropshire special schools since 2017. However, proportionately, this is sitting in line with comparators.



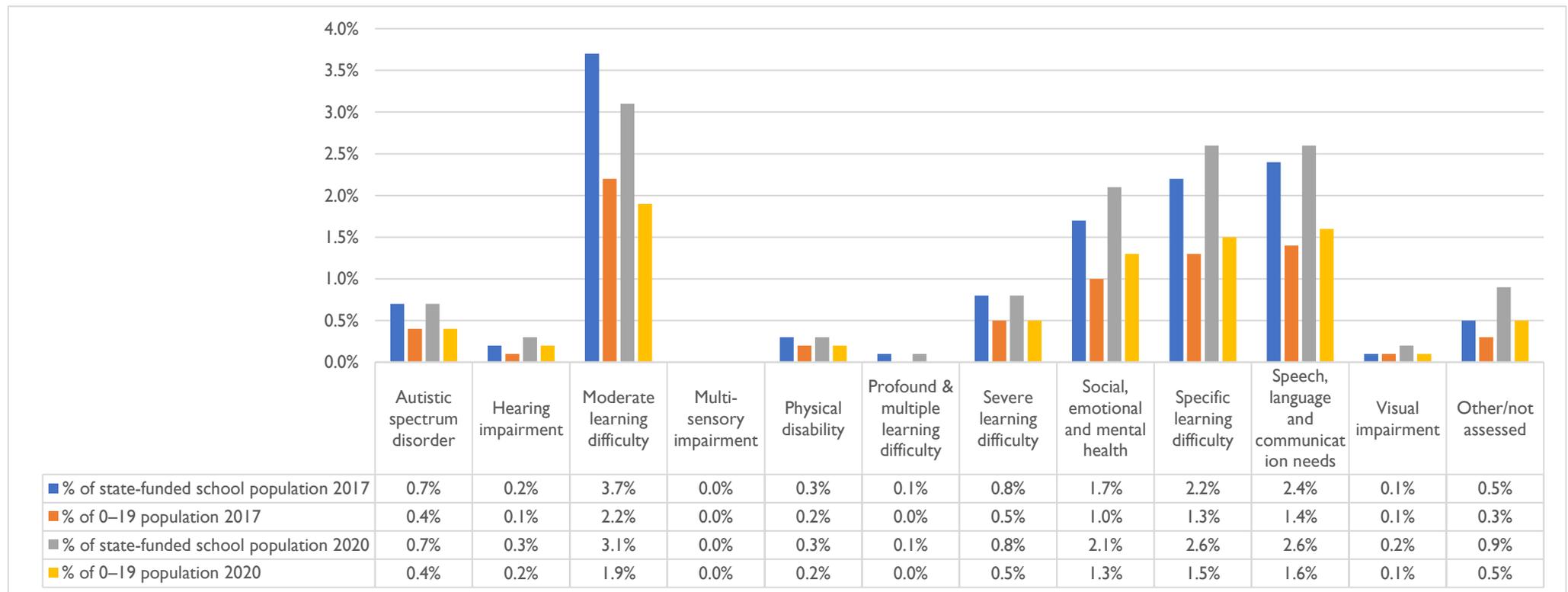
GOV.UK table tool, using DfE data sources

Primary need profile for SEN learners in Shropshire’s state-funded schools, 2020

The chart below uses the same data for the three types of state-funded schools in Shropshire for 2020 but shows it together as a proportion of the school population and general child population. ‘Other difficulty/disability’ and ‘SEN support but no specialist assessment of type of need’ are presented together here in order to make direct comparison with the 2017 dataset.

- The data shows an increased prevalence of SEN overall within Shropshire’s state-funded schools and among the general child population.
- Prevalence has remained steady for many categories of need, including those with ASD, physical and sensory impairments, and severe and profound learning difficulties.
- There has been a notable decline in the prevalence of moderate learning difficulties, countered by an increase in social, emotional and mental health, specific learning difficulties, speech, communication and language needs, and those classified as having ‘other’ needs.

Chart 10: Primary needs comparison, 2017 & 2020

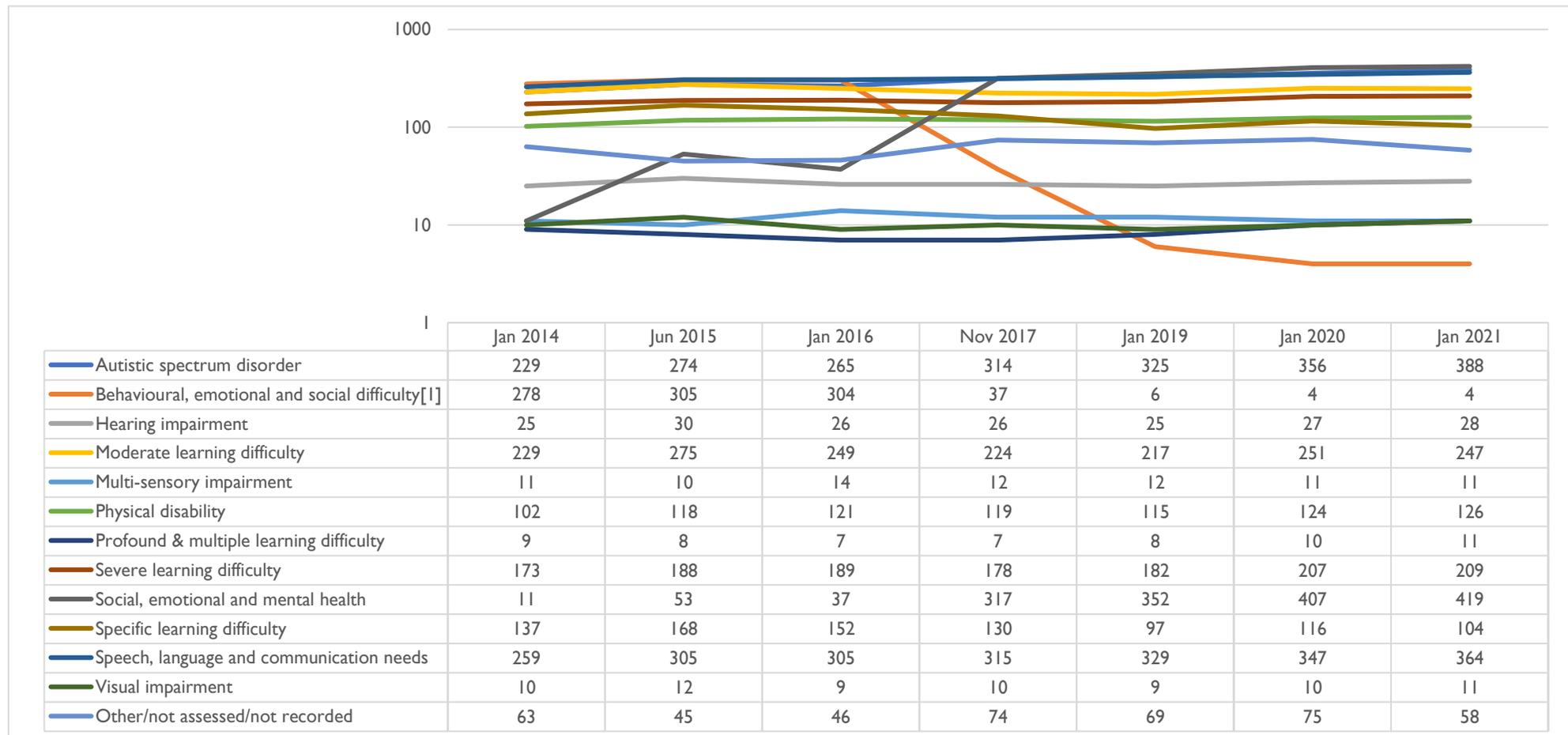


School population headcount for state-funded schools in Shropshire = 39,365 from pupil census data tables; age 0–19 population = 66,259, based on ONS 2019 mid-year population estimates

LOCAL DATA ON PRIMARY NEEDS

In the 2017 needs assessment, the local database extracts revealed an increase in the number and proportion of SEN learners with ASD as their primary need and a recent drop in those with moderate learning difficulties. This was masked in the national data, which didn't include a high number of ASD learners who were not attending state-funded schools in Shropshire, perhaps due to a lack of specialist provision to meet their needs.

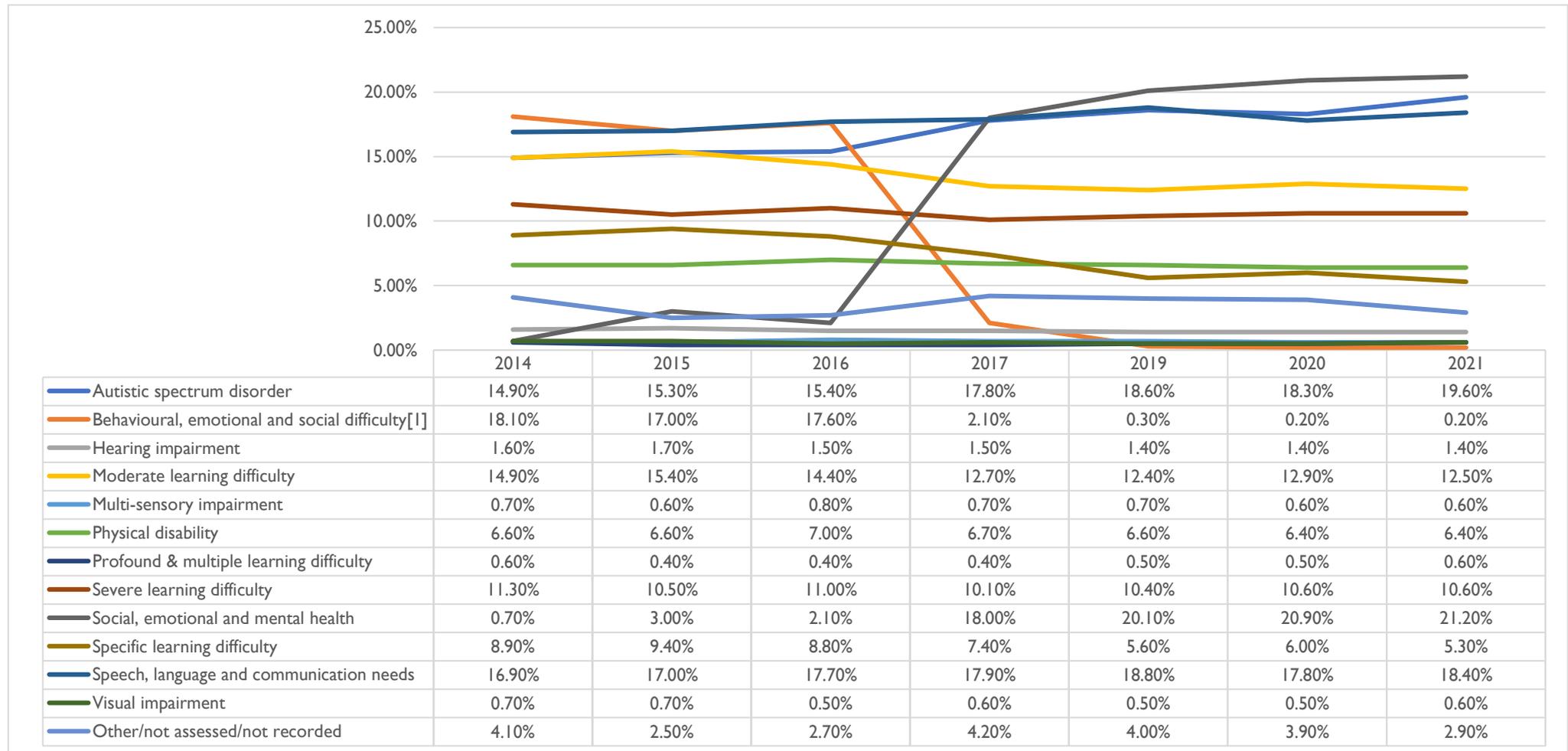
Chart 11: Primary needs, numbers, 2014 to 2021



Local database extracts provided by Shropshire Council. Note: Behavioural, emotional and social difficulty (BESD) was used as a primary need until the Code of Practice changed in 2014/15. As this category of need has declined, the use of social, emotional and mental health as a category has increased. These categories cannot be fully separated in legacy data in administration systems, so both have been displayed separately in this report

The chart below builds upon this picture using new database extracts for 2019, 2020 and 2021, showing the number and proportion of learners with Shropshire EHCPs with each primary need. We can see from this data that the upward trend for ASD has continued since the last needs assessment. The numbers with moderate learning difficulties did increase again after the downward trend, although proportionately this has fluctuated around the same level since 2017 (between **12.4%** and **12.9%** of all primary needs). The most common primary need is social, emotional and mental health.

Chart 12: Primary needs, percentages, 2014 to 2021

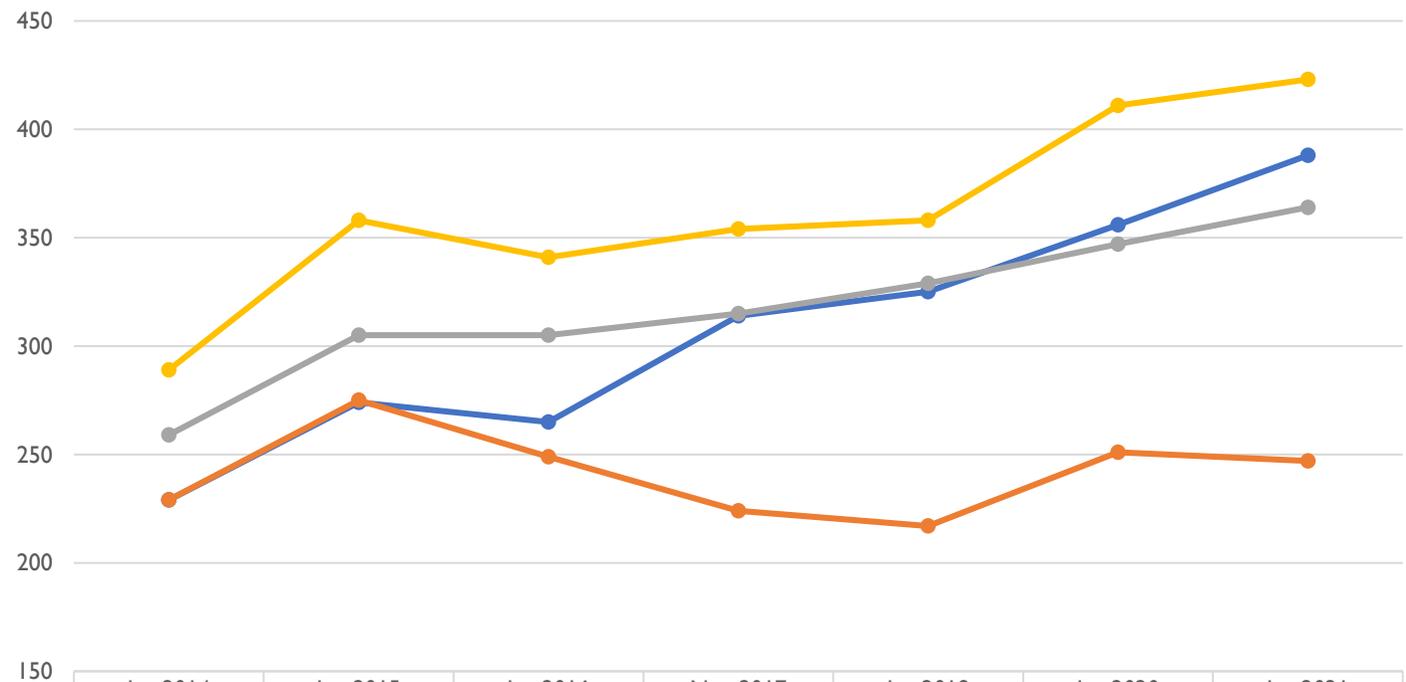


Local database extracts from Shropshire Council. Note: Behavioural, emotional and social difficulty (BESD) was used as a primary need until the Code of Practice changed in 2014/15. As this category of need has declined, the use of social, emotional and mental health as a category has increased. These categories cannot be fully separated in legacy data in administration systems, so both have been displayed separately in this report

Number of Shropshire learners with EHCPs, by common primary needs

The chart below shows how the numbers of learners with EHCPs for the four most common categories of need have changed over time. For simplicity, behavioural, emotional and social difficulties and social, emotional and mental health have been combined here. The chart illustrates how the gap between numbers with moderate learning difficulties and those with the other primary needs has increased. Those with ASD as a primary need now outnumber those with speech, communication and language needs.

Chart 13: EHCP Learners and their primary needs



	Jan 2014	Jun 2015	Jan 2016	Nov 2017	Jan 2019	Jan 2020	Jan 2021
Autistic spectrum disorder	229	274	265	314	325	356	388
Moderate learning difficulty	229	275	249	224	217	251	247
Speech, language and communication needs	259	305	305	315	329	347	364
Behavioural, emotional and social difficulty + Social, emotional and mental health	289	358	341	354	358	411	423

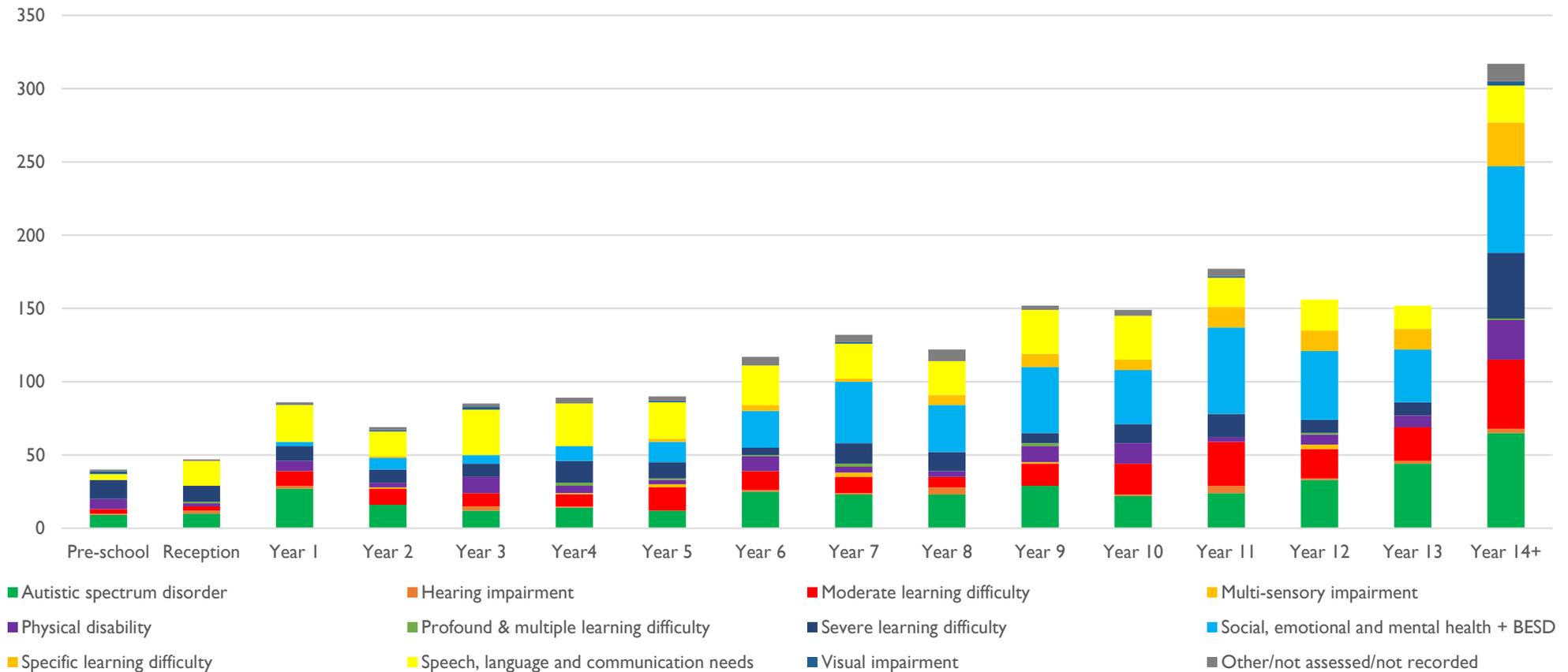
Local database extracts provided by Shropshire Council

Shropshire EHCPs, January 2021, by primary need and year group: numbers

The charts in this section break down the **1,980** Shropshire EHCPs recorded on the local database at the time the January 2021 extract was taken, by primary need and year group.

The bars in the chart below show the numbers of learners with EHCPs in each year group with each type of primary need. From this, we can see the large number of post-16 learners on the system with EHCPs, as discussed in the previous section. There is a general upward trend in the number of EHCPs as we go up the year groups, with perhaps the biggest increases visible around or just before times of transition between key stages.

Chart 14: Primary needs by academic year, numbers

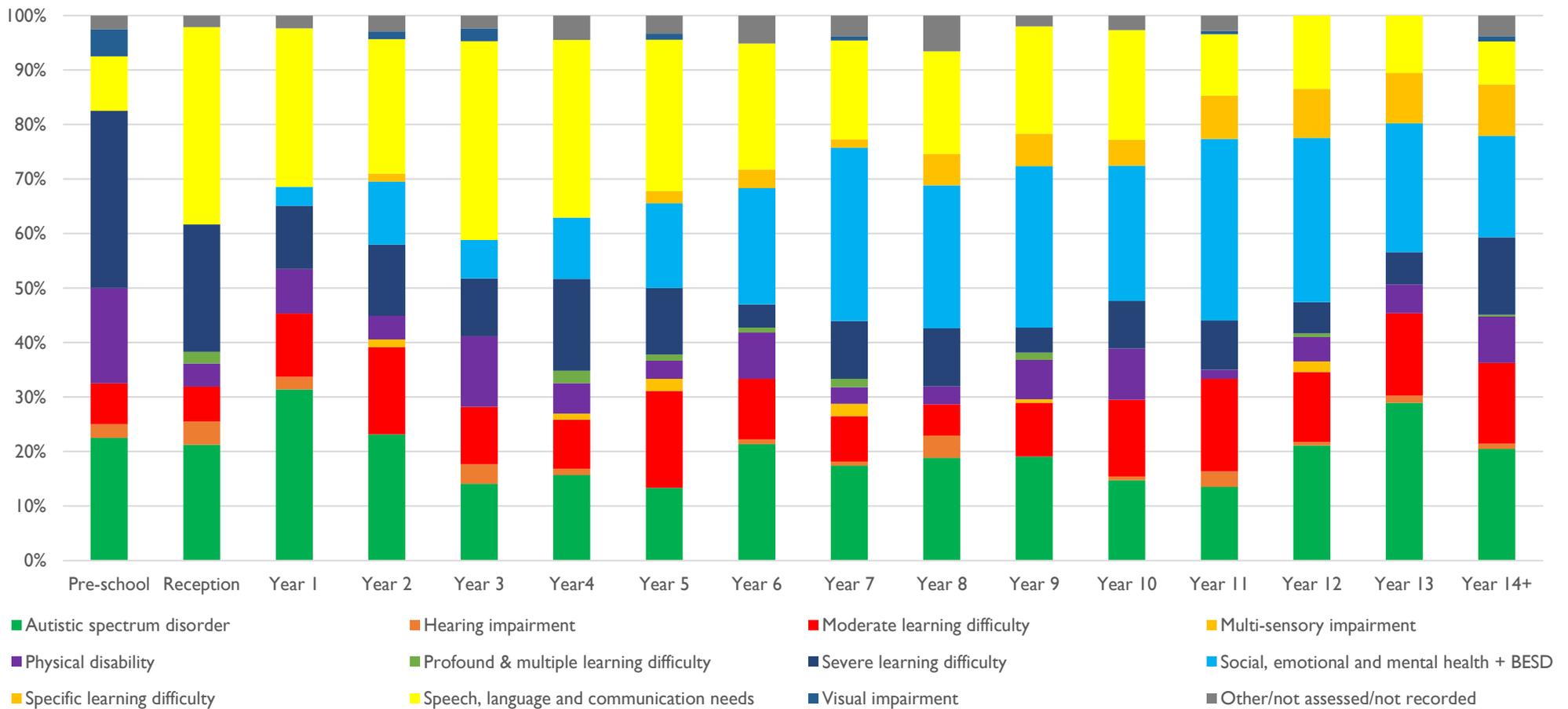


Local database extracts provided by Shropshire Council

Shropshire EHCPs, January 2021, by primary need and year group: proportions

The chart below more clearly illustrates the profile of need within each year group, with each bar representing 100% of all those with EHCPs in that year group. It shows that the prevalence of ASD and moderate learning difficulties fluctuates across year groups, rather than showing a particular pattern, but both needs are prevalent across the whole age range. Speech, language and communication needs are more common within the younger age groups, and social, emotional and mental health needs are more common among secondary-aged learners. It is around Years 6 to 7 when we see these two categories of need swapping over in being the most prevalent.

Chart 15: Primary needs by academic year, proportional percentages



Local database extracts provided by Shropshire Council

EHCP

Key Messages

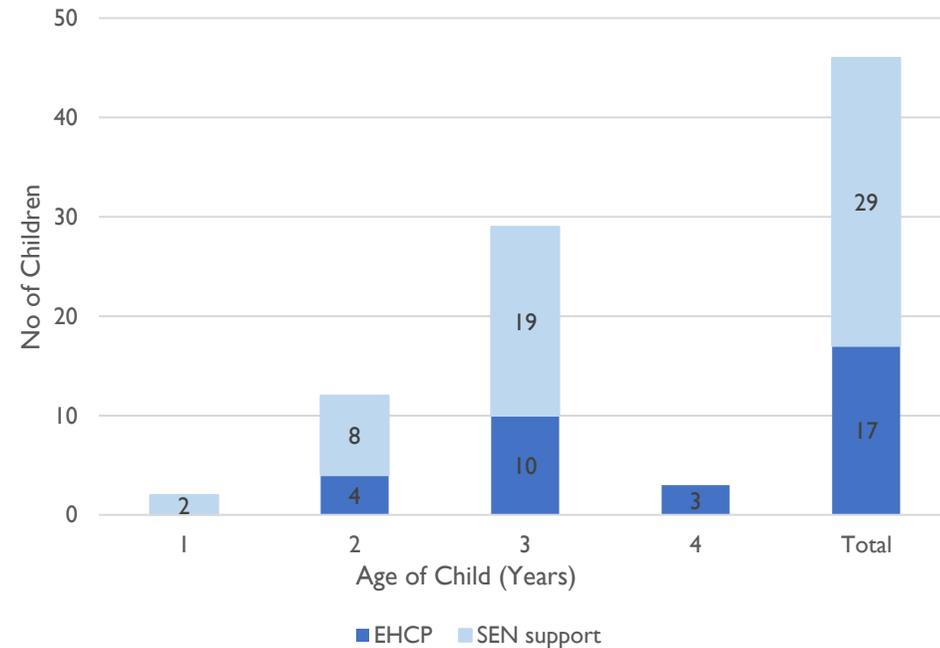
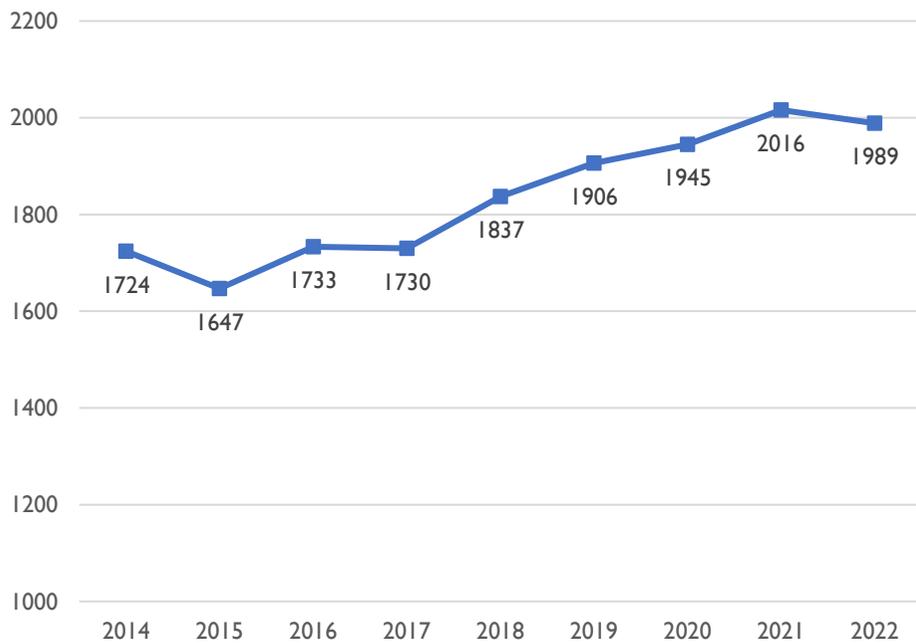
- There were 261 initial requests for Shropshire EHCPs in the 2020 calendar year. This number has increased from 237 in 2019 and 238 in 2018 but is not at the levels seen in previous years (340 in 2017 and 335 in 2016).
- Of those assessed, 70.6% resulted in an EHCP being issued for the first time. This is notably lower than the national (95.1%) and regional (94.7%) averages. Shropshire reported a much higher than average proportion of those assessed where it was decided not to issue an EHCP (29.4%, compared with 4.9% in England and 5.3% for the West Midlands). However, only 0.4% of initial requests for assessment were refused in Shropshire, compared with 21.6% nationally and 25.9% regionally. This shows that Shropshire has more of a tendency to assess rather than refuse at the point of request.
- There were 185 new Shropshire EHCPs in the 2020 calendar year.
- From these, the largest proportion of pupils (120; 64.9%) were placed in mainstream settings. This is largely in line with national and regional averages. However, it is vastly different from the overall proportion of EHCP placements that are in mainstream settings – 37.4%. This perhaps reflects the practice of keeping children in mainstream to start with where possible, and more learners later move on to more specialist provision as their needs change and their EHCP is reviewed.
- 15.7% of new EHCPs resulted in special school placements. This is in line with the national picture but is notably lower than the regional average.
- 3.8% of new EHCP learners were placed in alternative provision or a pupil referral unit. This is higher than comparator averages, although the numbers are relatively small so are subject to bigger fluctuations.
- Of the 2,016 Shropshire EHCPs that were active at the time of the January 2021 SEN2 return, the largest proportion (745; 37.0%) were for young people aged between 11 and 15 – a similar proportion to the previous year.
- Shropshire's largest increase has been in the 16–19 age group: 467 (24.0% of all EHCPs) in 2020 up to 527 (26.1%) in 2021. There are now 2.5 times as many EHCPs for this age group as there were in 2017.
- Further analysis on the EHCP request and assessment process can be carried out by looking at Shropshire's local database. During the 2019 calendar year, there were 300 requests for EHCP assessments; during 2020, there were 299; during the first four months of 2021, there have been 100. This indicates a very stable picture in terms of assessments.

Updated data about the EHCP process

At the time of writing January 2020 is the most recent pupil census data available for comparison at a national and local authority level. However, the Department for Education have recently released comparative data for the SEN2 return for January 2021. This data return is based on EHCPs and their process, rather than on the learners themselves and their schools. Data for Shropshire therefore includes the EHCPs they as an authority are responsible for, regardless of where pupils live or attend school.

The charts below show that while the census is reporting a slight decline in the number of EHCPs in Shropshire’s maintained schools, the SEN2 return is showing an increase in the numbers of Shropshire EHCPs overall. This reflects the national and regional pictures. They also show the number of children receiving SEN support as of January 2021 using data submitted in the Early Years Census. A total of 48 children were indicated as receiving SEN support or had an EHCP in the Early Years Census.

Chart 16: Statements and EHC combined, early years census counts



Education, health and care plans, 01 - EHC plans - by age - January 2010 to 2021

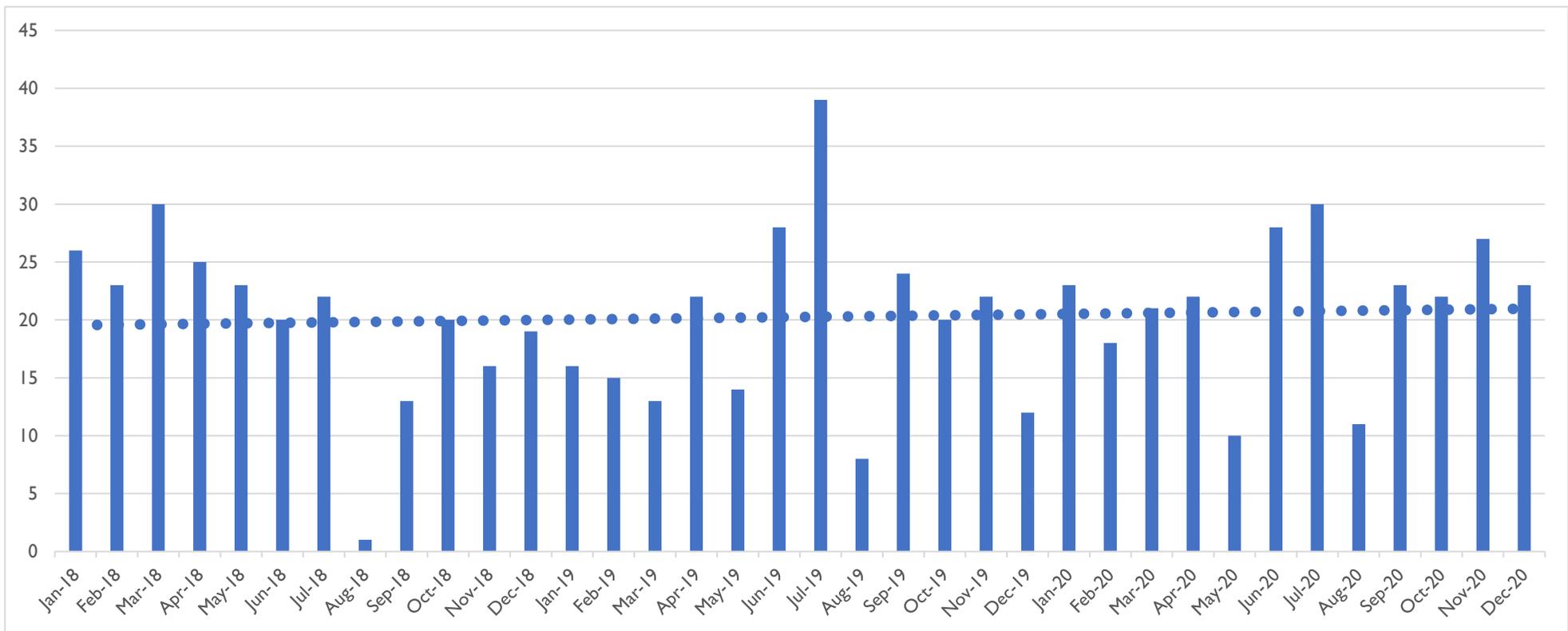
ASSESSING EHCP

To gain a legal right to extra support children need to be assessed for an Education, Health and Care Plan (EHCP). This used to be called a “Statement”. Not all children with complex needs have an EHCP and applying for one can be a lengthy and complex process.

The number of requests for assessment received broken down by month based on a calendar year. This is a count of any requests received and recorded on the ONE database.

The graph shows that from 2017 to 2019 there was a decreasing number of requests for an assessment. In 2019 the number of requests for an assessment had decreased by 17.96% when compared to 2017. However, in 2020 there was an increase in the number of requests when compared to 2019 with a percentage increase of 10.73%.

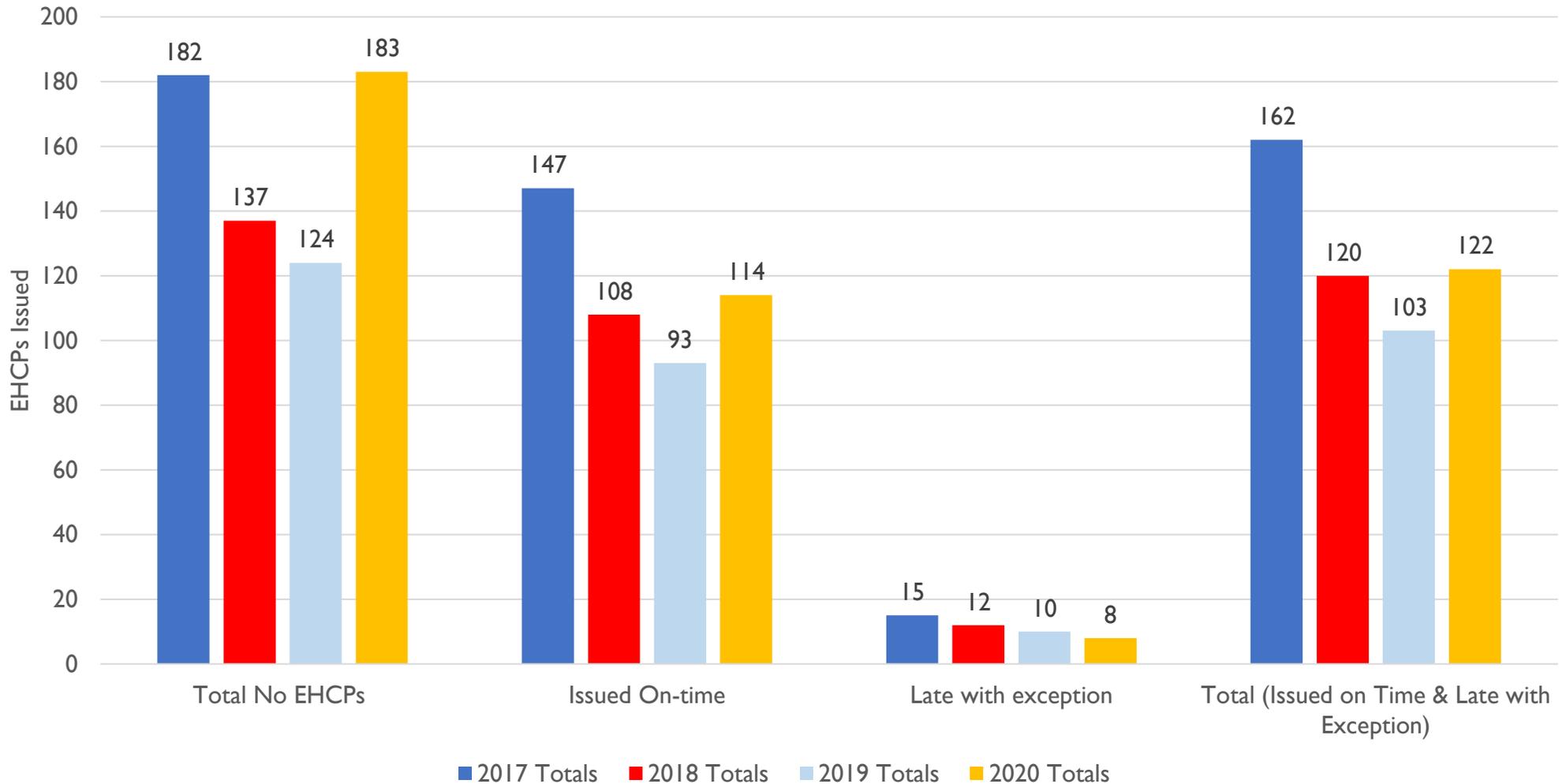
Chart 17: Requests for Statutory Assessment of EHCP



EHCPs Issued Annual Summary

The data shows that between 2017 and 2019, the total number of EHCPs issued decreased from 182 to 124. This is a percentage decrease of 31.9%. In 2020 the number of EHCPs issued increased from 124 in 2019 to 183 resulting in a percentage increase of 47.6%.

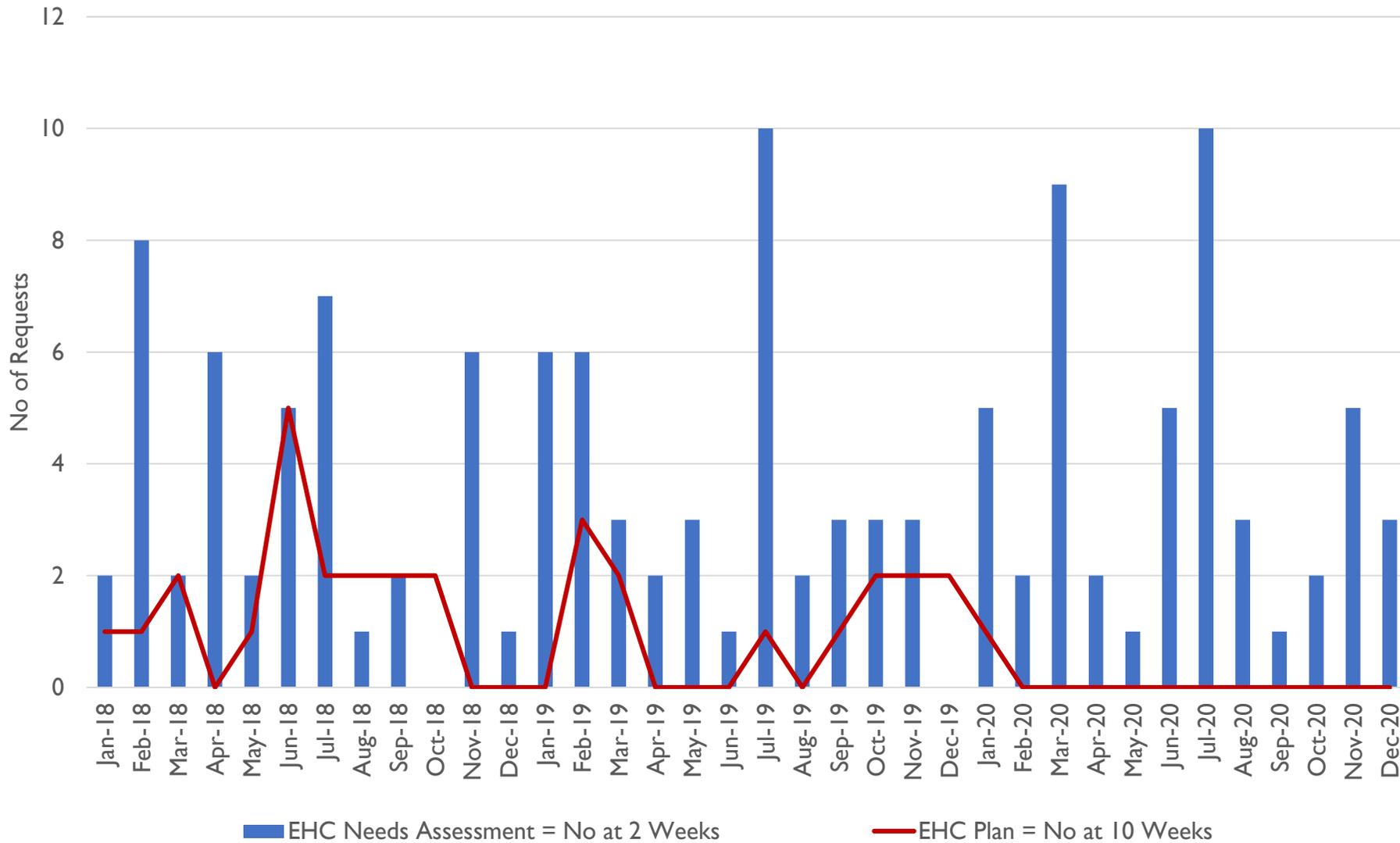
Chart 18: Summary of the number of EHCPs issued by calendar year



This graph has been created using the Performance Indicator dataset collated by Kerry Boyce (as of January 2021)

EHC Requests Declined: Assessment at 2 Weeks and Plan at 10 Weeks

Chart 19: EHCPs issued broken down by month based on a calendar year



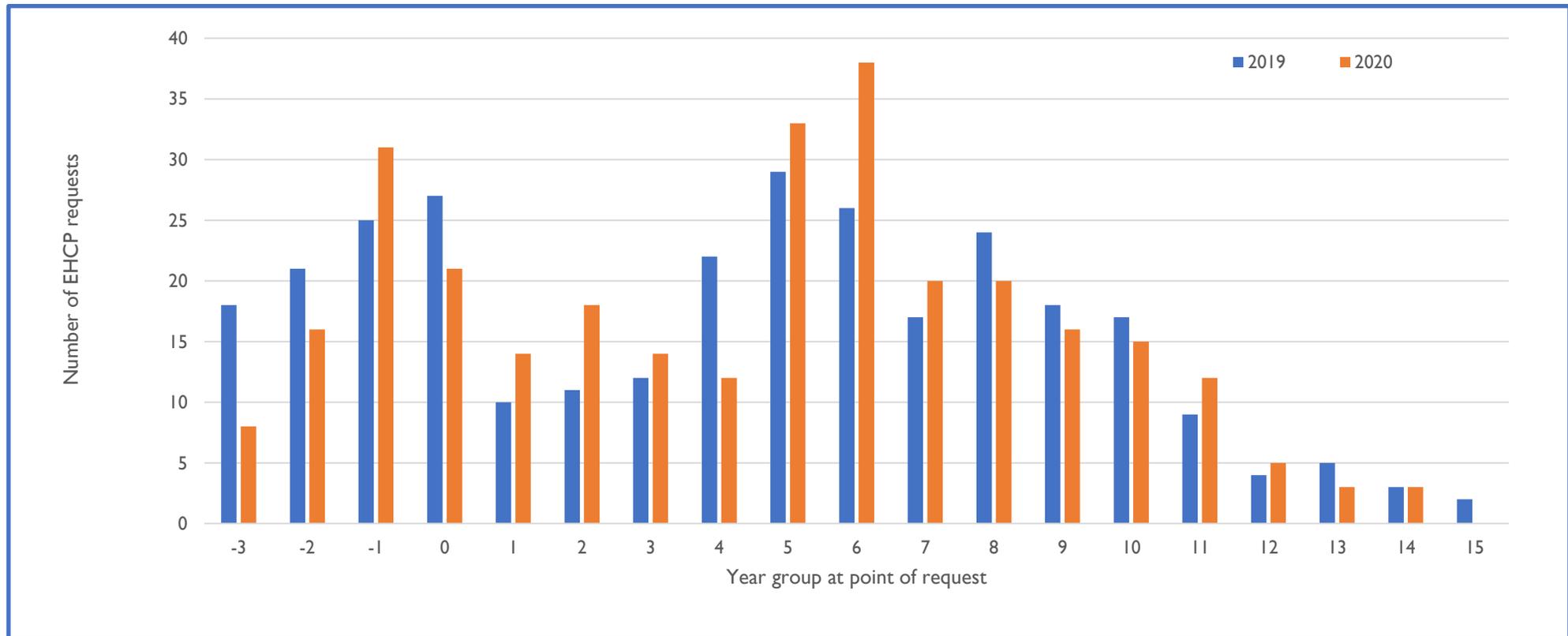
This graph has been created using the Performance Indicator dataset collated by Kerry Boyce (as of January 2021)

EHCP assessment requests by year group 2019 and 2020

The chart below breaks down the EHCP assessments requested in 2019 and 2020 by year group at the point of request. We can see that the peak for both years was for Years 5 and 6 – upper primary. There have also been a high number of requests in the pre-school years; in fact, **32** of the **100** requests made so far in 2021 have been for young children in the early years, so this is likely to be a continuing trend.

The outcome for the majority of EHCP assessments is that an EHCP is granted: **224/300** in 2019 and **204/299** in 2020. The next most common outcome is that assessments are concluded after two weeks without an EHCP being issued (**39** in 2019 and **38** in 2020), which aligns with the finding from the SEN2 data above, that Shropshire are likely to begin an assessment rather than refuse at the point of request.

Chart 20: EHCP assessment requests by year group, 2019 and 2020



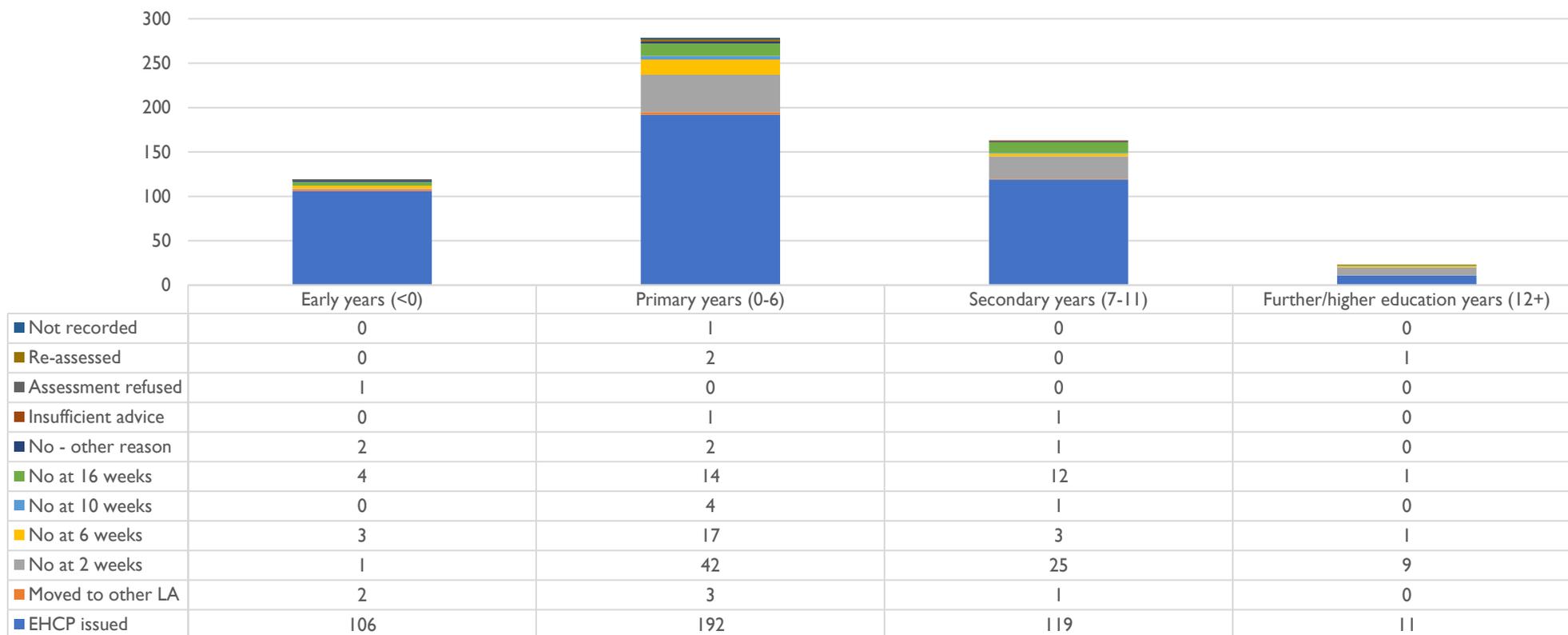
Local database extract provided by Shropshire Council, May 2021

EHCP assessment requests 2019–2020, by school phase and outcome: numbers

The following charts break down the **583** EHCP assessment requests made in 2019 and 2020 for which there was an outcome (that is, excluding the **16** that are still in progress). The child’s school year at the point of request has been grouped by phase.

The chart below shows the outcomes of these requests as absolute numbers, with each bar representing the total number of EHCP assessment requests for each phase. We can see that the highest number of EHCP assessment requests was for the primary years. The next highest number of requests was for the secondary years, but the number of these that resulted in an EHCP being issued was not much higher than those issued in the early years phase (**119** and **106**, respectively).

Chart 21: EHCP assessment requests 2019–2020, by school phase and outcome: numbers

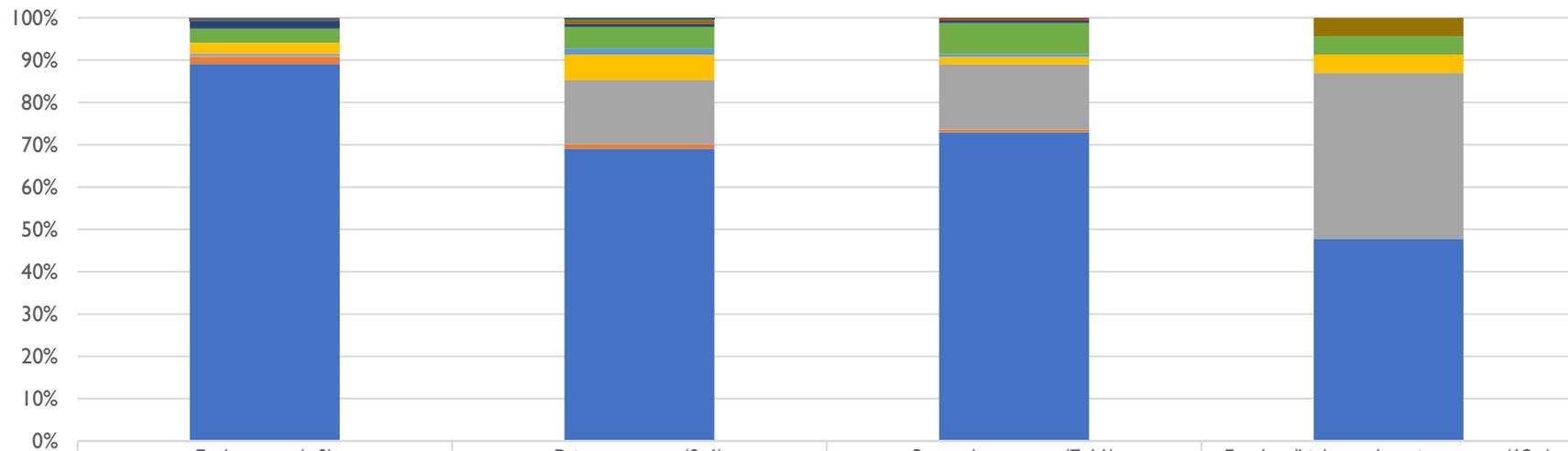


Local database extract provided by Shropshire Council, May 2021

EHCP assessment requests

The chart below uses the same data but displays this with each bar representing 100% of the EHCP assessment requests for that phase. From this, we can see that the outcome breakdown for the primary and secondary years is very similar, with **69%** and **73%** resulting in an EHCP, respectively. However, **89%** of early years EHCP assessment requests resulted in an EHCP being issued while only **48%** of those for the post-16 age group did so.

Chart 22: EHCP assessment requests 2019–2020, by school phase and outcome: percentages (local data)



	Early years (<0)	Primary years (0-6)	Secondary years (7-11)	Further/higher education years (12+)
Not recorded	0	1	0	0
Re-assessed	0	2	0	1
Assessment refused	1	0	0	0
Insufficient advice	0	1	1	0
No - other reason	2	2	1	0
No at 16 weeks	4	14	12	1
No at 10 weeks	0	4	1	0
No at 6 weeks	3	17	3	1
No at 2 weeks	1	42	25	9
Moved to other LA	2	3	1	0
EHCP issued	106	192	119	11

Local database extract provided by Shropshire Council, May 2021

Local prevalence data

The 2017 needs assessment used extracts from Shropshire’s local SEN database to determine historical trends. The table below builds on the data previously reported, adding in three new database extracts for January 2019, 2020 and 2021. The database is filtered to include only those with EHCPs or statements (SEN code = E or S), where the maintaining authority is Shropshire.

Table 2: Pupils with Shropshire-maintained EHCPs or statement

Database extract	Number of pupils
January 2014	1,536
June 2015	1,791
January 2016	1,724
November 2017	1,763
January 2019	1,746
January 2020	1,945
January 2021	1,980
March 2022	2,245

- This shows a jump of **199** pupils between January 2019 and January 2020. This doesn’t match up with the overall picture within the national census dataset, which actually showed a drop in the number and percentage of pupils who had EHCPs during that period: **1,448** pupils (**3.3%**) in 2019 to **1,410** pupils (**3.2%**) in 2020.
- Analysis of this increase shows that there was a lot of growth in the early years, which tallies with the assessment request data above.
- However there was also notable growth in the numbers attending further education settings or being registered as not in education, employment or training (NEET). This may be reflective of Shropshire’s practice in transferring statements to EHCPs for the post-16 cohort.
- During the 2014–18 period of converting statements to EHCPs, many authorities also included high needs learners in further education settings. In Shropshire these students were largely felt to be at a lower level of need and many statements were not converted to EHCPs at the point of transition. However since then practice in Shropshire has tended more towards continuing an EHCP once a student turns 16. It is felt that the large rise in EHCPs on the local database between 2019 and 2020 and the continuing increase can be at least partially explained by the changing trends within EHCPs for learners in further education. This is explored further later on as we look at analysis by primary need and placement.

Local SEN database extracts, provided by Shropshire Council

Accounting for discrepancies in reporting figures

While national data provides us with helpful benchmarks and tells us about the numbers of children with SEN being supported in Shropshire-funded schools, it is based on the school pupil census which requires local authorities to report on pupils attending their own maintained schools and academies. Some of the pupils reported in the census data will have an EHCP maintained by another authority, and a large number of pupils with Shropshire EHCPs will be either reported in other authorities' figures (because they attend school outside the border) or will not be reported at all because they attend types of independent provision that aren't covered by the pupil census.

Another significant omission from the national data is post-16s children who do not attend 6th form in Shropshire-maintained schools or academies and, to a lesser extent, those in non-maintained early years settings. As these are both large areas of growth within the local dataset, this is likely to have a notable impact on the reported picture.

It is therefore difficult to draw accurate comparisons from the post-16 data reported nationally, as it is only based on those attending provision maintained by the local authority. Many post-16s attending private colleges or in employment or traineeships will not be included. However, we do see a slight reflection of the practice described above, with a decline in the number and proportion of EHCPs for those aged 16+ in Shropshire during the initial conversion period followed by a subsequent rise, whilst proportions nationally and regionally have continued to decline. Comparators are, however, still reporting a much higher proportion of their EHCPs as being for those aged 16+ than Shropshire, and this data comes with the significant caveat that many young people will be missing from these numbers.

Number/% of all EHCPs	2015/16	2016/17	2017/18	2018/19	2019/20
Shropshire number	99	75	61	67	66
Shropshire %	6.9%	5.5%	4.4%	5.3%	5.4%
England %	8.6%	8.5%	8.1%	7.5%	7.1%
West Midlands %	9.1%	9.0%	8.8%	8.2%	8.0%

We can also see different numbers and trends if we look at the SEN2 data from an EHCP administrative perspective, as this covers Shropshire EHCP assessments rather than the high needs learners attending Shropshire schools.

With these caveats in mind, any breakdowns of pupils with SEN (for example by need or placement) in this report will make it clear which cohort is being used. More detailed analysis will also allow us to understand where the differences are within these overall changing populations.

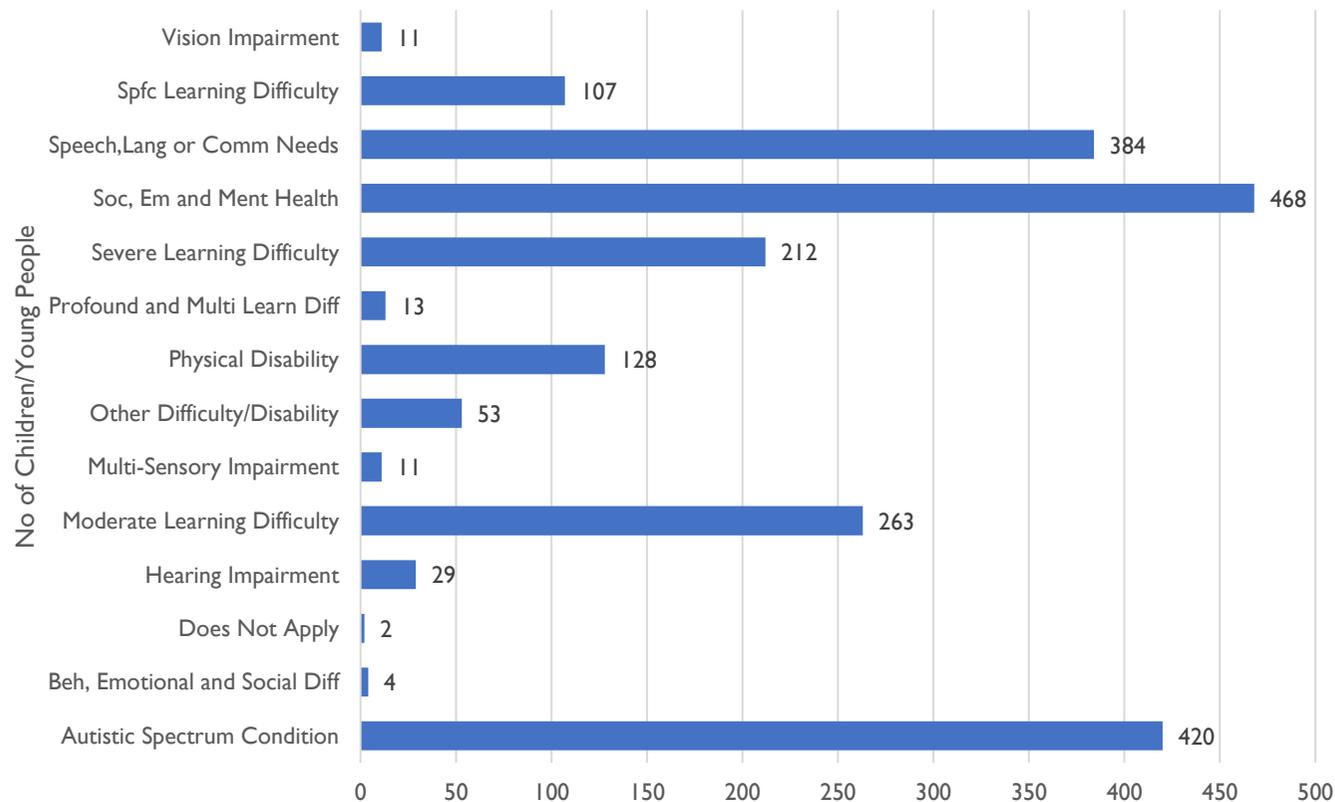
Derived from GOV.UK table tool, using DfE data sources: Special Educational Needs in England

EHCP By Primary Need

The 2017 needs assessment identified that there were comparatively high levels of moderate learning difficulty and comparatively low levels of autistic spectrum disorder as primary needs in Shropshire. As there is potentially an element of overlap between these needs, it is important that provision is flexible to meet the complex needs of individuals, rather than providing for those with a distinct category of need.

The graph shows the areas of social, emotional and mental health (22.2%), autistic spectrum disorder (20%) and speech, language or communication needs (18.2%) as being the greatest areas of primary need.

Chart 23: No of Children with an EHCP by Primary Need as at 29.01.21



The number of children by primary need with an EHCP extracted from the ONE database as at a snapshot date

EHC Assessment Process Feedback

The graph below shows average score for parental feedback relating to the EHC Needs Assessment process question: 'Overall, were you pleased with the service and support you received'. A rating of 5 means parents strongly agree with 1 meaning they strongly disagree. The graphs show the average score received from parents and the number of responses received over a given period.

Chart 24: EHC Needs Assessment - Parental Feedback

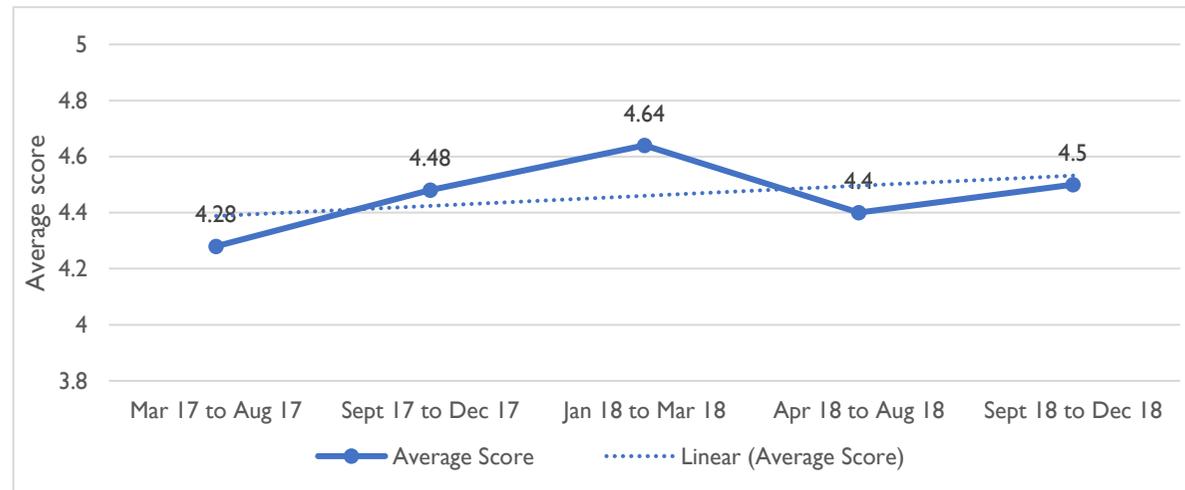
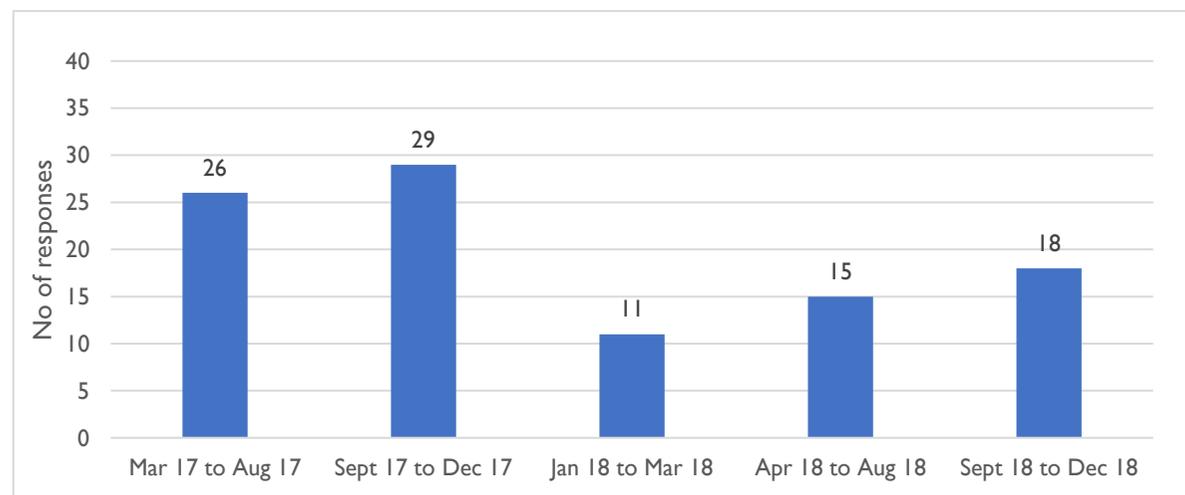


Chart 25: EHC Assessment: No of Questionnaires Received During Reporting Period



EDUCATION SETTINGS

Key Messages

- In 2017 a higher-than-average proportion of learners with SEN were supported in mainstream settings and very few of these attended specialist provision within mainstream.
- Where learning difficulties were severe or complex, learners were more likely to be supported within maintained special schools. Those attending independent specialist provision were more likely to have social, emotional and mental health needs, or have a diagnosis of autistic spectrum disorder.
- Over a quarter of Shropshire's pupils with EHCPs/statements who were placed in special schools or specialist provision were being educated out of county.
- The majority of pupils attending special schools within Shropshire were attending Severndale Specialist Academy in Shrewsbury.
- The 2017 high needs provision strategy highlighted that Shropshire places many of its high need's learners in mainstream or independent settings, as opposed to maintained special schools. With only two state-funded special schools (Severndale and Woodlands), one pupil referral unit/medical school (Tuition, Medical and Behaviour Support Service – TMBSS) and one resource hub (Kettlemere), it is unsurprising that needs are being met by the independent sector if they cannot be met in mainstream settings. This is particularly true at secondary level – many learners are able to cope well in smaller mainstream primary settings, but find that their needs are no longer able to be met when they move to larger secondary settings
- For the pupil census cohort, there has been an increase in those with EHCPs attending maintained special schools, and a decrease in those attending maintained mainstream schools. The trajectory has brought Shropshire more in line with statistical neighbours. However, the overall picture is still largely as it was in 2017, with more than average being educated in state-funded mainstream or independent settings and less than average attending maintained special schools.
- If the same proportion of Shropshire learners with EHCPs attended state-funded special schools as the national average (42.6% as opposed to 33.8%), this would represent an additional 125 learners in these schools (601 as opposed to 476). Conversely, we would see fewer learners in maintained secondary schools and fewer in independent settings.
- Within the local data, broadly speaking, the numbers in mainstream have gone down and the numbers in special provision have gone up. Numbers in LA-maintained provision have fallen, but numbers in independent provision have remained relatively stable. There has been an increase in the number being educated at home.

- More pupils with EHCPs who attend special schools or specialist provision are now doing so within the county (78.3% in 2021, compared with 73.6% in 2017). However, this proportion is lower for those with autistic spectrum disorder (73.1%) and particularly for those with social, emotional and mental health issues (68.4%), perhaps indicating a relative lack of provision within the county to meet these needs.
- The data reveals very little change in the profile of learners who require independent specialist provision, with the majority being of secondary age and having social, emotional and mental health difficulties or a diagnosis of autistic spectrum disorder.
- There has been an increase in the number of learners with EHCPs attending Severndale, particularly in those with autistic spectrum disorder as their primary need.
- There have been other significant changes to local special schools in recent years with Woodlands Special School being rated as inadequate by Ofsted in an inspection in November 2019 and Severndale Specialist Academy having had serious safeguarding concerns raised during an OfSTED inspection on July 10th 2020, which has led to each of the schools joining Multi Academy Trusts.
- The full impact of these changes remains to be seen but can be expected to include a level of change to the outreach support and satellite provision that the schools operate. Given that school-to-school support is a major plank of local specialist support these changes represent a potential challenge as well as an opportunity for the local SEND system.

Shropshire's education setting profile

Using the national pupil census data, the tables below show Shropshire's school type profile for learners with EHCPs for January 2017 and January 2020. Within the context of an overall decline in numbers of learners with EHCPs, the number and proportion attending state-funded secondary schools has fallen notably, as has the number (but not proportion) of those attending independent schools. To mirror this, the number and proportion attending state-funded special schools has risen. This picture ties in with the developments Shropshire has been making in its own special school provision since the time of the last needs assessment.

Chart 26: Number and Percentage of EHCP learners by setting

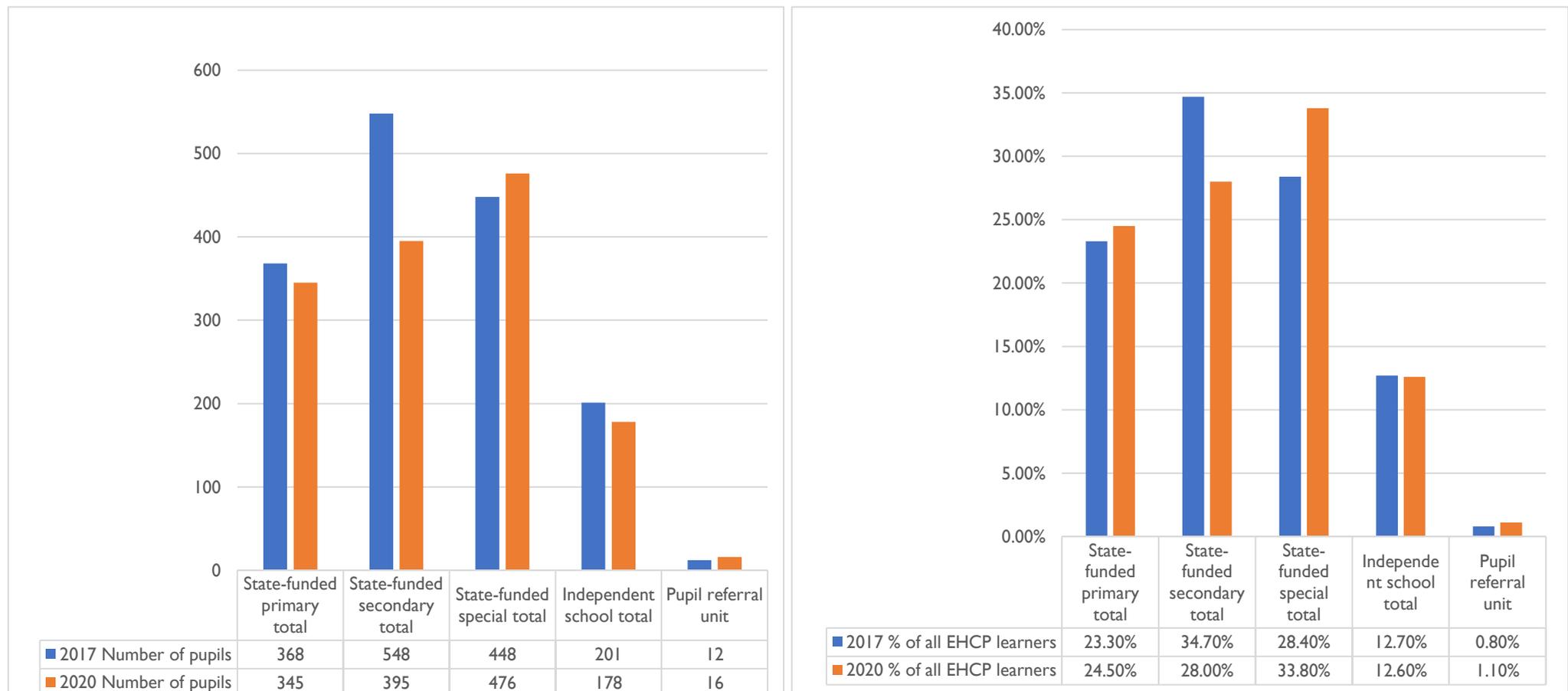


Table 3: Setting profile for Shropshire's learners with EHCPs, 2017 and 2020

School type	2017	2020	difference; number	2020	2017	difference; %
	(no. of pupils)	(no. of pupils)		(% of all with EHCP)	(% of all with EHCP)	
State-funded primary total	368	345	-23	24.50%	23.30%	-1.20%
Academy	62	148	86	10.50%	4.00%	-6.50%
Community school	102	56	-46	4.00%	6.50%	2.50%
Foundation school	18	8	-10	0.60%	1.10%	0.50%
Free school	-	1	-	0.10%	-	-
Voluntary aided/controlled	186	132	-54	9.40%	11.80%	2.40%
State-funded secondary total	548	395	-153	28.00%	34.70%	6.70%
Academy	336	355	19	25.20%	21.30%	-3.90%
Community school	88	-	-	-	5.60%	-
Foundation school	54	17	-37	1.20%	3.40%	2.20%
Voluntary aided/controlled	70	23	-47	1.60%	4.40%	2.80%
State-funded special total	448	476	28	33.80%	28.40%	-5.40%
Academy	395	407	12	28.90%	25.00%	-3.90%
Community special school	53	69	16	4.90%	3.40%	-1.50%
Independent school total	201	178	-23	12.60%	12.70%	0.10%
Independent special school	177	160	-17	11.30%	11.20%	-0.10%
Other independent school	24	18	-6	1.30%	1.50%	0.20%
Pupil referral unit	12	16	4	1.10%	0.80%	-0.30%
Total pupils with EHCP	1,577	1,410	-167			89.4%

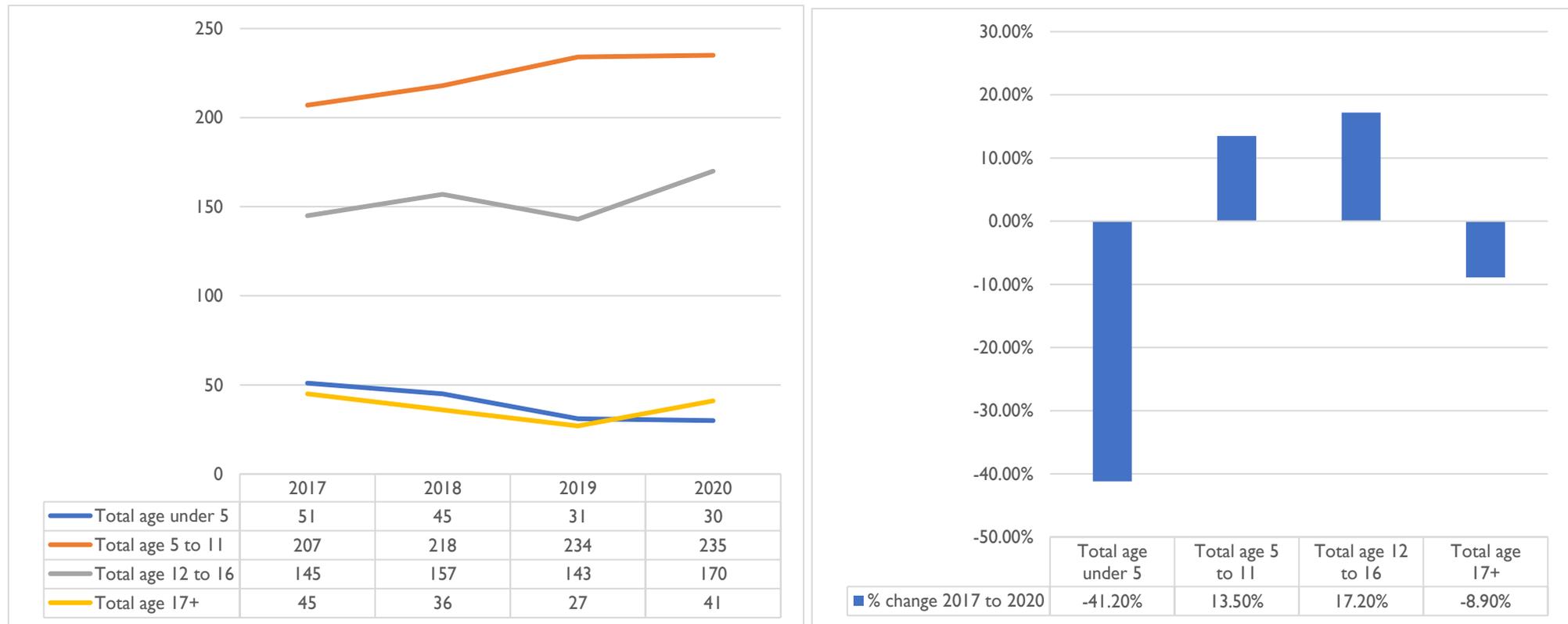
Special educational needs in England, Number of pupils, by type of SEN provision, by type of school (including independent schools and general hospital schools) - 2016 to 2020

Age profile of Shropshire learners with EHCPs who attend state-funded special schools

Using the same data, the table below breaks down the numbers of learners with EHCPs who attend state-funded special schools in Shropshire by age. Data is also shown for the intervening years between the last needs assessment and the most recent year. The age group totals are shown as a proxy measure of those that would be attending pre-school, primary, secondary and further/higher education settings if they were in mainstream education.

The data shows a notable increase in numbers attending state-funded special schools within both the primary and secondary age groups. The large percentage decrease in the pre-school age group should not be given too much weight, as the numbers are relatively small to begin with.

Chart 27: Age profile of Shropshire learners with EHCPs who attend state-funded special schools & % change 2017 to 2020



Data derived from GOV.UK table tool, using DfE sources; detailed age breakdown can be found in appendix (REF)

Comparative data for school type

The table below shows the proportion of learners with EHCPs attending the different school types reported in the pupil census. These are shown as proportions to allow for comparison with national, regional and statistical neighbour averages.

The increase in numbers with EHCPs attending maintained special schools in Shropshire has brought the authority more in line with statistical neighbours. However, the overall picture is still largely as it was in 2017, with more than average being educated in state-funded mainstream or independent settings and less than average attending maintained special schools. The starkest contrast is with the West Midlands region, which has a notably low proportion of learners with EHCPs in mainstream primary and secondary schools and a particularly high proportion attending maintained special schools.

The proportion of EHCP learners attending mainstream primary schools has risen a little across the board, but we can see the opposite trend in those attending mainstream secondary schools. There have also been small increases in the proportion attending independent provision (although this has remained stable in Shropshire) and pupil referral units.

Chart 28: Difference in distribution of EHCP learners by school types, 2017 vs 2020



Comparative profile of school types attended by learners with EHCPs, 2017 and 2020

Chart 29: Distribution of EHCP learners by school type 2017

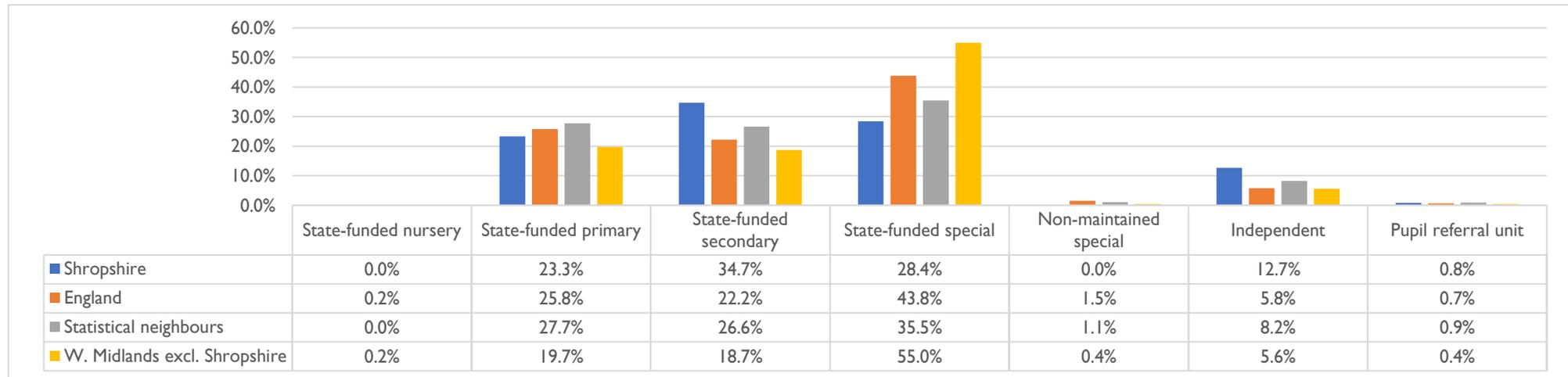
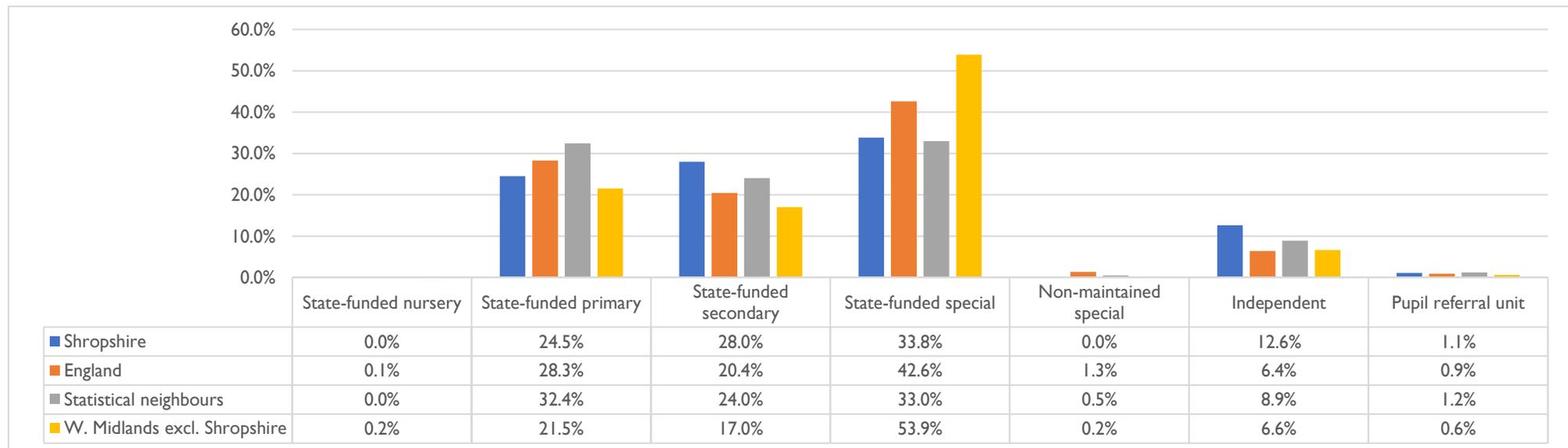


Chart 30: Distribution of EHCP learners by school type 2020



Data derived from GOV.UK table tool, using DfE sources for 2017 and 2020

Local data on placements

Using local database extracts, the table below shows the number and proportion of learners with Shropshire-maintained EHCPs attending different types of provision. The table shows the significant impact post-16s have had on the numbers in recent years.

Table 4: Provision type for learners with Shropshire-maintained statements, 2017–21

School type	Nov-17	Jan-19	Jan-20	Jan-21
LA-maintained/academy/free school	1,405 -79.70%	1,323 -75.80%	1,291 -66.40%	1,290 -65.20%
Mainstream	865 -49.10%	763 -43.70%	731 -37.60%	736 -37.20%
Special	525 -29.80%	547 -31.30%	545 -28.00%	541 -27.30%
PRU/alternative provision	15 -0.90%	13 -0.70%	15 -0.80%	13 -0.70%
Independent/non-maintained school	125 -7.10%	132 -7.60%	128 -6.60%	122 -6.20%
Mainstream	32 -1.80%	33 -1.90%	40 -2.10%	35 -1.80%
Special	93 -5.30%	99 -5.70%	88 -4.50%	87 -4.40%
Post-16	204 -11.60%	223 -12.80%	379 -19.50%	458 -23.10%
General FE colleges/HE	187 -10.60%	207 -11.90%	297 -15.30%	374 -18.90%
Specialist institutions	14 -0.80%	9 -0.50%	65 -3.30%	71 -3.60%
Traineeships/apprenticeships	3 -0.20%	7 -0.40%	17 -0.90%	13 -0.70%
Educated at home	13 -0.70%	14 -0.80%	25 -1.30%	21 -1.10%
Other	16 -0.90%	54 -3.10%	122 -6.30%	89 -4.50%
Total	1,763	1,746	1,945	1,980

Source

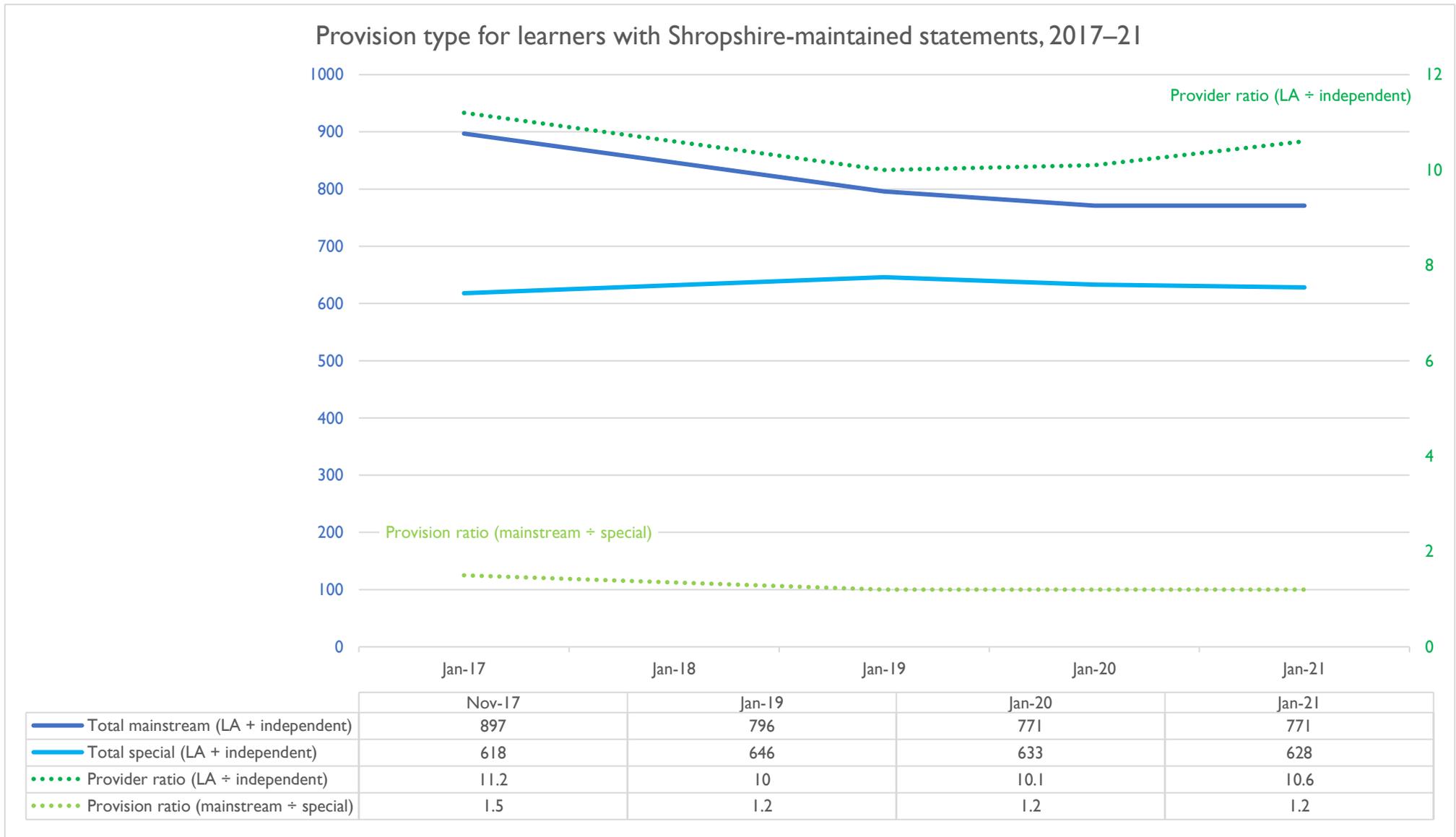
Excluding Post-16 Placements

- The impact of post-16 placements distorts the percentages for other provision types when looking at the overall placement profile, so the table below excludes those in post-16 and ‘other’ provision and provides some additional calculations to show how the school-age profile of provision has changed over time.
- When those in post-16 and ‘other’ provision are excluded, we can see that the number of Shropshire-maintained EHCPs has actually declined, particularly in the 14 months between the November 2017 and January 2019 datasets. This more closely reflects the picture we see from the national data, which does not include non-LA post-16 provision.
- Broadly, numbers in mainstream have gone down and the numbers in special provision have gone up, although much of this change happened in that same 2017–19 period and there have only been minor fluctuations since then. Similarly, numbers in LA-maintained provision have fallen, but numbers in independent provision have remained relatively stable. There has been an increase in the number being educated at home.

Table 5: Provision type for learners with Shropshire-maintained statements, 2017–21 (excluding post-16 and ‘other’ provision types)

School type	Nov-17	Jan-19	Jan-20	Jan-21
LA-MAINTAINED/ACADEMY/FREE SCHOOL	1,405 -91.10%	1,323 -90.10%	1,291 -89.40%	1,290 -90.00%
Mainstream	865 -56.10%	763 -51.90%	731 -50.60%	736 -51.40%
Special	525 -34.00%	547 -37.20%	545 -37.70%	541 -37.80%
PRU/alternative provision	15 -1.00%	13 -0.90%	15 -1.00%	13 -0.90%
INDEPENDENT/NON-MAINTAINED SCHOOL	125 -8.10%	132 -9.00%	128 -8.90%	122 -8.50%
Mainstream	32 -2.10%	33 -2.20%	40 -2.80%	35 -2.40%
Special	93 -6.00%	99 -6.70%	88 -6.10%	87 -6.10%
EDUCATED AT HOME	13 -0.80%	14 -1.00%	25 -1.70%	21 -1.50%
TOTAL (excluding post-16 and ‘other’)	1,543	1,469	1,444	1,433

Table 6: Summary of provision type for learners with Shropshire-maintained statements, 2017–21 (excluding post-16 and ‘other’ provision types)



Shropshire-maintained EHCPs, January 2021, by school type and primary need

- The table below breaks down the **1,980** Shropshire EHCPs on the database in January 2021, by school type and primary need.
- The most common primary need among this cohort is social, emotional and mental health (SEMH). Many of these learners attend mainstream/general settings, at both the school and further education phases. This is also the case for those with speech, language and communication (SLCN) as their primary need. When learning difficulties are severe or multiple, learners are more likely to be placed in a special school setting.
- The majority (**59.5%**) of learners with ASD as their main need are attending local authority-maintained provision, with an almost even split between mainstream and specialist settings.

Primary need	School type										
	LA/academy/free			Independent		Post-16			Educated at home	Other	Total
	Mainstream	Special	PRU/altern.	Mainstream	Special	General FE/HE	Specialist	Trainee/apprentice			
Autism Spectrum Disorder	118	113	4	8	28	83	17	3	3	11	388
Hearing Impairment	22	-	-	-	-	6	-	-	-	-	28
Moderate Learning Difficulty	92	58	1	6	2	65	10	-	3	10	247
Multi-sensory impairment	6	4	-	-	-	1	-	-	-	-	11
Physical Disability	52	29	-	6	-	20	11	2	3	3	126
Profound and Multiple Learning Difficulty	-	10	-	-	-	1	-	-	-	-	11
Severe Learning Difficulty	23	134	-	5	6	18	16	-	1	6	209
Social, Emotional and Mental Health needs	165	66	7	3	41	80	6	4	5	46	423
Specific Learning Disability	28	17	-	2	1	44	2	1	3	6	104
Speech, Language and Communication needs	196	93	-	4	8	47	6	2	3	5	364
Visual Impairment	7	1	-	1	-	-	1	-	-	1	11
Other & Not-Assessed/Recorded	27	16	1	-	1	9	2	1	-	1	58
Total	736	541	13	35	87	374	71	13	21	89	1,980

Local database extract from Shropshire Council

Learners with Shropshire-maintained EHCPs attending special schools, by school location, January 2021

In January 2021 **641** learners with Shropshire-maintained EHCPs attended a special school (maintained/academy/free/independent) or pupil referral unit. The table below shows where these pupils were going to school, breaking the Shropshire settings down to individual school level and the out-of-county placements by local authority. The majority (78.3%) of these learners attend school within Shropshire, with a significant proportion of those attending Severndale. This has increased from **73.6%** of learners attending special schools within the border at the time of the last needs assessment (November 2017 database extract). Out-of-county placements are largely within surrounding authority areas.

County/school	Number of learners
Shropshire – all	502 (78.3%)
Severndale Specialist Academy	401
Woodlands School	59
Access School	20
Tuition, Medical & Behaviour Support Service	13
Options Higford	4
The Evolution Centre	3
Overton School	2
Out of county – all	139 (21.7%)
Powys	34
Telford & Wrekin	28
Staffordshire	21
Herefordshire	15
Worcestershire	10
Wrexham	6
Flintshire	5
Wolverhampton	5
Cheshire East	3
Cheshire West & Chester	3
Stoke-on-Trent	2
Cumbria	1
Denbighshire	1
Dudley	1
Lancashire	1
Stockport	1
Tameside	1
Wirral	1
Total – all special school placements	641

Learners with Shropshire-maintained EHCPs attending special schools, by primary need and school location, Jan 2021

The table below is based on the same group of learners attending special schools but focuses just on those with the four most prevalent primary needs. We can see that those with moderate learning difficulties who require specialist provision are largely catered for in county. The proportion of those with speech, language and communication needs who attend special school provision within rather than outside Shropshire is just a little lower than the proportion for those with all needs (**77.2%** compared with **78.3%**).

This then reduces to **73.1%** for those with ASD and further to **68.4%** for those with social, emotional and mental health needs. While the majority of those requiring special school provision are still being educated within the county, a higher-than-average proportion with these primary needs have to travel out of county for their needs to be met, possibly reflecting a lack of suitable specialist provision. However, we must also bear in mind the fact that due to Shropshire's large geographical area, provision outside the border may actually be closer to the child's home than in-county provision.

County/school	Number of learners by primary need			
	ASD	SEMH	SLCN	MLD
Shropshire – all	106 (73.1%)	78 -68.40%	78 -77.20%	52 -85.20%
Severndale Specialist Academy	94	6	72	45
Woodlands School	3	47	3	5
Access School	2	16	2	-
Tuition, Medical & Behaviour Support Service	4	7	-	1
Options Higford	2	-	-	-
The Evolution Centre	-	2	-	1
Overton School	1	-	1	-
Out of county – all	39 -26.90%	36 -31.60%	23 -22.80%	9 -14.80%
Total – all special school placements	145	114	101	61

Local database extract from Shropshire Council

Learners with Shropshire-maintained EHCPs attending independent specialist provision

With a focus upon the **87** learners who were attending independent specialist provision in January 2021, the table below breaks these down by primary need and school phase. Numbers at the time of the last needs assessment (November 2017 database extract) are also provided for comparison. The data reveals very little change in the profile of learners who require independent specialist provision, with the majority being of secondary age and having social, emotional and mental health difficulties or a diagnosis of ASD.

Table 7: Learners with Shropshire-maintained EHCPs attending independent specialist provision, by primary need and school phase, 2017 and 2021

Primary need	Nov-17			Jan-21		
	Primary (Year R-6)	Secondary (Year 7+)	Total	Primary (Year R-6)	Secondary (Year 7+)	Total
Autism Spectrum Disorder	2	26	28	4	24	28
Hearing Impairment	-	-	-	-	-	-
Moderate Learning Difficulty	-	2	2	-	2	2
Multi-sensory impairment	-	-	-	-	-	-
Physical Disability	-	-	-	-	-	-
Profound and Multiple Learning Difficulty	-	-	-	-	-	-
Severe Learning Difficulty	-	7	7	-	6	6
Social, Emotional and Mental Health needs	7	37	44	4	37	41
Specific Learning Disability	-	-	-	-	1	1
Speech, Language and Communication needs	1	8	9	2	6	8
Visual Impairment	-	2	2	-	-	-
Other & Not-Assessed/Recorded	1	-	1	-	1	1
Total	11	82	93	10	77	87

Local database extract from Shropshire Council

Learners with Shropshire-maintained EHCPs attending Shropshire’s maintained special schools and pupil referral unit

The table below shows the primary need profile of the **473** children and young people with EHCPs attending Shropshire’s own two main special schools and pupil referral unit. The Severndale cohort has grown overall from **369** to **401** since the last needs assessment in 2017. This growth is particularly apparent in the numbers with ASD – an additional **31** learners, representing a **49.2%** increase on 2017’s numbers. Learners with ASD now make up **23.4%** of Severndale pupils with Shropshire EHCPs, compared with **17.1%** in 2017. There has also been an increase in the number and proportion with speech, communication and language needs. Other changes are smaller and haven’t affected the overall profile.

Table 8: Learners with Shropshire-maintained EHCPs attending Shropshire’s maintained special schools and pupil referral unit, by primary need, 2017 and 2021

Primary need	Nov-17			Jan-21		
	Severndale	Woodlands	TMBSS	Severndale	Woodlands	TMBSS
Autism Spectrum Disorder	63	6	1	94	3	4
Hearing Impairment	1	-	-	-	-	-
Moderate Learning Difficulty	50	3	1	45	5	1
Multi-sensory impairment	4	-	-	4	-	-
Physical Disability	30	-	-	26	-	-
Profound and Multiple Learning Difficulty	5	-	-	9	-	-
Severe Learning Difficulty	111	-	-	120	-	-
Social, Emotional and Mental Health needs	5	47	11	6	47	7
Specific Learning Disability	18	1	-	13	-	-
Speech, Language and Communication needs	59	-	1	72	3	-
Visual Impairment	1	-	-	1	-	-
Other & Not-Assessed/Recorded	22	-	1	11	1	1
Total	369	57	15	401	59	13

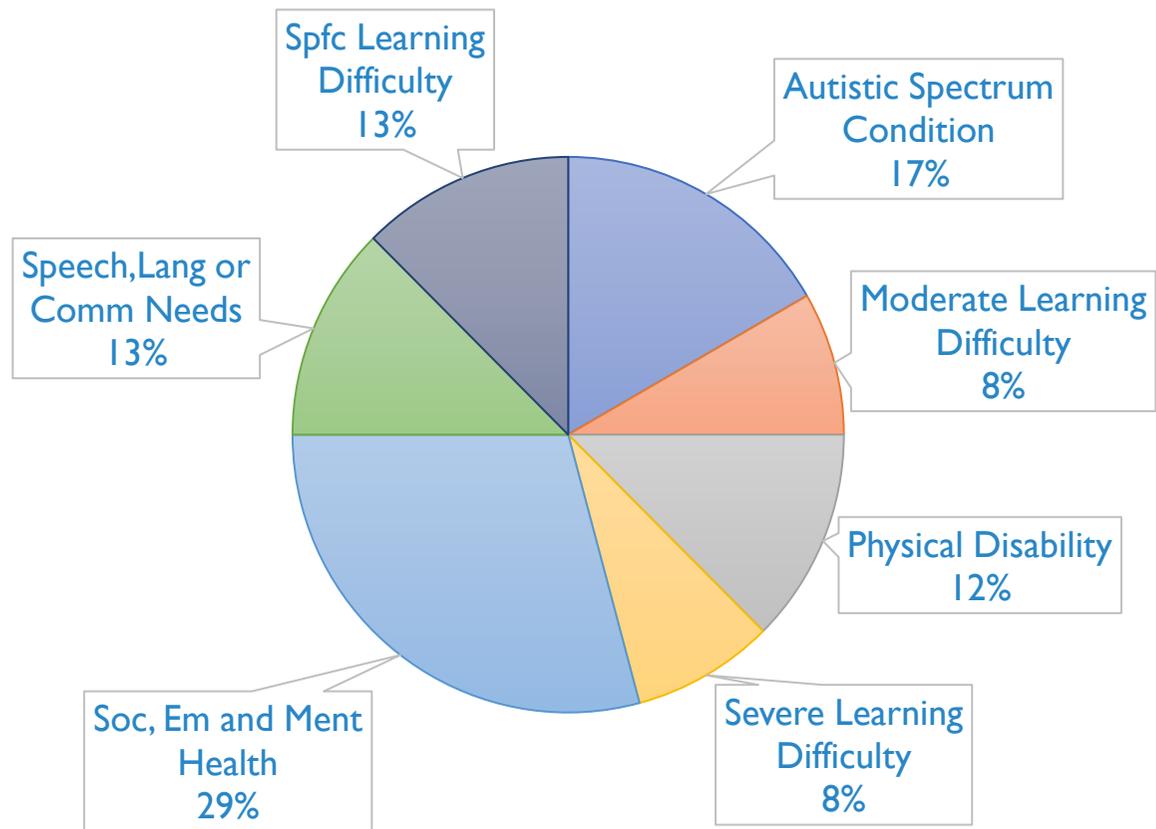
Local database extract from Shropshire Council

'Elective Home Education' by Primary Need

The number of students on the ONE Database with a Registered Base of 'Elective Home Education' by Primary Need. This dataset is a snapshot figure as at a given date.

As of 29th January 2021, there were 24 students recorded on the ONE Database with a Registered Base status of 'Elective Home Education'. The last snapshot was run in August 2020 also with 24 students (although there have been some small changes to the primary need percentage breakdown).

Chart 31: Students with an EHCP with a Registered Base of 'Elective Home Education' by Primary Need



ATTAINMENT AND ABSENCE

Key Messages

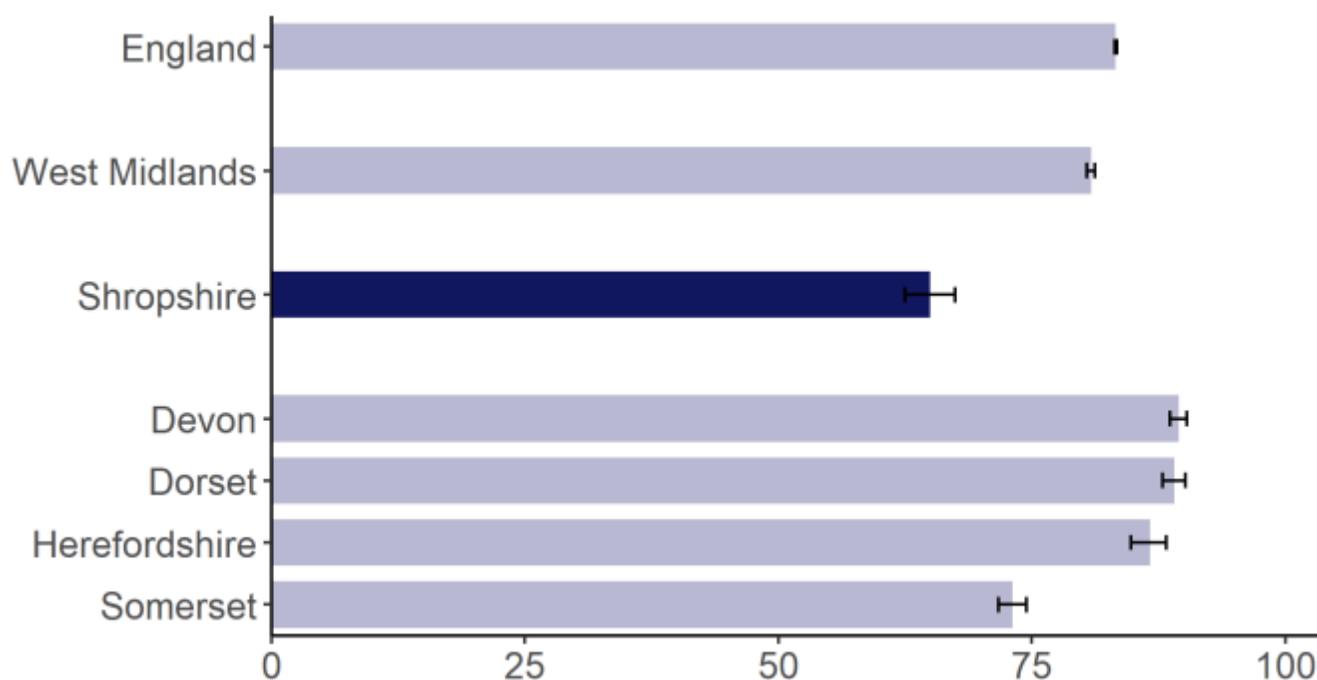
- In 2017 Shropshire's pupils with EHCPs or statements performed comparatively well academically, whereas pupils receiving SEN support fared less well.
- Shropshire was broadly in keeping with national and regional comparators for the proportion of young people at Key Stage 4 with SEN remaining in education, employment or training. However, this figure was above average for those with EHCPs or statements and below average for those with SEN support.
- Local data shows that there has been a recent significant rise in the numbers of learners having fixed-period exclusions. This is evident across all learners but is particularly notable for those receiving SEN support.
- Shropshire's learners with EHCPs did better in their GCSEs in 2020 than their counterparts elsewhere. A much higher proportion were entered for the core subjects of English and mathematics, and their results were higher on key attainment measures. Learners receiving SEN support, however, did less well in Shropshire than they did nationally and regionally.
- In 2020, Shropshire's young people with EHCPs were only as likely to be not in education, employment or training at the age of 16 as those with no identified SEN. However, those receiving SEN support were twice as likely.
- Attainment at the age of 19 for Shropshire's SEN learners is as good as or better than it is for their peers elsewhere. This is particularly true for those with EHCPs.

ASQ

65.0% of children aged 2-2½ years were at or above the expected level of development in all five areas of development (communication, gross motor, fine motor, problem-solving and personal-social skills) in 2019/20. This is worse than the England average.

A worse proportion of children were at or above the expected level of development for communication skills (78.2%) and a worse proportion for personal-social skills (84.0%) when compared with England (88.9% for communication and 92.9% for personal-social skills).

Chart 32: Children at or above expected level of development in all five areas at 2-2½ years, 2019/20 (percentage of children reviewed)



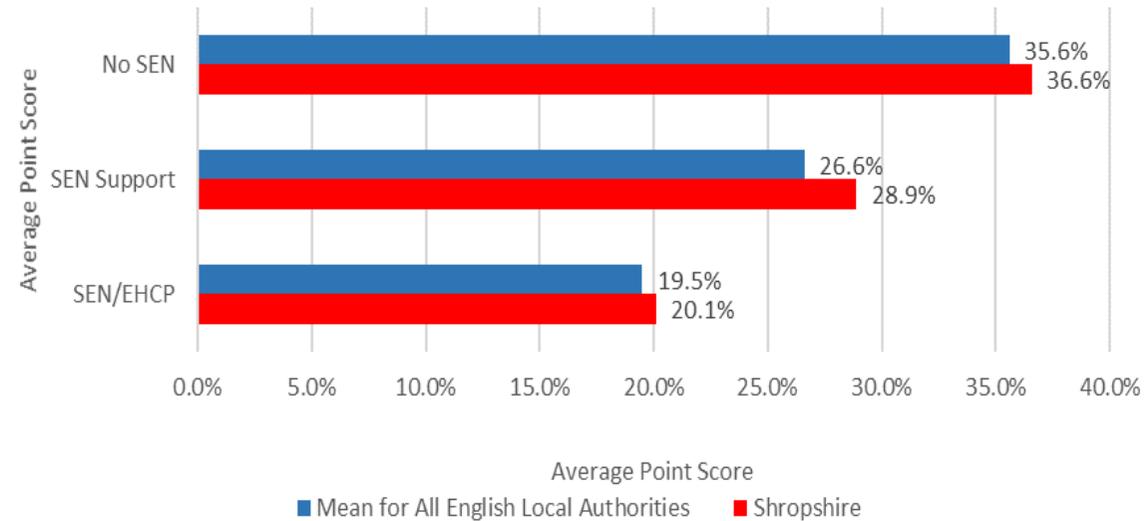
Public Health England Child Health Profile, March 2021

EYFS

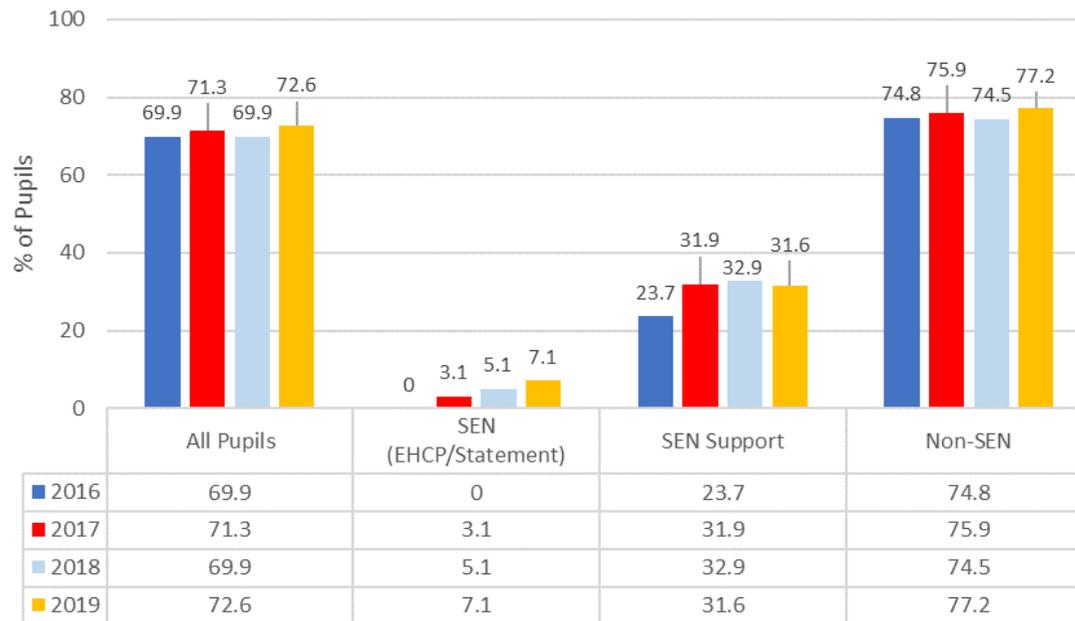
The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the academic year in which the child turns five. The new profile was introduced in 2012/13. This chart is using the Average Point Score as an indicator.

The graph shows that children in Shropshire are performing above the averages for England. The data shows that fewer children with an EHCP/SEN support achieve a 'good level of development' at foundation stage when compared with children with no SEN, however, the graph suggests the data follows the indicated mean trends.

% of Pupils Achieving a 'Good Level of Development' at Foundation Stage (2018/19 academic)



EYFSP: % of Pupils Achieving a Good Level of Development (GLD) by Academic Year



The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the academic year in which the child turns five. A new profile was introduced in 2012/13. This chart is using the Good Level of Development (GLD) percentage.

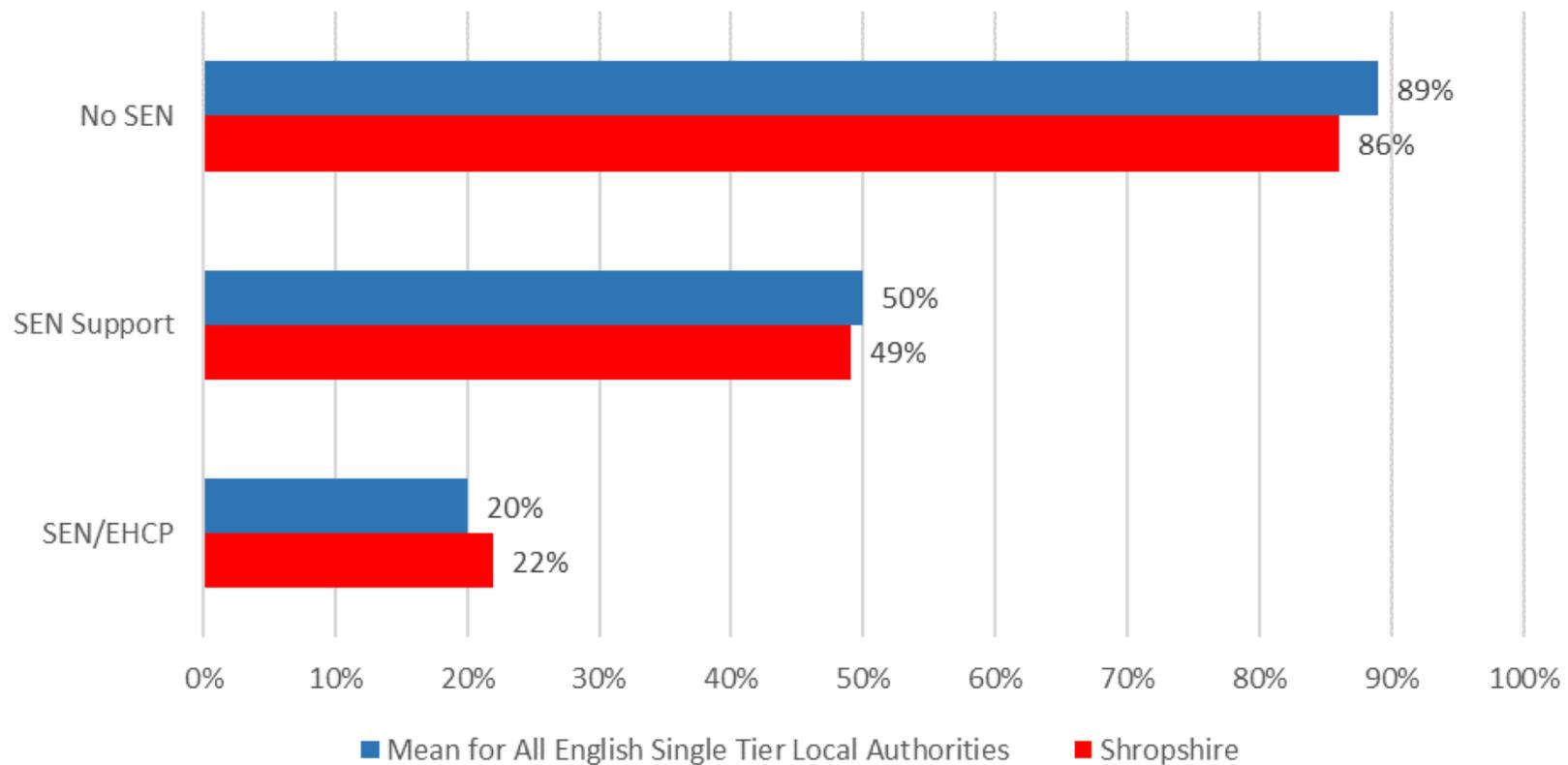
The graph shows that there has been a small increase in the number of children with an EHCP achieving a Good Level of Development.

PHONICS

The phonics screen check assesses whether individual children have learnt phonic coding to an appropriate standard. It is a statutory requirement for all Year 1 pupils and children in Year 2 who previously did not meet the standard of the check in Year 1.

Children with an EHCP in Shropshire meeting the 'Expected Standard of Phonic Decoding' are slightly above the averages for England. Those Shropshire children receiving SEN support are in line with the average figures.

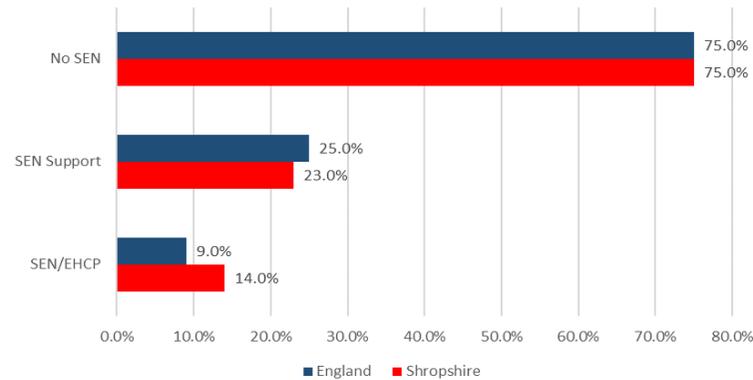
Chart 33: Percentage of Pupils Meeting the Expected Standard of Phonic Decoding (2018/19 academic year)



KEY STAGE 2

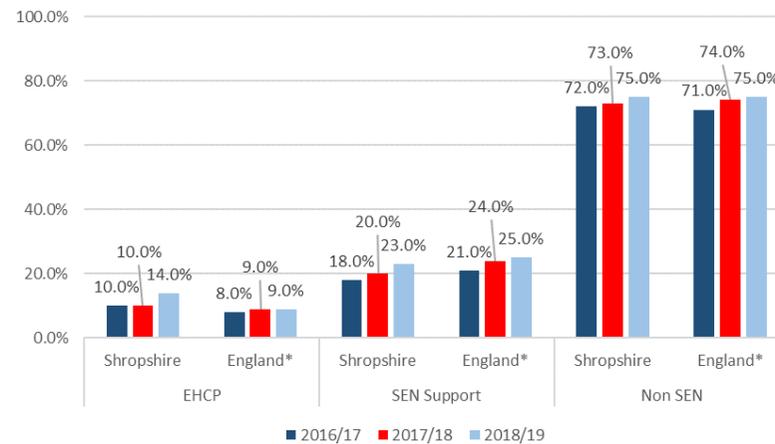
14% of pupils with an EHCP reached at 'Least the Expected Level in RWM at KS2 in 2018/19. This is above the England average mean figure indicated in the graph. The figure increases to 23% for children receiving SEN support which is slightly below the mean England average figure.

Chart 34: Pupils reaching at least the expected level in reading, writing and mathematics at KS2 2018/19



Shropshire made significant progress over the period from 2016/17 to 2018/19 improving from 10% to 14% over the period for children with EHCP and from 18% to 23% for children with SEN Support. This is an increase of 4% and 5% respectively, a is a higher rate of increase than England’s average.

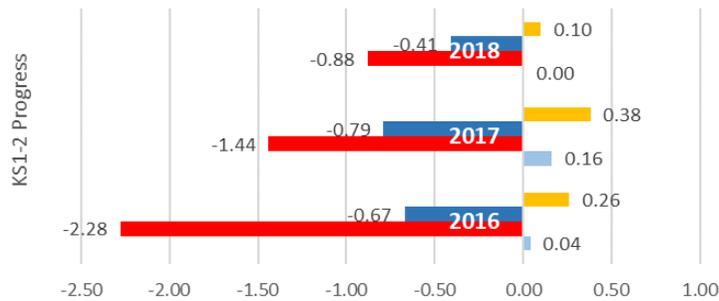
Chart 35: Pupils reaching at least the expected level in reading, writing and mathematics at KS2 by Academic Year



Key Stage 1 > 2; Progress

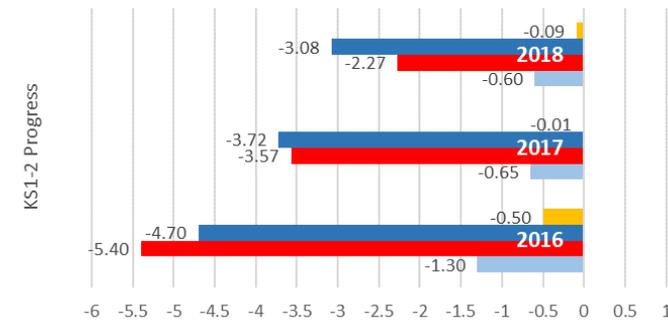
Chart 36: Key State 1 to 2 progress scores for reading, writing and mathematics

KS1-2 Progress - Reading



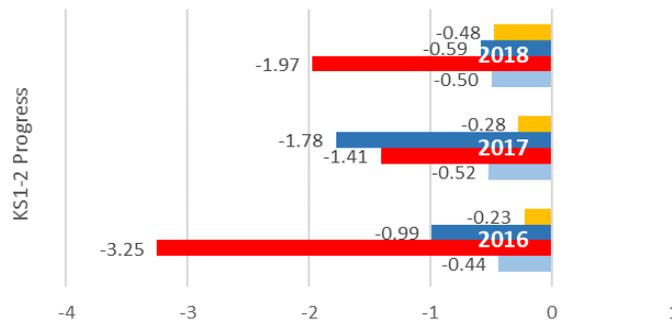
	2016	2017	2018
Non-SEN	0.26	0.38	0.10
SEN Support	-0.67	-0.79	-0.41
SEN (EHCP/Statement)	-2.28	-1.44	-0.88
All Pupils	0.04	0.16	0.00

KS1-2 Progress - Writing



	2016	2017	2018
Non-SEN	-0.50	-0.01	-0.09
SEN Support	-4.70	-3.72	-3.08
SEN (EHCP/Statement)	-5.40	-3.57	-2.27
All Pupils	-1.30	-0.65	-0.60

KS1-2 Progress - Maths



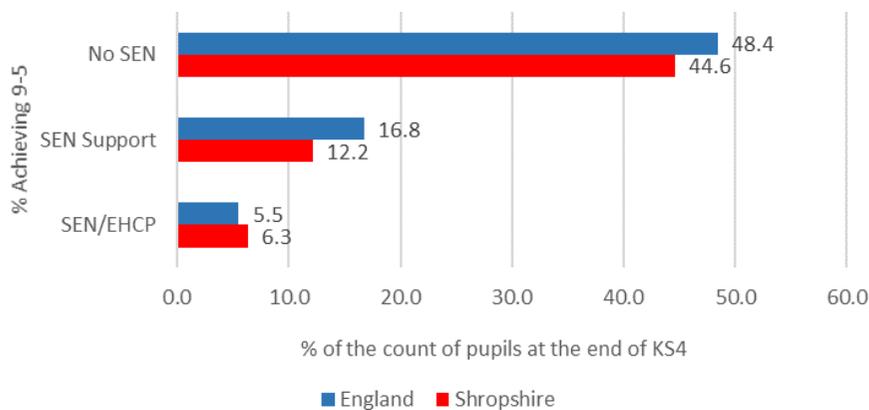
	2016	2017	2018
Non-SEN	-0.23	-0.28	-0.48
SEN Support	-0.99	-1.78	-0.59
SEN (EHCP/Statement)	-3.25	-1.41	-1.97
All Pupils	-0.44	-0.52	-0.50

All children in state funded primary schools are required to take part in key stage 2 national curriculum assessments before they move to secondary school. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage.

- the progress score for reading for children with an EHCP has improved from -2.28 in 2016 to -0.88 in 2018. After a decrease in progress in 2017, the score for children receiving SEN support in 2018 has improved to -0.41.
- the progress score for writing for children with an EHCP or receiving SEN support is improving.
- there was a decrease in progress relating to Maths in 2018 for those children with an EHCP. Following a decrease in progress in 2017, for children receiving SEN support, this figure improved in 2018 to -0.59.

KEY STAGE 4 (GCSE) ATTAINMENT

% Achieving 9-5 in English and Maths GCSEs (2018/19 (academic))



In 2017, pupils sat reformed GCSEs in English language, English language and Maths graded 9 to 1. A grade 5 or above in English or Maths is recognised as a 'strong pass'.

The graph shows that Shropshire is performing above the England average for those young people with an EHCP. 6.3% of young people with an EHCP achieved 9-5 in their English and Maths GCSEs in 2018/19 compared to 4.1% in 2017/18. In 2018/19 Shropshire performed below the England average for young people receiving SEN support.

Progress 8 and Attainment 8 are based on the calculation of pupils' performance across 8 qualifications including a double weighted maths element, English, the three highest point scores from any of the EBacc qualifications (e.g., science subjects, computer science, history, geography and languages) and an open element comprising three other subjects.

The attainment 8 score for pupils with an EHCP in Shropshire was above the England average with an increase from 16.9% in 2017/18 to 24.0% in 2018/19. For those children receiving SEN Support, the attainment 8 score was broadly in line with the England average.

Key Stage 4: Average Attainment 8 Score (2018/19 (academic))

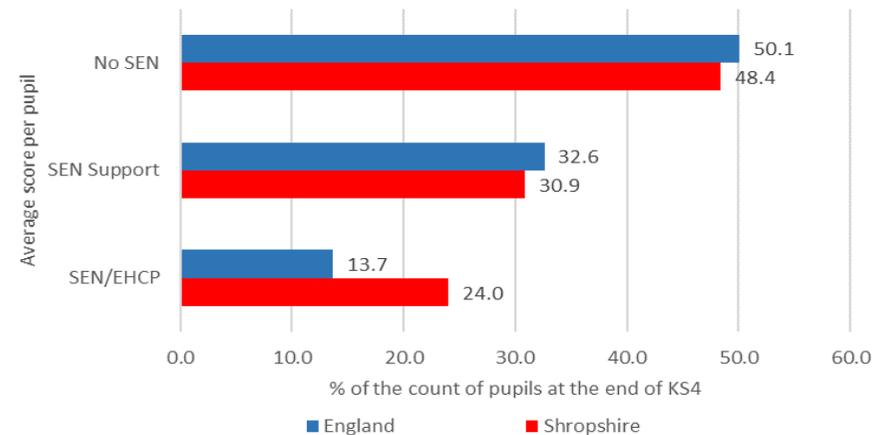
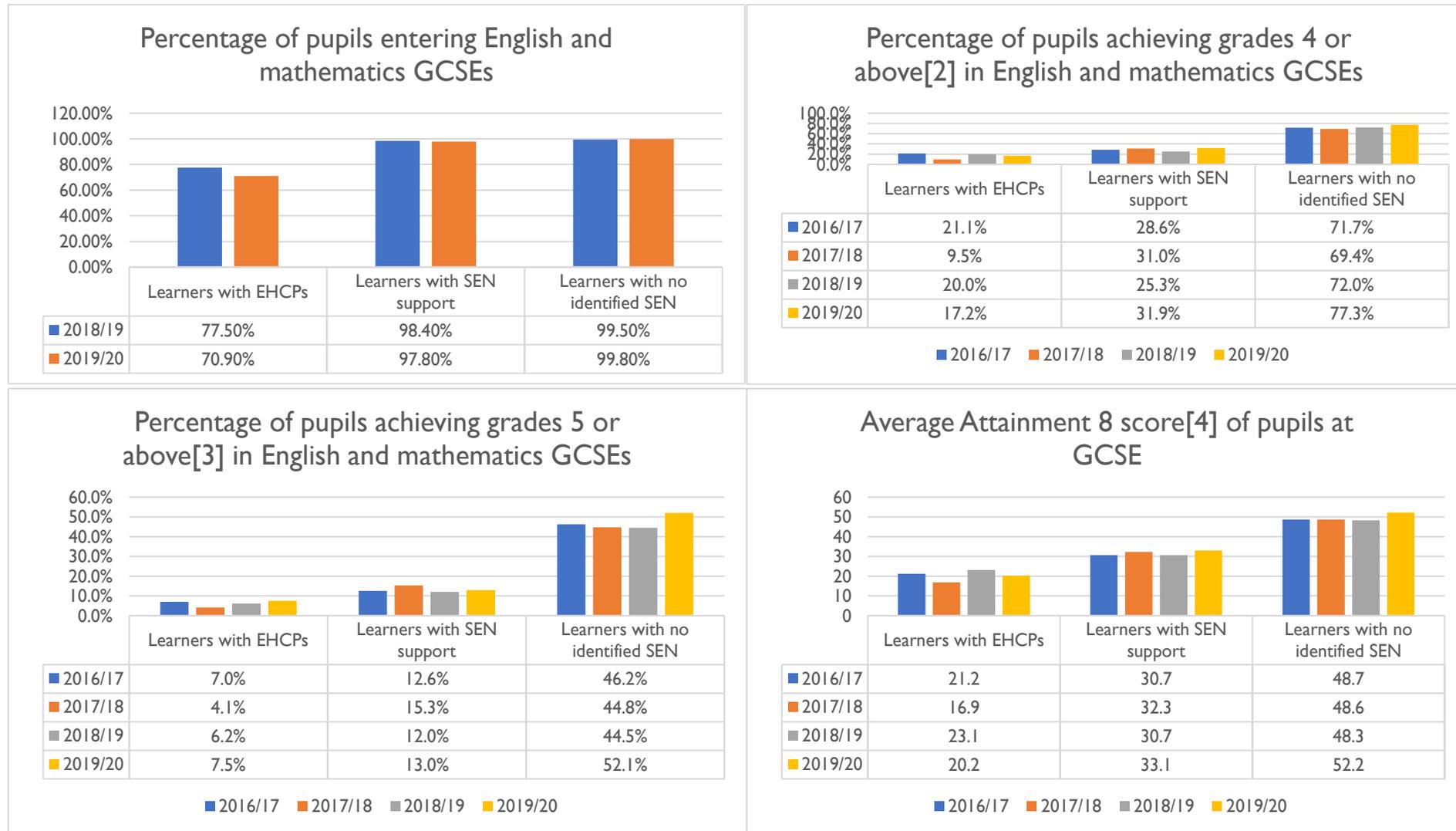


Chart 37: Selected GCSE attainment measures by SEN status



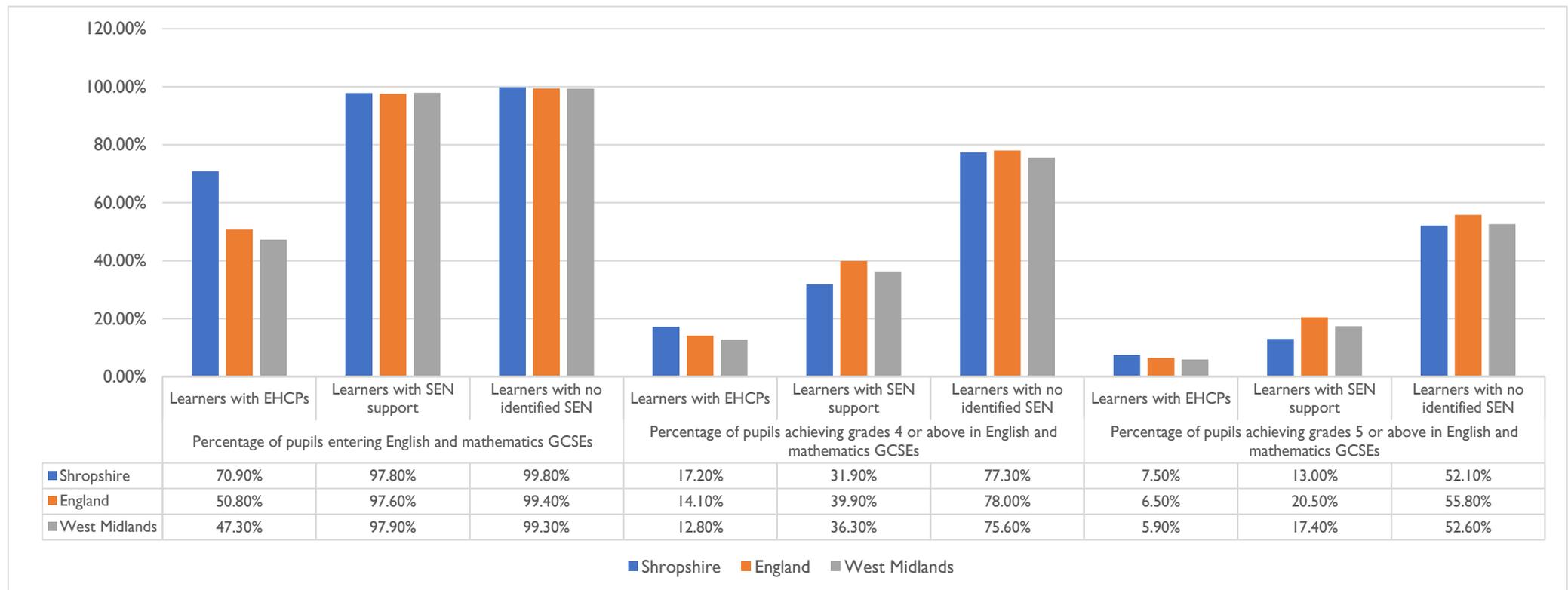
Data sourced from DfE statistical releases for 2016/17, 2017/18 and 2018/19; 2019/20 data derived using GOV.UK table tool, using DfE data sources: KS4 local authority characteristics data

Key Stage 4 attainment comparative data

The table below compares Shropshire’s 2020 results with those for England and the West Midlands. Please note that due to the pandemic, GCSE exams in their usual format were cancelled for summer 2020, so these results reflect the GCSE grades awarded using substitute methodology. Pupils were awarded either their teacher’s predicted grade or the grade calculated using the government’s algorithm – whichever was higher. This approach was used countrywide, so results can be looked at across comparators.

The data shows that Shropshire’s learners with EHCPs did better than their counterparts elsewhere. A much higher proportion were entered for the core subjects of English and mathematics, and their results were higher on all three measures reported in the table. Learners receiving SEN support, however, did less well in Shropshire than they did nationally and regionally.

Chart 38: Key Stage 4 attainment comparative data, 2019/20



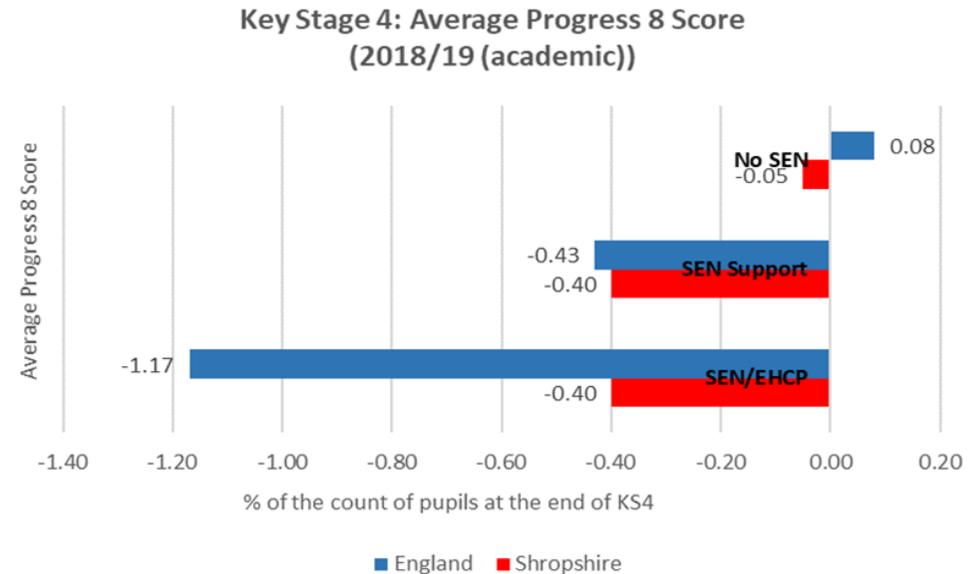
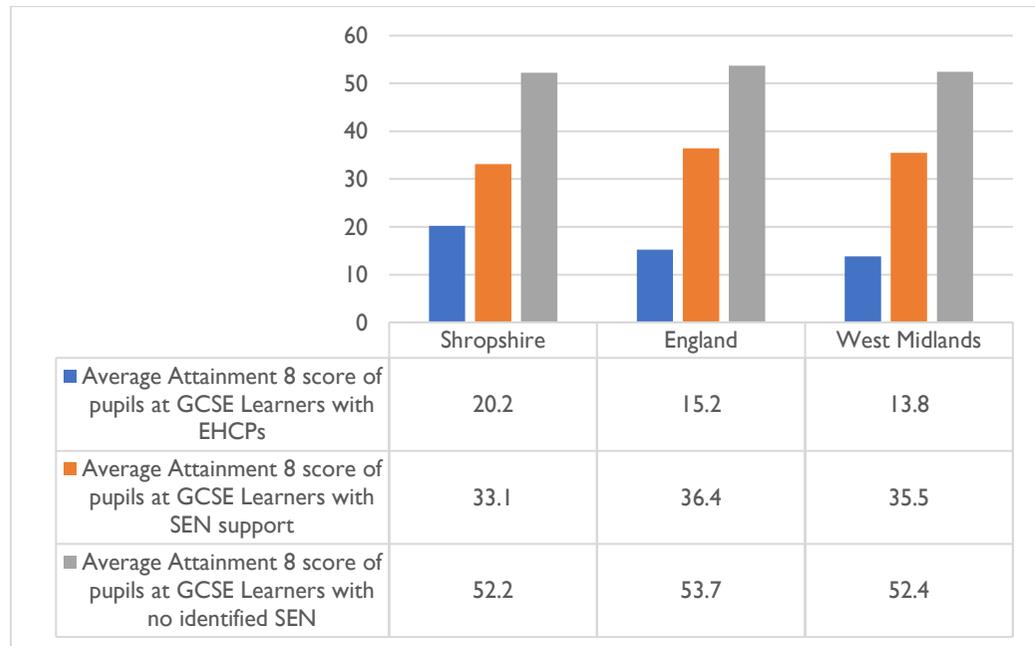
Data derived using GOV.UK table tool, using DfE data sources: KS4 local authority characteristics data

Attainment 8 and Progress 8 Comparative Data

Progress 8 and Attainment 8 are based on the calculation of pupils' performance across 8 qualifications including a double weighted maths element, English, the three highest point scores from any of the EBacc qualifications (e.g., science subjects, computer science, history, geography and languages) and an open element comprising three other subjects.

The average progress 8 score for pupils with an EHCP was -0.40 compared to -0.89 in 2017/18.

The attainment 8 score for pupils with an EHCP in Shropshire was above the England average with an increase from 16.9% in 2017/18 to 24.0% in 2018/19. For those children receiving SEN Support, the attainment 8 score was broadly in line with the England average.



GOV.UK table tool, using DfE data sources: KS4 local authority characteristics data

ABSENCE AND EXCLUSION

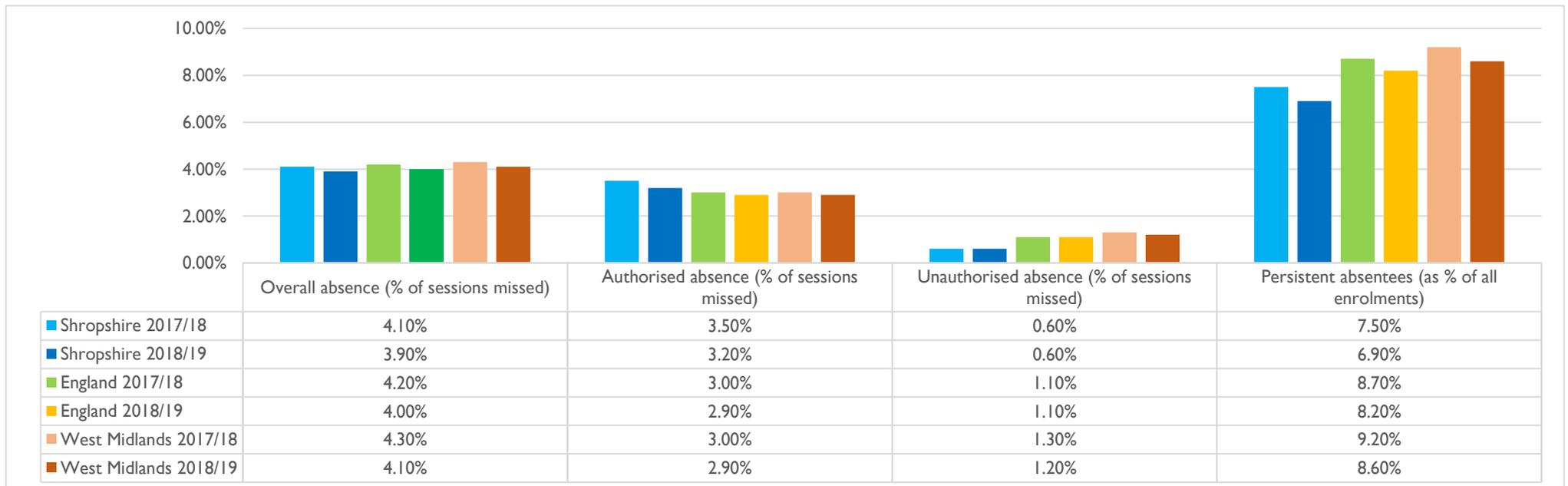
Absence by state-funded school type, 2017/18 and 2018/19

Comparative absence data is not available for the latest academic year, and some statistical releases have been cancelled during the pandemic. This section uses the most recent available data, but it should be read with the caveat that it is not the current picture.

The table below shows absence rates for the full academic years 2017/18 and 2018/19, split by state-funded school type. These figures are for all pupils in those settings; a breakdown by SEN status is not available at local authority level. Overall, they do not show a marked difference between Shropshire and its national and regional comparators.

There has been a slight increase in overall absence rates in Shropshire special schools, while this has reduced a little in mainstream settings. An increase in unauthorised absences has led to this, while the authorised absence rate has decreased. Persistent absenteeism in maintained special schools has reduced and remains a little lower than for comparators. Persistent absence means that pupils have missed 10% or more of sessions, based on each pupil's possible sessions

Chart 39: State-funded primary schools absence



From DfE data Table 9: Pupil absence in schools in England, 2017/18 and 2018/19

Chart 40: State-funded secondary schools absence

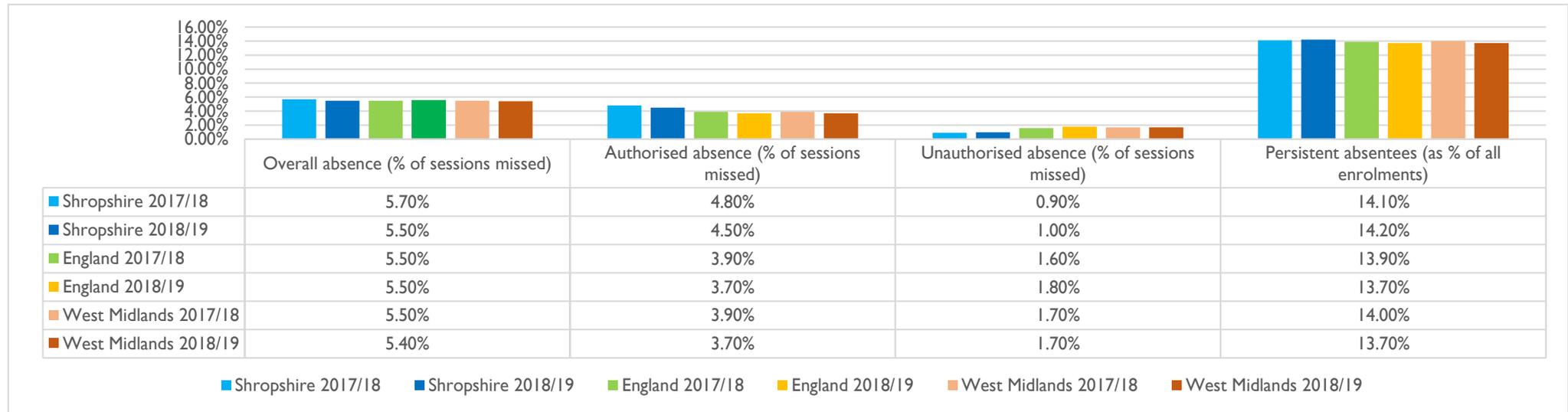
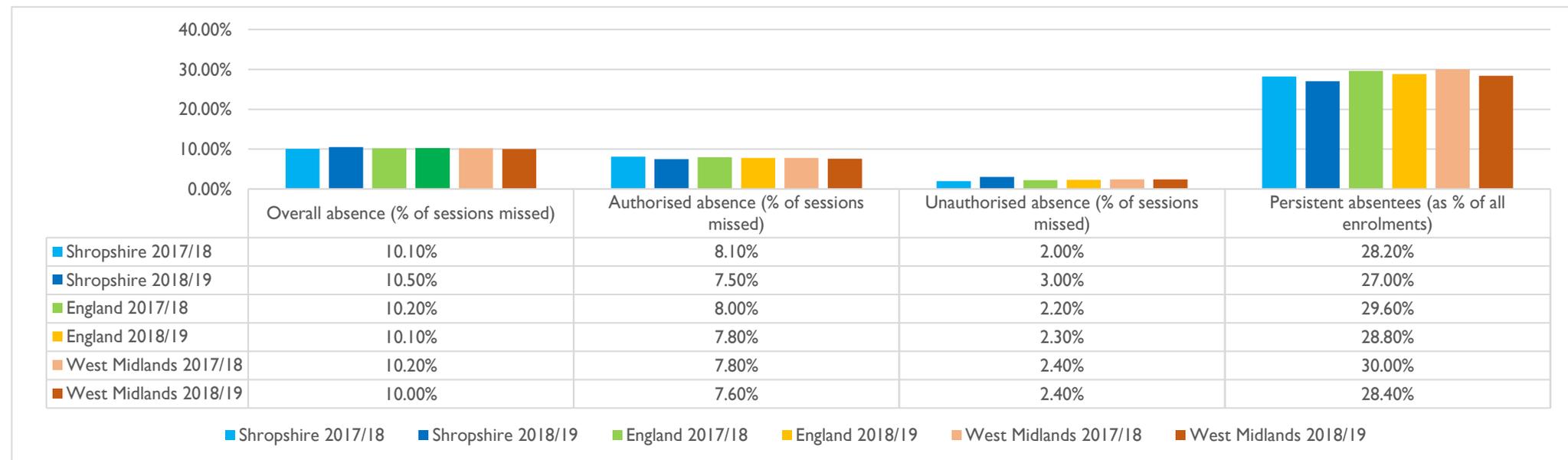


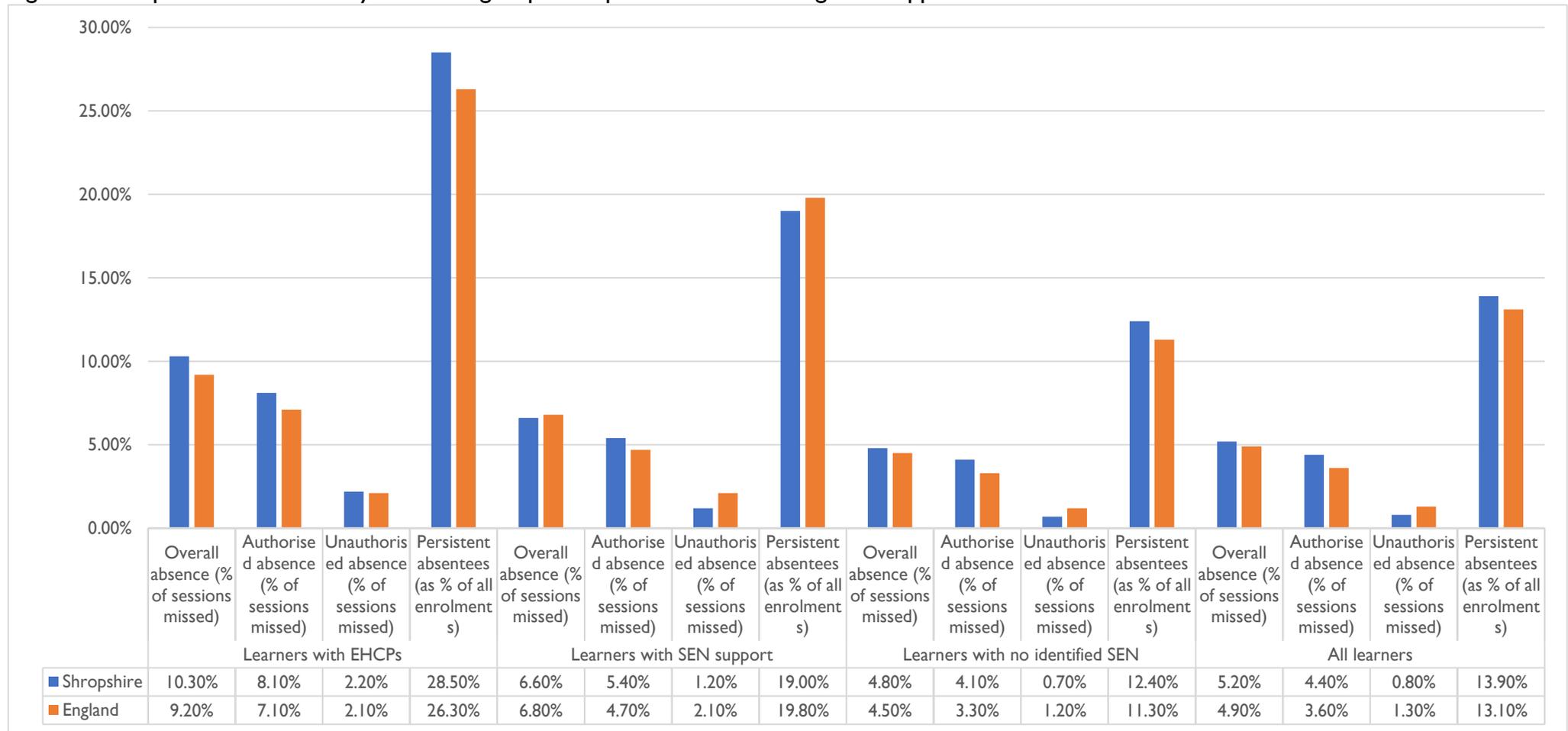
Chart 41: State-funded special schools absence



Pupil absence in schools, by SEN status, autumn term 2019/20

The latest available absence data broken down at local authority level by SEN status is for the autumn term 2019/20. Table 36 details this for Shropshire and England as a whole. Rates are not collated at a regional level for this dataset.

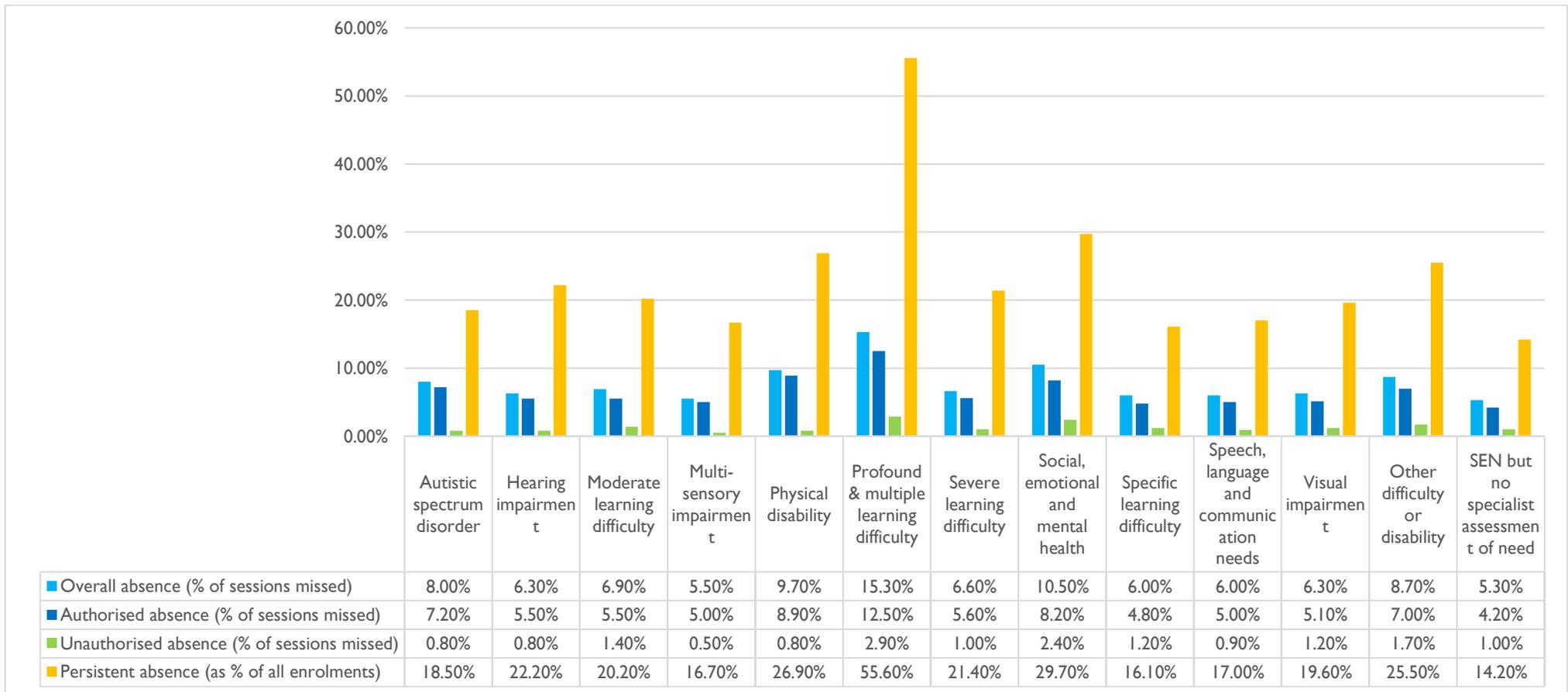
Shropshire’s overall absence rates were higher than the national average for all groups during this reporting period. The biggest difference was for those with EHCPs, although a higher-than-average proportion of these were authorised as opposed to unauthorised. Persistent absence rates were higher in Shropshire than nationally across all groups except for those receiving SEN support.



Data derived from GOV.UK table tool, using DfE data sources: Pupil absence in schools (Shropshire data and England data)

Absence rates in Shropshire by primary need, autumn term 2019/20

The table below uses the same autumn term 2019/20 data for Shropshire, breaking absence rates down by SEN primary need. Overall absence rates are highest for those with profound and multiple learning difficulties, social, emotional and mental health needs, and physical disabilities. These groups also saw the highest rates in terms of persistent absence.



Local data for the full academic year 2019/20 reports overall attendance at **95.3%** for those with no identified SEN, **93.7%** for those receiving SEN support and **89.0%** for learners with EHCPs. Comparing these figures against overall absence rates reported for the autumn term only, we are looking at a potentially increasing absence rate for those with EHCPs (**11.0%** for the full year, up from **10.3%** for the autumn term).

Data derived from GOV.UK table tool, using DfE data sources: Pupil absence in schools Local data; KPI Framework draft VI March 21

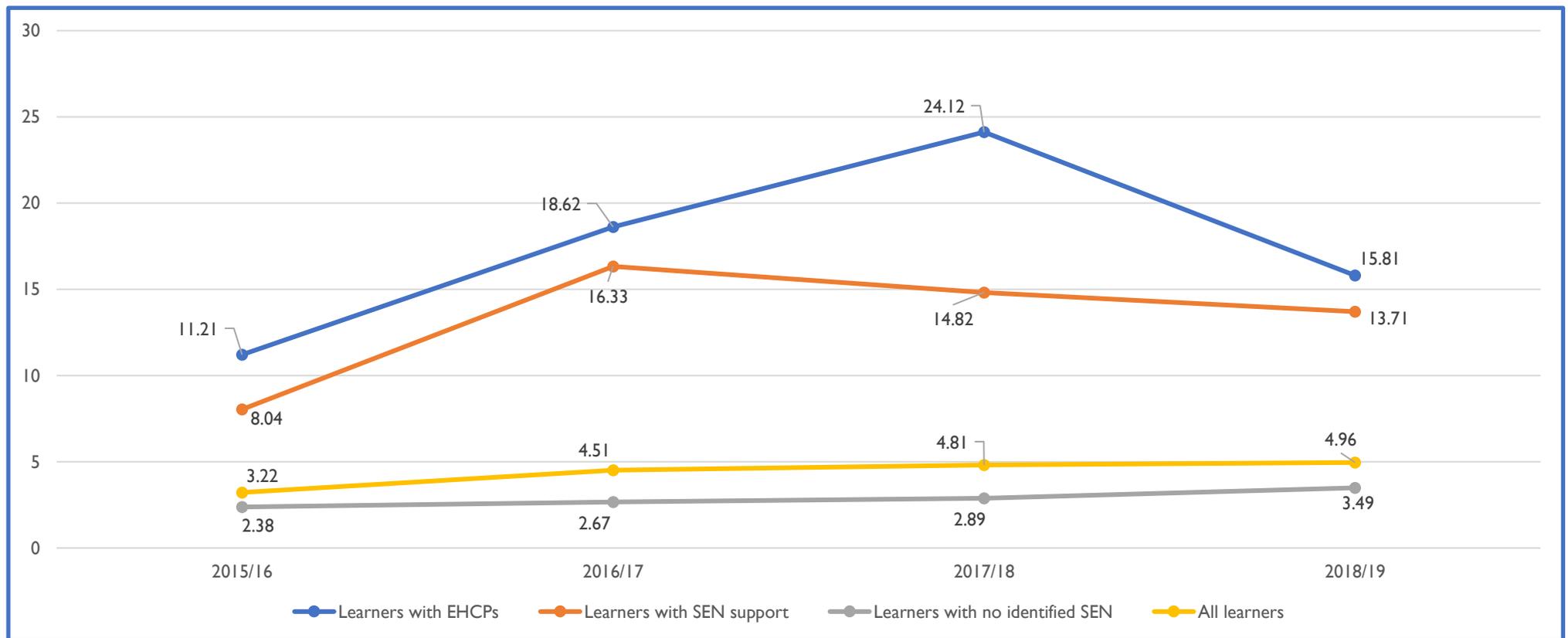
Exclusions

As with the absence data, the national statistical releases on exclusions by SEN status are only available up to the academic year 2018/19. However, historical and national comparisons are available to help build up an initial picture.

The following charts show the most recent four years of data for fixed-period and permanent exclusions in Shropshire. Please note the different scales used on the vertical axes.

Fixed-period exclusions are highest among those with EHCPs. These hit a peak in 2017/18 but then lowered again in 2018/19.

Chart 42: Fixed-period exclusion rates in Shropshire, 2015/16 to 2018/19



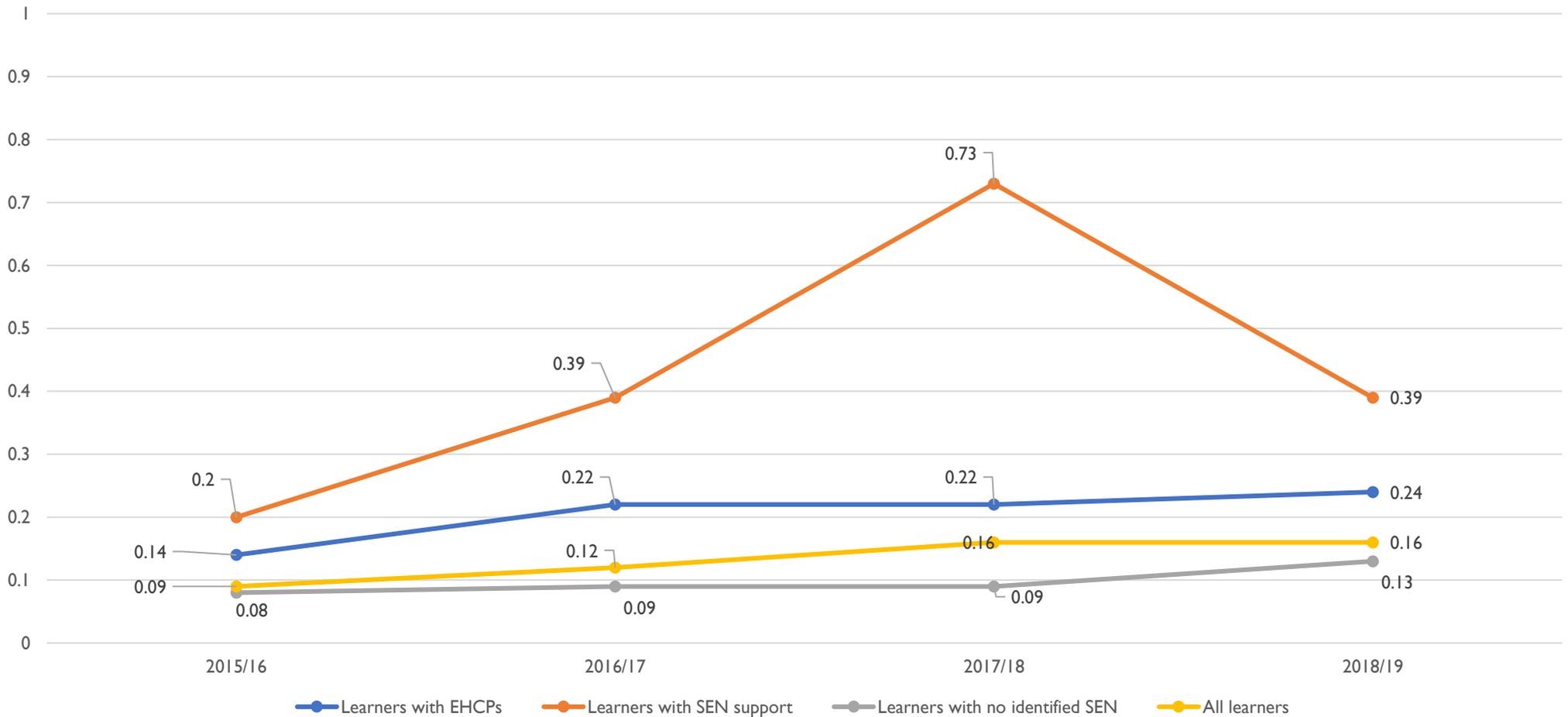
Data derived from GOV.UK table tool, using DfE sources: Permanent and fixed-period exclusions in England

Permanent exclusion rates

The numbers involved in the permanent exclusions chart are very small, so the line graph is sensitive to small variations.

Permanent exclusion rates are higher among those receiving SEN support. These too jumped up in 2017/18 before returning to their former level.

Chart 43: Permanent exclusion rates in Shropshire, 2015/16 to 2018/19



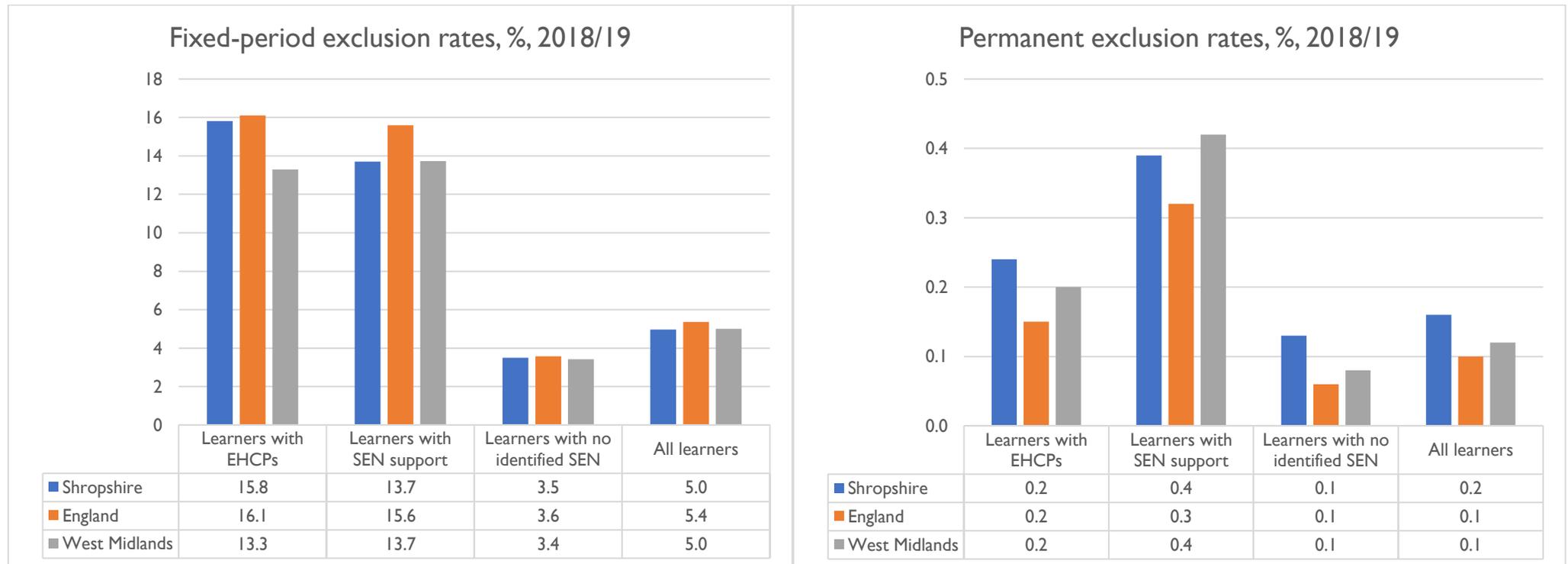
Data derived from GOV.UK table tool, using DfE sources: Permanent and fixed-period exclusions in England

Fixed-period and permanent exclusion rates

The tables below take Shropshire's data for 2018/19 and compares it with the national and regional averages. Shropshire sits between the two comparators for fixed-period exclusions of learners with EHCPs and is below average for fixed-period exclusions of learners receiving SEN support.

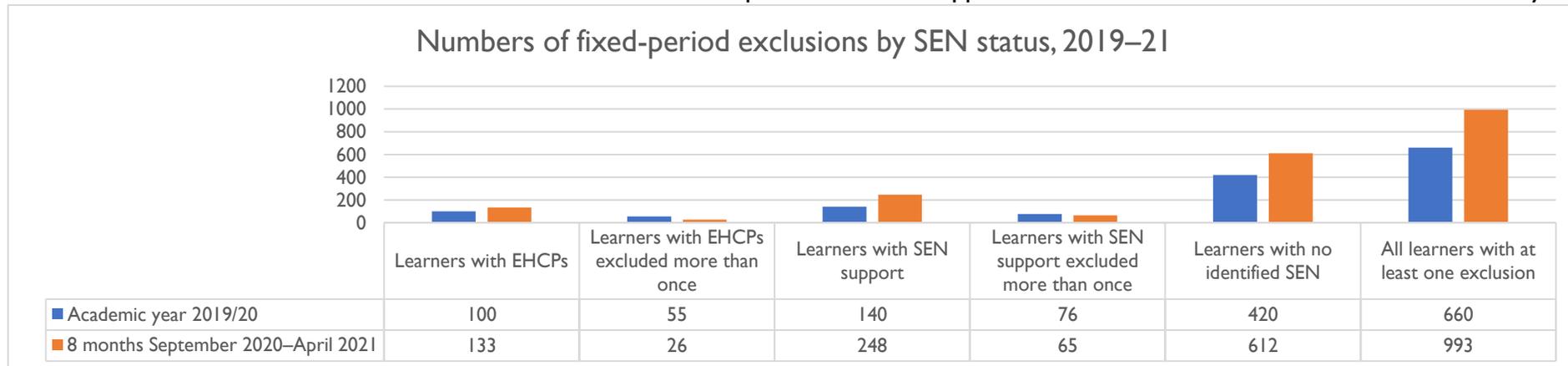
Levels of permanent exclusions in Shropshire, however, are higher than average for those with EHCPs, and sit between the two comparators for those receiving SEN support. Although Shropshire's permanent exclusion rate for those with SEN support is much higher than for those with EHCPs, it is only **1.6** times as high, whereas nationally and regionally it is **2.1** times as high.

Overall, Shropshire's fixed-period exclusion rate is lower than average and the permanent exclusion rate is higher than average.

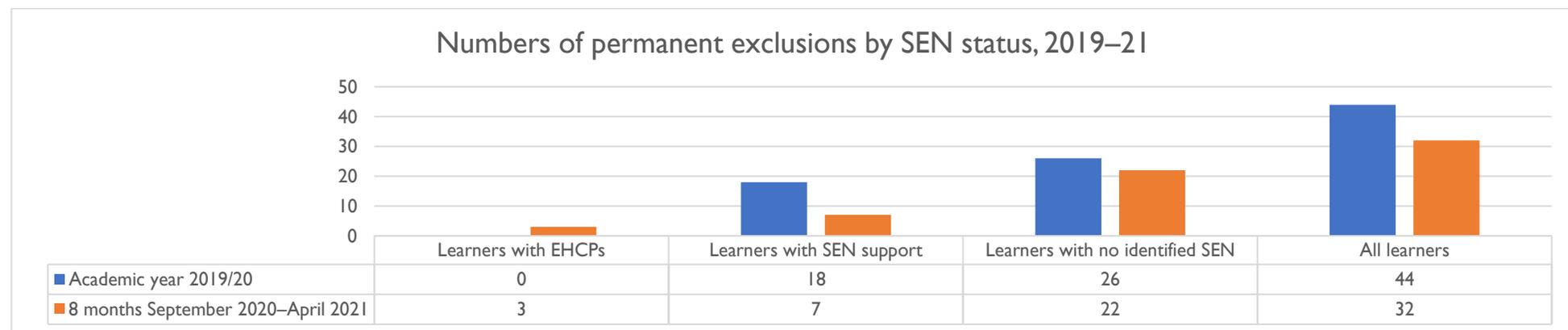


Numbers of exclusions by SEN status, 2019–21

- Local data allows us to look at a more up-to-date picture for Shropshire, although this cannot be considered alongside comparator authorities. The chart below shows numbers of exclusions recorded for the last full academic year and the first eight months of the current academic year.
- The data shows a significant rise in the numbers of fixed-period exclusions across all groups. This is particularly notable among those receiving SEN support, with figures already showing a 77.1% increase on last year's, with one term still to go. The increase has not been as steep for learners with EHCPs, and the rate of these who have had more than one fixed-period exclusion appears to be lower than it was in the last academic year.



- Permanent exclusions are not showing the same rise in numbers, although it should be noted that there were 3 permanent exclusions within the autumn term for pupils with EHCPs, whereas there were none for the full 2019/20 academic year.



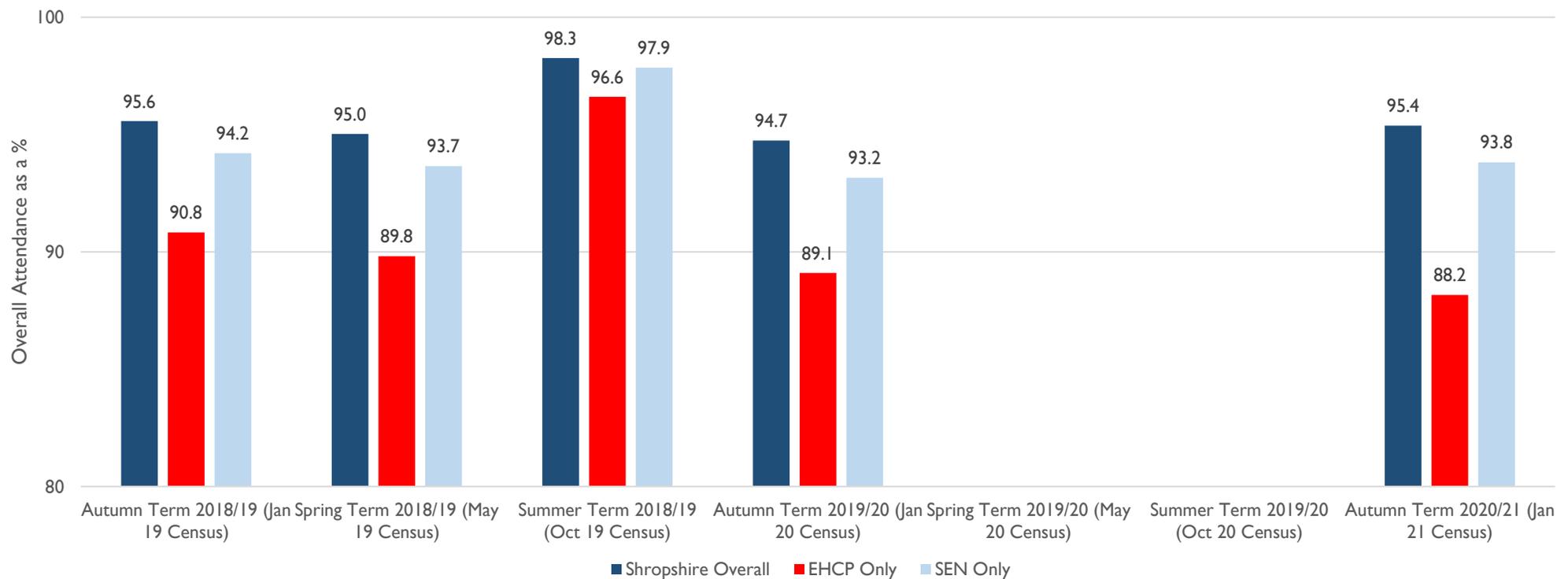
Local data – KPI Framework draft VI March 21

Pupil Attendance vs Sessions

Shropshire pupil attendance as a percentage of overall available sessions broken down by school term as submitted in the School Census returns. Data is collected on a termly basis as follows: Autumn Term (collected in January), Spring Term (collected in May) and the Summer Term (collected in October).

NB The figures will include a small number of pupils who may be registered at more than one setting. Summer 2019 Census (collected in Oct '19) - there is no data for Shrewsbury Academy and Grange Primary School. This is because the DfE number changed at the beginning of the academic year 2019/20. Attendance figures for the Summer term do not exist as they were seen as being new schools.

Chart 44: Shropshire Pupil Attendance as a Percentage of Overall Sessions



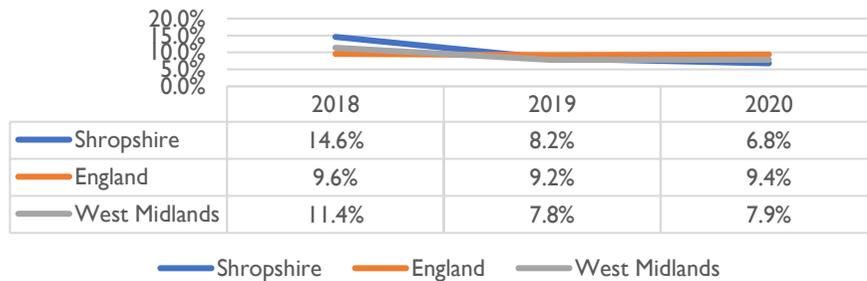
POST-16 PARTICIPATION

The charts below show the proportion of 16/17 year-olds not in education, employment or training (NEET), or whose status is unknown to the local authority. SEN status is determined by whether they had an EHCP or were receiving SEN support at the time of completing compulsory education. Like the attainment figures, this data is cohort based, meaning that it can fluctuate depending on the individual young people involved.

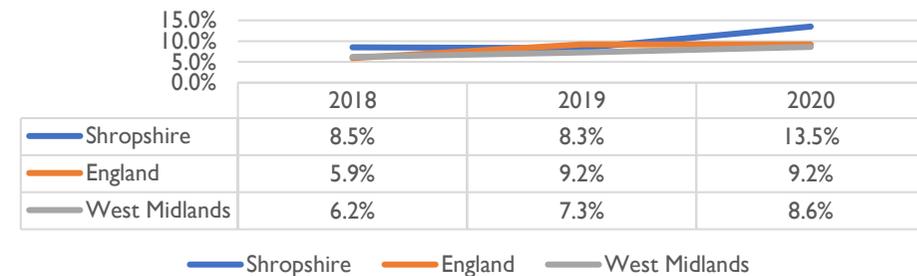
In 2020, Shropshire's young people with EHCPs were only as likely to be NEET as those with no identified SEN. However, those receiving SEN support were twice as likely. Although we need to bear in mind that this data is volatile depending on cohorts, coupled with the fact that those receiving SEN support are doing less well in terms of their attainment as elsewhere, this could be a potential area for concern.

Note - Published data for 2018 is broken down for those 'with an EHCP/statement' and 'no EHCP/statement', and does not provide a separate figure for those with SEN support

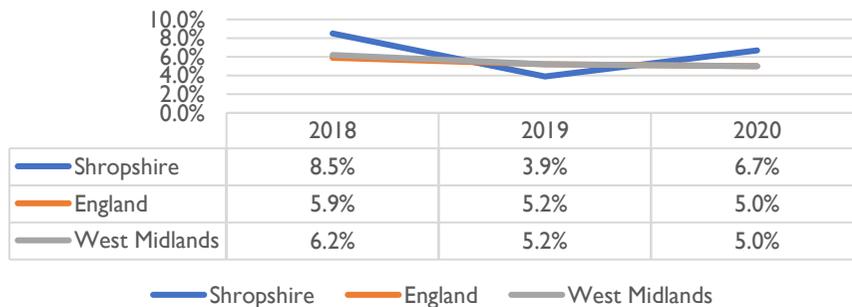
Young people with EHCPs



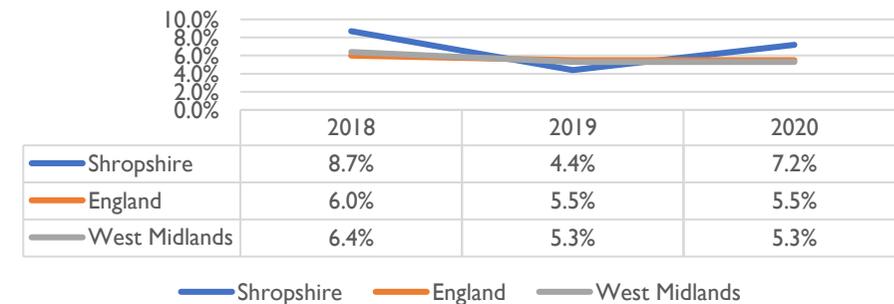
Young people with SEN support



Young people with no identified SEN



All young people



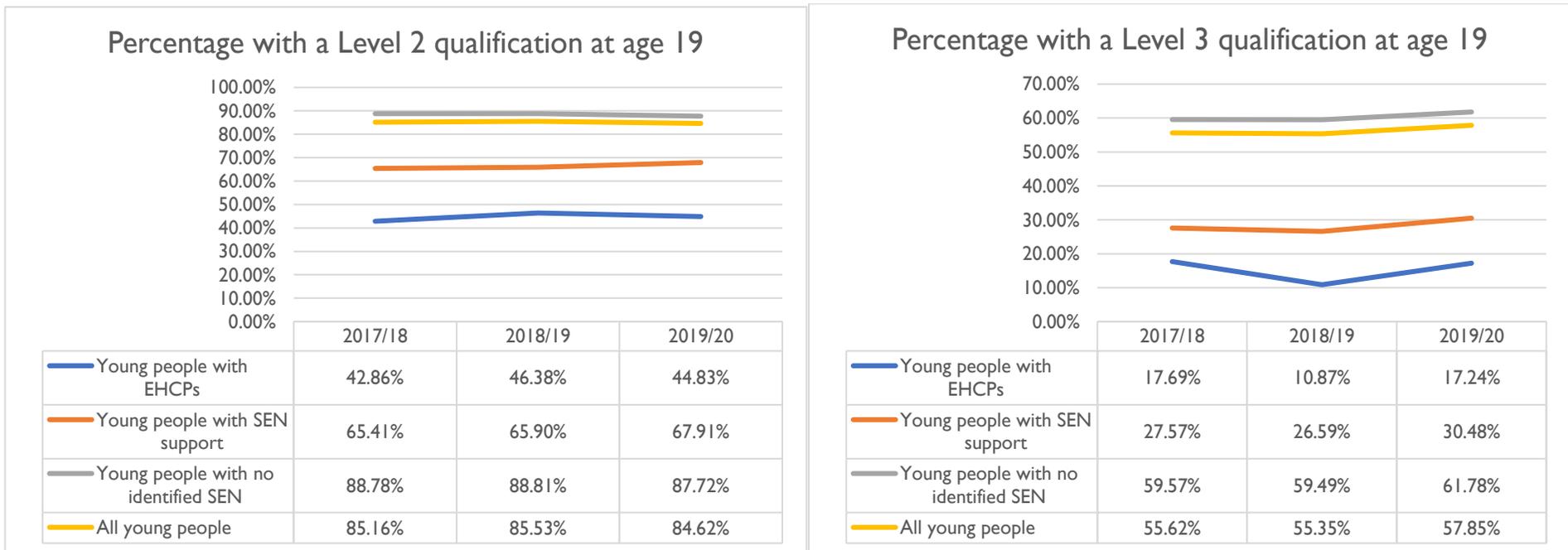
DfE data – NEET and participation: local authority figures for 2018, 2019 and 2020, Table 10

Attainment at age 19

The DfE reports annually on the qualifications held by young people turning 19 during the preceding year, who were attending state-funded schools at the time they were aged 15. Types of Level 2 qualification include a standard pass or above at GCSE, a Level 2 NVQ and an intermediate apprenticeship. Types of Level 3 qualification include an A/AS level, an advanced apprenticeship and an international Baccalaureate diploma (see [DfE: What qualification levels mean](#) – for a full list of levels and examples).

Level 2 and Level 3 attainment by young people aged 19 in Shropshire, by SEN status

The charts below show the proportion of Shropshire’s 19-year-olds with Level 2 and Level 3 qualifications over the past three years, broken down by SEN status. Again, this is cohort specific, but the overall picture is positive for young people with SEN in Shropshire, with attainment for those with EHCPs and those receiving SEN support either improving or remaining stable.



Data derived using GOV.UK table tool, using DfE data sources: Level 2 and 3 attainment by young people aged 19 in 2020

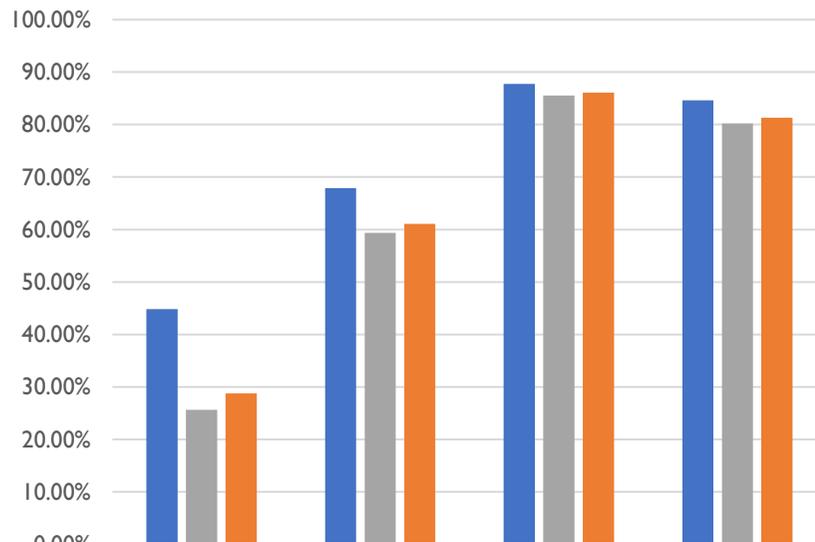
Level 2 and Level 3 attainment by young people aged 19 by SEN status

The tables below present the same Shropshire data for 2019/20 and compares it with the national and regional averages. A much higher proportion of Shropshire’s 19-year-olds with SEN have achieved at Level 2 than their counterparts elsewhere.

This is particularly true for those with EHCPs, within an overall context of being just a little above average for those without identified SEN and all learners. More of Shropshire’s young people with EHCPs have also achieved a Level 3 qualification than their peers elsewhere.

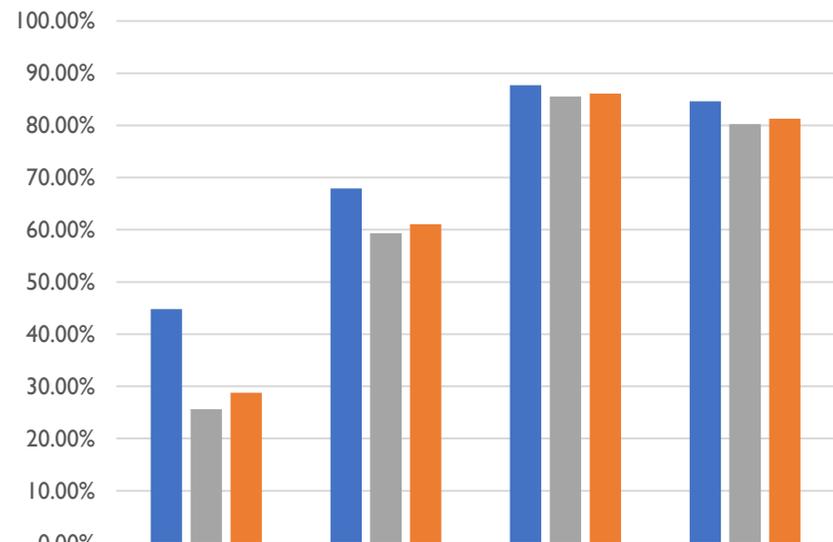
Numbers for those with SEN support, no identified SEN and young people overall are broadly in line with national averages and a little behind the regional figures.

Percentage with a Level 2 qualification at age 19



	Young people with EHCPs	Young people with SEN support	Young people with no identified SEN	All young people
■ Shropshire	44.83%	67.91%	87.72%	84.62%
■ West Midlands	25.62%	59.35%	85.55%	80.23%
■ England	28.77%	61.08%	86.08%	81.29%

Percentage with a Level 3 qualification at age 19



	Young people with EHCPs	Young people with SEN support	Young people with no identified SEN	All young people
■ Shropshire	44.83%	67.91%	87.72%	84.62%
■ West Midlands	25.62%	59.35%	85.55%	80.23%
■ England	28.77%	61.08%	86.08%	81.29%

Data derived using GOV.UK table tool, using DfE data sources: Level 2 and 3 attainment by young people aged 19 in 2020

SPECIALIST PROVISION

Key Messages

- In 2017 there were 26 early years preferred providers approved across the county, who met the criteria for inclusive provision.
- Shropshire had two state-funded special schools. The largest – Severndale Specialist Academy – offered places to learners with a wide range of needs. Woodlands Special School specialised in meeting social, emotional and mental health needs. Both schools also operated satellite provision from other bases.
- The Tuition, Medical and Behaviour Support Service (TMBSS) encompassed the functions of a pupil referral unit and hospital school, operating across various sites.
- The Kettlemere Centre was working as a specialist resource base attached to Lakelands – a mainstream academy.
- A range of mainstream and specialist support was available within further education settings for post-16 learners.
- Shropshire's Specialist Provision Strategic Review and Development Plan (2018) recommended:
 - Developing specialist provision attached to mainstream schools (either mainstream school-led resourced provision or special school-led satellite provision on mainstream school sites)
 - Preparing to bid for DfE free school funding to develop a new special school for learners with social, emotional and mental health needs with associated social communication difficulties
- Shropshire's state-funded special/alternative provision continues through Severndale, Woodlands and TMBSS
- Following a negative Ofsted inspection in 2019 Severndale Specialist Academy has recently joined the Learning Academy Trust
- Following a negative Ofsted inspection in 2020 Woodlands School was rated as inadequate and has recently joined the Marches Academy Trust
- Changes to both school's offers are anticipated following these recent changes, particularly with regards to their outreach support and some aspects of their satellite but the detail of this is yet to emerge
- The new free school, Keystone Academy, is set to open in September 2022, providing 50 places for children and young people aged 4 to 16. It will cater for a range of social, emotional and mental health difficulties, focusing particularly on those with specialist neurodiversity needs such as ASD and ADHD. The school may also provide an outreach service once established
- Several new primary and secondary resourced provisions have also been developed across the county. Numbers are still relatively small, but there is capacity for more placements to be made in these hubs as they become more established. Early impact analysis indicated that the capacity added by these hubs and the free school would bring Shropshire's placement profile more in line with comparators
- Shropshire's large geographical area has presented challenges with children having to travel long distances to specialist provision. Therefore, many provisions cater for a broad range of needs so that learners can have their needs met more locally
- There were 21 early years providers approved for SEN-inclusive provision, as of December 2020. Plans for expansion of this list have been delayed by the pandemic. Further specialist provision for post-16s is also under development

Shropshire's specialist provision under development

A review was undertaken in 2019 to assess the potential impact of new specialist provision under development. In addition to the 654 places already being offered by Severndale, Woodlands, TMBSS and Kettlemere, there would be an additional 120 places available through a new special free school and an additional 95 across specialist bases operating on mainstream school sites. If these 215 places were filled by learners with EHCPs who currently attend state-funded mainstream settings, Shropshire's placement profile would be more in line with comparators.

The table below shows the detail of this additional capacity as it was being developed in 2019.

Table 9: Shropshire's specialist provision under development, as of April 2019

School	Specialisms	Age range	Capacity
Special free school, Bowbrook	Social, emotional and mental health needs Autistic spectrum disorder	Key stages 1-4	120
Base	Specialisms	Age range	Capacity
Whittington C of E (Aided) Primary School, Whittington	Communication and interaction needs Autistic spectrum disorder	Primary	10
St Andrew's C of E Primary School, Nesscliffe	Communication and interaction needs Autistic spectrum disorder	Primary	10
Community College, Bishops Castle	Communication and interaction needs Autistic spectrum disorder	Secondary	25
Cleobury Mortimer Primary School, Kidderminster	Communication and interaction needs Autistic spectrum disorder	Primary	10
Sir John Talbot, Whitchurch	Moderate/severe learning difficulties Communication and interaction needs Autistic spectrum disorder	Secondary	20
Shrewsbury Cathedral Catholic Primary School, Shrewsbury	Moderate/severe learning difficulties Communication and interaction needs Autistic spectrum disorder	Primary	10
St Mary's Bluecoat C of E Primary School, Bridgnorth	Moderate/severe learning difficulties Communication and interaction needs Autistic spectrum disorder	Primary	10
Total additional capacity			215

CURRENT PROVISION

Early years and nursery preferred providers

The introduction of the multi-disciplinary assessment (MDA) led to a growing demand for specialist pre-school provision. In response to this, Shropshire developed its Early Years and Nursery Preferred Providers list, approving **26** providers across the county that met criteria for inclusive provision. The most recent list (updated December 2020) includes **21** approved providers. Restrictions during the pandemic have unfortunately meant plans for increased provision have been put on hold but plans for development are still in place for when circumstances allow.

The most recent national data shows a decline in the numbers of children in Shropshire registered with SEN who have their year group categorised as 'Early years' (pre-Reception). There were **16** with an EHCP and **47** receiving SEN support in the January 2020 school census, down from **28** with an EHCP and **104** receiving SEN support in January 2017. However, these numbers should be treated with caution as they do not include those in independent settings.

State-funded special schools and academies

Shropshire has two state-funded special schools (including satellite provision) and a pupil referral unit/medical school. Severndale is one of the largest special schools in the country.

The table below shows the details of this provision and its current capacity. All main sites are in the Shrewsbury area of the county, with the Woodlands Acorns base being in Oswestry.

Table awaiting updating capacity numbers.

Table 10: Shropshire’s state-funded special schools and academies, 2021

Provision	Age range	Specialisms	Capacity
Severndale Specialist Academy	3–19	Moderate, severe, complex and profound learning difficulties; ASD; complex medical conditions; physical and mobility difficulties	
Severndale satellite (Mary Webb)		Moderate learning difficulties	
Severndale satellite (Futures at Shrewsbury College)	16–19	Broad spectrum	
Woodlands Special School		Social, emotional and mental health needs	
Woodlands satellite (Acorns)	4–11	ASD; social, emotional and mental health needs	Main site only from Sep
Tuition, Medical and Behaviour Support Service (TMBSS)	4–16	Encompasses the functions of a pupil referral unit, a hospital school, and sixth-day provision for permanently excluded pupils	

Specialist resourced provision

The first specialist resource provision, The Kettlemere Centre, was established in 2015 at Lakelands Academy. This is a provision for up to **24** secondary-aged pupils who have communication and interaction needs. The majority will have a diagnosis of autistic spectrum disorder. From September 2021, the provision will be operating at full capacity.

Several new primary and secondary resourced provisions are now up and running across the county. Numbers are still relatively small, but there is capacity for more placements to be made in these hubs as the year goes on.

Shropshire's large geographical area has presented challenges in identifying suitable sites: if provision specialises in supporting specific needs, children may need to travel long distances to have their needs met. This is particularly an issue for hubs that are located close to the county border. Therefore, many provisions cater for a broad range of needs so that more learners can have their needs met more locally.

Map 1: Shropshire's SEN hubs

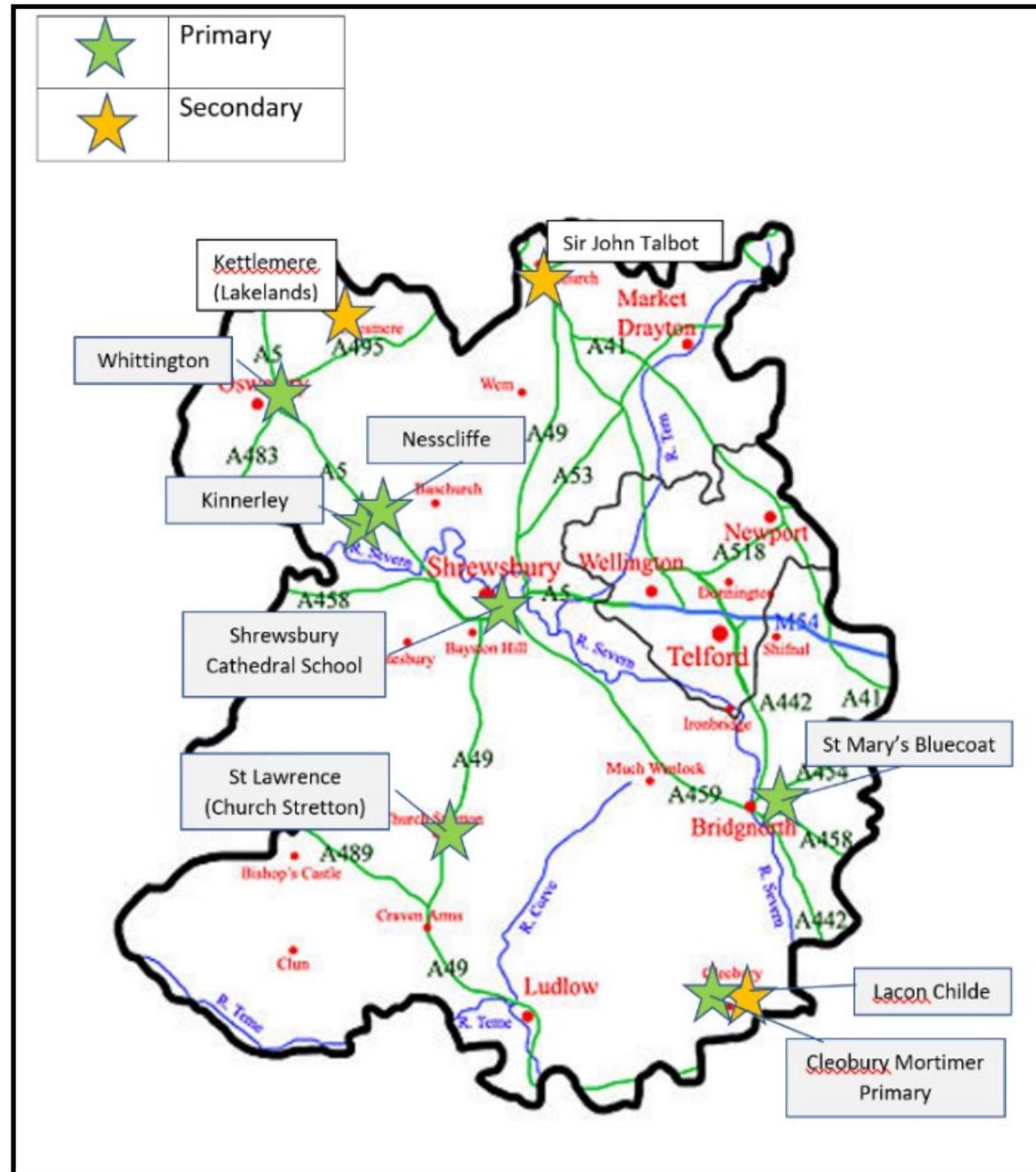


Table 11: Shropshire's SEN hubs, 2021

	Provision	Age range	Other information	Capacity	Expected numbers from September 2021
Primary	Whittington Primary	Key Stage 2	Maintained	9	8
			Expanded capacity from 8 to 9 for 2021		
	St Andrews (Nesscliffe)	Key Stage 2	Maintained	8	5
			Part of Westcliffe Federation		
	Kinnerley Primary	Key Stage 1	Maintained	4	2
			Part of Westcliffe Federation		
	Shrewsbury Cathedral Catholic School	Primary	Maintained	5	3
			Expanded capacity from 4 to 5 for 2021		
St Mary's Bluecoat (Bridgnorth)	Primary	Maintained	8	6	
St Lawrence's (Church Stretton)	Primary	Opened Sep 2020	8	2	
		Placements impacted by school lockdowns			
Cleobury Mortimer	Primary	Due to open Sep 2021	8	4	
		Academy (Shropshire Gateway MAT)			
Secondary	The Kettlemere Centre	11-16	Communication and interaction needs	24	24
	Sir John Talbot (Whitchurch)	11-16	Academy	20	12
			Caters for range of needs		
			Has a sixth form		
	Lacon Childe (Cleobury Mortimer)	11-16	Due to open Sep 2021	20	8
Academy (Shropshire Gateway MAT)					

Local overview provided by Shropshire Council

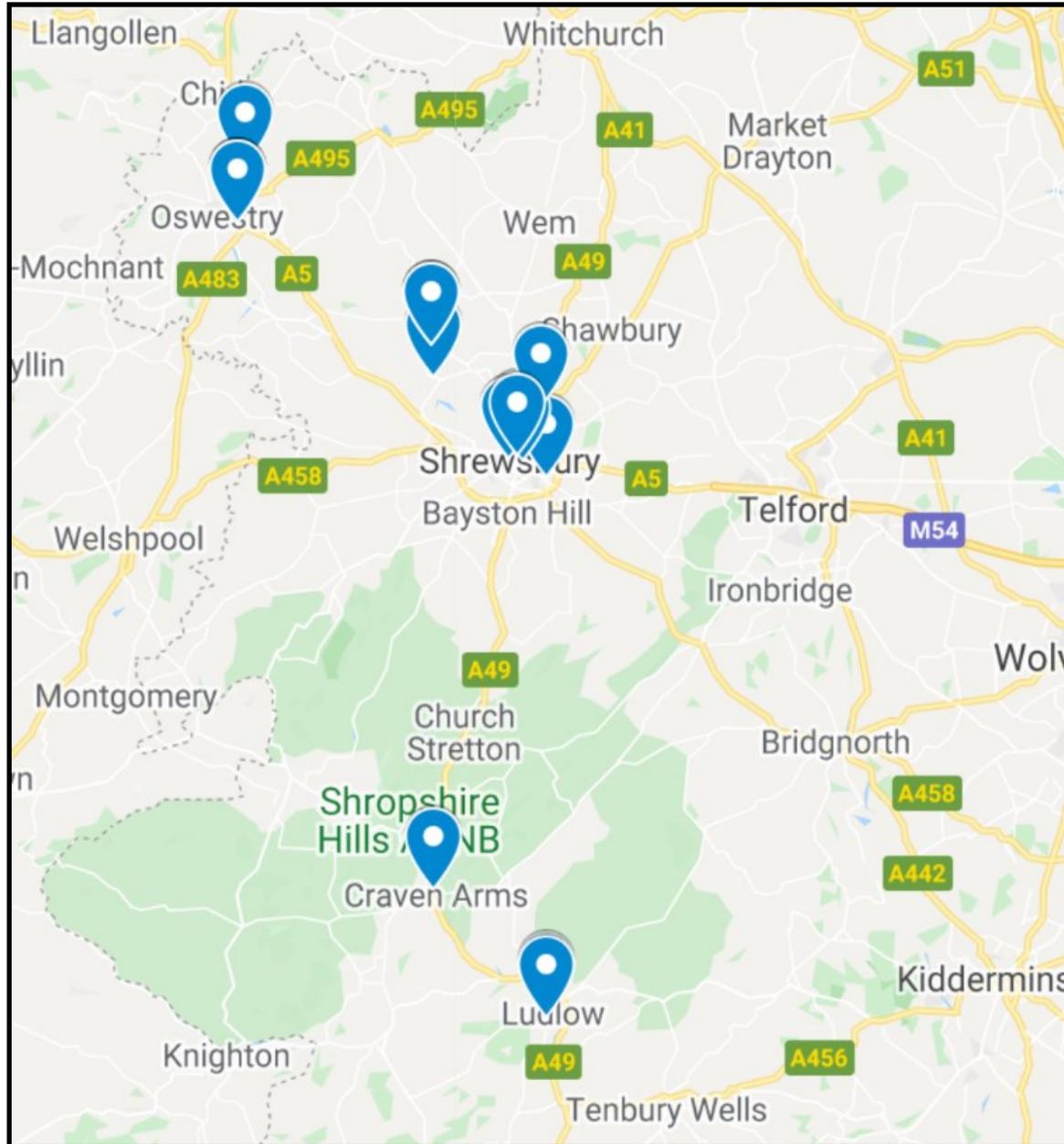
Post-16 provision

The table and maps below detail the mainstream and specialist colleges providing support to students with SEND in Shropshire. While the large college groups are split over multiple sites around the county, much of the provision is located in the major towns, meaning those in rural areas may have to travel long distances to have their special educational needs met in further education settings.

Table 12: Shropshire's post-16 SEND providers

	Provision	Sites	Specialisms
Specialist providers	Condover	Longbow House, Shrewsbury	Therapeutic Small setting for approx. 30 students Speech and language therapy, physiotherapy, behavioural support, profound and multiple learning difficulties, multi-sensory impairment, autism and other complex needs Also provides adult social care day opportunities
	Derwen, Oswestry (main)	Oswestry, Walford, Craven Arms	Therapeutic Learning difficulties, ASD, medical needs, general learning needs
	Provision	Sites	
Mainstream provision	Hereford, Ludlow & North Shropshire College Group	Ludlow College, Oswestry, Walford, County Training Shrewsbury, County Training Ludlow, County Training Oswestry	
	Shrewsbury College Group	London Road, Welsh Bridge, English Bridge	
	SBC Training	Shrewsbury, Oswestry	
	Juniper Training	Telford (and various nationwide)	

Map 2: Shropshire's post-16 SEND providers



Other specialist support services

- SEND Team, Shropshire Council
Performs the statutory SEND functions for the authority, including administration of the EHCP process.
- Education Access Service, Shropshire Council
Provides inclusion and educational welfare support to improve the outcomes for pupils with behavioural, emotional and social difficulties and to improve school attendance.
- Educational Psychology Service, Shropshire Council
Undertakes statutory assessment and core work for the local authority and is commissioned by schools and colleges to support assessment and deliver training. Provides advice to the authority on psychological aspects of EHCPs.
- Sensory Inclusion Service, based with Telford & Wrekin Council
Supports children and young people with sensory impairments across Shropshire and Telford & Wrekin Council areas, in partnership with the NHS. The majority of referrals come through health channels, but they can also come from educational settings.
- Portage Service, based with Telford & Wrekin Council
Delivers services across Shropshire and Telford & Wrekin Council areas for pre-school children with complex needs.
- Specific Speech and Language Impaired Children's Service, Shropshire Community Health NHS Trust and Shropshire Council
Works with children who have a specific language impairment, up to the end of Key Stage 1.
- Woodlands Outreach Service, Woodlands Special School
Operates across the county as a traded service, providing integrated assessment and support for pupils with social, emotional and mental health needs, autistic spectrum disorder and other learning and behaviour needs. *Changes are anticipated to this service following the school joining Marches Academy Trust but details are as yet unclear.*
- Spectra Inclusion Support Team, independent social enterprise
Supports children and young people with social interaction and communication difficulties, speech and language difficulties, challenging behaviour, anxiety and low self-esteem, and autistic spectrum disorder. Provides support for schools and other organisations across Shropshire and Telford & Wrekin.
- Reach for Inclusion, independent company
Supports pupils, schools and families on a range of aspects of SEN.

Update on provision under development

- **Keystone Academy, Bowbrook, Shrewsbury (Youth Engagement Schools Trust)**

The new free school is set to open in September 2022, providing **50** places for children and young people aged 4 to 16. It will cater for a range of social, emotional and mental health difficulties, focusing particularly on those with specialist neurodiversity needs such as ASD and ADHD. It will also provide an outreach service once established.

- **Really NEET Programme, Shropshire and Telford & Wrekin**

Really NEET are opening a small provision in September 2021 to support young people aged 16+ with an EHCP who have difficulty in engaging in formal education and are therefore at risk of becoming 'NEET' (not in education, employment or training). Many will have challenging behaviour and may display high levels of anxiety. Capacity in the first year is approximately 24 students across both Shropshire and Telford & Wrekin Council areas.

- **Access School, Telford**

Access School, an independent special school, are expanding and opening provision for post-16 learners on the Shropshire/Telford border, to accommodate demand from both local authority areas.

- **Crossbar Coaching, Shropshire**

In the very early stages of development, the English Schools' Football Association (ESFA) is aiming to become an approved provider for this programme. It will give further education opportunities for young people with EHCPs who are not in education, employment or training, or for whom a formal setting is not appropriate.

HEALTH

Key Messages

- Overall, comparing local indicators with England averages, the health and wellbeing of children in Shropshire is similar to England.
- The infant mortality rate is similar to England with an average of 12 infants dying before age 1 each year. Recently there have been 6 child deaths (1–17 year-olds) each year on average.
- The teenage pregnancy rate is better than England, with 58 girls becoming pregnant in a year.
- In 2018, approximately 11 girls aged under 18 conceived, for every 1,000 girls aged 15-17 years living in this area. This is lower than the regional average and lower than the England average. Chlamydia screening is recommended for all sexually active 15-24 year olds. Increasing detection rates indicate improved screening activity (it is not a measure of prevalence.) In 2019, the detection rate in this Shropshire was 1,381 per 100,000 which is lower than the minimum recommended rate of at least 2,300.
- 10.9% of women smoke while pregnant which is similar to England.
- 70.8% of newborns received breast milk as their first feed. Data on breastfeeding at 6 to 8 weeks after birth is not available for this area.
- The MMR immunisation level does not meet recommended coverage (95%). By age 2, 94.0% of children have had one dose. By the age of five, only 90.7% of children have received their second dose of MMR immunisation.
- Dental health is similar to England. 23.8% of 5 year olds have experience of dental decay.
- 8.7% of children in Reception and 15.1% of children in Year 6 are obese.
- The rate of child inpatient admissions for mental health conditions at 58.3 per 100,000 is better than England. The rate of self-harm (10-24 years) at 439.8 per 100,000 is similar to England.
- The percentage of young people aged 16 to 18 not in education, employment or training is worse than England at 7.2%. 63 children per year received their first reprimand, warning, or conviction. This gives a rate which is similar to England.
- The hospital admission rate for injury in children (aged 0-14) at 103.0 per 10,000 is worse than England, and for young people (aged 15-24) at 122.5 per 10,000 is similar to England.

Maternity - High Impact Areas

High impact area	Key performance indicator	Current performance	Current trend	
Improving planning and preparation for pregnancy	Early access to maternity care	51.2 % (2018/19)	Too early to say	?
	Folic acid supplements before pregnancy	31.6 % (2018/19)	Too early to say	?
Supporting good parental mental health	Maternal mental health	Metric in development	Not applicable	✘
Supporting healthy weight before and between pregnancies	Obesity in early pregnancy	24.1 % (2018/19)	Too early to say	?
	Baby's first feed breastmilk	70.8 % (2018/19)	Too early to say	?
	Breastfeeding prevalence at 6-8 weeks after birth - current method	Not applicable	Not applicable	✘
Reducing the incidence of harms caused by alcohol in pregnancy	Drinking in early pregnancy	Not available	Too early to say	?
	Alcohol-related admissions for females under 40	248.7 per 100,000 (2018/19)	No significant change	➡
Supporting parents to have a smokefree pregnancy	Smoking in early pregnancy	14.2 % (2018/19)	Too early to say	?
	Smoking status at time of delivery	10.9 % (2019/20)	No significant change	➡
Reducing inequality of outcomes for women from Black, Asian and Minority Ethnic (BAME) communities and their babies	Percentage of deliveries to mothers from Black and Minority Ethnic (BME) groups	2.4 % (2019/20)	Not applicable	✘

Early Years - High Impact Areas

High impact area	Key performance indicator	Current performance	Current trend	
Transition to parenthood and the early weeks	Teenage pregnancy, 15 - 17 years	11.7 per 1,000 (2019)	No significant change	➔
	Smoking at time of delivery	11.0% (2020/21)	No significant change	➔
	Smoking at booking	14.2% (2018/19)	Too early to say (new indicator)	?
	Maternal obesity at booking	24.1% (2018/19)	Too early to say (new indicator)	?
	Low birth weight of term babies	2.3% (2019)	No significant change	➔
	Infant mortality rate	4.7 per 1,000 (2018 - 20)	No significant trend	➔
Maternal mental health (perinatal)	Maternal mental health	Metric in development	Not applicable	✘
Breastfeeding	Breastfeeding at 6 - 8 weeks	Not available (2020/21)	Cannot be calculated (missing data)	✘
Healthy weight	Excess weight 4 - 5 years	22.6% (2019/20)	No significant change	➔
Managing minor illnesses and reducing accidents	A&E attendance rates, under 5 years	392.8 per 1,000 (2018/19)	Increasing and getting worse	⬆
	Emergency hospital admissions, under 5 years	200.6 per 1,000 (2019/20)	No significant change	➔
	Hospital admissions for injuries, under 5 years	148.1 per 10,000 (2019/20)	No significant change	➔

Early Years - High Impact Areas 1/2

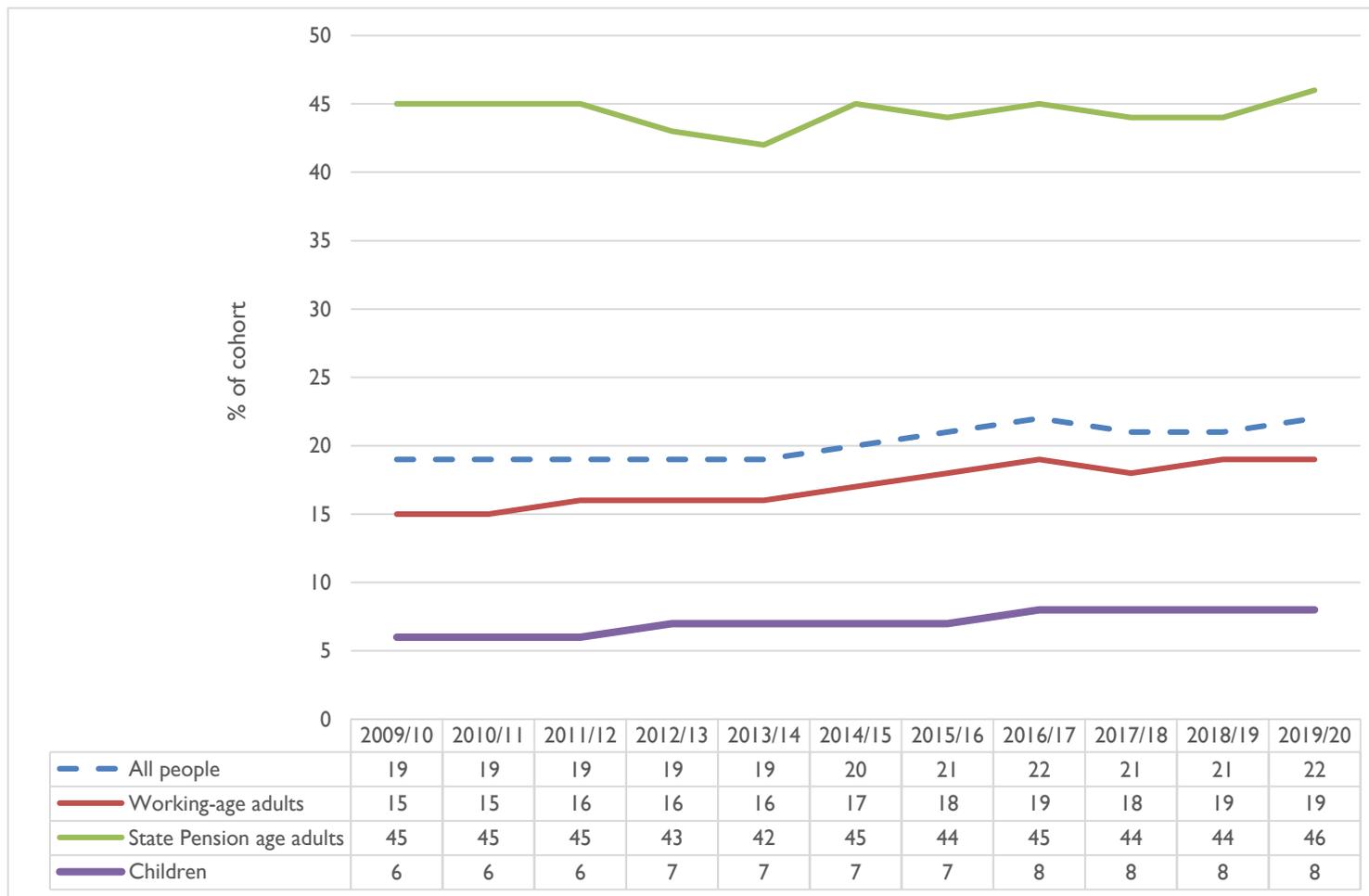
High impact area	Key performance indicator	Current performance	Current trend	
Health, wellbeing and development	Tooth decay, at 5 years	23.8% (2018/19)	Cannot be calculated (missing data)	
	MMR immunisation coverage, 2 doses at 5 years	91.2% (2020/21)	No significant change	
	Child development outcomes at 2 - 2½ years, all areas	64.3% (2020/21)	Too early to say (new indicator)	?
	Child development outcomes at 2 - 2½ years, communication skills	74.0% (2020/21)	Too early to say (new indicator)	?
	Child development outcomes at 2 - 2½ years, gross motor skills	83.7% (2020/21)	Too early to say (new indicator)	?
	Child development outcomes at 2 - 2½ years, fine motor skills	84.7% (2020/21)	Too early to say (new indicator)	?
	Child development outcomes at 2 - 2½ years, problem solving skills	84.9% (2020/21)	Too early to say (new indicator)	?
	Child development outcomes at 2 - 2½ years, personal-social skills	82.5% (2020/21)	Too early to say (new indicator)	?
	School readiness, good level of development at end of reception, all areas	72.6% (2018/19)	Increasing and getting better	
	School readiness, good level of development at end of reception, communication and language skills	84.4% (2018/19)	No significant change	

Disability Prevalence

As one would expect, disability prevalence is lowest in society amongst children.

The rate of children with disabilities has however increased over the past decade by a third. This outstrips the rate of growth amongst pensioners (2% in the same period) and working-age adults (27%). This is despite changing state pensions age that have pushed the upper bound of the working age cohort to include higher prevalence older people.

Chart 45: Disability prevalence by age group, 2009/10, United Kingdom



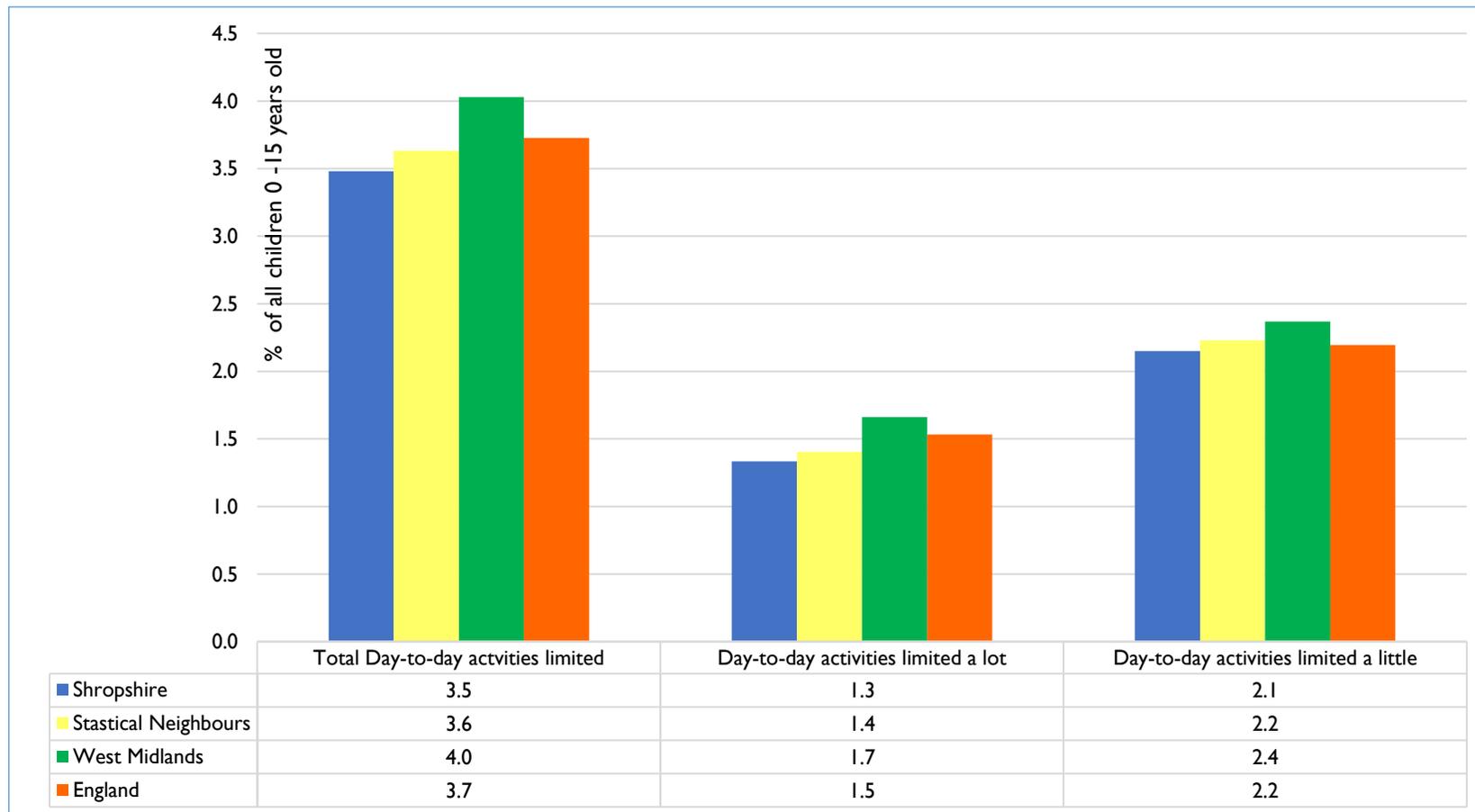
Limiting Long-Term Illness

In the 2011 census the proportion of 0–15 year olds with a long term health problem or disability was higher than the England average.

4.6% (1,562 children) had a long-term health problem of disability that limited their day-to-day activities compared to 3.7% for England. If the same proportion is applied to the latest population estimate this equates to 1,670 children.

Day to day activities were limited a lot for 1.8% (638 children) and a limited a little for 2.7% (924 children).

Chart 46: Limited day to day activities for 0-15 year olds

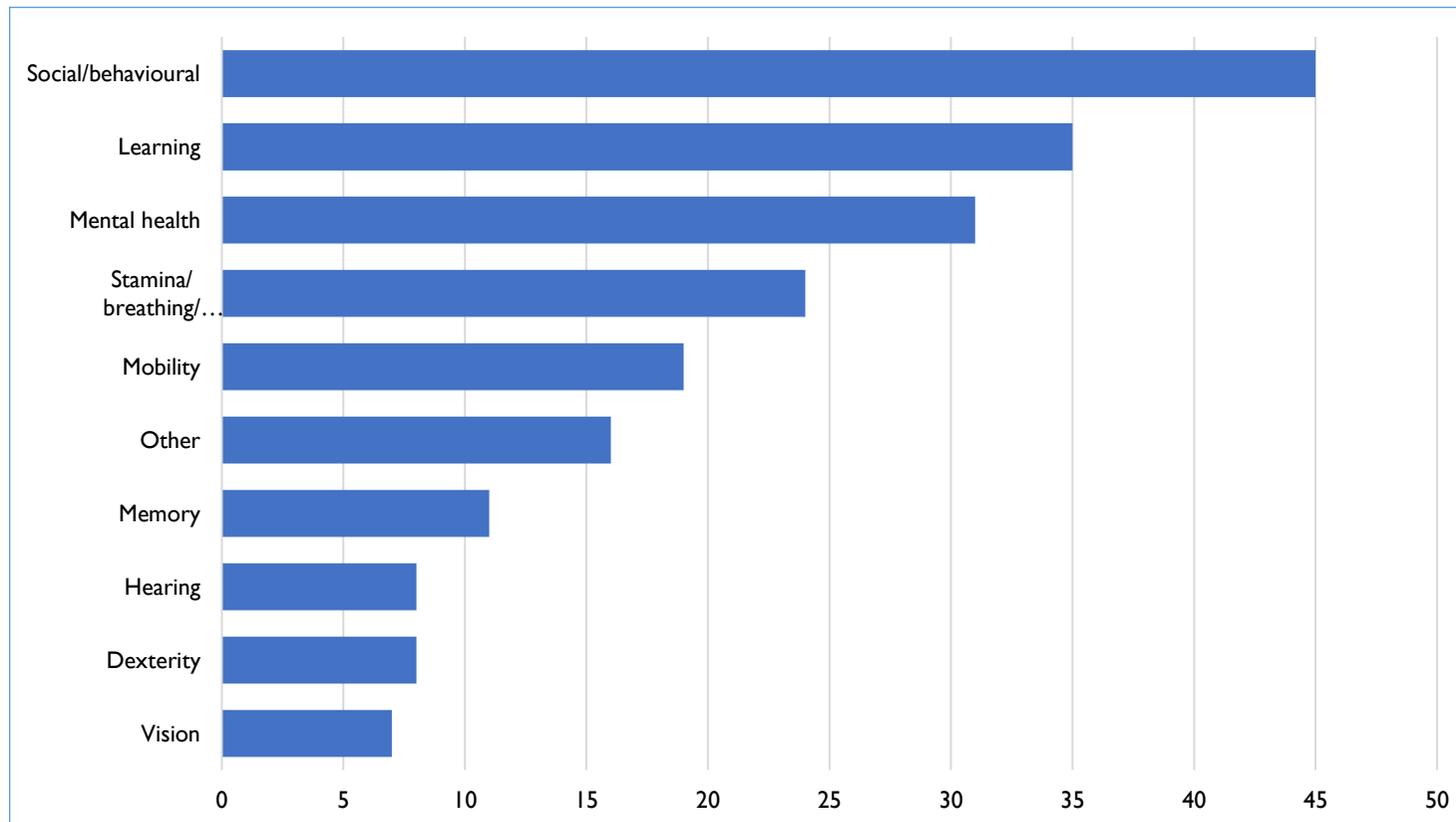


Disability Impairment Types

The DWP family resources survey includes the types of impairment reported by disabled people aged 0-19. Social or behavioural impairment (Autism, ADHD & Asperger's) accounts for 43% of impairment, followed by difficulties with learning (36%) and stamina, breathing or fatigue (24%) and mental health (23%). The chart to the left indicates the potential number of 0-19 year olds with these impairments in Telford and Wrekin if the national figures are applied to the latest Telford and Wrekin population estimates.

(NB. Totals will sum to over 100 per cent as respondents can report more than one impairment type)

Chart 47: Impairment Types reported by disabled people, 0-19, 2019/20, United Kingdom



Young People - High Impact Areas 1/2

High impact area	Key performance indicator	Current performance	Current trend	
Building resilience and emotional wellbeing	Hospital admissions for self-harm, 10 - 24 years	439.8 per 100,000 (2019/20)	No significant change	→
	Hospital admissions for self-harm, 10 - 14 years	338.3 per 100,000 (2019/20)	No significant change	→
	Hospital admissions for self-harm, 15 - 19 years	626.8 per 100,000 (2019/20)	No significant change	→
	Percentage of looked after children whose emotional wellbeing is a cause for concern, 5 - 16 years	37.2% (2019/20)	No significant change	→
Reducing risk from harm and improving safety	Children killed or seriously injured in road traffic accidents, 0 - 15 years	14.5 per 100,000 (2017 - 19)	Not available (no method)	✗
	Hospital admissions for injury, 0 - 14 years	103.0 per 10,000 (2019/20)	Decreasing and getting better	↓
	Hospital admissions for injury, 15 - 24 years	122.5 per 10,000 (2019/20)	No significant change	→
	HPV vaccination coverage, one dose females 12 - 13 years	80.9% (2019/20)	No significant change	→
Improving lifestyles	Regular smokers at age 15	Not available	Not applicable	✗
	Excess weight 10 - 11 years	29.7% (2019/20) *	No significant change	→
	Chlamydia detection rate, 15 - 24 years	1089 per 100,000 (2020)	Decreasing	↓

Young People - High Impact Areas 1/2

High.impact.area	Key.performance.indicator	Current.performance	Current.trend	
Maximising health and maximising school attendance	School attendance, pupil absence, 5 - 15 years	4.7% (2018/19)	Increasing and getting worse	↑
	Teenage mothers < 18 years	0.4% (2019/20)	No significant change	→
Supporting additional health and wellbeing needs	Hospital admissions for alcohol misuse < 18 years	22.3 per 100,000 (2017/18 - 19/20)	No significant change	→
	Hospital admissions for substance misuse, 15 - 24 years	63.2 per 100,000 (2017/18 - 19/20)	Cannot be calculated (no method)	✗
	Hospital admissions for asthma < 19 years	181.2 per 100,000 (2019/20)	Decreasing and getting better	↓
	First time entrants to youth justice, 10 - 17 years	71.3 per 100,000 (2020)	Decreasing and getting better	↓
Seamless transition and preparing for parenthood	Average attainment 8 score	49.7 (2019/20)	Not applicable	✗
	Average attainment 8 (looked after children)	25.0 (2020)	Too early to say (new indicator)	?
	16 - 17 year olds not in education, employment or training (NEET) or whose activity is not known	7.2% (2019)	Too early to say (new method)	?

Childhood obesity

These charts show the percentage of children who have excess weight (obese or overweight) in Reception (aged 4-5 years) and Year 6 (aged 10-11 years). They compare Shropshire with its statistical neighbours, and the England average. Compared with the England average, this area has a similar percentage of children in Reception (22.6%) and a better percentage in Year 6 (29.7%) who have excess weight.

Chart 48: Children aged 4-5 years who have excess weight, 2019/20 (percentage)

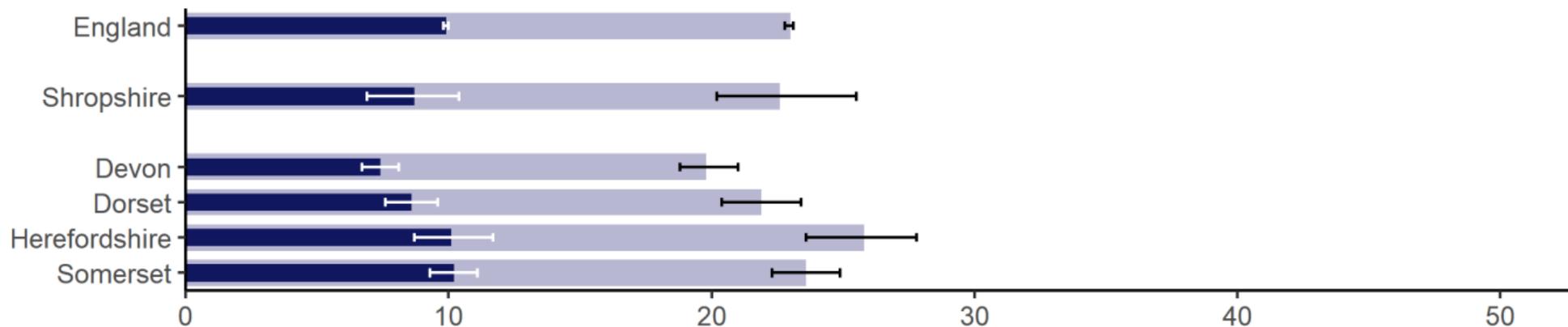
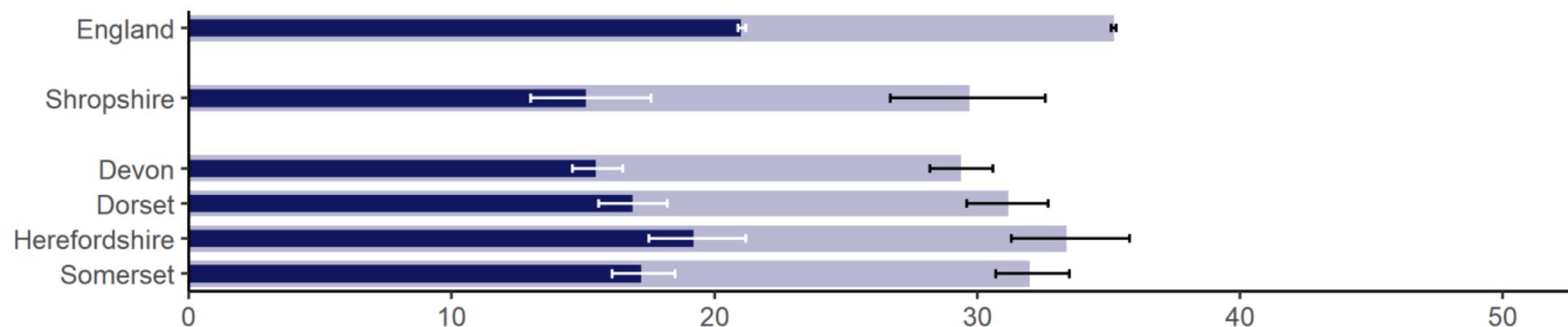


Chart 49: Children aged 10-11 years who have excess weight, 2019/20 (percentage)

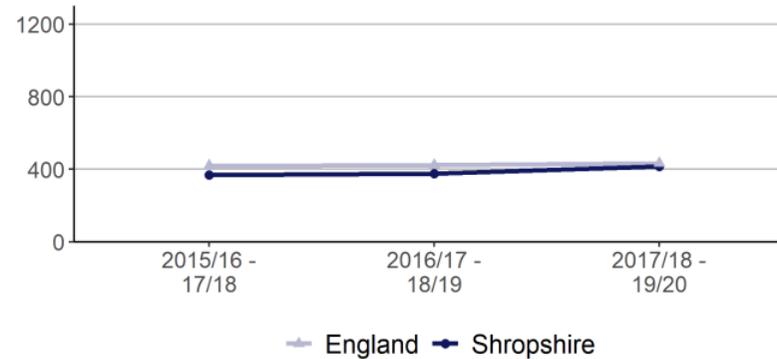


Obese
 All children with excess weight, some of whom are obese

Mental Health

Nationally, the rate of young people being admitted to hospital as a result of self-harm is increasing. This is not the case in Shropshire, where there is no significant trend. The admission rate in the latest pooled period is also similar to the England average. Nationally, levels of self-harm are higher among young women than young men.

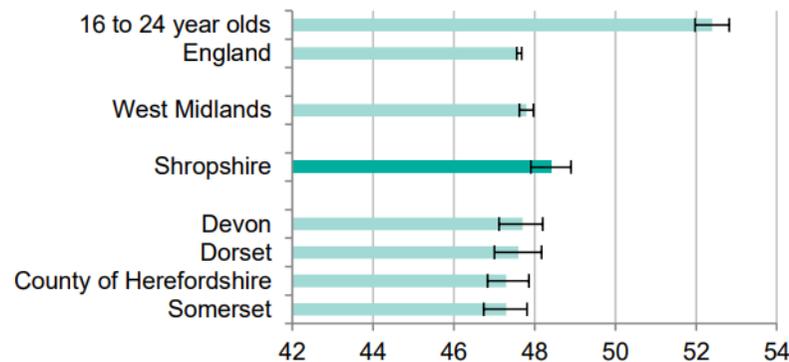
Chart 50: Young people aged 10 to 24 years admitted to hospital as a result of self-harm (rate per 100,000 population aged 10-24 years)



Wellbeing

The Warwick-Edinburgh Mental Wellbeing scale (WEMWBS) measures wellbeing using responses to 14 positive statements to give a score between 14 and 70, where positive answers result in a higher score. In Shropshire the mean score is 48.4 which is higher than the England mean score of 47.6. The average WEMWBS score for 16 to 24 year olds in 2012 was higher, at 52.4 (Health Survey for England).

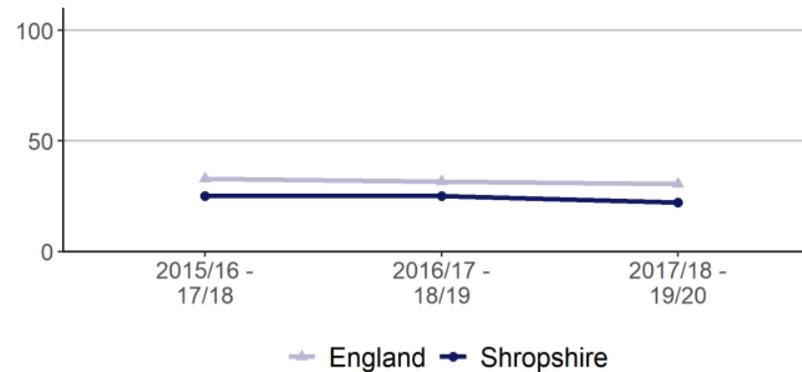
Chart 51: Mean score of the 14 WEMWBS statements



Alcohol

Nationally, the rate of hospital admissions of children and young people for conditions wholly related to alcohol is decreasing. This is not the case in Shropshire, where there is no significant trend. The admission rate in the latest period is better than the England average.

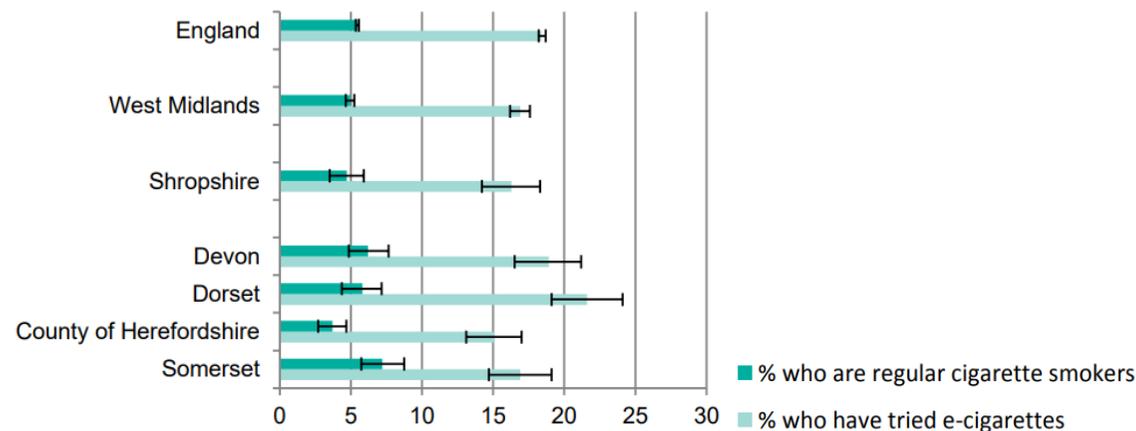
Chart 52: Hospital admissions of children and young people for conditions wholly related to alcohol (rate per 100,000 population aged 0-17 years)



E-cigarettes and smoking

In Shropshire 4.7% of 15-year-olds are regular smokers, which is similar to the England average of 5.5%. E-cigarettes have been tried at least once by 16.3% of 15-year-olds which is similar to the England value of 18.4%. Please note these indicators are shown together for illustrative purposes and definitions are different.

Chart 53: Smoking behaviours of 0-15 year olds

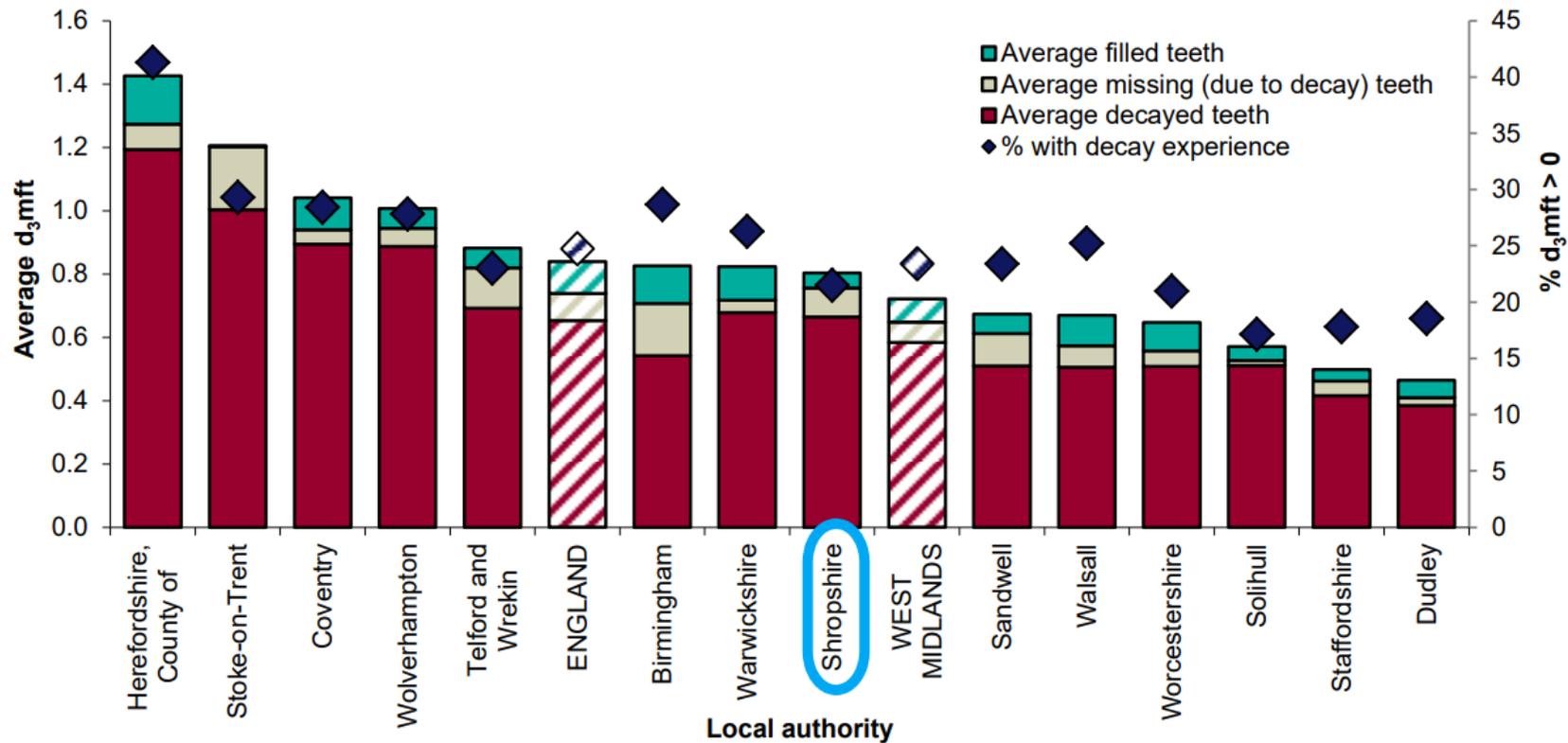


Dental health

Shropshire local authority has levels of decay that are similar to the average for England.

The prevalence of decay that is related to long term bottle use is similar to the national level. This suggests that action to discourage long term bottle use and sugary drinks consumption will be needed if oral health levels are to be improved.

Chart 54: The average number of decayed, extracted or filled teeth (d3mft) and the proportion of children affected by dental decay (% d3mft>0) among five-year-old children

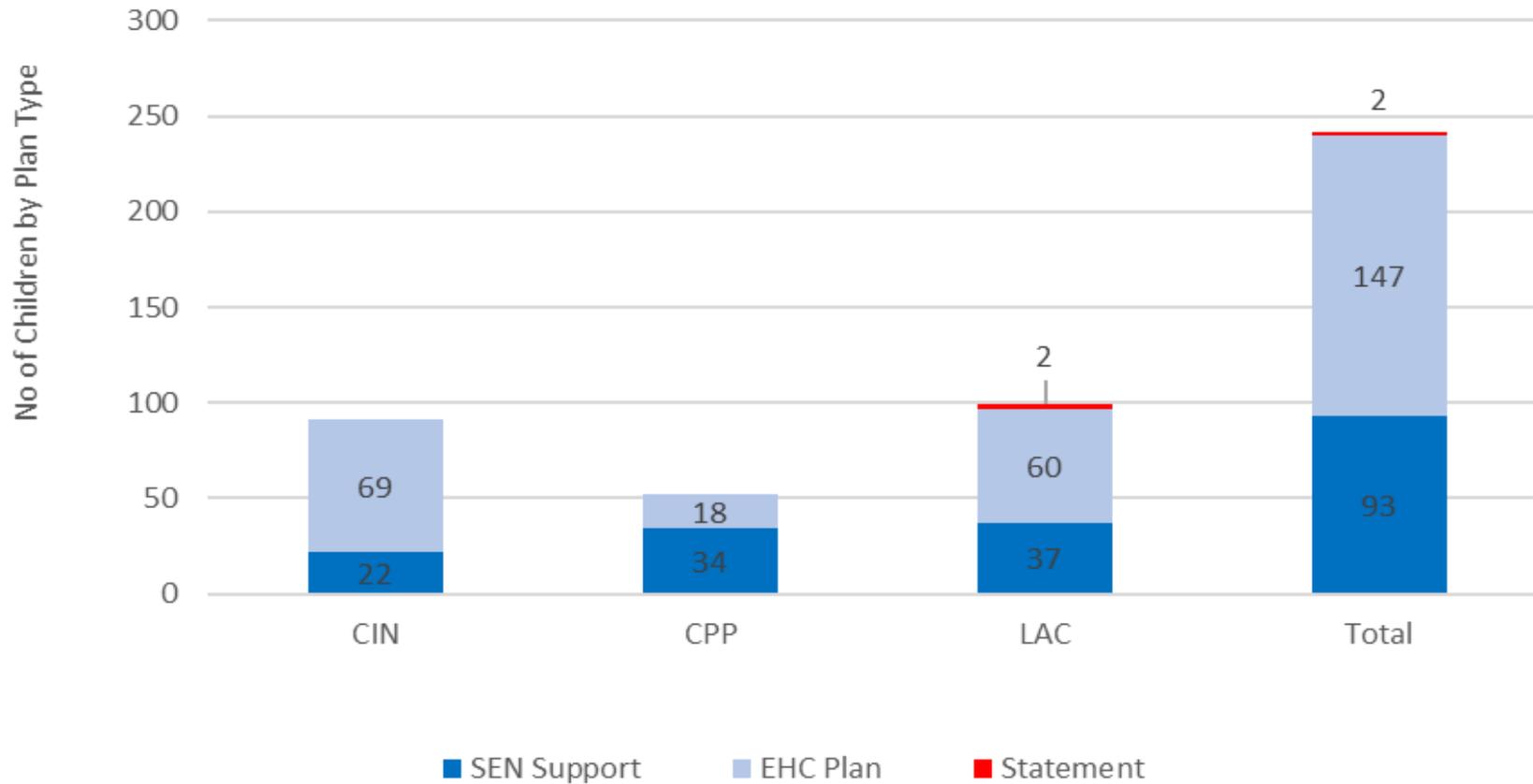


2015 National Dental Epidemiology Programme survey

CARE

At recording date there were 69 children with an EHCP and 22 children receiving SEN support. This included Child in Need (32 children), Child in Need with Child Protection Stepdown (6 children), Child in Need with Looked After Child Stepdown (1 children), Short Break Plan Section 17 (51 children) and Short Break Plan Section 20 (currently 1 child).

Chart 55: Number of Children with SEN by Care Plan Type and SEN Type



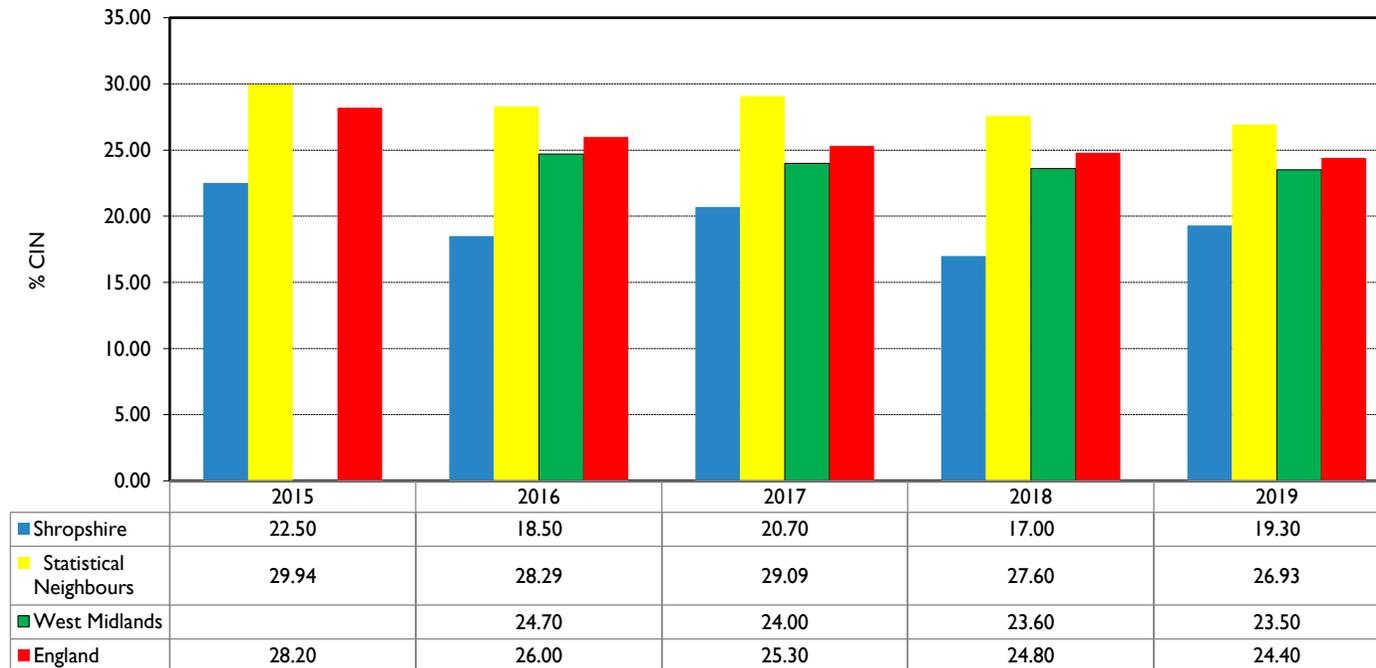
Carefirst, January 2019

Children in Need plan (CIN)

A child in need is one who has been assessed by children's social care to be in need of services. These services can include, for example, family support (to help keep together families experiencing difficulties), leaving care support (to help young people who have left local authority care), and adoption support, or disabled children's services (including social care, education and health provision). Children in need data relates to the year ending 31st March (i.e., April to March).

The figures show Shropshire continues to have a lower percentage of school-aged Children in Need with SEN support than the England and statistical neighbours' averages.

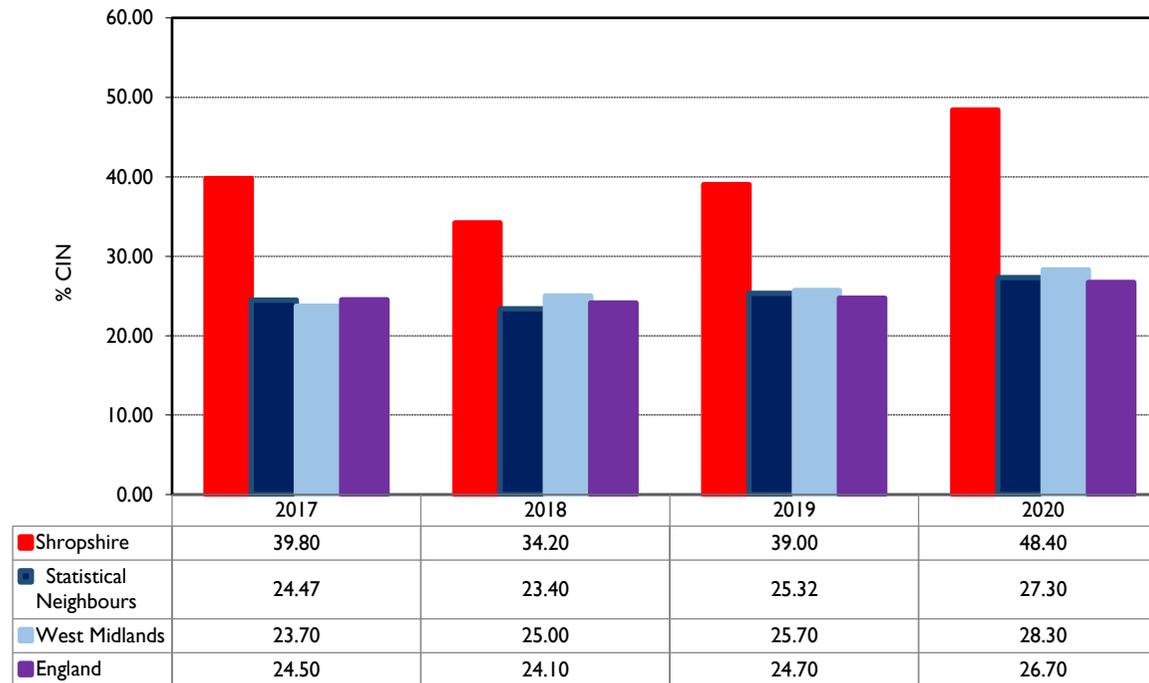
Chart 56: Percentage of School-age Children in Need with SEN Support



<https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-2019-to-2020>

As reflected above, there has been an increase in the number of children with SEN with a care plan since December 2018. Shropshire figures show a recent, rising trend above the England and statistical neighbour averages.

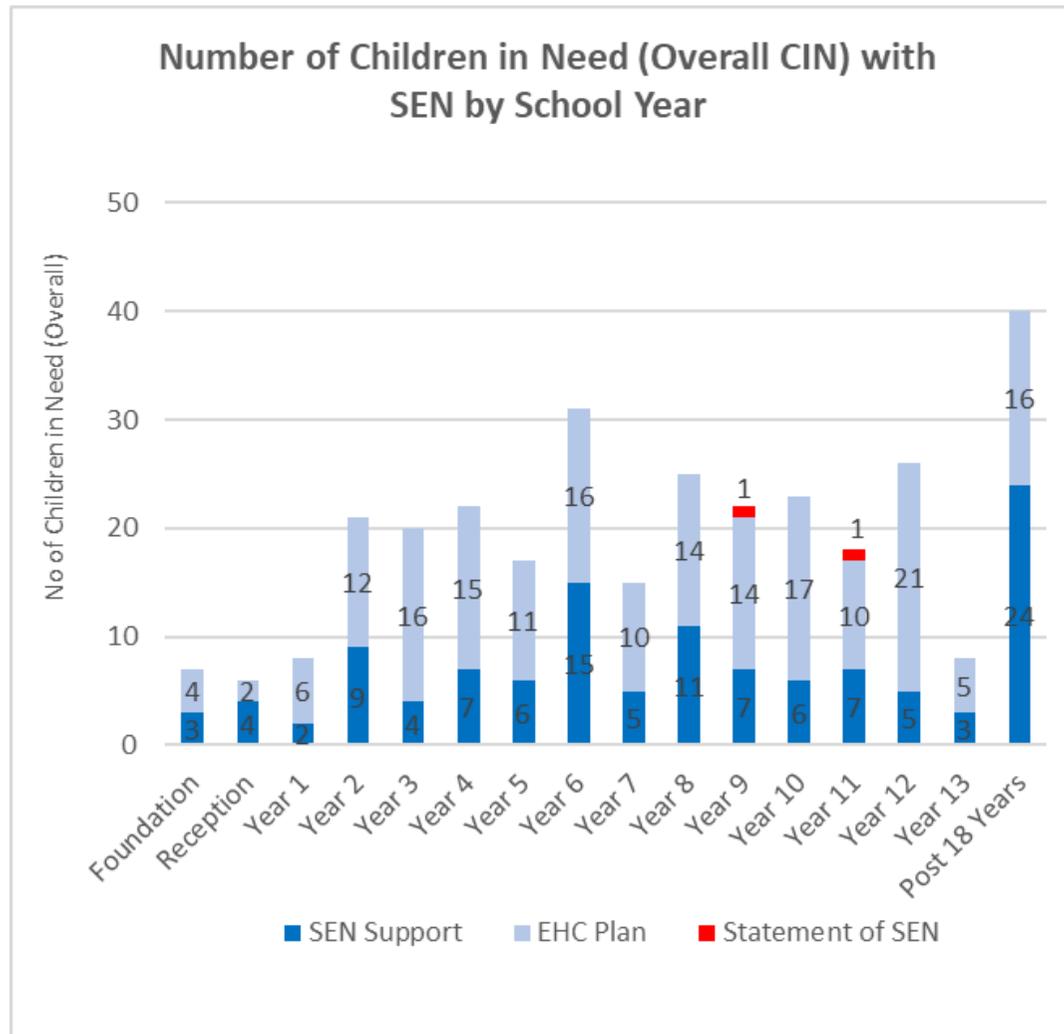
Chart 57: Percentage of School-age Children in Need with SEN/EHCP



<https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-2019-to-2020>

Chart 58: Number of Children in Need (CiN) with SEN by School Year

There has been an increase in the overall number of Children in Need with SEN when compared to the data collated as of October 2018.

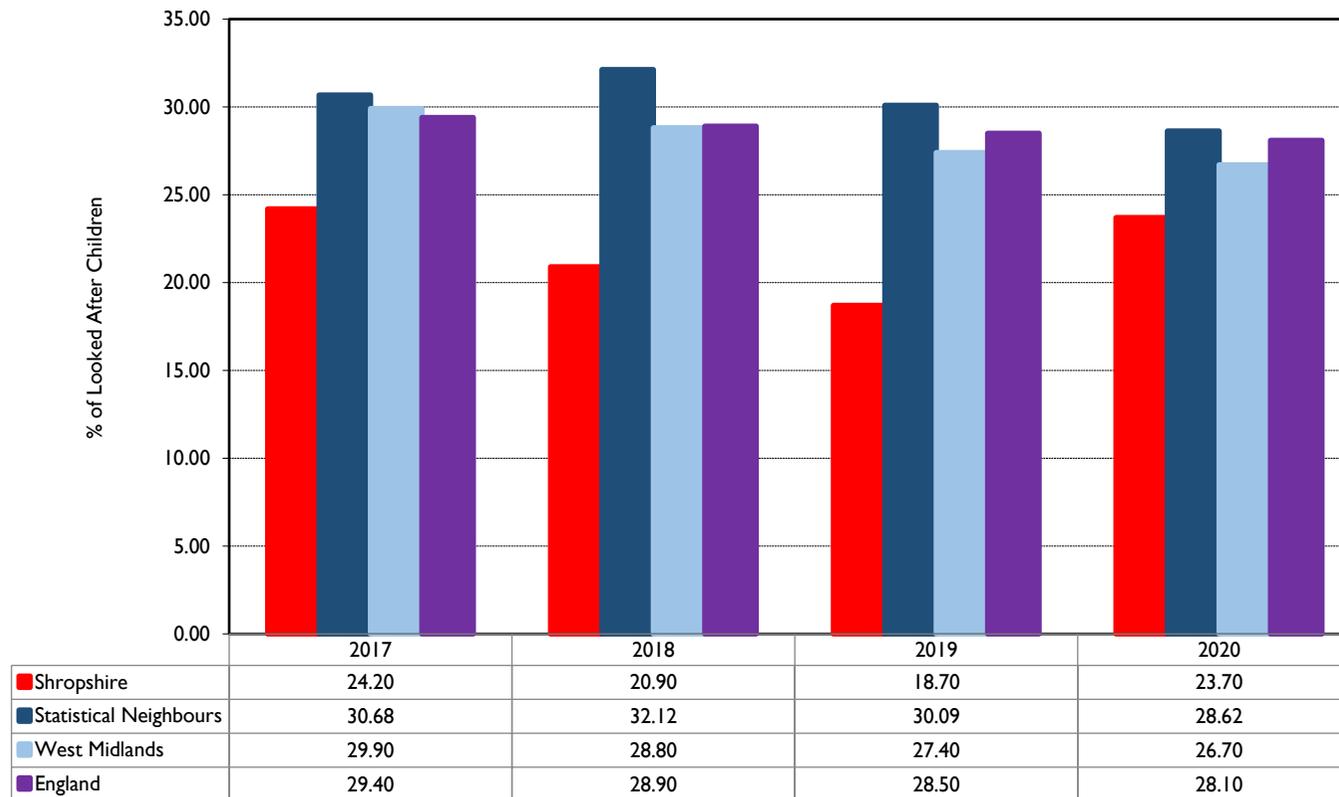


Carefirst, January 2019

Children with SEN who are Children Looked After (CLA / LAC)

% of children who have been continuously looked after for 12 months as of 31 March excluding those children in respite care. Only children who are matched to the census data and aged 4 years or above on 31 March have been included. Children Shropshire local authority is responsible for (regardless of where they are placed) will be included in the English state funded school census return. Children looked after data relates to the year ending 31st March (i.e., April to March).

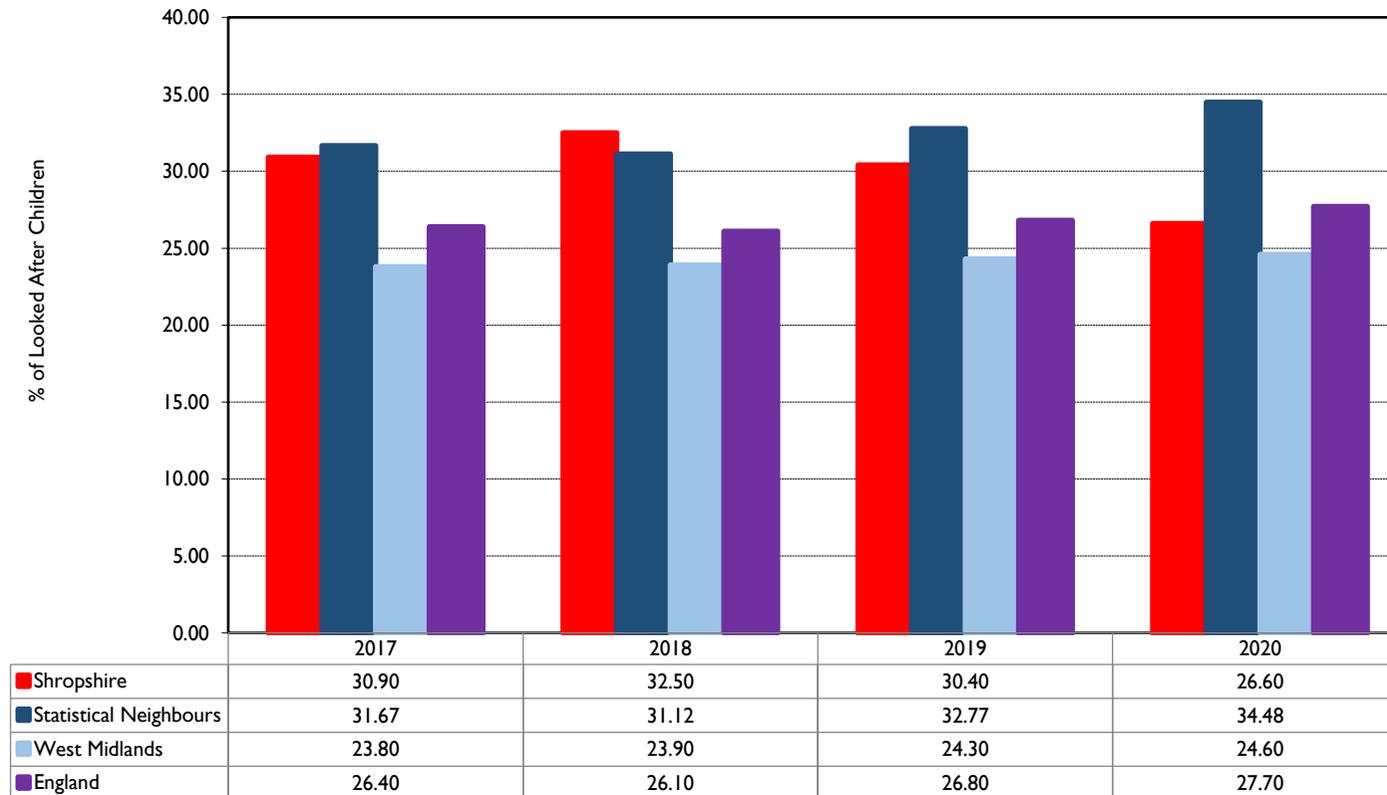
Chart 59: Percentage of Children Looked After who have SEN but no EHCP



<https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-2019-to-2020>

- From 2018 there has been a decreasing trend in Shropshire in the number of looked after children with an EHCP.
- Shropshire generally follows the same trend as its statistical numbers for the percentage of children looked after (LAC) who have a statement of SEN/EHCP, however, the England average is lower.

Table 13: Percentage of Children Looked After who have EHCP



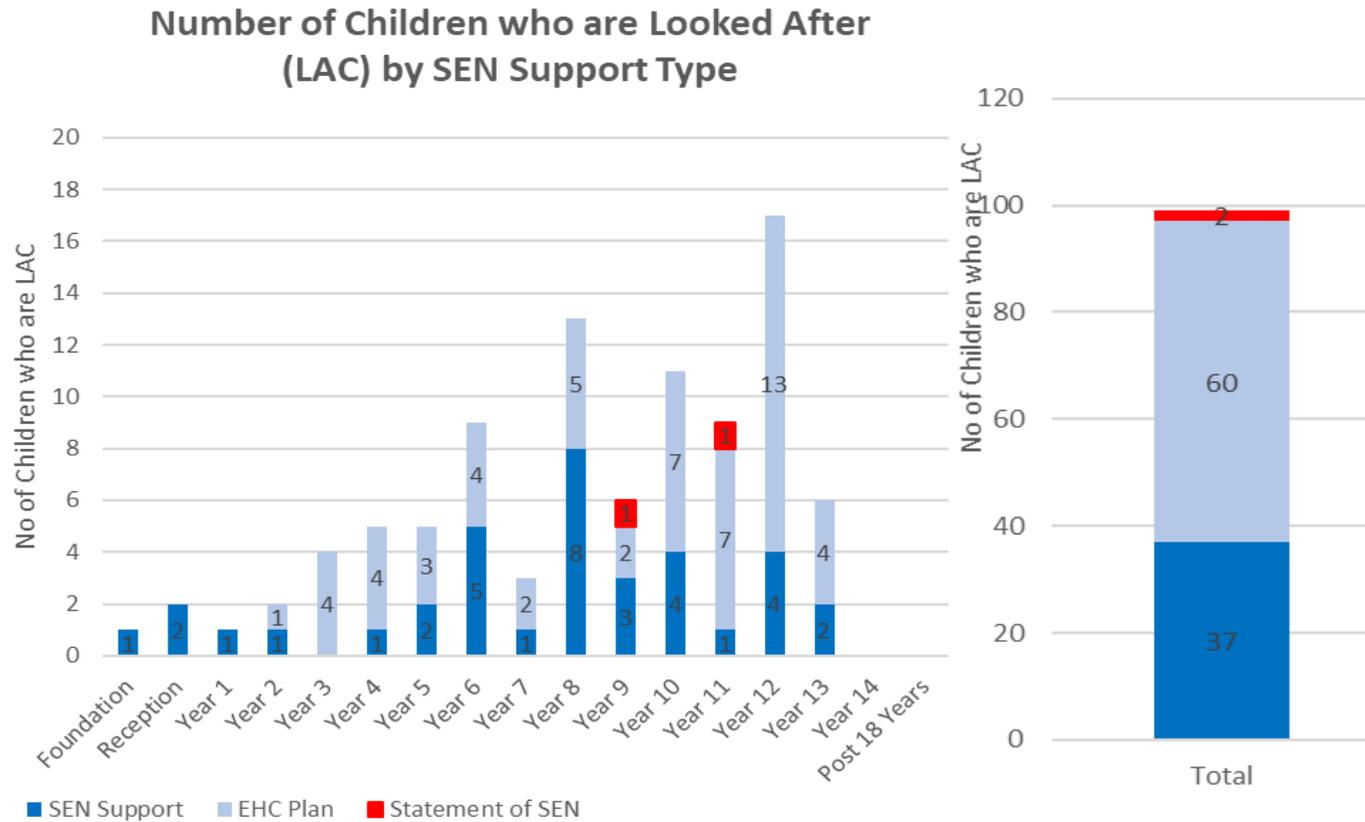
<https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-2019-to-2020>

LAC by SEN Support Type and Academic Year

The table below shows the number of children who are looked after (LAC) recorded on Carefirst by SEN type as of December 2018.

There are spikes in the numbers of children who are LAC in year 6, year 8, year 10 and year 12. In addition, the graph shows there are a greater number of children who are LAC with an EHCP rather than receiving SEN support.

Chart 60: Number of Children Looked After by SEN Support Type and Academic Year



Carefirst, January 2019

PARENTAL INVOLVEMENT AND REVIEWS

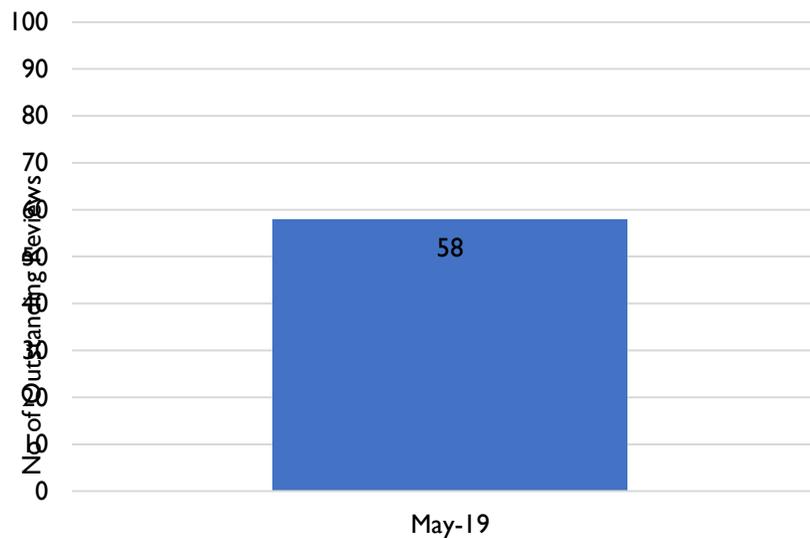
Statements of Special Educational Needs (SEN) and Education, Health and Care Plans (EHCPs) must be reviewed at least once a year. This is generally referred to as an Annual Review.

The local authority is responsible for informing the school or college, at the beginning of term, that an Annual Review is due. The school or college is then responsible for setting up the meeting and inviting everyone.

Prior to the Annual Review, professionals involved with the child or young person should be asked to provide their views about whether the Statement or EHCP needs to be changed. Parents and the young person should also be asked to give their views.

Below is a snapshot figure showing the number of children that have not had an Annual Review in excess of 12 months. Data source = ONE Database snapshot on a given date. As of June 2019: figures detailed in the graph are an indication only - this data area requires cleansing to remove data duplicates. This means there may be differences in future reporting.

Chart 61: No Review in Excess of 12 Months - Snapshot



Data source: ONE Database (as at 28.05.19)

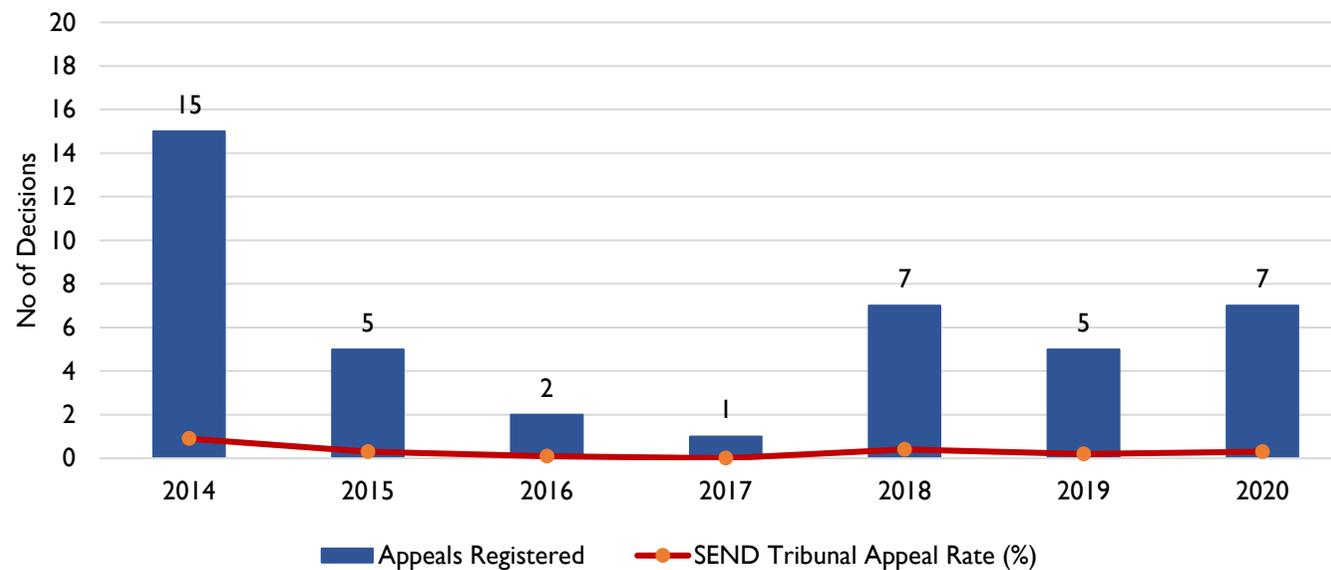
Tribunal Appealable Decisions

The figure is calculated as the sum total of the following:

- No of initial requests for EHC assessments refused
- No of assessments completed and a decision made not to issue an EHC plan
- No with an EHC plan as of January each year
- No EHC plans ceased because the special educational needs of the child or young person are being met without an EHC plan.

As of 31st May 2021, there were 8 tribunals with the classification of 'active' on the ONE Database. Eleven children had an 'active' tribunal classification during the period 01.09.20 to 31.05.21. NB One child had 2 tribunals listing with different notification dates.

Chart 62: Shropshire SEND Tribunal Appealable Decisions



<https://www.gov.uk/government/statistics/tribunal-statistics-quarterly-january-to-march-2021>

FINANCE

High Needs Benchmarking

High needs learners are defined as young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve. Learners will receive additional funding for support, typically from specialist staff providing education, health and care services.

High needs learners do not always receive the support they need to reach their potential. Ofsted found in 2016 that too many young people with learning difficulties and/or disabilities are poorly prepared for adult life.

The Council has a duty to provide sufficient provision for high needs learners and, where possible, they want needs to be met locally and in the most cost-effective way. It is therefore important to understand the current and potential future needs of these learners, and how provision is being used and developed to meet those needs.

- Overall, data showed that Shropshire was not as well funded for high needs learners as other local authorities. Top-up funding provided by the local authority to secondary schools was higher than average.
- Shropshire's high needs budget allocations per head of the pupil population were markedly lower than the national average and for authorities with similar populations.
- The overall Dedicated Schools Grant (DSG) budget had been reducing across the board over the preceding few years but the high needs block element of this had been increasing. However, the rate of increase in Shropshire's high needs block funding was slower than it was elsewhere, meaning that proportionately, Shropshire's high needs funding was lagging behind comparators.
- Outturn weekly costs for Shropshire's SEN services were lower than they were for comparator authorities and had been falling at a faster rate than elsewhere.
- Overall, Shropshire and its statistical neighbours still have a lower-than-average high needs budget per head of the child population.
- While in 2017/18, top-up funding for maintained secondary schools in Shropshire was much higher than elsewhere, this gap has closed for 2019/20. Place funding and top-up funding for maintained special schools remains low.
- Overall, total DSG allocation has continued to fall across the board, while the high needs element of this has continued to increase. In 2017/18, it was concerning that Shropshire was lagging behind comparators in terms of high needs block funding as a proportion of total DSG; however, the latest data shows that this has evened out and Shropshire is now more in line with averages elsewhere.

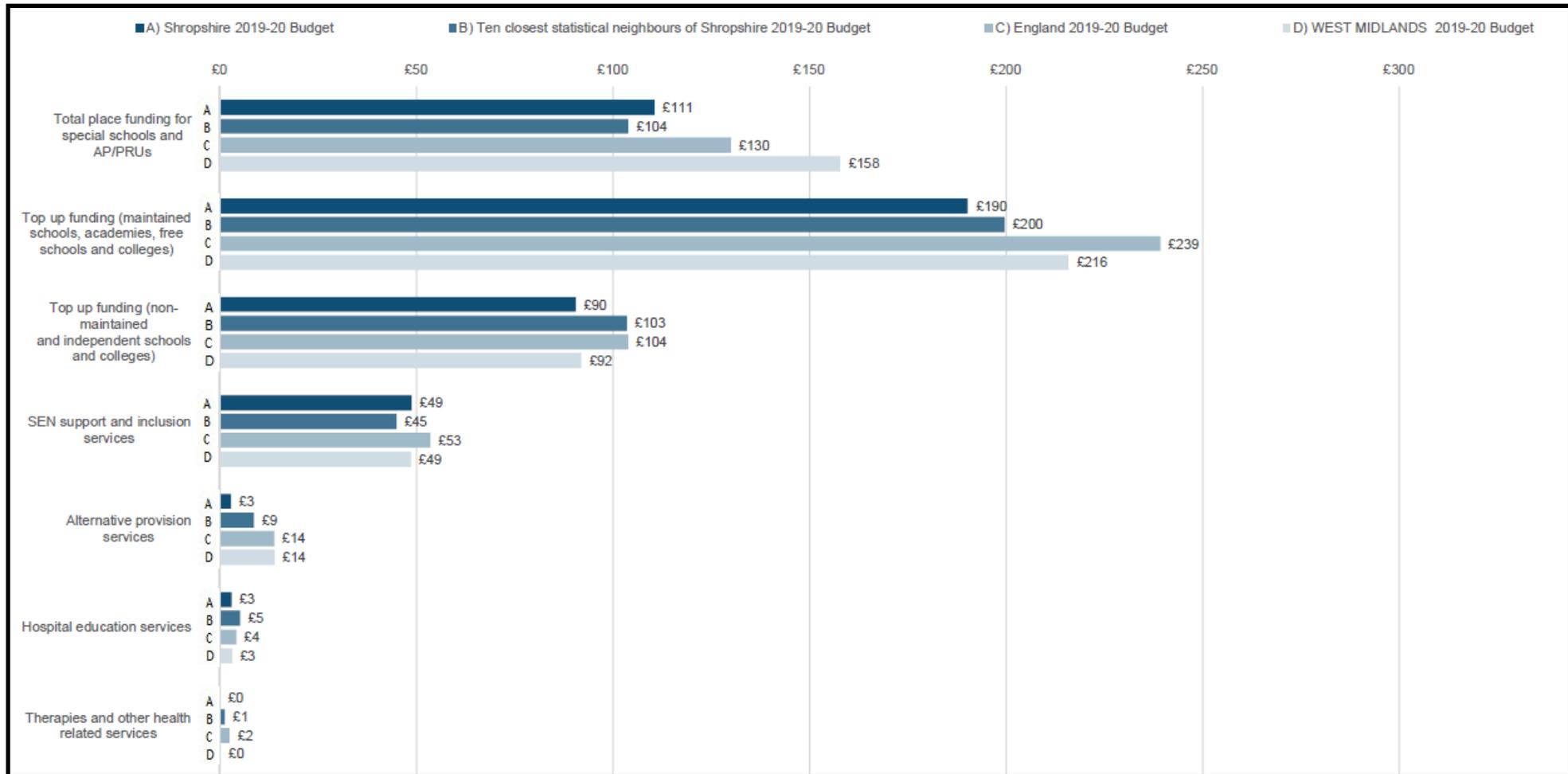
Shropshire's weekly unit costs for SEN services have increased significantly since the last needs assessment and are now higher than comparator averages.

Overall high needs budget

The following charts are taken from the High Needs Benchmarking Tool. 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.

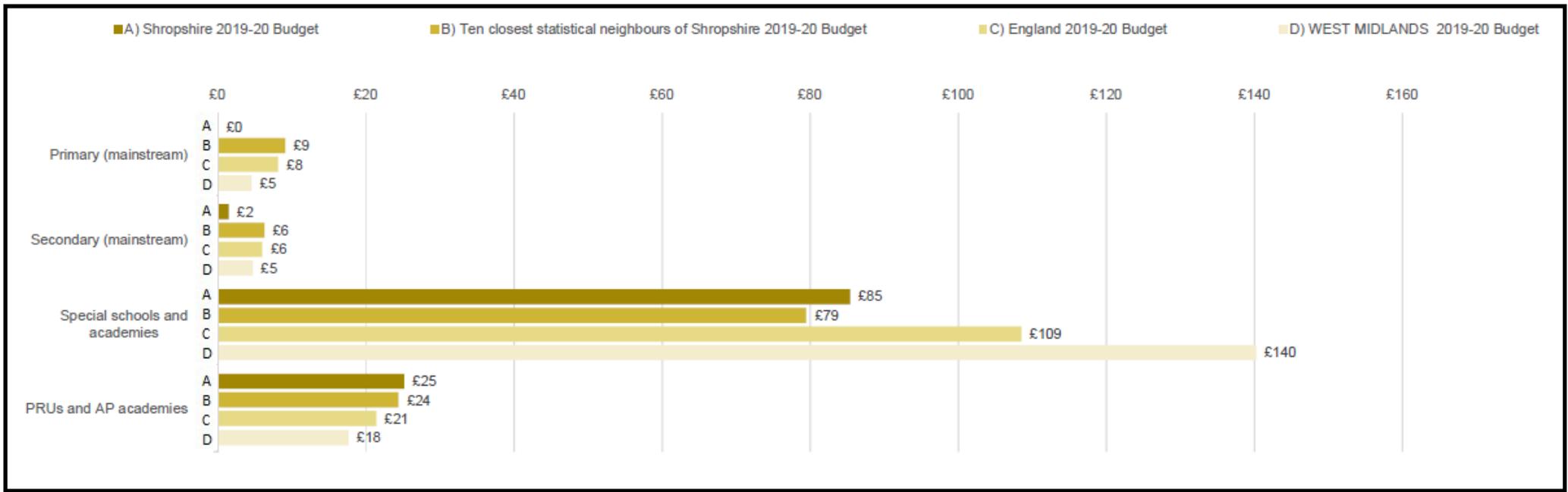
Overall, Shropshire and its statistical neighbours still have a lower-than-average high needs budget per head of the child population. The breakdowns of this funding largely reflect the differing placement profiles highlighted in the earlier section of this report. While in 2017/18, top-up funding for maintained secondary schools in Shropshire was much higher than elsewhere, this gap has closed for 2019/20. Place funding and top-up funding for maintained special schools remains low, although this is more in line with national and statistical neighbour averages for non-maintained and independent special schools.

Chart 63: High needs budget per head of 2–18 population, 2019/20



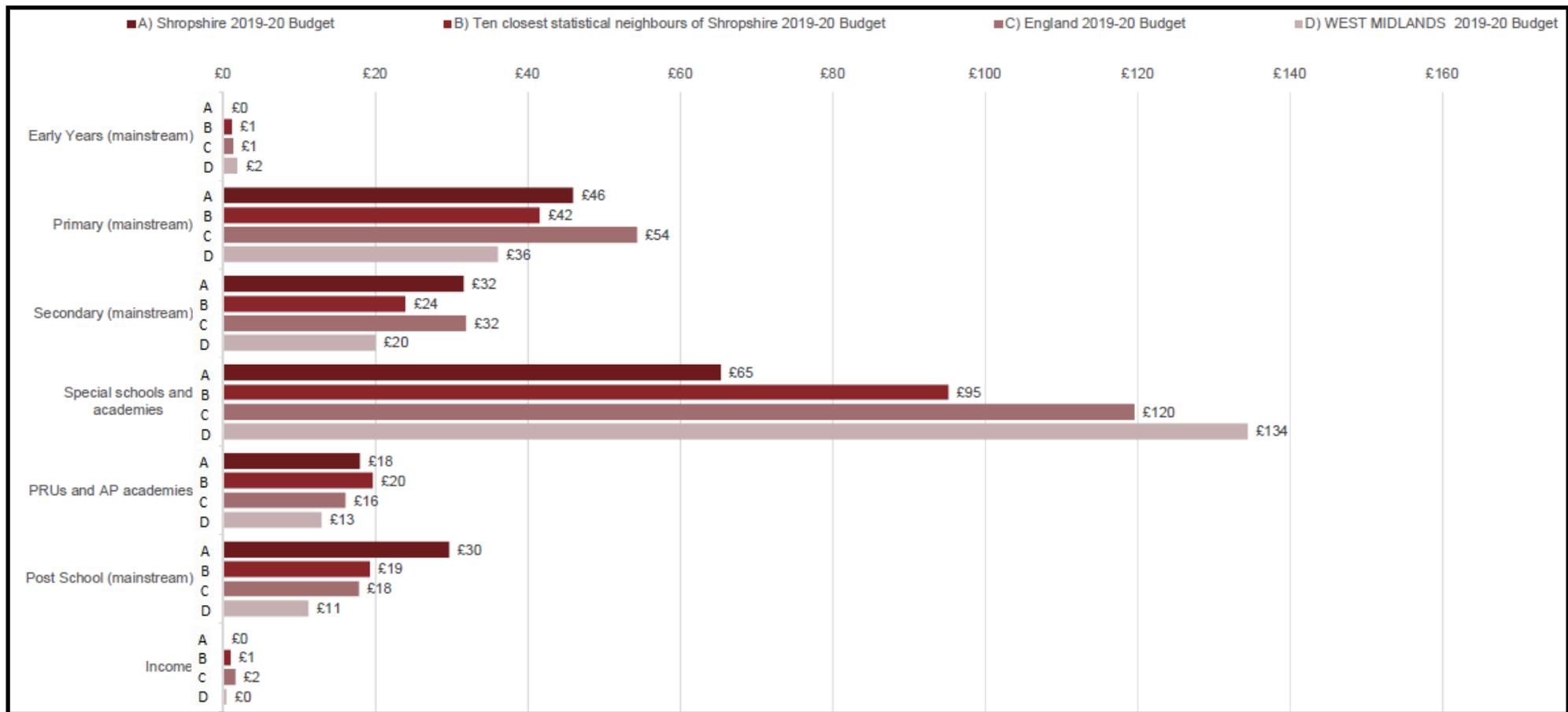
High Needs Benchmarking Tool, v.7, taken from Section 25 I returns from local authorities

Chart 64: High needs budget per head of 2–18 population: place funding split by phase (for mainstream) and type of institution (for specialist), 2019/20



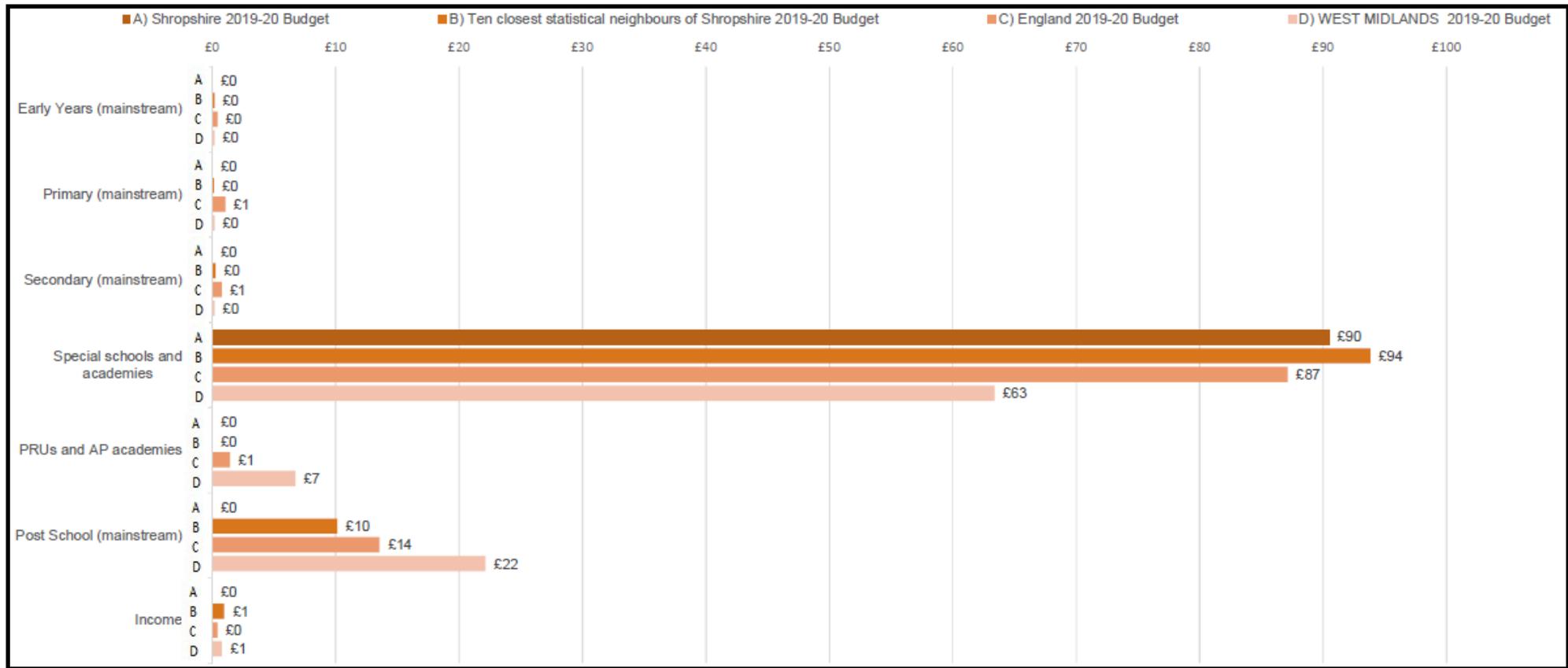
High Needs Benchmarking Tool, v.7, taken from Section 25 I returns from local authorities

Chart 65: High needs budget per head of 2–18 population: top-up funding (maintained schools, academies, free schools and colleges), split by phase (for mainstream) and type of institution (for specialist), 2019/20



High Needs Benchmarking Tool, v.7, taken from Section 25 I returns from local authorities

Chart 66: High needs budget per head of 2–18 population: top-up funding (non-maintained and independent schools and colleges), split by phase (for mainstream) and type of institution (for specialist), 2019/20



High Needs Benchmarking Tool, v.7, taken from Section 25 I returns from local authorities

Dedicated Schools Grant (DSG)

The table below shows the most recent DSG funding allocations, compared with the funding reported at the time of the last needs assessment. Overall, total DSG allocation has continued to fall across the board, while the high needs element of this has continued to increase. At the time of the last needs assessment, it was concerning that Shropshire's rate of increase in high needs block funding had been slower than elsewhere, resulting in a ratio that lagged behind comparators. However, the most recent data shows that this has evened out and that Shropshire is now largely in line with comparators (slightly higher than England and statistical neighbours, and slightly lower than the West Midlands).

Table 14: **Dedicated Schools Grant (DSG) funding allocations**

	Reported in last needs assessment	Latest available data	
	2017/18	2020/21	2021/22
Shropshire			
Total DSG funding allocation	£124.4m	£97.2m	£104.8m
High needs block funding allocation	£25.1m	£22.9m	£26.3m
High needs block as % of total DSG	20.2%	23.6%	25.1%
England			
High needs block as % of total DSG	21.7%	23.4%	24.7%
Statistical neighbours			
High needs block as % of total DSG			
West Midlands			
High needs block as % of total DSG			

Education & Skills Funding Agency DSG funding allocations for 2020/21 and 2021/22

Unit costs for SEN services

Table 34 shows the outturn weekly unit cost for SEN services, as recorded on the Section 251 budget return. It shows that Shropshire’s unit costs have been increasing quite dramatically in recent years, while the picture has fluctuated around a more stable level elsewhere. For the most recent year available (2018/19), Shropshire now sits a little higher than its comparators, whereas it was notably lower at the point of the last needs assessment.

Table 15: Section 251 outturn weekly unit costs (approximate) for SEN services

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Shropshire	£45.00	£60.00	£60.00	£90.00	£100.00	£120.00
England	£95.00	£95.00	£100.00	£110.00	£105.00	£105.00
Statistical neighbours	£100.00	£99.44	£101.67	£115.56	£115.00	£108.89
West Midlands	£80.00	£80.00	£85.00	£100.00	£100.00	£95.00

Personal budgets

At the time of the January 2021 SEN2 return, Shropshire had **66** personal budgets in place for its **2,016** EHCPs. This number has fluctuated somewhat over the past five years, with as many as **111** in place in January 2018 and as few as **16** in January 2019.

Of these **66**, **2** had a direct payment for education in place, **8** for health and **15** for social care.

Local Authority Interactive Tool, using Section 251 data, reported to the nearest £5 (except for statistical neighbours, which uses an average calculation)

Data derived from GOV.UK table tool, using DfE data sources: Education, Health and Care Plans

GLOSSARY

- Academies - academies are independent schools that are publicly funded and free from local authority control. They have freedom over how to deliver the curriculum and can set their own lengths of school days and terms. Schools are able to apply for academy status.
- ADHD - attention deficit and hyperactivity disorder.
- Annual review - the review of a statement of special educational needs which a local authority (LA) must carry out within 12 months of making the statement, and then on an annual basis.
- ASC - autistic spectrum condition.
- ASD - autistic spectrum disorder.
- BESD - behavioural, emotional and/or social difficulties.
- CAMHS - Child and Adolescent Mental Health Service: a service to provide help, support and care for children and young people with mental health difficulties.
- Children's centres - Sure Start Children's Centres are places where children under five years old and their families can receive seamless holistic integrated services, and where they can access help from multi-disciplinary teams of professionals offering: full day care, early years education, child and family health services, including ante-natal services, parental outreach, family support services, childminding support for children and parents with special needs, links to Job Centre Plus.
- Clinical psychologist - a clinical psychologist is a health professional who helps children with specific problems with learning or with overcoming behaviour difficulties. The team dealing with this area is known as the CAMHS team (Children and Adolescent Mental Health Service). They offer both long- and short-term support to the child and family.
- Code of Practice - a guide for parents, schools and LAs about the help they can give to children with special educational needs. Schools, local authorities and children's social services must adhere to the code when they work with a child with special educational needs.
- Department for Education - the DfE is responsible for education and children's services nationally.
- Early Years Foundation Stage - this begins when children are born and lasts until the end of their Reception year.
- Early Years settings - all pre-school educational provision nursery classes and schools, day nurseries and preschools.
- Education welfare officer (EWO) - offers specialist support to parents and schools on pupil welfare and attendance. They work with other agencies to promote attendance and welfare. They have responsibility for ensuring attendance in school of children of statutory school age.
- FE - further education.
- Graduated approach - where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do review) through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

GLOSSARY CONTINUED....

- Health visitor - a qualified NHS nurse who gives advice on general child health, particular health problems and has specific responsibility for monitoring a child's progress and advising parents when needed.
- HI - hearing impairment.
- Key Stages - there are five key stages of education:
- Foundation Stage: birth - five years old (end of the Reception year)
- Key Stage 1: years 1-2 / ages 5-7
- Key Stage 2: years 3-6 / ages 7-11
- Key Stage 3: years 7-9 / ages 11-14
- Key Stage 4: years 10-11 / ages 14-16
- LA - local authority.
- Mainstream school - an LA-maintained school that is not a special school. Mainstream schools form the majority of schools and include infant, junior, primary and secondary schools.
- Maintained school - a state school including community, foundation and voluntary schools, as well as community special and foundation special schools.
- MLD - moderate learning difficulties.
- MSI - multi-sensory impairment
- Multi-disciplinary - involving professionals from a range of disciplines (education, social care and health).
- Occupational therapist (OT) - a professional employed by the Health Trust to work with the child, parents and teachers. Occupational therapists use therapeutic techniques (advising on equipment and environmental adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.
- OfSTED - takes responsibility for the inspection of all schools, Early Years settings and residential children's establishments in England. Find reports on individual establishments on the OfSTED website
- Paediatrician - a doctor specialising in the needs of babies and children.
- PD – Physical Disability
- Physiotherapist - a therapist who supports children with physical and medical needs, helps with exercises and provides advice to parents and schools.
- Place Plan Areas – 18 local areas chosen in Shropshire to allow place-based planning of services and understanding population needs.
- PMLD - profound and multiple learning difficulties.
- Pupil referral unit - provides education for excluded pupils or others who may be out of school for a variety of reasons.

- SEMH - social, emotional and mental health issues
- SEN - special educational needs - a child is said to have a special educational need if he/she has learning difficulties that need special educational provision.
- SEN co-ordinator (SENCo) - member of staff of a school or early education setting, who has responsibility for co-ordinating special educational needs (SEN) provision within that school.
- SI - sensory impairment
- SLCN - speech, language and communication needs
- SLD - severe learning difficulties
- SLT - stands for speech and language therapist. They help children who have speech, language and communication difficulties.
- Special school - a school which is specially organised to make special educational provision for pupils with special educational needs and statements whose needs cannot be met in a mainstream school.
- Special Educational Needs and Disability Tribunal (SEND) - an independent body within the Tribunal Service that hears appeals by parents against LA decisions on assessments and EHCPs.
- SpLD - specific learning difficulty
- Statistical Neighbours - statistical neighbours provide a method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours.
- Teaching assistant/learning support assistant/general assistant (TA/LSA/GA) - a person employed in school to support children's learning under the direction of a class teacher.
- Transition plan - a plan devised following the Year 9 Annual Review and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school in order to plan coherently for the young person's transition to adult life.
- VI - visual impairment (loss of sight).

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All from Stakeholder Engagement c.40ish?

APPENDICES

Early Years Preferred Providers list

Specialist training is provided to staff in these settings to help them meet the needs of vulnerable young children, for example on specific communication programmes, inclusion, behaviour management and attachment. There is also bespoke training available when a child requires support.

Table 16: **Shropshire Early Years Preferred Providers list, December 2020**

	Provider	Location
Childminders	Little Totz	Shrewsbury
	Kym's House	Shrewsbury
	Janet Austin	Ellesmere
	Elaine Townsend	Hinstock
Private, voluntary and independent settings	Burford Pre-school	Tenbury Wells
	Condover Pre-school	Shrewsbury
	Crowgate Child Centre Ltd	Bishops Castle
	Daisy Chain Mytton Oak	Bishops Castle
	Gobowen All Rounders	Oswestry
	Hodnet Pre-school	Market Drayton
	Holy Trinity Playgroup	Shrewsbury
	Kidzone	Oswestry
	Morda Pre-school	Oswestry
	Mount Lane Day Care Nursery	Market Drayton
	Sheriffhales Montessori Pre-school	Sheriffhales
	Wem Playmates	Shrewsbury
	Wistanstow under 5s	Wistanstow
	Opportunity Pre-school	Shrewsbury
	Rainbow Pre-school Tern Hill	Market Drayton
School-based provision	Cleobury Mortimer Primary & Nursery	Kidderminster
	St Lawrence	Church Stretton