



**Children and Families Overview and
Scrutiny Committee**
26th November 2008

**Report from the Director of Children
and Families**

For Action

Wards Affected: ALL

**Special Educational Needs – Overview of
Current Provision and Future Plans**

1.0 Summary

- 1.1 This report provides an overview of progress and provision for children with special educational needs in Brent and identifies areas for future development.

2.0 Recommendations

- 2.1 That members note the report and progress on implementation of the SEN review is reported back to the Children and Families Overview and Scrutiny Committee in summer 2009.

3.0 Detail

Background data

- 3.1 The pupil level census returns (PLASC) in January 2008 showed that 25% of pupils in Brent schools have special educational needs. This compares with 19% nationally from the January 2007 returns. The majority of these children have their needs met in their local mainstream school at the non-statutory school-based stages (School Action and Action Plus). Approximately 3% of children in Brent schools have statements of special educational needs. A breakdown by type of school is shown in Table 1.

TABLE 1				
SEN BY TYPE OF SCHOOL				
	Action %	Action Plus %	Statements %	Total %
Nursery Schools (Childrens Centres)	5	12.5	5	18
Primary	16.5	7.5	1.5	25.5
Secondary	16	4.4	1.9	22.3
Special	0	0	100	100
TOTAL BRENT 2008	16	6	3	25
TOTAL National 2007	12	6	1	19

- 3.2 We are also able to use PLASC data to do a breakdown according to type of need. The categories of need used are as follows

MLD – moderate learning difficulties
 BESD – behaviour, emotional and social difficulties
 SLCN – speech, language and communication needs
 SPLD – specific learning difficulties
 SLD – severe learning difficulties
 ASD – autistic spectrum disorder

A comparison of pupils in Brent schools with the national picture is shown in Tables 2 and 3.

TABLE 2		
TYPE OF NEED – SCHOOL ACTION PLUS		
Type of need	% of SA + Brent	% SA + National
MLD	32%	30%
BESD	26%	26%
SLCN	22%	15%
SPLD	8%	15%
SLD	3%	1%

TABLE 3		
TYPE OF NEED – SCHOOL ACTION PLUS		
Type of need	% of Statements Brent	% of Statements National
MLD	25%	22%
ASD	14%	15%
SLD	13%	7%
SLCN	13%	12%
BESD	12%	14%

At School Action Plus, Brent has more pupils with speech, language and communication needs than nationally and less with specific learning difficulties. For children with statements, Brent has more children with severe learning difficulties than nationally.

- 3.2 Pupils at School Action and School Action Plus in Brent achieve better than nationally whereas statemented pupils in Brent achieve less well than statemented pupils nationally. However, there is some evidence to suggest that there are more children with complex special educational needs in Brent schools than is the case nationally.
- 3.3 The gap between the percentage of pupils with SEN and without SEN gaining 5+A*-C grades including English and Mathematics in 2007 was slightly smaller in Brent than nationally (see Table 4).

TABLE 4				
KS4 ACHIEVING 5 A*-C INCLUDING ENGLISH AND MATHEMATICS 2007				
2007	All pupils	Not SEN	SEN	% point gap
National	45.5	53.9	9.4	44.4
Brent	50.4	58.9	15.6	43.3

Current Provision

- 3.4 There is a wide range of SEN provision available in Brent. All schools meet a range of needs from within their delegated resources. The funding of Additional Educational Needs within the schools' funding formula was subject to a comprehensive review in 2007/8. As the result of this review funding for pupils at School Action and School Action Plus is allocated by proxy measures for prior attainment April 2008.
- 3.5 There are approximately 1343 children with statements of SEN in Brent and, of these, 641 are educated in a mainstream school with additional support
- 3.6 There are 7 additionally resourced mainstream provisions in Brent schools, nurseries and children's centres providing specialist provision in a mainstream setting. These are set out in Table 5.

TABLE 5			
Name of provision	Category of Need	Phase (Secondary/Primary /Pre-school)	Capacity (fte)
Fawood	Autism	Pre-school	10
College Green	Hearing impairment	Pre-school	6
Kensal Rise	Speech and Language	Primary	20
Oakington Manor	Speech and Language	Primary	25
Kingsbury Green	Hearing impairment	Primary	16
Kingsbury High	Hearing impairment	Secondary	18
Preston Manor	Speech and Language	Secondary	12

There are also 3 specialist services operating from mainstream schools providing support and advice to schools and parents.

- Brent Outreach Autism Team – located at Fawood Children's Centre
- Service for hearing impairment located at College Green Nursery
- Service for visual impairment – located at Mora Primary School.

- 3.7 Brent maintains 5 special schools as set out in Table 6.

TABLE 6			
Name of provision	Category of Need	Phase (Secondary/ Primary/Pre-school)	Capacity (fte)
Grove Park	Complex physical and/or medical needs and communication, learning and/or sensory needs	2-19	90
Hay Lane	Profound and/or multiple learning difficulties, severe learning difficulties and autistic spectrum disorders	2-19	120

Manor	Severe learning difficulties and autistic spectrum disorders	4-11	132
Vernon House	Complex, behaviour, emotional and social difficulties	5-11	40
Woodfield	Complex learning difficulties and autistic spectrum disorders	11-19	120

- 3.8 Following a SEN review undertaken in 2004/5, there has been major improvement in special school provision and increasing ability to meet a range of complex needs within the Borough. There is new post 16 provision at Woodfield School, Hay Lane and Grove Park Schools. There has also been a rolling programme of improving accessibility in mainstream schools and there are now 22 schools within Brent which are highly accessible for pupils with physical disabilities.

Future Trends and developments

- 3.9 The numbers of children with complex SEN continues to rise. In particular, increasing numbers of children are being identified with autistic spectrum disorder. Many children with complex SEN are being educated in mainstream schools. There has been a significant rise in the numbers of children identified as requiring a statutory assessment of SEN, as shown in Table 7.

TABLE 7						
CHILDREN REQUIRING A STATUTORY ASSESSMENT OF SEN						
MONTH	2004	2005	2006	2007	2008	2009
January	11	17	16	32	30	
February	16	12	7	26	32	
March	13	24	22	26	22	
April	17	12	13	13	12	
May	9	9	21	18	9	
June	13	13	14	16	19	
July	10	14	19	34	17 to date	
August	6	4	4	1		
September	5	11	20	24		
October	15	22	28	24		
November	15	23	20	26		
December	14	21	12	18		
TOTAL	144	182	196	258		

- 3.10 Despite improvement in-Borough provision, it is not always possible to place children with low-incidence needs within the Borough. In 2006/7, 216 children were placed in out-Borough day or residential provision at a cost of approximately £4.5 million. This covered a range of types of need; over 25% of placements were for children with autistic spectrum disorder. A second phase of a SEN review has been agreed through the Schools Forum and the Council's Efficiency Board to further strengthen local specialist provision and reduce the need for out-borough placements.

3.11 The review is wide-ranging and is summarised below.

Further development to in-Borough SEN provision

- Establish specially resourced mainstream provision for children with ASD in the primary and secondary sectors
- Create small scale education provision for young people with acute emotional and behavioural difficulties whose needs cannot be met within current school or Pupil Referral Unit provision
- Review current specially resourced mainstream provision for speech and language difficulties to achieve more cost effective provision
- Develop in-Borough provision for deaf and hearing impaired pupils so that a greater range of needs can be effectively met locally
- Increase range and quality of respite care and short break provision for families of children with complex learning difficulties and disabilities
- Assess feasibility of a rebuild of Hay Lane and Grove Park Schools using Targeted Capital Fund monies
- There will be opportunities through Building Schools for the Future to transform educational provision in the authority and SEN will be a key strand.

Review of SEN funding arrangements

- Review of the methodology for funding special schools and additionally resourced mainstream provisions. Currently, funding is historic and does not fully reflect the range of complexity of the needs of children attending specialist provision
- Review of funding arrangements for children with statements attending mainstream schools
- Any changes in funding arrangements will need to be agreed through the Schools Forum

Commissioning of out-Borough placements

- Restrict fee increases for independent residential special school placements to 2% in line with the new pan-London agreement
- Combine education and social care commissioning arrangements for out-Borough placements and strengthen monitoring arrangements for children placed out of the Borough

Local authority services for SEN

- It has been agreed that local authority SEN services will be reviewed over the next year as part of the Council's rolling Improvement and Efficiency programme. The scope of the review is yet to be determined but it will be an opportunity to review and, where appropriate, re-design systems and processes for meeting statutory SEN responsibilities.

- 3.12 Work is underway on the planning for further development of in-Borough SEN provision and on the review of SEN funding arrangements. The review of local authority services for SEN, including commissioning arrangements for out-Borough placements, will commence in early 2009.

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