

Children and Young People with Special Educational Needs and Disabilities (SEND) in Norfolk

Executive Summary

- 16.9% of Norfolk children and young people have special educational needs (SEN), which is around 21,000.¹
- Norfolk has a higher percentage of children and young people with SEN than the national and regional averages. Norfolk's SEN population is 16.2% (18,982) of children and young people in state-funded schools (including; primary, secondary and special schools) where nationally this is 15.5% and 14.8% regionally.¹
- Overall, the SEN numbers have remained broadly consistent over the last three years and Norfolk remains around one percentage point above the national average. Generally, when considering state-funded schools, there is a larger percentage of SEN CYP in primary (15.2% average over the last 5 years in Norfolk) compared to secondary schools (13.3% average over the last 5 years in Norfolk), this difference is present for local (1.8%), regional (1.2%) and national (1.4%).¹
- It is estimated that 7.3% of children and young people (age 0-18) have a disability, which equates to 13,225 individuals in Norfolk.^{2, 3}

Introduction

Special Educational Needs and Disabilities

The Department for Education (DfE) refers to pupils with Special Educational Needs (SEN) in most of its major publications. Included in these reports are breakdowns of the child's type of support, whether they are receiving SEN support or an EHCP (or statements)⁴. Although the other more frequently used term Special Educational Needs and Disabilities (SEND) is not used in the DfE's core educational reports, Disabilities are included within the primary/ secondary need descriptors for those pupils who have Special Educational Needs.

Other terms used in DfE publication of educational statistics include 'Learners with learning difficulties and/or disabilities' (LLDD). This term is primarily used in post-16 education records and refers to learners self-identifying as having a learning difficulty and/or disability.

Data collected beyond March 2020

Following the changes in rules and regulations of school and workplace operations to reduce the impact of COVID-19 in society, a number of routine educational data collection and reporting schedules were changed. As such the current report is different in nature to those published

¹ Department for Education (2020-21). 2020/21: <https://explore-education-statistics.service.gov.uk/find-statistics>

² Prevalence of Special Educational Needs and Disabilities (SEND) (2010). National survey estimates, [\(PDF\) Prevalence of childhood disability and the characteristics and circumstances of disabled children in the UK: Secondary analysis of the Family Resources Survey \(researchgate.net\)](#).

³ Population mid-year estimates of children ages 0-18 (ONS) (2019-20). [Estimates of the population for the UK, England and Wales, Scotland and Northern Ireland - Office for National Statistics \(ons.gov.uk\)](#)

⁴ Definitions for the classification of EHCP or SEN support can be found here: [Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

previously. Several issues have arisen during the last few years and should be taken into consideration when reviewing the data presented here:

- 1- Key data collection events and academic assessments were cancelled (for example the summer census in 2020⁵).
- 2- The method used to assess academic performance was altered (for example Summer 2020 KS4 / GCSE assessments⁶).
- 3- The collection of data was undertaken in the context of vast societal and behavioural change (for example the need to isolate and not attend school after becoming infected/ being in contact with someone who has COVID-19).

In response to these changes, from the 23rd March 2020, the DfE have collected and presented weekly data from schools to better understand the impact of COVID-19 on educational settings. The results from this collection can be found on the DfE's website⁷.

Both historical and current SEN data is presented in the following passages. Where the latest data has not been released, we have indicated as such.

Prevalence and characteristics

Number and percentage of children and young people with SEN reported by schools

In 2021, 20,806 school pupils in Norfolk have an identified special educational need. School types included in the data are Independent schools, Non-maintained special schools, Pupil referral units, State-funded nurseries, State-funded primary, State-funded secondary, and State-funded special schools. 18,982 of these pupils are in state funded schools. Of the children with SEN, 15.9% of children are primary state-funded school children, 13.9% of children and young people are in secondary state-funded schools. Overall, there are 16.2% of children and young people with special educational needs of all ages in state-funded schools, including nurseries and special schools.⁸

The majority of children and young people (CYP) with SEN (77.6% or 16,138 in Norfolk), will have those needs met under "SEN Support", with 88% of SEN at state-funded primary school level and 86.2% at a state-funded secondary school level. This is where educational settings identify a child as having SEN and put special educational provision in place as part of a four-part cycle known as the graduated approach⁹; Assess, Plan, Do, Review. Educational establishments assess a child's needs and then plan the adjustments, interventions, and support to be put in place, implement that provision and review the effectiveness of that provision and support in collaboration with the children and their family.

Children and young people with more significant and complex needs that cannot be met by the resources ordinarily available to mainstream educational establishments may require an Education Health Care Plan (EHCP). In 2020/21 in Norfolk 4,668 children and young people had an EHCP, 3.8% of pupils (in line with the 3.7% seen for England).¹

Norfolk has a higher percentage of children and young people with SEN than the national and regional averages. Overall, 16.9% in Norfolk have SEN where this is 15.8% for England and 14.9% for the East of England.¹

⁵ [\[Withdrawn\] Coronavirus \(COVID-19\): reducing burdens on educational and care settings - GOV.UK \(www.gov.uk\)](#)

⁶ [Key stage 4 performance 2020 - GOV.UK \(www.gov.uk\)](#)

⁷ [Attendance in education and early years settings during the coronavirus \(COVID-19\) outbreak, Week 28 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

⁸ Special educational needs in England. 01 - Pupils in all schools, by type of SEN provision - including independent schools and general hospital schools - 2016 to 2021. <https://explore-education-statistics.service.gov.uk/find-statistics>

⁹ Also known as SEN Support

Over the past five years the number of pupils with SEN in Norfolk has increased by 14.0% (approximately 2,556 additional pupils). This increase is comparable to that seen for East of England (15.3%) and England (14.6%).

While Norfolk had a relatively small increase (year-on-year) in SEN between 2017-18 to 2018-19 (Norfolk: 1.25%, England: 3.3%), between 2018-19 and 2019-20 the increase in SEN was greater for Norfolk compared to England (Norfolk: 5.4%, England: 4.2%). Between 2019-20 to 2020-21, there was a much smaller increase in the number of SEN pupils across all locations (see Figure 1).

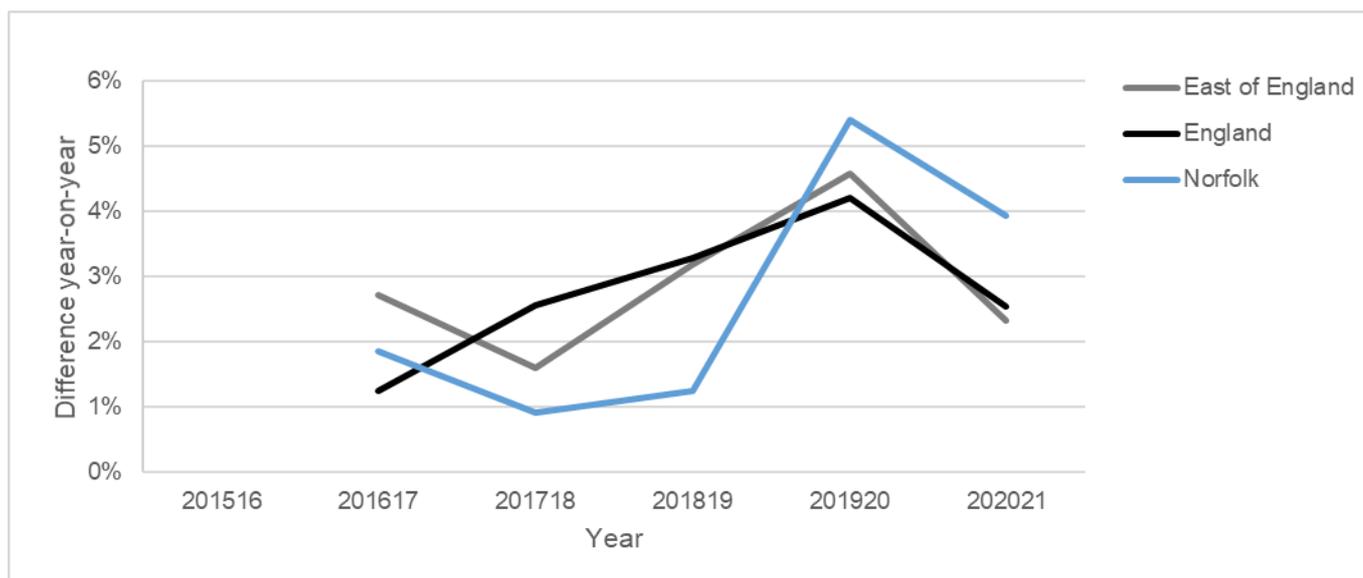


Figure 1: Difference year-on-year of the proportion of pupils with SEN (including with and without ECHP/ statements) by area.

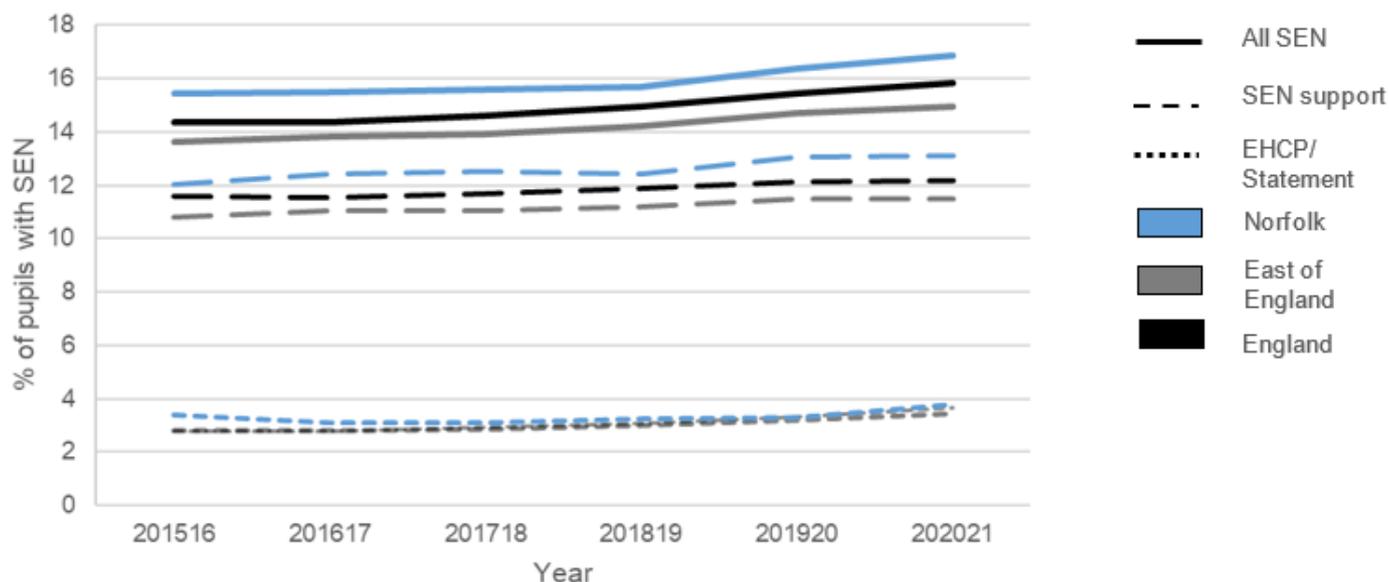


Figure 2: Proportion of pupils with SEN by type of support and area.

The percentage of pupils with SEN in Norfolk has remained higher than that seen across England for the last 5 years, this difference seems to be driven by the increase in the percentage of pupils with SEN support rather than the percentage of pupils with EHC plans.

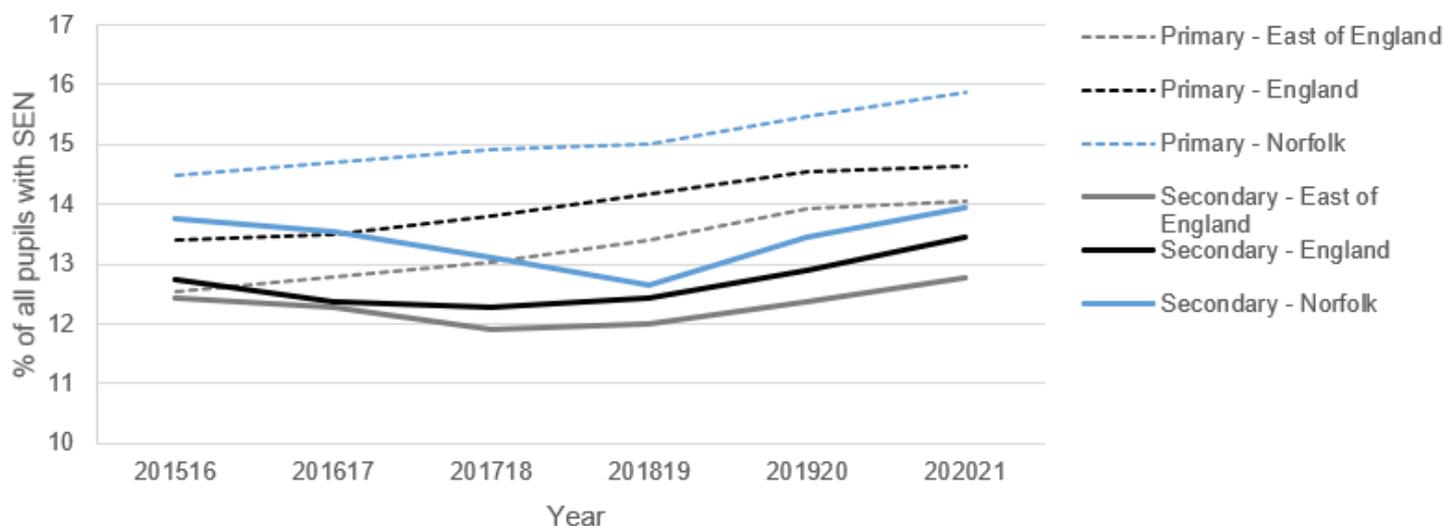


Figure 3: Proportion of all pupils in state-funded schools with SEN (including with and without ECHP/ statements). Note that Primary schools are in light shades, secondary schools are in dark shade.

A greater proportion of children are identified as having SEN at primary school than at secondary school. Again, Norfolk has higher proportion than is seen national and regionally but follows the national trend of increasing proportion at primary level and reduction at secondary school (Figure 3).

Special educational needs remain more prevalent in boys than girls. 8% of boys have SEN support compared to 5% of girls. 2% of boys have a statement or EHCP compared to 1% of girls.

The pie chart shows that special education needs remain more prevalent in boys than girls with SEN support or statement/EHC.

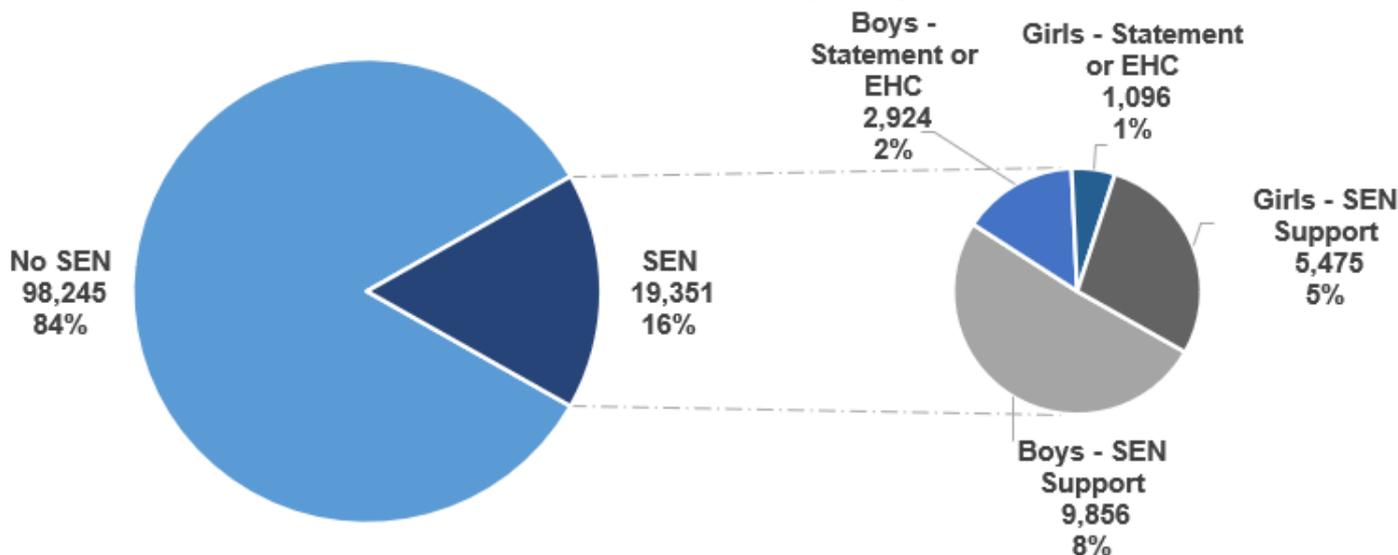


Figure 4: Breakdown of SEN pupils in Norfolk by support or statement and Gender.

Pupils whose first language is known to be English were more likely to have SEN support than those whose first language is known to be other than English. 17.2% of pupils whose first language was English had special educational needs compared to 11.4% of pupils whose first language was not English. 3.6% of pupils whose first language is English have a statement or EHCP, whereas 2.3% of pupils whose first language is not English have a statement or EHCP.

Around a third of all FSM eligible pupils have SENs, 22% have SEN support, which is 4.3% (5,008) of all pupils in Norfolk school. Whilst 6.8% of FSM eligible pupils have an EHCP, which is 1.3%, (1,544) of all pupils.

Assessment of Special Educational Needs

When a suspected special educational need is identified the school will assess the needs of the child and can apply for extra funding if high needs are identified (for more information about the process of identifying educational need visit Norfolk County Councils website¹⁰).

Where needs are suspected to be complex or severe and cannot be met within mainstream educational settings with correct support then the child is referred for an Education Health and Care needs assessment to see if an EHCP is required. An EHCP is for children and young people aged up to 25 who need more support than is available through SEN Support or support through mainstream schools. This is a person-centred assessment, led by the needs and aspirations of the children, young person and their parents/carers working in partnership with practitioners. This puts children, young people and their families at the centre of the assessment and planning process. The EHCP replaced the previous system of 'Statements of SEN' in 2014 and over time all children and young people with 'statements' have been transferred to EHCP.

If the outcome of the EHCP assessment is that an EHCP is required, the EHCP should be issued within a 20-week timeframe from the initial request¹¹. The most recent report (2020) on EHCP assessment timeliness shows that in Norfolk 20.5% of all EHCP's are completed on time, this is 231 out of a total of 1,129 completed assessments¹². At the time of writing, Norfolk has the 8th lowest percentage of EHCPs completed within the 20-week time frame in England based on data submitted to DfE in January 2021. However, since this time work has been ongoing to improve this figure and Norfolk County Council have been able to sustain the improvement that was reported to the September Committee, with 53% cumulative calendar year to date (Table 1).

2021	Cumulative EHCP's							Days
	Number Including Exception	On Time Including Exception	Number Excluding Exception	On Time Excluding Exception	Exception	% On Time Including Exception	% On Time Excluding Exception	Average number of days to issue Final
January <i>(All - Old & New)</i>	62	25	58	25	4	40.3	43.1	226
February <i>(All)</i>	125	61	115	61	10	48.8	53.0	224
March <i>(All)</i>	213	108	197	108	16	50.7	54.8	203
April <i>(All)</i>	303	154	282	154	21	50.8	54.6	227
May <i>(All)</i>	383	190	353	190	30	49.6	53.8	233
June <i>(All)</i>	482	237	449	237	33	49.2	52.8	224

¹⁰ [Identification of needs descriptors in educational settings \(INDES\) - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/education/needs-descriptors)

¹¹ [Special Educational Needs and Disability \(SEND\) Regulations 2014](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428222/special_educational_needs_and_disability_send_regulations_2014.pdf)

¹² EHCPs excluding exceptions. SEN2 return (2021). [Education, health and care plans, Reporting Year 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/948222/education_health_and_care_plans_reporting_year_2021_exploring_education_statistics_gov_uk.pdf)

July (All)	575	293	537	293	38	51.0	54.6	193
August (All)	646	338	606	338	40	52.3	55.8	188
September (All)	750	389	706	389	44	51.9	55.1	206
October (All)	820	433	770	429	50	52.8	55.7	179

Table 1: Number of EHCPs assessed and issued monthly during 2021 to date

In 2020, Norfolk received 1,020 initial requests for an EHC plan, this is a reduction of ~20% since 2019 which is the equivalent of around 247 less applicants. From Figure 5 below we can see that 2019 was a relative anomaly in the general trend of requests for EHCP assessments. It appears that there was surge in requests but not as many assessments or issues in 2019.

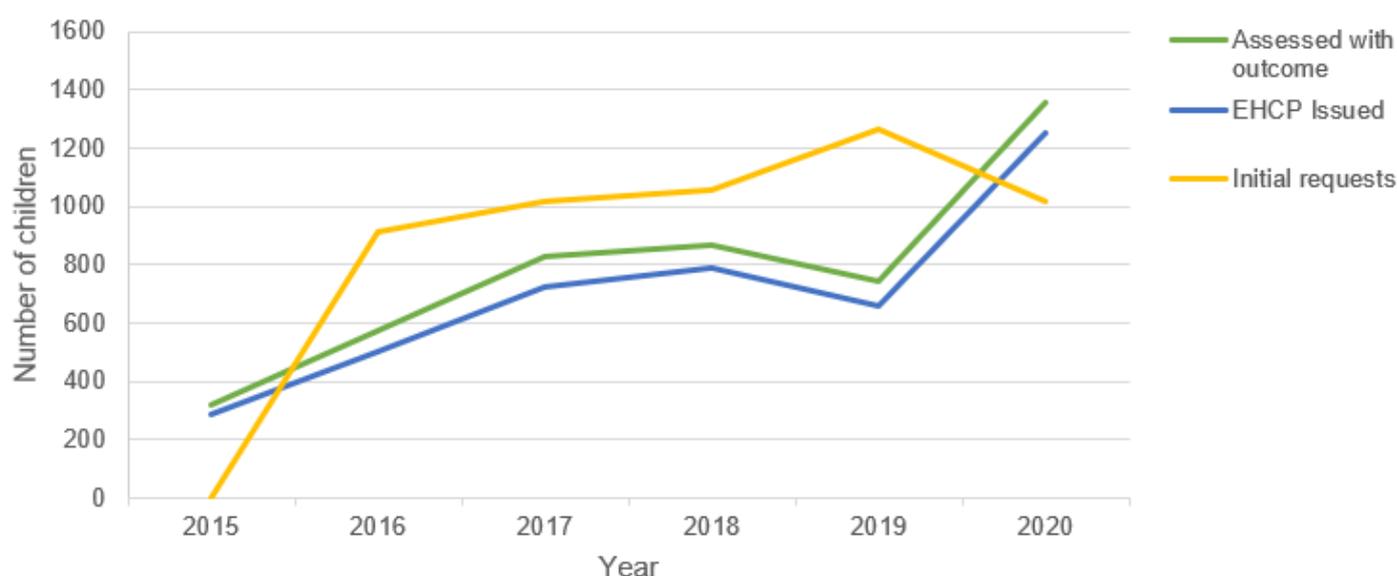


Figure 5: Number of children for each EHCP assessment stage over the last 5 years.

In perspective, we now have the 13th largest number of applications for EHCPs in all of England. This year Norfolk has undertaken 1,357 assessments and issued 1,231 EHCPs. Although, Norfolk has the 8th lowest 20-week EHCP assessment completion rate in the country, we also have the 6th largest number of assessments completed in England.⁶

There is also a shortage of key resources (e.g. Educational Psychologists), issues co-ordinating involvement of multiple teams and partner agencies, unclear business and process rules, and generally a lack of management information. Norfolk County Council has agreed an implementation plan to address these issues and clear the backlog of children and young people waiting assessment.

Around 11.7% of EHCP assessment applications in Norfolk are declined at the first decision point. This number is greatly reduced from previous years (last year was 25.9%) and much less than the national average (21.6%).⁶

The problems in the EHCP process are highlighted by the number of complaints received. Since 2015 complaints in Norfolk about the 20-week EHCP process have risen by 118%, with 122 being received between July 2017 and June 2018. A third of complaints relate to delays (34%), followed by 22% relating to 'knowledge and judgement' and 18% are 'unhappy with policy (concerns with placements, phase transfers and application of the SEN Code of Practice).

Primary Reasons for SEN Support

Figure 6 below shows the number of children and young people in each school phase in 2019/20 (most recent data available) by their primary special educational need¹³. Overall ‘Social, Emotional and Mental Health’ (3,798) is most common, followed by ‘Speech Language and Communication Needs’ (3,301) and ‘Moderate Learning Difficulty’ (3,232 pupils). Compared to the national average Norfolk has a higher proportion of children and young people with identified Social, Emotional and Mental Health and a lower proportion with Speech Language and Communication needs (SLC).

At a primary school level Norfolk differs from the national average in that Norfolk has a lower proportion with speech and language needs (26% compared to 31% nationally) and a higher proportion with social emotional and mental health issues (19.9% compared to 16.8%). Norfolk also has a higher percentage of pupils with SEN support but ‘no specialist assessment’ of type of need (8.2% compared to 4.1%). At secondary school Norfolk has a higher proportion with ‘social, emotional and mental health’ (24.8% compared to 20.7%), ‘specific learning difficulty’ (23% compared to 20% nationally) and ‘other difficulty/ disability’ (9.7% compared to 5.7%). Secondary schools in Norfolk have lower proportion of SLC (7% compared to 11.7%) and moderate learning difficulty (20.8% compared to 16%).

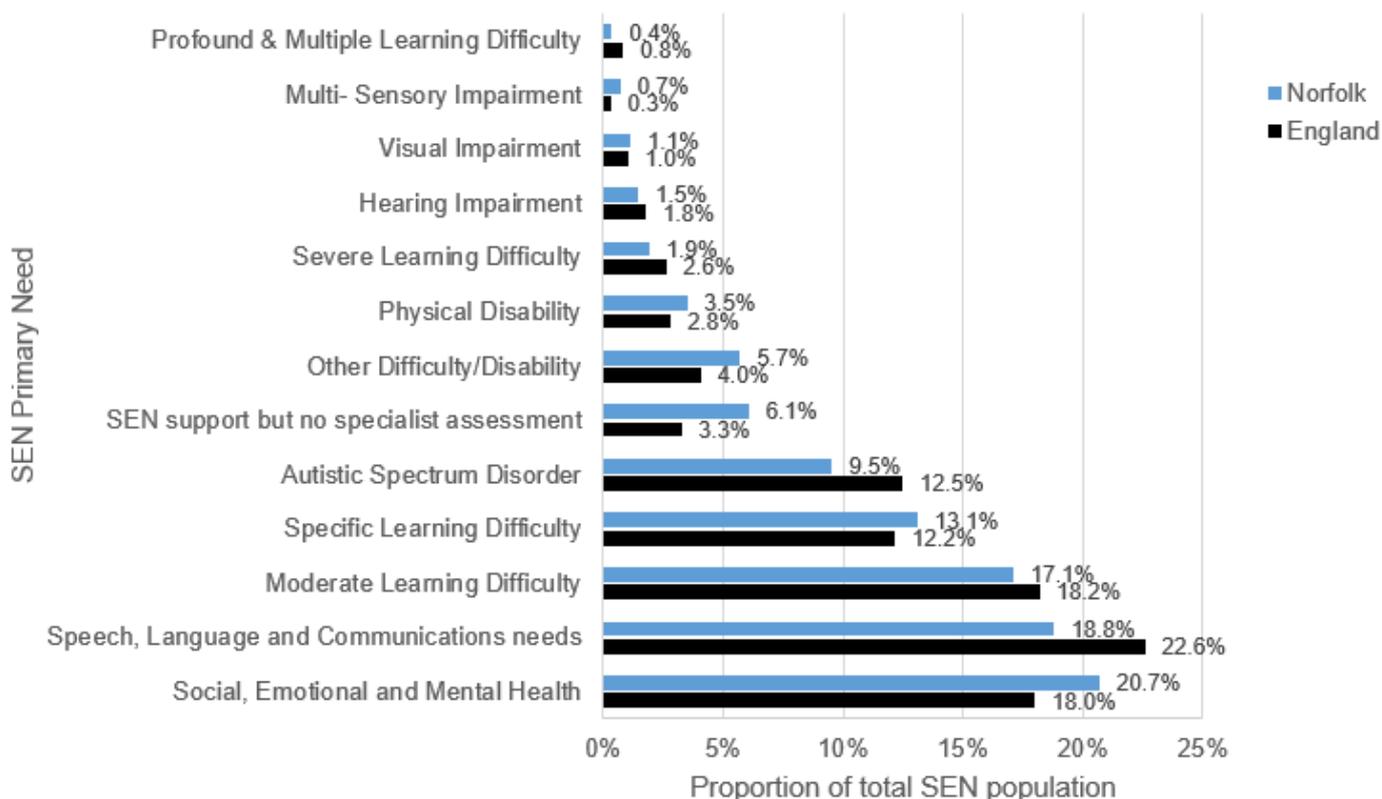


Figure 6: Children and young people with SEN in state-funded schools by their Primary Need as a proportion of all children and young people with SEN in that setting type (Primary, Secondary, and Special Schools), by area. Source: Department for Education Special

¹³ Special educational needs in England (2020-21). 02 - Age and Gender, by type of SEN provision and type of need - 2016 to 2021. <https://explore-education-statistics.service.gov.uk/find-statistics>

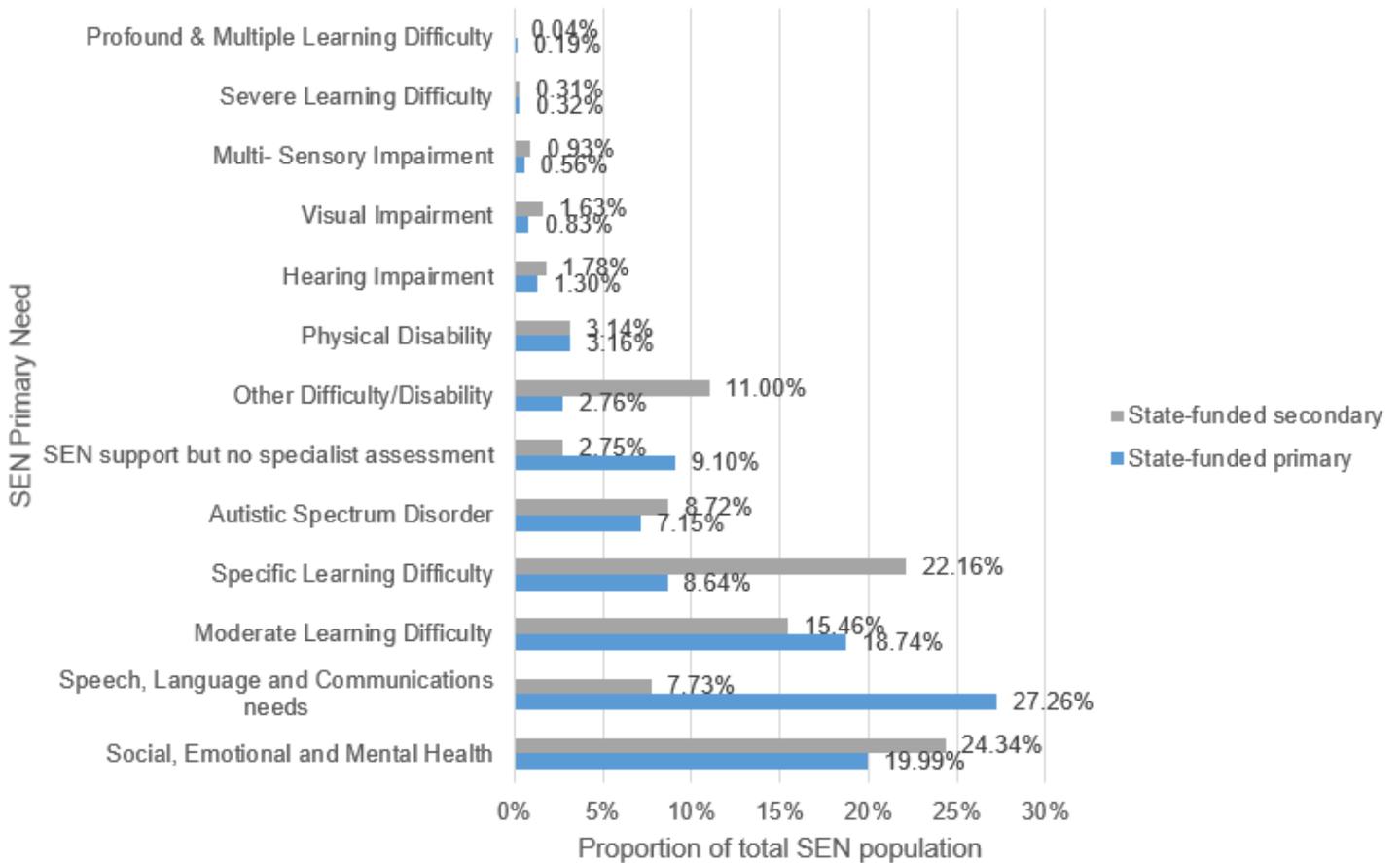


Figure 7: Norfolk children and young people with SEN in state-funded schools by their Primary Need as a proportion of all children and young people with SEN in that setting type (Primary and Secondary). Source: Department for Education Special Educational Needs

The types of special educational needs most seen in primary schools is different to those most seen in secondary schools. In primary schools ‘Speech, Language and Communication Needs’ are the most prevalent need (27.3% of SEN primary pupils), dropping to just 7.7% of Secondary pupils. For secondary schools ‘Social, Emotional and Mental Health’ is the most common primary need, cited by one quarter of Secondary school pupils with a SEN (24.3%) (this is just 20% of Primary School pupils). In Special Schools the most common primary need is Autistic Spectrum Disorder (28.7% of Special School pupils in Norfolk compared to 32.4% In England).

Figure 8 shows the age profile of children and young people with a primary need of SEMH¹⁴. It shows a peak at ages 8 and 10 – key transition points in the education pathway.

Children and young people with a primary need of SEMH are more likely to be excluded (either permanently or temporarily) at time of referral – 44% of Children and young people with SEMH referred between 2015 and 2017 were excluded at the time of referral.¹⁵

¹⁴ Previously referred to as Emotional and Behavioural Difficulties, Behavioural, Emotional and Social Difficulties

¹⁵ NCC (2019) Education Health & Care Plans (EHCP) 20 Week Process Priority Review Report for March Children’s Services Committee

<https://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/128/ctl/ViewMeetingPublic/mid/496/Meeting/1474/Committee/8/Default.aspx>

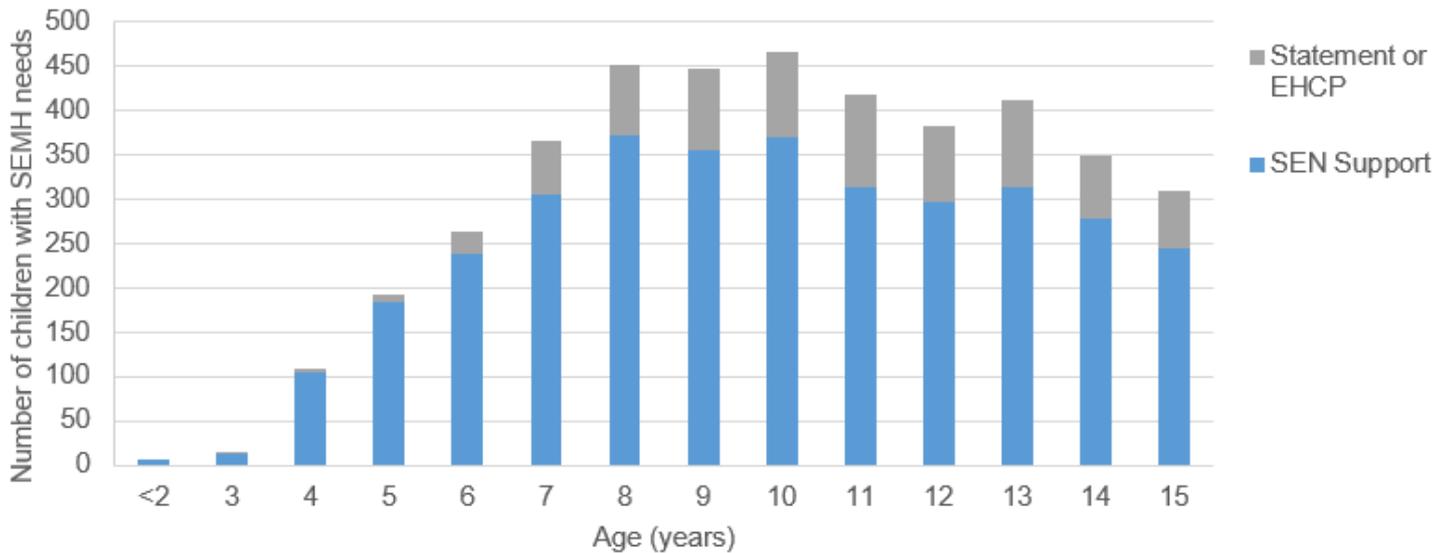


Figure 8: Age profile of children and young people under the age of 16 with EHCP/ statement and a primary need of SEMH in Norfolk 2020-21.

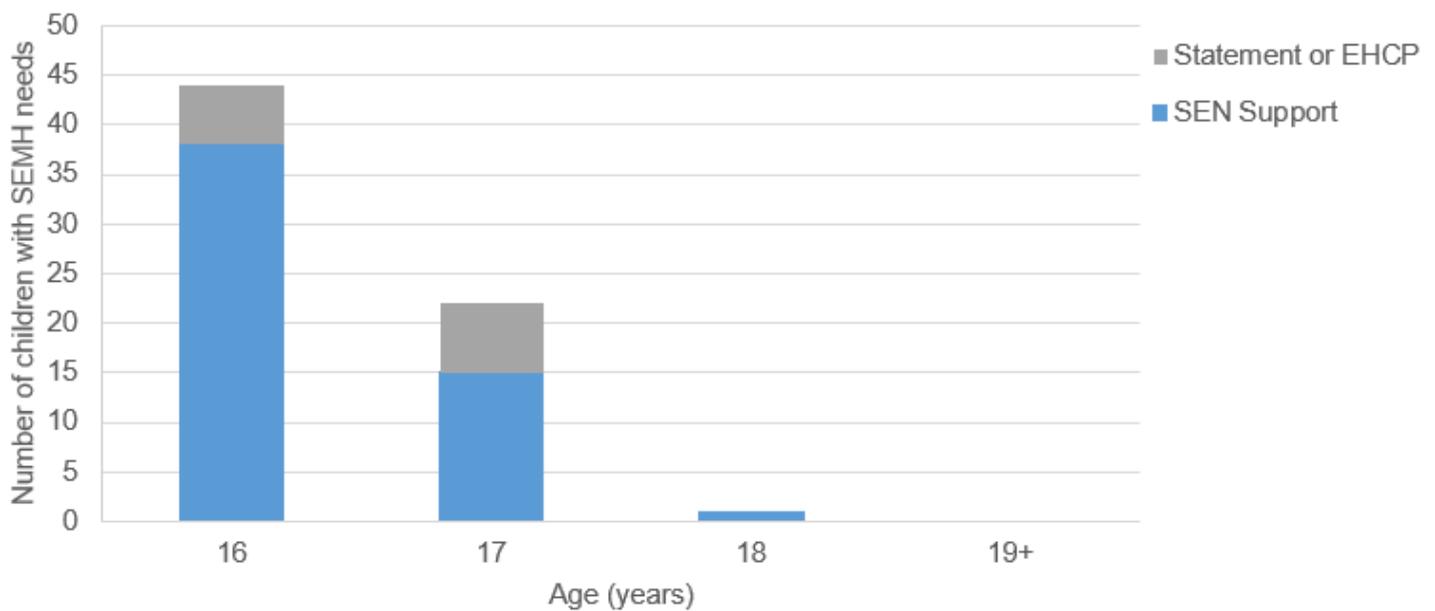


Figure 9: Age profile of children and young people over the age of 16 with EHCP/ statement and a primary need of SEMH in Norfolk 2020-21.

Family Voice

Family Voice Norfolk (FVN)¹⁶ is a collective of parent carers from across Norfolk. Its membership comprises over 1,150 families, including over 1,440 children and young people (aged 0–25) with special educational needs and/or disabilities (SEND). In addition, via social media, the Family Voice Annual Conference, online engagement and – in normal times – face-to-face events, FVN gathers the views of a much wider range of families.

As the parent carer forum (PCF) for Norfolk, FVN is the strategic voice of parent carers and has been working in partnership with Norfolk County Council (NCC), health services and voluntary sector organisations in Norfolk since 2006. It is funded through a direct Department for Education grant

¹⁶ <https://www.familyvoice.org.uk/>

(administered through Contact), by NCC and by the Norfolk and Waveney Clinical Commissioning Group (NWCCG). Via the Eastern Region of Parent Carer Forums (ERPCF) FVN gains a picture of how Norfolk is doing regionally in comparison with neighbouring PCFs. Via the National Network of Parent Carer Forums (NNPCF), FVN receives regular updates on government thinking and initiatives and is regularly able to feedback directly to those meeting with ministers and policy makers to ensure that the voices of Norfolk families are heard at the highest level.

In 2020 and 2021, like all other organisations during the pandemic, FVN adapted its ways of working to continue to represent parent carers. Online engagement became increasingly important and **Let's talk...** sessions, in which FVN gave professionals and parent carers the opportunity to 'meet' and share information about important aspects of the lives of children and young people (CYP) with SEND, became particularly valuable.

During the pandemic, the issues of most concern to families in many ways reflected those highlighted nationally. In particular:

- provision for **speech, language and communication needs** (SLCN). FVN took part in the process that resulted in the change of provider from East Coast Community Healthcare (ECCH) to Cambridgeshire Community Services NHS Trust (CCS). There is widespread acknowledgement that the speech and language development of very young children may also have been affected by reduced opportunities for socialisation during the pandemic.
- the availability and accessibility of specialist and mainstream **dentistry** for CYP with SEND. In the absence of timely professional support, the burden of care and the related anxiety has fallen upon parent carers.
- the **mental health** of both CYP and parent carers has been and continues to be a major concern. The picture has been very mixed, with many families feeling well supported by the hard work of educators to support them at home, while others have felt that their CYP with SEND have not received the help and understanding they require. In all of this, frequent and straightforward communication, or the lack of it, has been key.

In addition to the above issues, the significant concern that has been raised by the largest number of families has been around **Neurodevelopmental Disorder (NDD) pathways**. In June 2021, FVN worked with the West Norfolk branch of the National Autistic Society to prepare a report on the experiences of families in accessing the pathways and services supporting diagnosis of Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD). Parent carers were invited to complete a survey online. All seven district council areas were represented in the replies.

The most significant themes revealed by respondents were:

- long waiting times
- poor communication
- impact on families – 87% of respondents indicated that the length of wait on the NDD pathway had had a considerable impact on their family, reflected also in the number of families feeling forced to consider private diagnosis.

FVN's full report was presented to the Health Overview Scrutiny Committee on 15 July 2021. It can be viewed on the FVN website at <https://www.familyvoice.org.uk/articles-reports/survey-results/>.

Placement of Children and young people with SEN

In 2020-21, there is a lower proportion of Pupils with EHCPs in Norfolk that are placed in special schools than is seen nationally (only 34.5% compared to 41.8% nationally). Norfolk has a lower proportion of children and young people in mainstream schools (47.2% compared to 50.5%

nationally), and a higher proportion in alternative provision or pupil referral units (4.4% compared to 0.9% nationally)¹⁷. There is also a greater proportion educated in “Other independent schools” – 13.9% in Norfolk compared to 6.7% nationally.

There appears to be a trend between 2015/16 – 2020/21 for children with EHCP’s/ statements to increasingly attend Independent schools in Norfolk, and a decreasing proportion attending mainstream schools, with an uptick by 4% in the past year. The number of children with EHCPS attending pupil referral units has remained low and constant over recent years. Whilst the number attending special schools has dropped by ~4% in the last year, after a steady 8% incline in the previous 5 years (Figure 10).

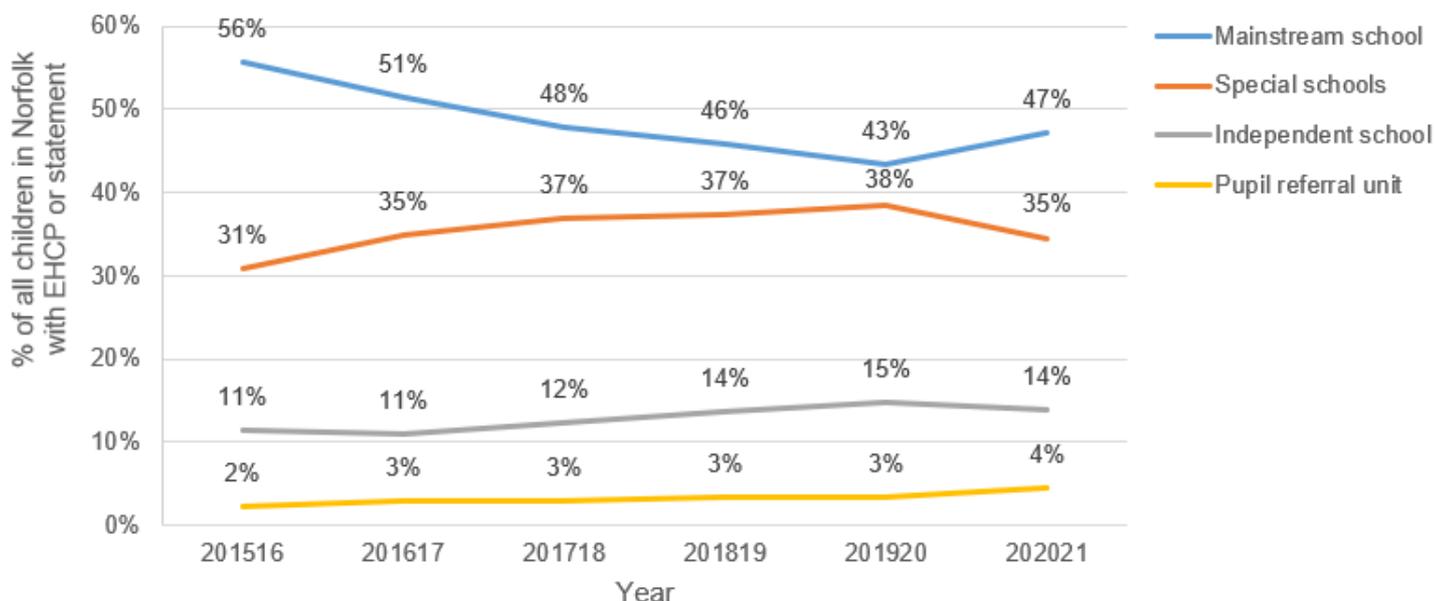


Figure 10: Proportion of children in Norfolk with a statement/ EHCP by setting type over time

¹⁷ Special educational needs in England (2020-21). 01 - Pupils in all schools, by type of SEN provision - including independent schools and general hospital schools - 2016 to 2021. [Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

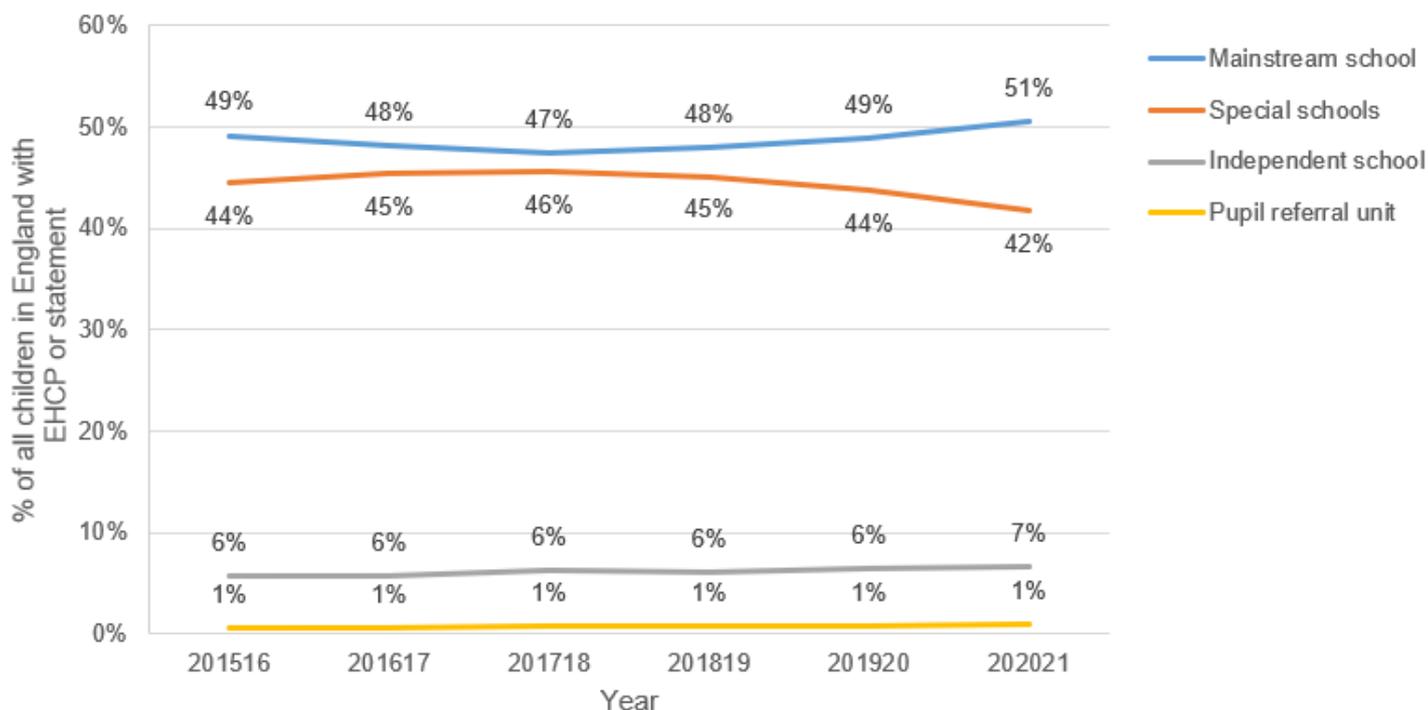


Figure 11: Proportion of children in England with a statement/ EHCP by setting type over time

Nationally rates for attendance at these settings has remained relatively stable between the years of 2015/16-2019/20, with a similar pattern of pupils with EHCPs more frequently attending mainstream schools over special schools (Figure 11).

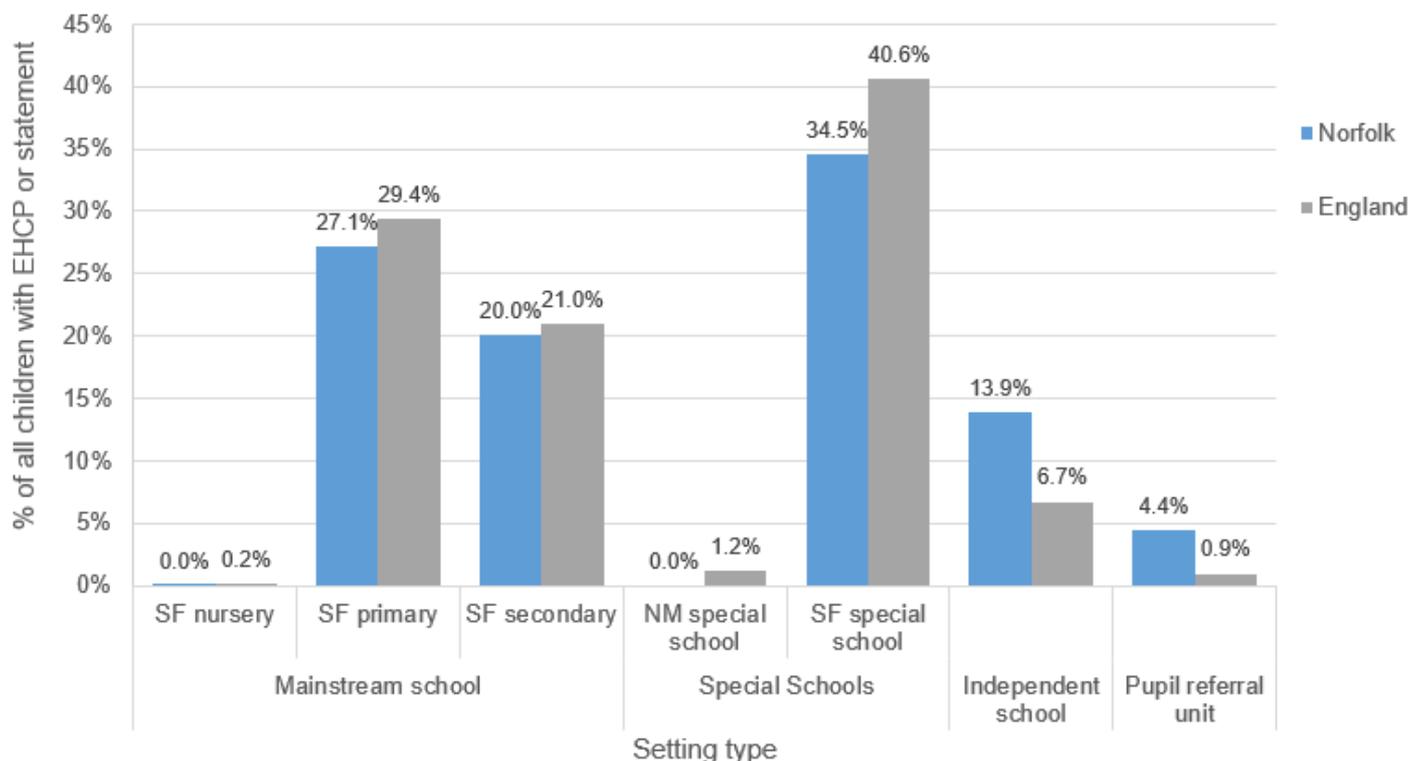


Figure 12: Comparison of proportion of children with a statement/ EHCP attending at each sub-setting type by area. Note hospital settings are not included here but account for 0.02% of EHCP attendances for England and 0 for Norfolk.

As can be seen in Figure 12, Norfolk has a slightly higher proportion of pupils with EHCP attending Independent schools and pupil referral units and slightly less attendance at state funded special schools than is seen nationally.

For most children and young people with SEN, a mainstream setting is the correct setting with high quality teaching providing differentiated learning for individual pupils based on their needs using the graduated approach cycle of; Assess, Plan, Do, Review.¹⁸ However, academic research shows tensions within the system between this inclusive approach and academic performance, and teacher confidence in having the relevant skills and support to sustain this inclusive approach.¹⁹ Further research is needed to establish a specific Norfolk picture and how SEN Support can be strengthened in Norfolk settings, therefore allowing more SEN pupils to remain within a mainstream setting. However, there will always be some children and young people that need specialist provision. The needs of each child must be properly assessed on a case by case basis to determine the best provision for them ensuring that the views of the child and their family take precedence.

Number and percentage of children and young people with disabilities

Research based on a national survey released in 2010 suggests that 7.3% of children and young people (age 0-18) are known to meet the Disability Discrimination Act (DDA) definition of having a disability (a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities)²⁰. This is 8.8% of boys and 5.8% of girls. These prevalence estimates can be applied to the Norfolk population (Figure 13).

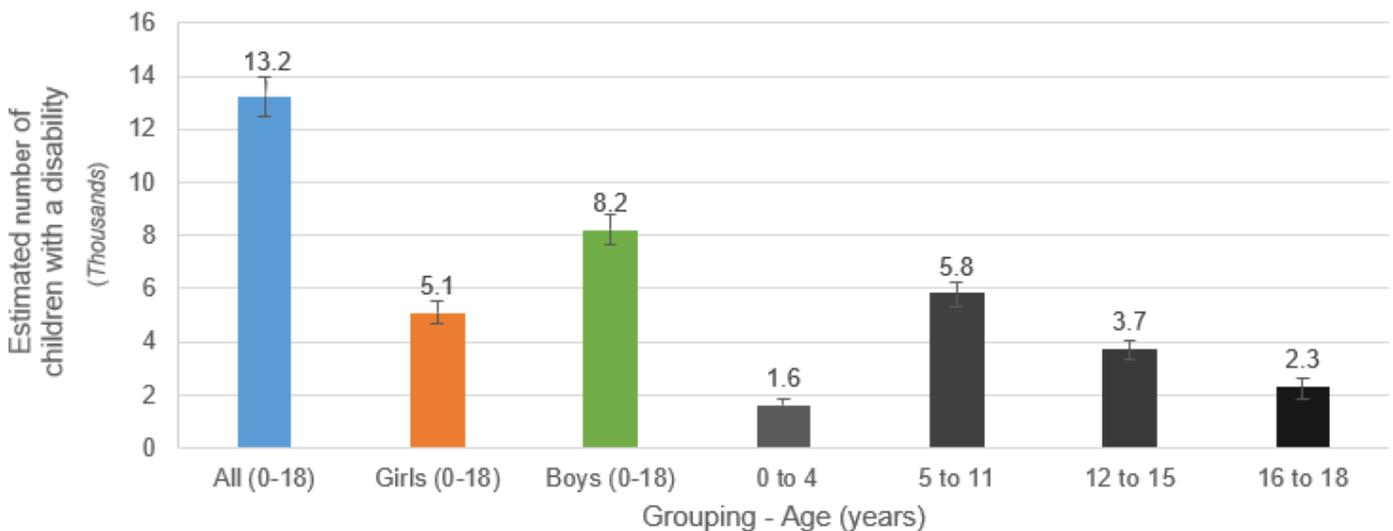


Figure 13: Prevalence estimates of disability (DDA definition) applied to the 2020/21 mid-year ONS population estimates for Norfolk.

There are a number of factors that increase a child's risk of having a disability, these include: chromosomal and genetic abnormalities, poor maternal nutrition, maternal smoking/drug/alcohol use,

¹⁸ SEN Code of Practice Jan 2015

¹⁹ SEN Policy Research Form: Research in special needs and inclusive education. Available at: <https://blogs.exeter.ac.uk/sen-policyforum/past-policy-papers/>

²⁰ Blackburn C.; Spencer N. and Read, J. (2010) Prevalence of childhood disability and the characteristics and circumstances of disabled children in the UK: secondary analysis of the Family Resources Survey. BMC Paediatrics 2010, 10:21. <http://bmcpediatr.biomedcentral.com/articles/10.1186/1471-2431-10-21>

premature birth, low birth weight and physical injury. Research suggests that the numbers of children and young people with a disability, and the complexity of some disabilities, is increasing due to improvements in medical science and interventions as well as earlier and more robust assessments.²¹

Children are eligible for Disability Living Allowance (DLA) if they are under 16 and have difficulties walking or need more looking after than a child of the same age who does not have a disability. Young people aged 16-24 apply for a Personal Independence Payment instead. As of November 2020, there were 7,579 children and young people aged 0-24 claiming DLA/PIP in Norfolk, this is 3.1% of the total under 24-year old population. 70% of the children and young people claiming DLA are males.²²

There are 2,609 children and young people (aged 1-24) on the Norfolk Register of Disabled Children and Young People (registration is voluntary and therefore not the total number of children and young people with disabilities in Norfolk). Two thirds of the children and young people on the register are male (71%). Children and young people are not registered equally across age bands with registration increasing with age (as you would expect given the time taken to diagnose issues). 2% of children on the register are aged under 5, 14% aged 5-9, 24% aged 10-14, 31% aged 15-19, 30% aged 20-24. Multiple conditions may be recorded for each child and the most common conditions are Autism (49% of children and young people on the register), Attention Deficit Disorder (ADD) or Attention Deficit and Hyperactivity Disorder (ADHD) (18%) and Global Developmental Delay (GDD) (17%). See Table 2.²³

Condition	No. Children / Young People on Norfolk Register	% of Register
Autism	1267	49%
ADHD/ADD	471	18%
Global Development Delay	433	17%
Sensory Impairment	225	9%
Dyslexia	185	7%
Dyspraxia	182	7%
Cerebral Palsy	134	5%
Epilepsy	132	5%
Profound & Multiple LD	111	4%
Hypermobility	97	4%
Other Physical Injury / Impairment	89	3%
Downs Syndrome	77	3%
Chronic Illness	47	2%
Other	350	13%
Total Reported Conditions	3800	
Total Children & Young people on Register	2609	

Table 2: Children and young people on the Norfolk Register of Disabled Children and young people by primary condition April 2019¹¹. Autism refers to all reported autism categories, including Autism, High Functioning Autism, and other Autistic Spectrum Disorders

Outcomes of SEN and the influence on Health and Wellbeing

²¹ Boyle, C. and Cordero, J. (2005) "Birth Defects and Disabilities: A public health issue for the 21st Century". Am J Public Health 2005 November; 95(11). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1449452/>

²² Data on DLA claimants from ONS NOMIS Official Labour Market Statistics. [Stat-Xplore - Log in \(dwp.gov.uk\)](https://www.gov.uk/stat-xplore). Population data from ONS 2016/17 population estimates. [Population estimates - Office for National Statistics \(ons.gov.uk\)](https://www.gov.uk/population-estimates)

²³ Data from The Norfolk Register of Disabled Children, provided by NCC Children's Services. (2021).

Absence, Exclusions and Suspensions

Absence from School

Typically, as the level of SEN interventions required increases then so does the level of absence. This could be attributed to medical needs but there is a recognised link between levels of absence and poorer outcomes/education achievements. LA Maintained Schools have a much lower rate of absence across pupils with no SEN, than those receiving SEN Support and those with an EHCP²⁴. The most recent pupil absence data (2018-19) shows that pupils with an EHCP or statement have a higher overall absence rate (9.1%) compared to those with SEN support (6.7%) and nearly twice the amount than pupils with no identified SEN²⁵.

Persistent Absenteeism

A child is persistently absent if they are absent for more than 10% of their possible sessions. Those with a statement or EHCP are more than 2.4 times more likely to have persistent absences compared to those with no SEN. As we can see from the figure below, across sub-type of SEN persistence absenteeism is similar to the overall rate of absence, with those with higher absence rates being more likely to have persistent absence.

Of those with SEN, around a third of those with profound and multiple learning difficulty are likely to be persistently absent (28.26% of those with profound and multiple learning difficulty), with a similar proportion of those with Physical disabilities (27.89%), followed by a quarter of those with social emotional and mental health needs having persistent absence (25.11%).

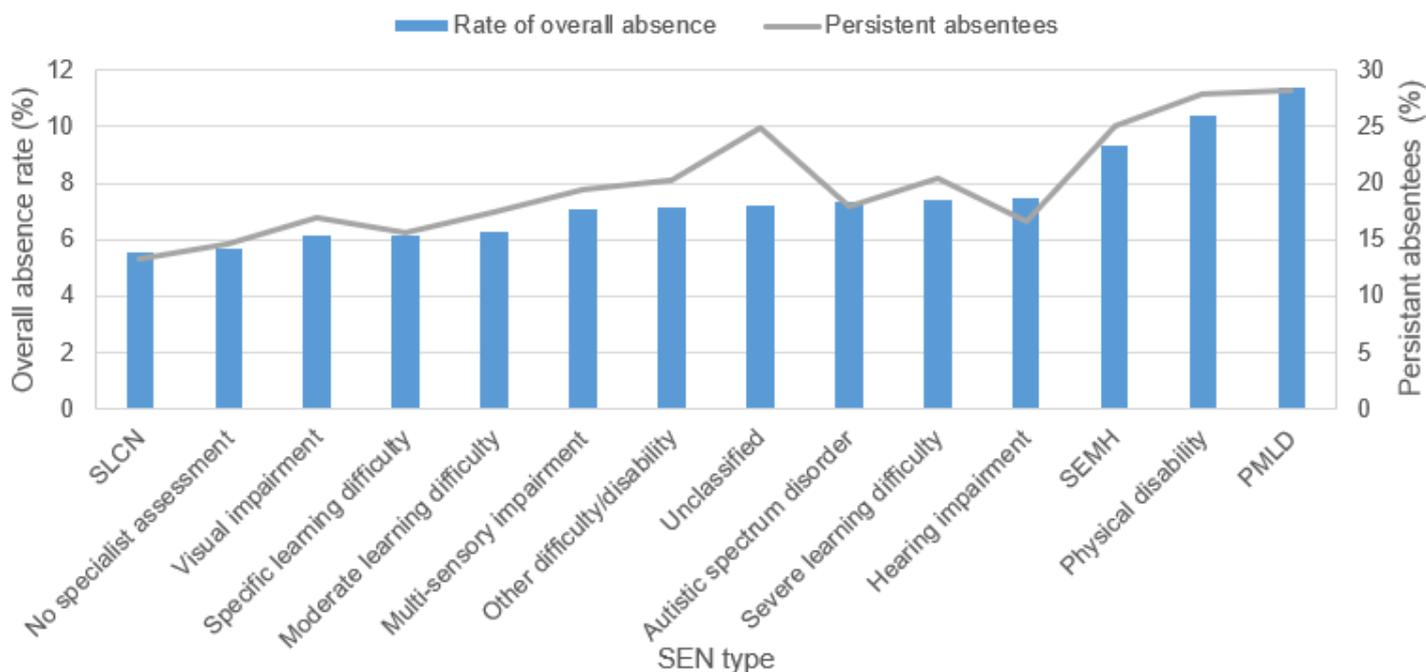


Figure 14: The rate of overall absence by SEN type. Abbreviations include; Speech, language and communication need (SLCN), social emotional and mental health need (SEMH) and profound and multiple learning difficulties (PMLD).

²⁴ Data from The Norfolk Register of Disabled Children, provided by NCC Children's Services. (2021).

²⁵ [Pupil absence in schools in England: 2018 to 2019 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2018-to-2019)

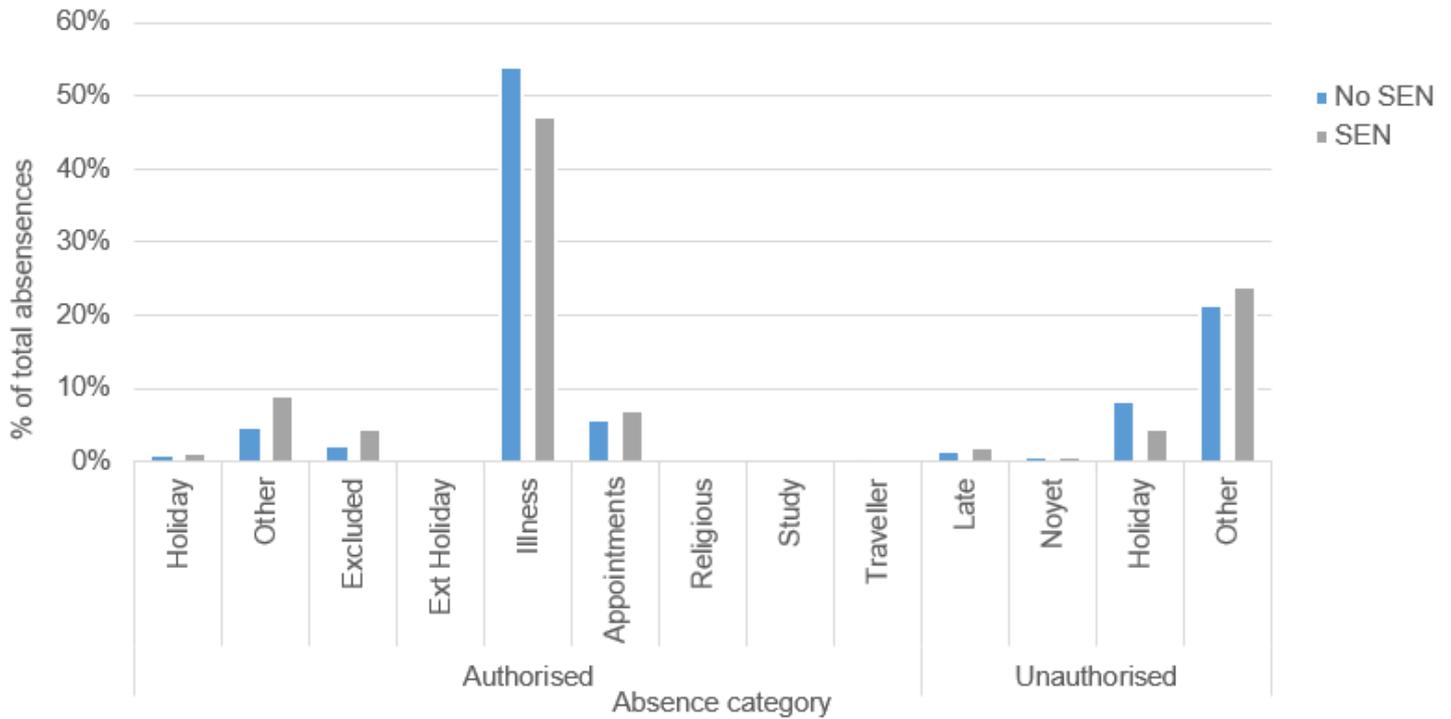
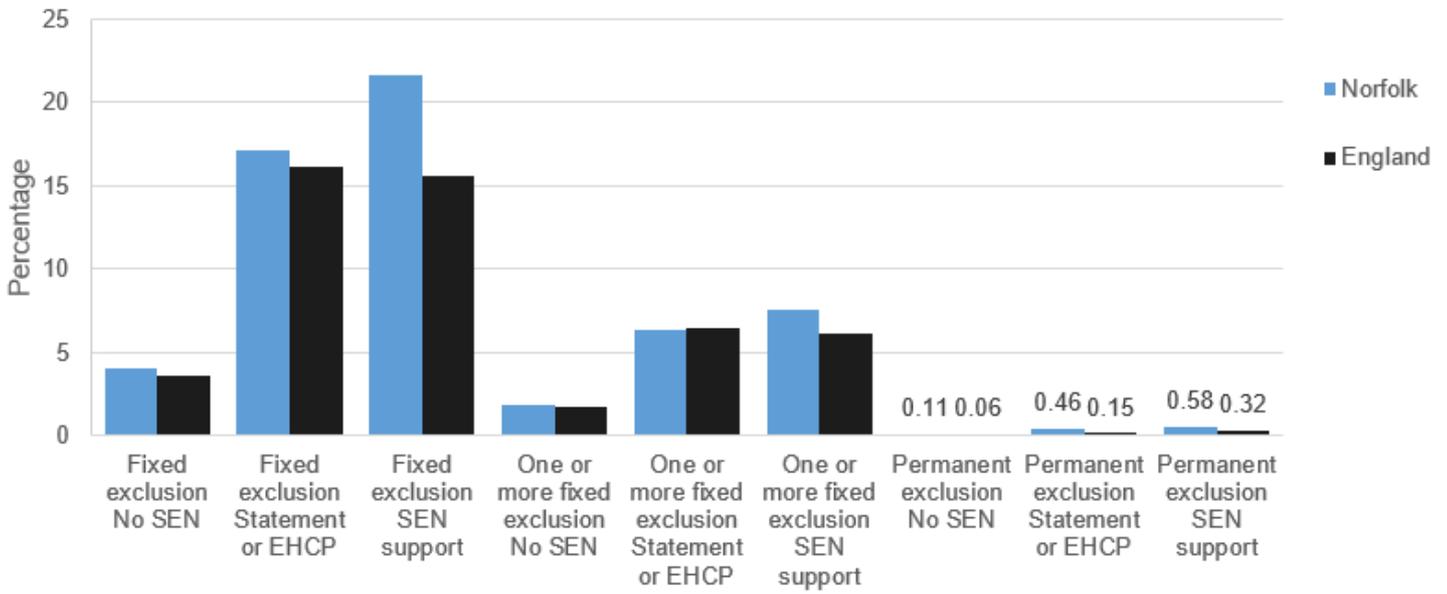


Figure 15: The percentage of absence type by SEN status.

As can be seen in Figure 15, the top reason for having an absence for SEN and Non-SEN pupils is 'Illness'. However, a greater proportion of children who have no SEN have 'illness' as the reason for absence compared to pupils who have SEN. SEN pupils have a greater proportion of absences related to 'appointments', 'exclusions' and 'other', compared to the proportion of pupils who don't have SEN. ²⁶

Exclusions

²⁶ Pupil absence in schools in England (2018-19), Absence by Local Authority by characteristics. Norfolk, DfE. [Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)



Exclusion by SEN type

Figure 16: Percentage of exclusion by exclusion type, SEN status and area.

As can be seen in Figure 16, for the year 2018/19 (most recent data), generally the rate of exclusions by exclusion type is similar between Norfolk and England, with more fixed exclusions than permanent exclusions. Across SEN type there are more exclusions for those with an SEN (statement/EHCP or SEN support) when compared to No SEN in Norfolk and in England across all the types of exclusion. Interestingly, in Norfolk there is a higher rate of fixed exclusions for pupils with SEN support compared to those with EHCPs (or statements), this is not a trend seen nationally, where rates between SEN status are comparable if not slightly reduced in those receiving SEN support compared to those with EHCP's or statements.²⁷

²⁷ Permanent and fixed-period exclusions in England. Permanent and fixed period exclusions by characteristic. (2019) [Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

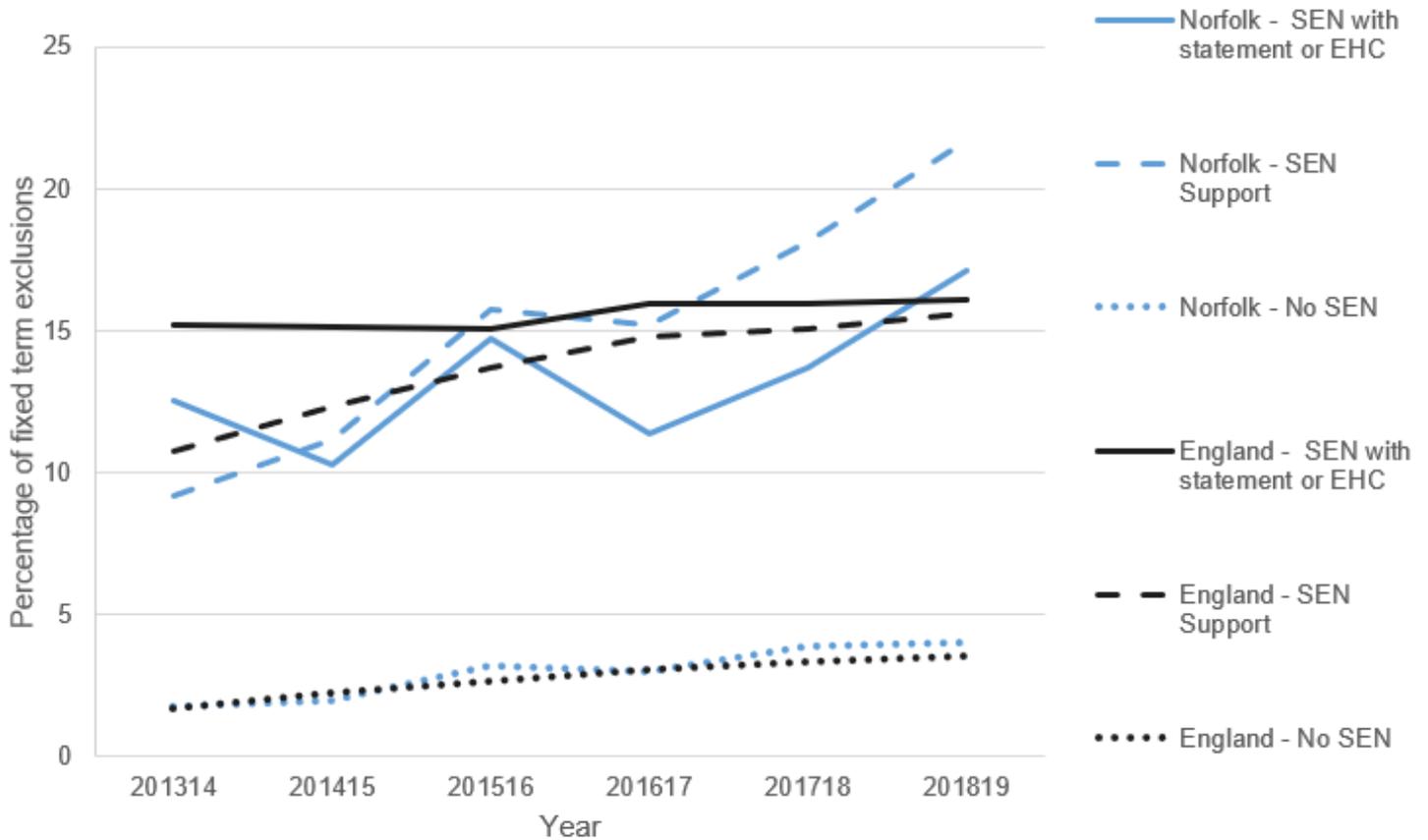


Figure 17: The percentage of fixed term exclusions in Norfolk and England over the last 5 years by SEN status.

The general trend in Norfolk for fixed term exclusions over the last 5 years is that pupils receiving SEN support show higher exclusion rates (Mean = 15.2) than those with EHCPs or statements (Mean = 13.3) and much more than pupils without SEN (Mean = 3). The rate of exclusions in Norfolk over the past 3 years has risen around the same rate for pupils with EHCP's (incl. statements) and SEN support (~6). The trend in England however is that pupils with EHCPs (or statements) have historically had high levels of fixed terms exclusions, relative to pupils with no SEN. Over the past few years the rate of fixed term exclusions for pupils with SEN support has been rising nationally and are now similar to pupils with SEN support (Figure 17).

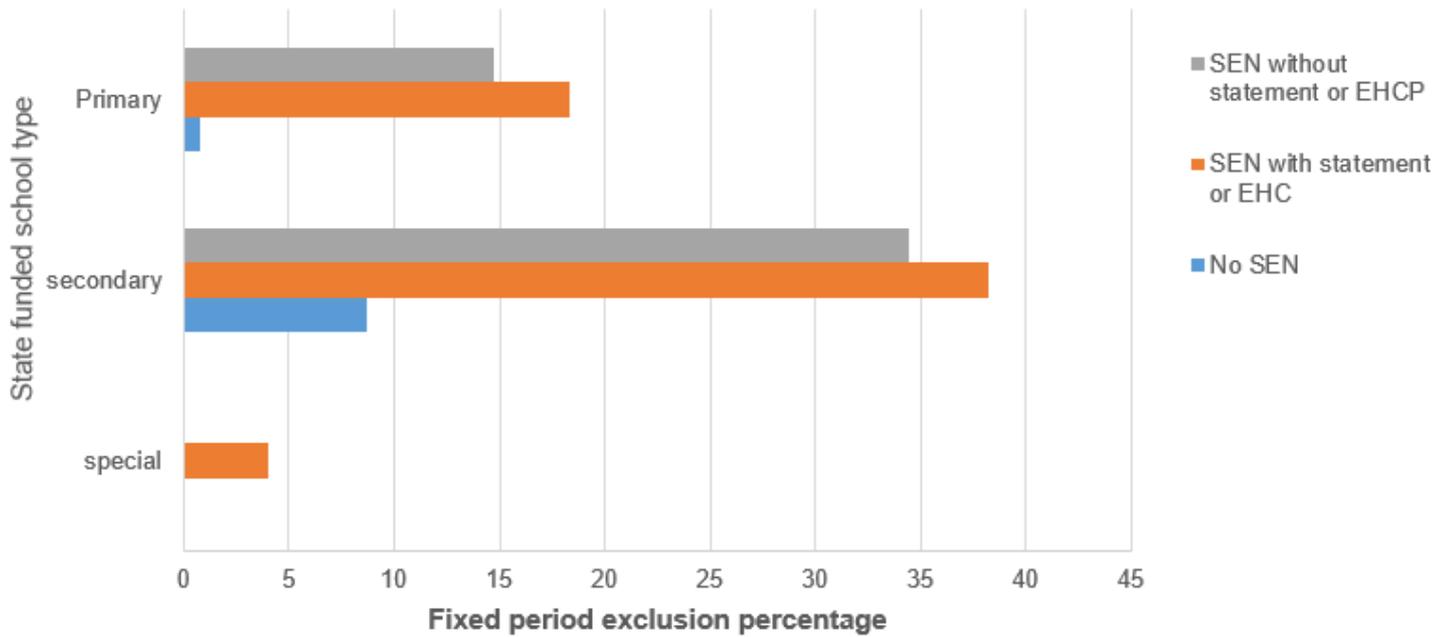


Figure 18: Fixed period exclusion percentages by state funded school type and SEN status for Norfolk (2018/19).

As can be seen in Figure 18, there is a higher percentage of pupils with fixed period exclusions in secondary schools, compared to primary and special schools. The highest proportion across all these school types is for SEND with EHCP or statement, followed by SEN without statement and no SEN.

The proportion of pupils permanently excluded in Norfolk (0.18) is higher than that seen nationally (0.1), in Norfolk there were around 209 permanent exclusions in 2018/19. There was a slightly higher proportion of permanent exclusions in pupils with SEN support than those with EHCP's (statements).

In recent years the number of permanent exclusions has been slightly less for pupils with no SEN in England compared to Norfolk. Nationally and locally, more SEN support pupils than pupils with EHCPs have been permanently excluded over the last 5 years. The proportion of permanent exclusions for pupils with SEN support has slightly declined since 2015/16 (~0.2), whilst the proportion of pupils with EHCPs (or statements) dropped from 2015/16 by ~0.4 (16 pupils) and increased slightly after 2016/17 (~0.18 or 6 pupils).

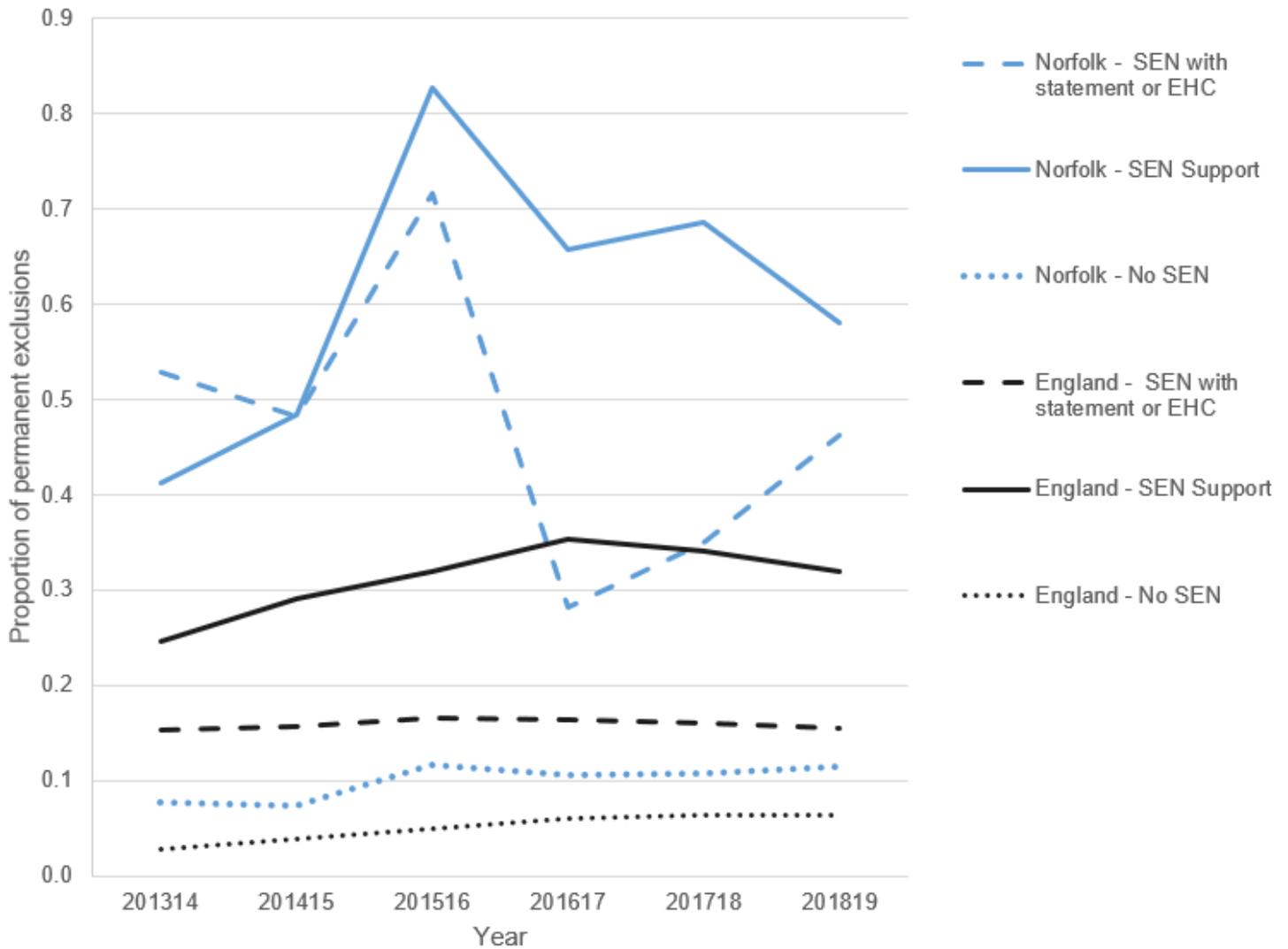


Figure 19: The proportion of permanent exclusions in Norfolk and England over the last 5 years by SEN status.

The dramatic changes in the proportion of permanent exclusions across the years in Norfolk appears to be due to the relatively small number of pupils excluded overall in Norfolk. In last 5 years the mean number of pupils permanently expelled in a year was 197 pupils, with a range of 154 – 247 pupils.

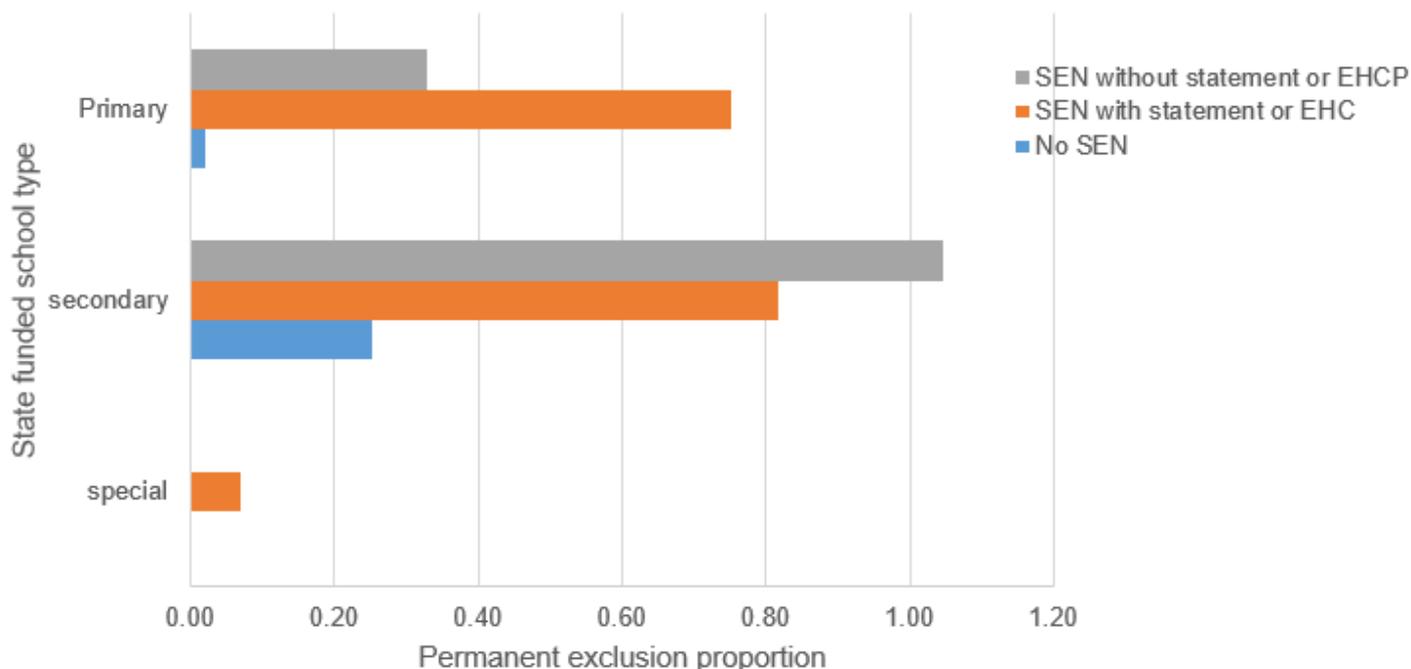


Figure 20: Permanent exclusion proportion by state funded school type and SEN status for Norfolk (2018/19).

For primary and secondary schools the higher proportion of permanent exclusion is for pupil with no SEN, followed by pupils with SEN support and then pupil with an EHCP or statement. There are many more permanent exclusions in secondary school compared to primary school. Only pupils with EHCPs (incl. statements) are currently permanently excluded from special state funded schools.

Attainment

Note. Attainment grades may be delayed or not presented here for the period of 2019-2021 due to COVID-19 related changes in assessment.²⁸

Early Years Foundation Stage Profile (EYFSP)

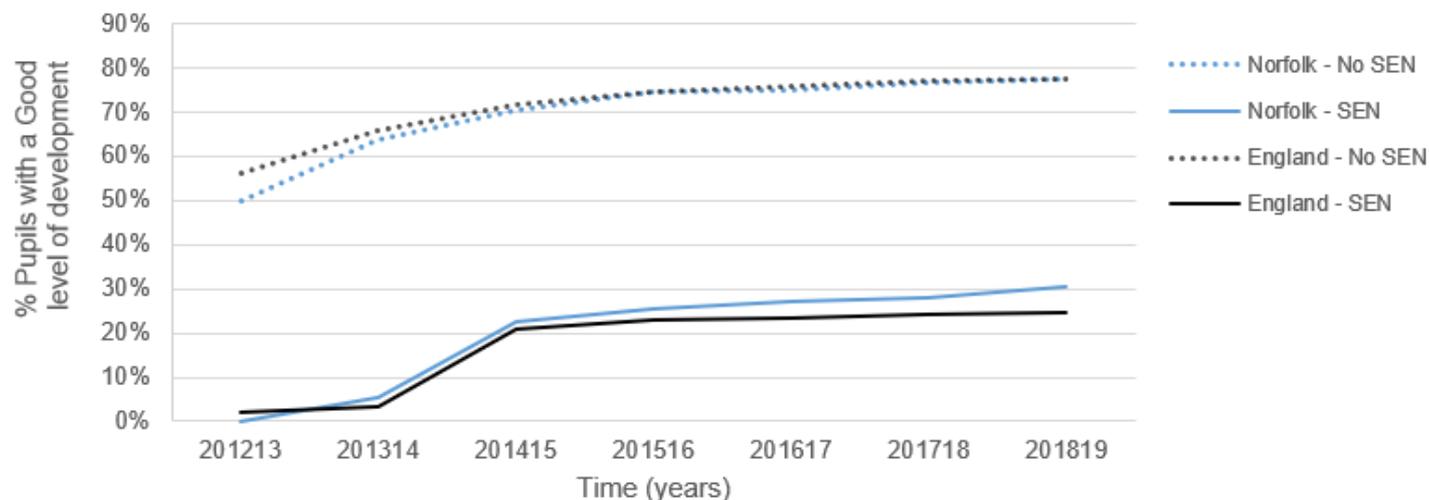


Figure 21: Percentage of pupils achieving a 'Good level of development' in EYFSP assessments by location and SEN status.

²⁸ [Coronavirus \(COVID-19\): school and college performance measures - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/coronavirus-covid-19-school-and-college-performance-measures)

In the most recently released figures (2018-19), nationally and locally EYSFP ‘Good level of development’ (GLD) scores have increased for pupils with and without SEN (Figure 21)²⁹. 31% of pupils with SEN achieved GLD in 2018/19, which is ~3% higher than the figure for 2017/18 and ~6% higher than that seen nationally. A large percentage of pupils with no SEN also achieved a GLD in 2018/19 at 77%, this is the same level seen nationally.

Phonics Screening

Please note all phonics screening data is provisional at time of writing.

In 2018/19 (current data), 43% of pupils with SEN met the expected standard, a decrease of 3 percentage points compared to the 2017/18 figure of 46% and 1% below that seen nationally in 2018/19. The percentage of pupils with no SEN meeting the expected standard in the phonics screening remained 86% from 2017/18 to 2018/19, 3 points below the current national average³⁰.

Key stage 1 teaching assessments

Please note all KS1 teaching assessment data is provisional at time of writing.

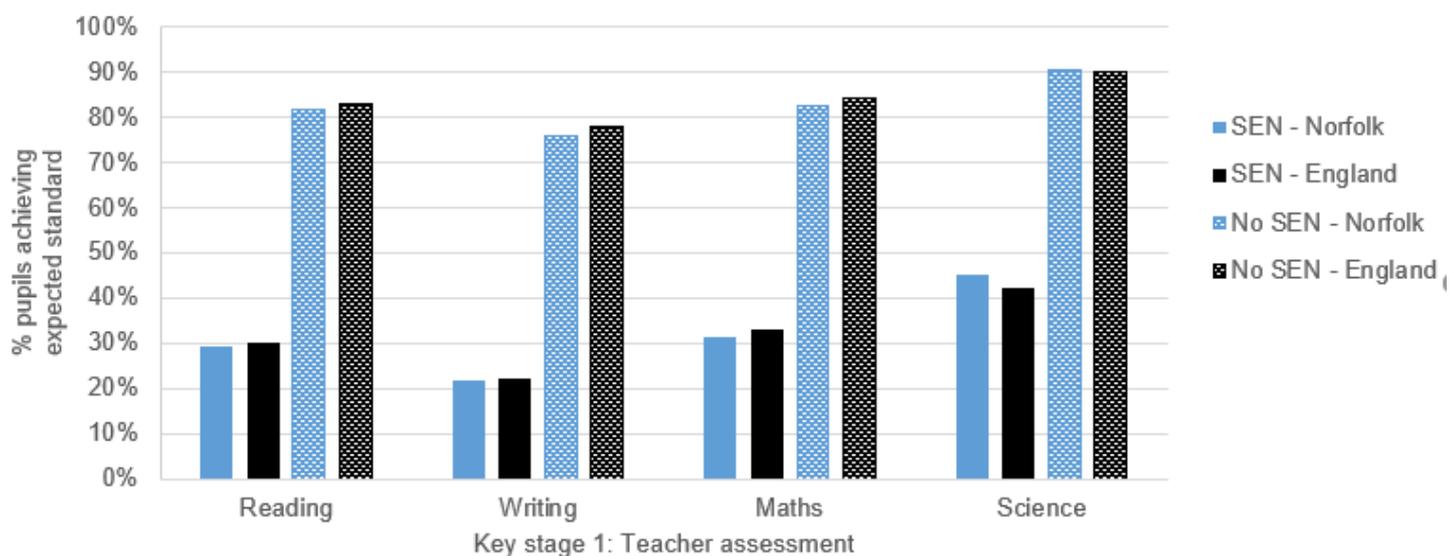


Figure 22: The percentage of pupils achieving the expected standard for key stage 1 teacher assessments, by subject, SEN status and location (2019).

Key stage 1 teacher assessment completed in 2019 (most recent data) show that the percentage of pupils achieving the expected standard is comparable in value and trend for Norfolk and England. The proportion of SEN pupils achieving the expected standard is generally much lower than that of the pupils that do not have SEN across all subjects³¹.

Key stage 2 attainment

The attainment of children with SEN at Key Stage 2 (age 11) in Norfolk is historically slightly lower than national average but has improved year on year, remaining constant in recent years. In the most recent assessments (2019), attainment in Norfolk at Key stage 2 is five percentage points below the national average for children with no identified SEN needs (69% achieve the required standard in

²⁹ [Early years foundation stage profile results: 2018 to 2019 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

³⁰ [Phonics screening check and key stage 1 assessments: England 2019 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

³¹ [Phonics screening check and key stage 1 assessments: England 2019 - GOV.UK \(www.gov.uk\)](http://www.gov.uk); <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

Reading Writing and Maths (RWM) in Norfolk compared to 74% nationally). Children receiving SEN Support are four percentage points below the national average (22% achieve expected standard of RWM compared to 25% nationally), whereas those with an EHCP are comparable to the expected standard seen nationally (9%).³²

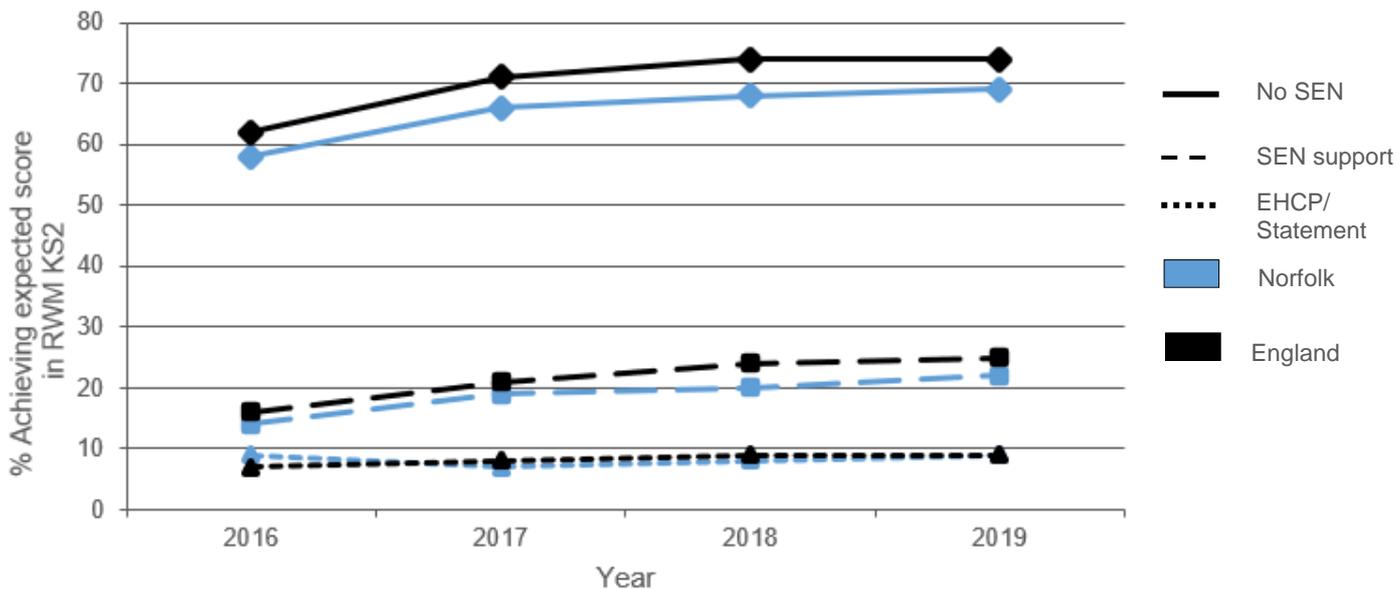


Figure 23: Attainment at Key Stage 2 in Reading, Writing and Maths (RWM) Norfolk compared to national average at various levels of SEN support (2019).

Key stage 4

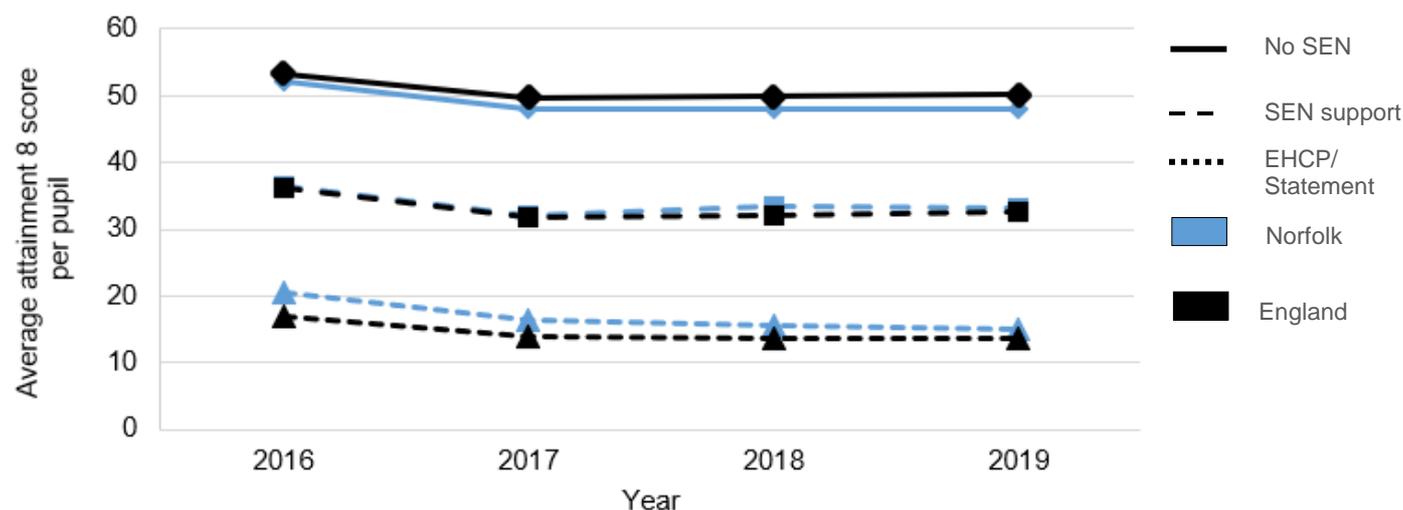


Figure 24: Average Attainment 8 score, Norfolk compared to national average at various levels of SEN support (2019).

In 2019 the attainment of children and young people with SEN at Key Stage 4 (age 16) was similar for children with SEN support (33%) and with SEN statements/ EHCPs (15%) when comparing

³² Department for Education (2019). [National curriculum assessments: key stage 2, 2019 \(revised\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414222/national-curriculum-assessments-key-stage-2-2019-revised.pdf)

Norfolk to England's average attainment (33% & 14% respectively). While the average attainment 8 score for children and young people without identified SEN, needs was slightly lower in Norfolk than the national average (48% compared to 50%). For both local and national average attainment 8 scores, pupil performance remained relatively constant between 2018-2019, with a minimal change of 0.5% of the previous year for all SEN status³³.

Post 16 – attainment by age 19

28.9% of pupils with SEN at Norfolk schools achieved Level 2 (the equivalent of 5+ A*-C or 9-4 at GCSE) including English and mathematics by age 19 in 2019/20, which is comparable to the national average of 30.5% and is ~ 43% lower than pupils without SEN (72%)³⁴.

Post-16 learner participation and destinations

Once they have finished Key Stage 4 (at age 16) 95% of Norfolk children and young people with no identified SEN go on to sustained education or employment compared to 92% of children and young people with EHCP's (which is higher than the national average of 90%)³⁵.

In 2018/19 (most current data) at the end of Key stage 5 (age 18), 54% of pupils with no SEN went into sustained education (less than the 61% nationally) compared to 62% of SEN (comparable to 62% nationally). Generally, Norfolk had a comparable rate of young people going into higher education than the national average (48% of those with no SEN compared to 54% nationally), however a larger proportion of children and young people with SEN attended University than that seen nationally (53% compared to 48%). For Learners with Learning Difficulties and/or Disabilities (LLDD), at the end of Key stage 5 (age 18), 30% of pupils went into sustained education, which is below that of the national average of 44%. In terms of attendance at higher education, 13% of LLDD attended compared to the national average of 19%.³⁶

Experience of Poverty and Deprivation

Research shows that children and young people with special educational needs are more likely to experience poverty than others.³⁷ In Norfolk, 35.8% of pupils with EHCP are eligible for free school meals (compared to 34.6% nationally). Only 13.5% of Norfolk children with no identified SEN are eligible for FSM (compared to 14.9% nationally).³⁸ Children and young people from deprived backgrounds are significantly more likely to experience mental health difficulties than those from more affluent backgrounds and associated behavioural issues.³⁹ Developmental traumas can also manifest in limited social and communication skills, which can cause CYP to resort to anger and violence.⁴⁰

³³ Key stage 4 performance (2019). Note, although data from 2020 is available it is not presented here due to changes in assessment related to COVID-19. <https://explore-education-statistics.service.gov.uk/find-statistics>

³⁴ Level 2 and 3 attainment by young people aged 19 D. State sector 16-19 local authority data. Time period based on the academic year the young person turned (or will turn) 19, Level 2 with English and Maths, Identified or no identified SEN <https://explore-education-statistics.service.gov.uk/find-statistics>

³⁵ Department for Education via Local Authority Interactive Tool (LAIT). % KS4 pupils going to, or remaining in education & employment / training overall (inc. special schools) (2019) <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

³⁶ 16-18 destination measures, 16 to 18 local authority level destinations. (2018/19) [Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk/tables/16-18-destination-measures). Note that the cohort includes all qualifications (Level 2, 3 and all other) and proportion attending higher education is for state-funded mainstream schools.

³⁷ Shaw, B.; Bernardes, E.; Trethewey A. and Menzies, L. (2016) Special Educational Needs and their links to poverty. Joseph Rowntree Foundation. <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>

³⁸ Department for Education (2016) Special Educational Needs in England <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016>

³⁹ Department of Health (2015). Future in Mind: Promoting, protecting and improving our children and young people's mental health and wellbeing, UK

⁴⁰ <https://www.theguardian.com/society/2017/jul/08/haywood-grove-school-excluded-children-control-rage>

Disabled children and young people currently face multiple barriers to achieve their potential, to achieve the same outcomes as their peers expect and to succeed in education. Research suggests that the time when disability is initially identified is extremely stressful for many families and that many disabled young people face considerable difficulties in transition from childhood to adulthood and from child to adult services.⁴¹ There is also a link between disability and deprivation as children and young people from less advantaged socioeconomic backgrounds are disproportionately represented amongst those with disabilities. Disabled children and young people and their families are worse off financially and have markedly poorer standards of living than those families who do not live with disability. Expenditure is higher but opportunities for earning through paid employment are reduced, particularly for mothers. Many families are in debt and live in unsuitable housing.⁴² In addition children and young people from deprived households may be more exposed to risk factors that influence their chance of experiencing disability. As such, SEND can be a result of poverty as well as a cause of poverty, and experiencing deprivation has significant impacts on physical and mental health and wellbeing.

The indices of multiple deprivation (2019) ranked Norfolk as the 84th most deprived local authority out of the 151 local authorities in England. 7.4% of the neighbourhoods (LSOAs) in Norfolk are in the most deprived 10% nationally. Great Yarmouth and Norwich also have exceptionally low rankings for the measures of Education (2 & 27 out of 317 respectively) and Income Deprivation Affecting Children Index (IDACI) (69 and 41 out of 317 respectively)⁴³.

A case review in 2019 of Norfolk children and young people with SEND found that parental mental health was just as common a contributing factor as child mental health. Domestic abuse was also frequently referred to in review notes as part of the reason why needs level escalated. This demonstrates the importance of partner agencies and the wider health and care system in terms of ensuring the best possible outcomes for children and young people with SEND.⁴⁴

Children in Need

A child with a disability is automatically considered to be a 'child in need' (CiN) and has the right to a social care assessment. Children in need with a disability recorded as at the 31st March 2020 in Norfolk was 19%, which is higher than the national average of 13%⁴⁵. Of those CiN with a disability, 42% had a learning disability and 34% a behaviour disability and 31% a communication disability (note: children and young people can have more than one type of disability recorded). Norfolk has a higher percentage with communication and behaviour needs than recorded nationally (just 18% nationally) and a lower proportion with Autism or Asperger syndrome (of Norfolk CiN with a disability 23% report autism/asperger's but this is 34% nationally). See Figure 25 below.⁴⁶

Norfolk has a slightly higher percentage of Children in Need receiving SEN Support than the national average (25% compared to 21% nationally) (2019-20). At the same time, Norfolk has a similar percentage of Children in Need with an EHCP as the national average (26%). Norfolk is in line with the national average with the number of looked after children (LAC) receiving either SEN Support or

⁴¹ Broach, S.; Clements, L. and Read, J. (2016) Understanding disabled children's lives. Council for Disabled Children <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/chapter-1.pdf>

⁴³ English indices of multiple deprivation (IMD2019) (2019) [English indices of deprivation 2019 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/english-indices-of-multiple-deprivation-2019)

⁴⁴ NCC (2019) SEND Demand Analysis – Case review findings workshop by Impower consultancy

⁴⁵ https://lginform.local.gov.uk/reports/lgastandard?mod-metric=2246&mod-area=E10000020&mod-group=AllCountiesInCountry_England&mod-type=namedComparisonGroup

⁴⁶ [Characteristics of children in need: 2019 to 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2019-to-2020)

an EHCP where 29% of LAC in Norfolk are on SEN Support, compared to 28% nationally and 31% of LAC in Norfolk have an EHCP, compared to 28% nationally.⁴⁷

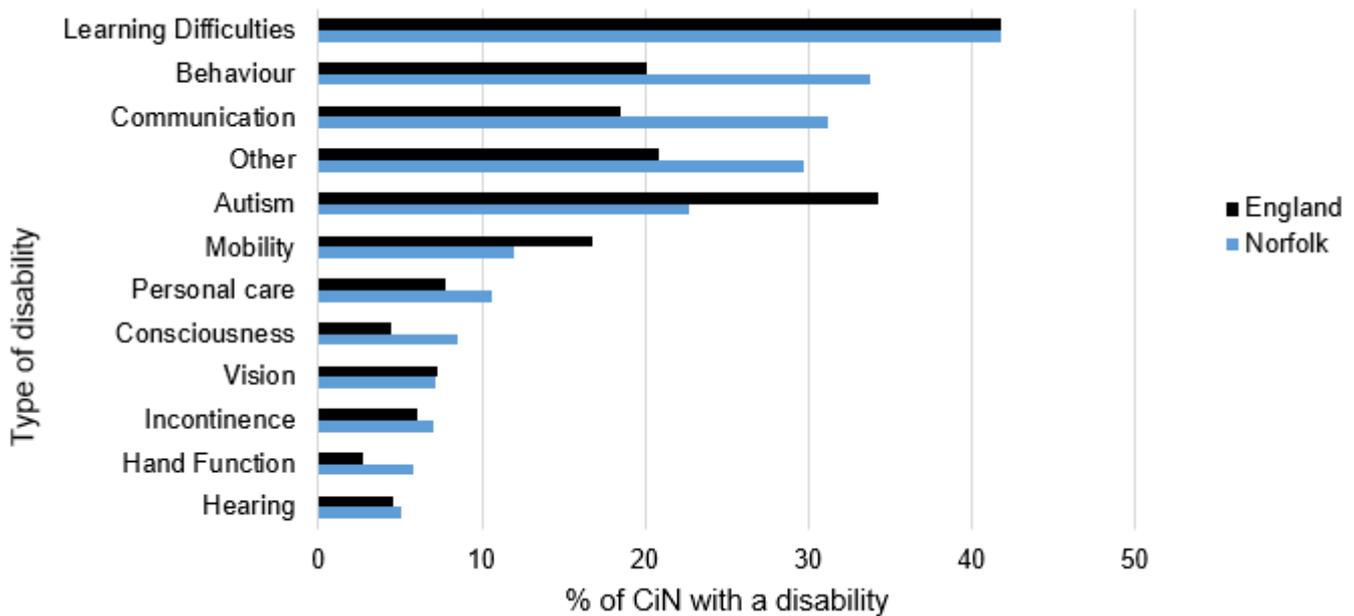


Figure 25: Children in Need with a disability by the type of disability (Note: Children and young people can record more than one type of disability). Department for Education Characteristics of Children in Need return: 2019/20²⁵

While Norfolk has a significantly higher number of Children in Need with a disability, it has a low percentage of SEN Support delivered in a multi-agency approach at an Early Help level. In Norfolk in 2017, 1.6% of children and young people with SEN Support and 1.7% of children and young people with an EHCP were supported by the Family Support Process. In other Local Authorities, this figure can be significantly higher for example in Gateshead around 20% of children and young people with special educational needs are supported using a ‘Team Around the Family’ approach. Gateshead’s recent Ofsted / CQC SEND Inspection identified this as a positive aspect of the local areas work as children and young people with SEN should be supported by a multiagency approach.⁴⁸

Current services, local plans and strategies

Over the past year, the Inclusion and SEND team constructed the Identification of Needs Descriptors in Educational Settings (INDES). INDES was developed to establish a common language for referencing specific educational needs and how they present in mainstream educational settings to help in the assessment and deployment of education services⁴⁹.

Children and young people with special educational needs and disabilities are a diverse group, most can be educated in mainstream settings with adaptations to ensure extra support, while some will have highly complex needs requiring multi-agency support across health, social services and education and could be technology-dependent.⁵⁰

⁴⁷Outcomes for Children in Need (2020). <https://explore-education-statistics.service.gov.uk/find-statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england/2020>

⁴⁸ NCC (2019) Education Health & Care Plans (EHCP) 20 Week Process Priority Review Report for March Children’s Services Committee
<https://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/128/ctl/ViewMeetingPublic/mid/496/Meeting/1474/Committee/8/Default.aspx>

⁴⁹ <https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings>

⁵⁰ Children and Maternal Health Intelligence Network – Local Authority Disability Needs Assessment
<http://atlas.chimat.org.uk/IAS/profiles/profile?profileId=46&geoTypeld=>

More than half of total expenditure across Norfolk Children's Services is on direct delivery of care through demand-led budgets to the most vulnerable or highest need children and young people. That includes support and care placements for children looked after (£71m), support and care for children and young people with special educational needs and disabilities (£56.4m) and Home to School Transport for children with Special Educational Needs (£13.1m). Significant budget pressures are now apparent across these demand-led budgets.⁵¹ This is why the NCC Children's Services Transformation Programme is focused on effective early intervention to reduce the demand on specialist services and improve outcomes for children, young people and their families.

Early Years

Since April 2017 all LAs have a statutory duty to provide an SEN Inclusion Fund (SENIF) for 3 and 4 year olds. This funding is for early years providers to meet the individual needs of children who are in receipt of 3 and 4 year old funded early years entitlement with low level or emerging SEN. From April 2021 a SENIF application process was introduced for funded 2 year olds as an outcome of the Early Education Funding Rates consultation.

No. of children and childcare provider applications benefitting from SEN Inclusion Fund

Term	Number of children	% increase on last year	Number of applications	% increase on last year
Autumn 2020	511	0.6%	135	5.5%
Spring 2021	641	-2.6%	149	1.4%
Summer 2021	845	*	171	*

There is also funding available for children with more complex need. In Norfolk, complex need is determined by those that have an issued or agreed Education Health Care Plan (EHCP). 128 children were in receipt of this funding during the summer term 2021, a significant increase on last year's figure of 75 (70.6%).

Exceptional Circumstance Funding remains in place for non-funded children. (It is not a statutory duty for LAs to provide this funding).

In April 2017, the Disability Access Fund (DAF) was introduced for early years providers to support children with SEND. Its purpose is to remove 'barriers' which prevent children from accessing their free funded early education entitlement. To attract DAF, children must be receiving Disability Living Allowance and be in receipt of the 3 and 4 year old early education entitlement. This funding of £615 is paid annually to the provider nominated by the parent/carer. In the 2020-21 academic year Norfolk made DAF payments for 94 children, slightly up from last year's figure of 88.

NCC offers providers subsidised training, specialist equipment and access to advice and guidance to support the inclusion of all children. Information on childcare is available to all parents online and through the Family Information Service (FIS). Additional information is available to parents of young children with SEND via the Norfolk SEN Local Offer. Other services also offer support to parents to gain access to the funded early years entitlement.

⁵¹ NCC (2019) Children's Services Transformation Programme

<https://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/128/ctl/ViewMeetingPublic/mid/496/Meeting/1474/Committee/8/Default.aspx>

Since April 2015 childcare providers delivering the free nursery education entitlement for three and four-year olds have been able to apply for additional funding, known as Early Years Pupil Premium, to support children and young people from families on certain benefits. Children and young people are also eligible if they are looked after by the local authority, adopted from care or have left care under a special guardianship or residence order.⁵²

During the summer 2021 term there were 13,652 applications for three and four year old early education funding. EYPP payments were made for 2,479 children to childcare providers in both the PVI and maintained sectors across Norfolk. This represents 18.16% of the number of children claiming early years education funding. This represents a good level of take up, though down 0.06% from spring 2020.

Norfolk Portage Service offers a countywide home-based educational service for pre-school children with additional needs and their families, using the Small Steps to Learning strategy. Norfolk Portage Service is managed and funded by Education SEND Inclusion & Opportunity Service, Norfolk County Council. The service delivers home visits and specialist groups within the Early Childhood and Family Service and other settings. There were 498 referrals in 2020/21.⁵³

The case for early intervention

In these cases, clear pathways were followed and there were examples of excellent outcomes being achieved. All of the cases reviewed, where the child had been permanently excluded from a school, and most of those where the child had been temporarily excluded, were all thought to be avoidable. This review found that 50% of children and young people with SEND could be supported at an earlier stage without a reliance on specialist services, this demonstrates the need to improve the skills and support for mainstream school alongside increasing specialist provision.⁵⁴

Reviewers felt that an earlier intervention would have helped change the current needs level in 42% of cases, although there were a significant proportion where earlier intervention was not felt to be necessary. Targeted therapeutic interventions were most frequently cited as a type of intervention that could have made a difference but was not used. Reviewers felt that for the most part the services that would have made a difference are available in Norfolk. Referrals not being made early enough was a recurring theme.³⁴

Every **Primary and Secondary school** should have a SEN Co-ordinator (SENCo), who is a qualified teacher and has achieved a National Award in Special Educational Needs Co-ordination. The SENCo is responsible for coordinating specific provision to support teachers to make provision for individual children and young people with SEN, including those who have an EHCP. Their arrangements for identifying and assessing pupils as having SEN will be set out as part of the school's SEND policy and SEN Information Report which must be published on the school website.

The **Education High Needs SEND Service** within Norfolk County Council Children's Services focuses on assessment, provision and placements for children and young people, age 0 to 25, who have special educational needs and disabilities.

Specialist Resource Bases (SRB) are a programme of additionally commissioned services funded from the High Needs Block and delivered by Norfolk schools. The service is for learners with a high level of special educational needs who are educated in mainstream schools. There are five distinct

⁵² NCC (2019) School and Childcare Sufficiency in Norfolk

<https://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/128/ctl/ViewMeetingPublic/mid/496/Meeting/1474/Committee/8/Default.aspx>

⁵³ For more information: <https://www.portage.org.uk/support/> or visit our Facebook page: [\(20+\) Norfolk Portage Service | Facebook](#)

⁵⁴ NCC (2019) SEND Demand Analysis – Case review findings workshop by Impower consultancy

specialisms within the programme which are grouped into two broad types. Autistic Spectrum Disorder (ASD) bases and a Deaf Resource base offer long term provision only. Learning and Cognition Needs (LCN) bases, Social, Emotional and Mental Health (SEMH) bases and Speech, Language and Communication Needs (SLCN) bases offer a school-to-school (or home school) service for short term support and intervention the Dyslexia Outreach Service provides, or outreach support and advice, or a combination of the two. Placements are accessed via the county admissions process, with a panel of relevant professionals having delegated decision-making responsibility.⁵⁵

Norfolk has 24 specialist resource bases (SRBs) attached to mainstream schools across the county. They provide a total of 218 specialist places across five different SRB specialisms. There are not enough places for children and young people who have ASD, SEMH and cognition and learning needs. The proportion of young people accessing an SRB is lower than the average in other local authorities.⁵⁶

Special schools are specifically organised to make special educational provision for children and young people with special educational needs who require provision over and above what is available in a mainstream school. They are generally smaller than mainstream schools and they provide specialist provision for a range of very complex learning needs and disabilities.

Research suggests that when a child's special educational need is met quickly, they are more likely to achieve and thrive. With the rising demand for specialist educational places for children and young people with SEND from the age of three and up there is recognition that there are not enough specialist school places for all the children and young people with SEND who need one. Where the demand for specialist school places outstrips our state-funded supply, children and young people are placed within the private sector on both a day and residential basis. The average cost of these placements far exceeds that of a SRB or state-funded special school. Many children and young people who are placed in the private sector need to travel further to school. There is a significant overspend on both the High Needs Block and home to school transport budget. If more is invested in state-funded specialist provision in Norfolk, more children and young people will have their needs met closer to home.⁵⁷

In March 2019 it was announced that Norfolk County Council has successfully secured Government funding of up to £17m to build a new 170 place school in the county for children and young people aged 3-19 with complex needs. The bid was made as part of the County Council's ambitious £120m plan to transform education for children and young people with special education needs and disabilities in Norfolk. The plan involves creating 500 additional places across the county by building at least three new schools, developing more Specialist Resource Bases and providing more outreach with schools to help them to meet the needs of children and young people with special educational needs. Specialist Resource Bases (SRBs) include; Deaf Resource Bases, Learning and Cognition Bases, Social, Emotional and Mental Health Bases, Speech, Language and Communication Needs Bases, Dyslexia Outreach Services and Autistic Disorder Bases.⁵⁸

⁵⁵ NCC (2019) Information about specialist resource bases <http://www.schools.norfolk.gov.uk/Pupil-needs/Specialist-Resource-Bases/index.htm>

⁵⁶ NCC (2019) Education Health & Care Plans (EHCP) 20 Week Process Priority Review Report for March Children's Services Committee
<https://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/128/ctl/ViewMeetingPublic/mid/496/Meeting/1474/Committee/8/Default.aspx>

⁵⁷ NCC (2019) Education Health & Care Plans (EHCP) 20 Week Process Priority Review Report for March Children's Services Committee
<https://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/128/ctl/ViewMeetingPublic/mid/496/Meeting/1474/Committee/8/Default.aspx>

⁵⁸ <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/specialist-education/specialist-resource-bases-srbs>

Norfolk County Council carried out a consultation to inform plans of how to spend the government grant. Of the 248 respondents 46% were parents, 26% teachers and 28% other interested parties such as support staff and health professionals. Most recognised that the local authority should prioritise a combination of provision for children and young people with SEND.⁵⁹

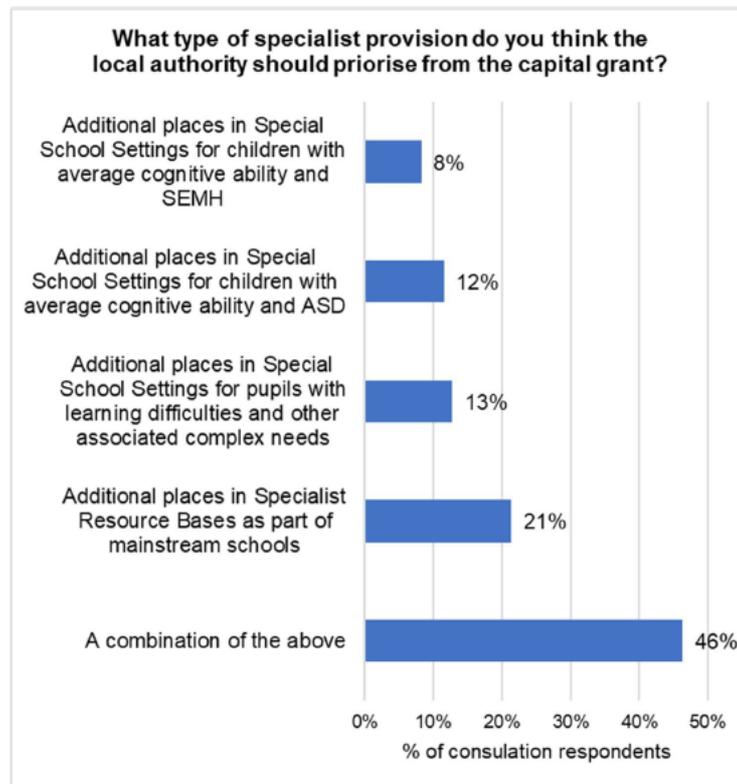


Figure 26: SEND Sufficiency Consultation – Summary of Results. ⁴⁰

Other Services for Children and Young people with SEND in Norfolk

Universal services such as GPs, Health Visitors, Early Child and Family Centres, Early Years Settings and Schools all have a role to play in identifying children and young people and families in need of extra support, signposting and making referrals as appropriate. Research shows that early intervention is key to ensuring children and young people with SEND have the best possible outcomes.

Within Norfolk there exists a history of strong partnership working between professionals within health, the LA and schools. In addition to GP services, there are a range of different clinical services to support children based on their individual needs. These services may be provided in hospital, or a community clinic and for some children, in the family home. Specialist community children’s services are provided by six different providers in the county who support children with a wide range of developmental or physical long term conditions. They can provide direct access to medical assessment, investigation and diagnosis and where needed, direct CYP to other paediatric specialists, therapy, psychology and specialist nursing services as appropriate.

⁵⁹ NCC (2018) SEND Sufficiency Consultation – Summary of Results <https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/support-for-learning/send-sufficiency-consultation-may-2018-summary.pdf?la=en&hash=2A492A9AD4749E3FC443851E3F6DE2815E48271E>

Child and Adolescent Mental Health Service (**CAMHS**) offers help and support to children, young people and their families about emotional and behavioural difficulties, including mental health problems. Current services are currently able to reach up to 36% of children and young people with diagnosable mental health problems each year. The number of children and young people being referred to mental health services is also increasing – there has been a 10-15% year on year increase in referrals in Norfolk and Waveney. Norfolk County Council and NHS Commissioners are working together to review the support available and to modernise and improve mental health services for children and young people in Norfolk and Waveney. New, redesigned provision will be in place in 2019.⁶⁰ Any developments in SEN Support must be aligned to the re-design of CAMHS services.

The **NHS Core Provision Offer to Schools**⁶¹ outlines the services available from NHS professionals to support the health needs of children and young people in mainstream schools as well as those in in complex needs schools. It outlines a range of commissioned specialist advice, training and support available to school staff and the direct therapy interventions that are available to children and young people with SEN.⁶² A multi-disciplinary child health team, including Paediatricians, Therapists, Clinical Psychologists, Dieticians and Specialist Nurses such as Health Visitors (HV), School Nurses and Community Children's Nursing Teams (CCNT), provide intervention and review for children and young people with SEND and should contribute to supporting key transition points, including to adulthood. The groups of services jointly commissioned by the Norfolk and Waveney Clinical Commissioning Group (CCG) and Norfolk County Council Public Health include:

- The Healthy Child Programme; which includes a range of universal and targeted services for children and young people aged 5 to 19 years.
- Speech and Language Therapy; which includes specialist and targeted therapy interventions for children with speech, language and communication needs.
- Complex Needs and Condition Specific; which supports children with predominantly physical disabilities and complex health needs e.g. epilepsy
- Learning Development and Difficulties; which cover services who provide support to children with conditions such as autism, learning difficulties, and attention deficit hyperactivity disorder.

A comprehensive list of health services for children and young people with SEND is available [here](#).⁶³

Children and young people with Special Educational Needs and Disabilities will be supported by various teams within Norfolk County Council Children's Services:

Children and young people with disabilities teams provide social care services including: Short breaks, Occupational therapy and Transition services for young people moving into adult life. Short Break services give disabled children and young people an opportunity to meet new people and enjoy different experiences, both giving them a break from their families and giving their families a break from their caring responsibilities. A Short Break could last a few hours, a day, overnight or for a weekend and take place in or away from the home and examples include sports, arts or music activities and youth groups or an overnight stay in a specialist residential unit.⁶⁴

⁶⁰ NCC (2019) Children's mental health transformation <https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs/childrens-mental-health-transformation>

⁶¹ <https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-needs/send/nhs-core-provision.pdf>

⁶² <https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-support-services/health-support-services>

⁶³ <https://www.norfolk.gov.uk/children-and-families/send-local-offer/health-and-social-care/health/health-services-in-norfolk>

⁶⁴ For more information: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/care-support-and-advice/social-care/send-children-social-care/short-breaks/what-are-short-breaks>

The Inclusion and SEND team are a service for educators and works with mainstream schools, including academies and free schools, to support them to meet the needs of their learners with SEND.

Virtual School Sensory Support (VSSS) is a Norfolk County Council Service that provides comprehensive advice and information to children and young people and their families who have a hearing loss, vision impairment or multi-sensory impairment needs, parent and toddler groups, assessments of need, parental and teaching support, home visits and training for other professionals. They work closely with Health (Audiology, ENT and Ophthalmology) from diagnosis, which is often in the first few weeks of life e.g. newborn hearing screening. Joint Clinics have long been in place across the county to ensure families experience family-friendly pathways following diagnosis. During the pandemic, VSSS staff have attended clinics remotely in order to ensure effective support to families at the point of diagnosis. VSSS will provide additional support wherever the CYP with sensory loss goes to school e.g. mainstream or specialist provision in collaboration with the setting and professionals.⁶⁵

In 2021 the Virtual School Sensory Support supported 1,338 children and young people including 709 deaf children and young people, 591 visually impaired and 38 multi-sensory impaired (which includes 109 in the early years).

- 66% of visually impaired and 82% deaf children and young people are educated in mainstream settings (24% of multi-sensory impaired)
- 53% of visually impaired, 41% of deaf and 92% of multi-sensory impaired CYP have a statement of SEN or EHCP.

Voice – the perspective from the public, service users and professionals

One of the principles of the SEND Legislation (2014) and the SEND Code of Practice (2015) is enabling children and young people and their parents to have greater involvement in the EHCP process. There are many national and local support groups for families affected by disability and special educational needs. Families are encouraged to search the Norfolk Directory (<https://communitydirectory.norfolk.gov.uk/>) to find a local support group or visit Contact a Family (<https://contact.org.uk/>) who are in touch with hundreds of groups across the UK. A regular SEND bulletin is produced containing newsletters about SEND and services available.⁶⁶

There are various groups available for families with children and young people with special educational needs including:

- Norfolk SEND partnership <https://www.norfolksendpartnershiass.org.uk/>
- Norfolk SEN Network <https://www.norfolksennetwork.org/>
- Family Voice Norfolk <https://www.familyvoice.org.uk/>
- SENSational Families <https://www.sensationalfamilies.org.uk/>
- SEND Forum <https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/discussion-forums>

Co-production is an important part of the SEND strategy for Norfolk with a commitment to ensure all plans, services and policies are co-produced with children, young people and families.⁶⁷ The Norfolk SEND Local Area Written Statement of Action 2020-2022 is published and is available on the special educational needs and disabilities (SEND) policies and strategies webpage.⁶⁸

⁶⁵ For more information: [Virtual School Sensory Support - Norfolk County Council](#)

⁶⁶ <https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/norfolks-local-offer-in-development/send-bulletin>

⁶⁷ <https://www.norfolk.gov.uk/-/media/norfolk/downloads/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/health-and-wellbeing-board/reports-to-the-health-and-wellbeing-board/send-strategy-final-draft-june-2019.pdf>

⁶⁸ <https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/policies-and-strategies/send-policies/send-statement-of-action>

References and information

Child and Maternal Health Public Health England
<https://fingertips.phe.org.uk/profile-group/child-health>

Local Government Association Local Area SEND Report
http://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?mod-area=E10000020&mod-group=AllSingleTierAndCountyLalInCountry_England&modify-report=Apply

Department for Education Special Educational Needs Statistics
<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Key contact

Online feedback: Send us your query or feedback online using our online feedback form at <http://www.norfolksight.org.uk/feedback> Email: JSNA@norfolk.gov.uk

First published date

To be revised