



Special Education Needs Assessment

January 2024



Introduction:

Definitions

CYP – Children and Young People.

SEN – Special Education Needs.

SEN Provision – The combined total for children with an EHCP and SEN Support.

SEN Support – Additional support and adjustments provided by a child's school in order to support the child's education.

EHCP – Education Health and Care Plans which have replaced special educational needs statements, these are for children who require further support than what is available through SEN Support. Assessments for EHCPs require a referral to the local authority. EHCP are available from 0-25 years.

Comparators

To complete this analysis data from similar local authorities has been included. Lancashire's nearest neighbours, using the Children's Services nearest neighbours' method, are Nottinghamshire, Calderdale, Derbyshire, Sefton, Bury, Stockton on Tees, Kent, Staffordshire, Wigan, and Cheshire West and Chester. An average has been calculated using the values from these authorities and this is represented as the "near neighbours" or "Mean NN" value in the commentary and charts. 'England' and 'North West' will also be included in the 'comparators' group to provide regional and national context thus giving three comparators with which to evaluate Lancashire's position.

Note for the reader: any differences identified between data in this overview are numerical differences with no statistical testing.

Summary:

- 15.5% of pupils are identified as having SEN, proportions remain lower in Lancashire than comparators. There is some variation between districts in terms of the proportion of children identified with SEN provision* – Rossendale, Burnley and West Lancashire have higher proportions of EHCPs whilst Burnley and Lancaster have higher proportions of SEN support. **based of location of school.*
- A higher proportion of White children are identified as having SEN whilst Asian and Mixed Ethnicity pupils have lower proportions. Both also see much lower proportions of their SEN cohort with a primary need of Social Emotional & Mental Health need, instead seeing higher proportions of Speech, Language and Communication need.
- Boys make up a larger proportion of the SEN cohort, the proportion of them in a cohort increases as the level of SEN intervention does. Boys make up a larger proportion of the Primary need cohorts of Autistic Spectrum disorder, Social Emotional and Mental Health, and Speech Language and Communication need whilst the gender split is more even for Multi-Sensory Impairment, Visual Impairment and Hearing Impairment.
- Children eligible for Free School Meals (FSM) make up 38% of the SEN population in Lancashire (2022/23) and have a higher proportion of Social Emotional and Mental Health need than their non-FSM SEN peers.
- 17.4% of Children in Need have SEN Support whilst 41.1% have an EHCP. 23.2% of Children Looked After have SEN Support and 26.5% have an EHCP. Children with Disabilities are often in receipt of CIN provision which is likely contributing to the higher EHCP proportion in the CIN cohort compared with the CLA cohort.
- Following continued increase in the proportion of SEN with a primary need of Speech, Language and Communication this is now the most prevalent need in Primary schools. In Secondary schools Moderate Learning Difficulty has seen a decline which sees Specific Learning Difficulty now being the most prevalent need for the SEN cohort.
- There is a considerable gap in the level of attainment between non-SEN children and those in receipt of SEN provision. SEN children see increasing levels of attainment as they progress through school where their non-SEN counterparts see little change.
- Since 2017/18 Lancashire has consistently maintained higher levels of Education, Employment or Training for their SEN provision 16-18 year olds.
- SEN pupils see higher levels of absences than non-SEN pupils, this being higher for EHCP pupils than those with SEN Support. SEN pupils see higher levels of exclusions from education and have seen a considerable increase in 2020/21 and 2021/22 following return to school post Covid-19.



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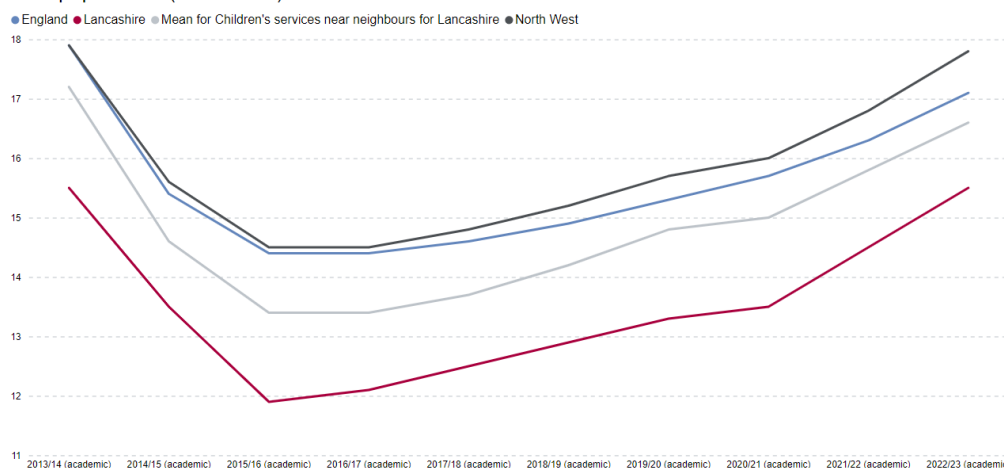
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SEN proportions

15.5% of Lancashire's school children are identified as having SEN (2022/23), lower than for England (17.1%) and the average for near neighbours (16.6%). Lancashire has consistently had a lower rate of pupils identified with SEN than comparators though it has followed the same trend.

Figure 1 - % of pupils with SEN in all schools over time for Lancashire and comparator group
% of pupils SEN (All schools)



EHCPs

The number of Children and Young People with an EHCP has increased significantly (+86.1%) over the last 10 years from 5,267 in 2013/14 to 9,803 in 2022/23. The comparators group have all seen EHCP numbers more than double.

Similarly, the proportion of the school population with a EHCP has increased in Lancashire; 4.3% of children had an EHCP in 2022/23 versus 2.9% in 2015/16.

Figure 2 - Total number of CYP with an EHCP (or SEN Statement) in Lancashire 2013/14 to 2022/23

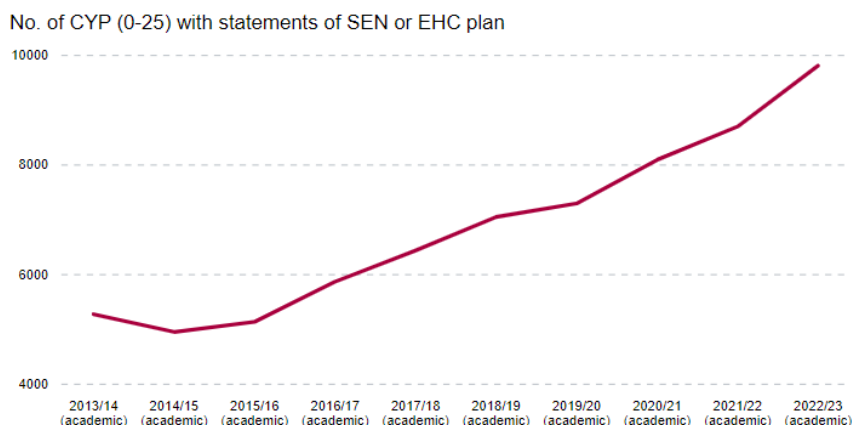


Table 1 - EHCPs in 0-25 population in Lancashire and comparators in 2014 & 2023 with % change

Year (end)	England	Lancashire	North West	Nearest Neighbours
2014	237,111	5,267	30,973	2,135
2023	517,049	9,803	71,971	4,861
change	279,938	4,536	40,998	2,726
% change	118.1%	86.1%	132.4%	127.7%

A sharp increase in the annual number of new EHC plans in Lancashire was observed from 2014 to 2017 [Figure 3]. There was a slower increase between 2017 to 2021. Between 2021 and 2022 there was a slight decline, neither England nor North West saw a decline but nearest neighbours did [Table 2].



Figure 3 - Annual new EHCPs in Lancashire 2014 to 2022

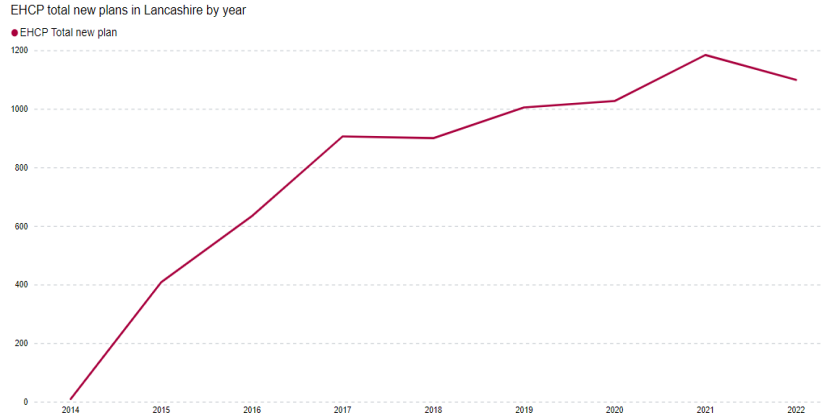


Table 2 – New EHCP plans in Lancashire and comparator areas from 2014 to 2022

Indicator	EHCP Total new plan			
Year	England	Lancashire	North West	Nearest Neighbours Mean
2014	1359.0	9.0	120.0	20.20
2015	24654.0	408.0	3405.0	215.00
2016	36094.0	634.0	4885.0	304.90
2017	42162.0	906.0	5795.0	388.50
2018	48907.0	900.0	6684.0	421.20
2019	53899.0	1005.0	7769.0	507.20
2020	60097.0	1027.0	8036.0	592.50
2021	62180.0	1184.0	9049.0	651.00
2022	66706.0	1099.0	10621.0	643.90

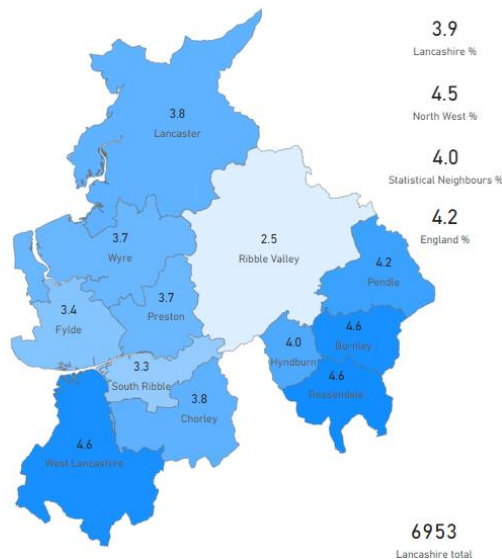
District level prevalence of SEN provision

The proportion of children with an EHCP varies across the districts in Lancashire as represented in Figure 4. A higher proportion of the state funded school population have an EHCP in West Lancashire, Rossendale, and Burnley (all at 4.6%), this is higher than for Lancashire and comparators. Conversely, a much lower proportion is seen in Ribble Valley (2.5%).

Note: Figure 4 and Figure 5 show SEN provision proportions for state schools only whilst other data sets in this document show provision for all settings (including independent schools) so some figures may differ. This data is mapped by school NOT pupil residence.

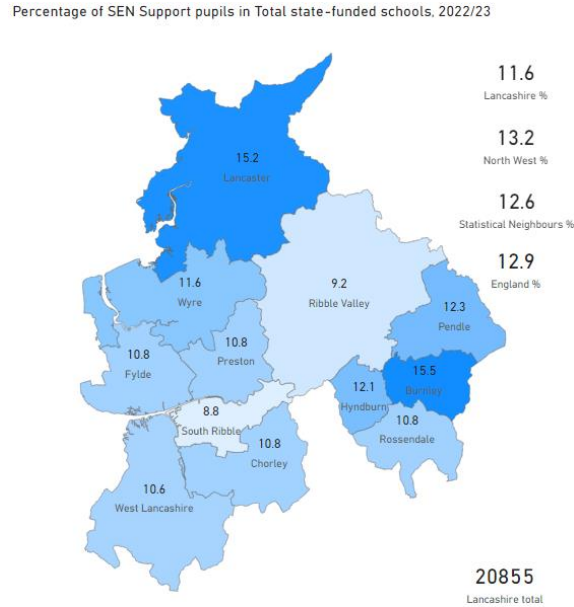
Figure 4 – Percentage of pupils with an EHCP in state funded education for Lancashire districts (2022/23)

Percentage of EHCP pupils in Total state-funded schools, 2022/23



In terms of SEN support, Burnley and Lancaster both have a higher proportion in their state school cohort at 15.5% and 15.2% respectively, well above the Lancashire proportion (11.6%) and that for comparators (12.6%). Meanwhile, South Ribble and Ribble Valley show particularly low levels at 8.8% and 9.2% respectively.

Figure 5 – Percentage of pupils with SEN Support in state funded education for Lancashire districts (2022/23)



In both Burnley and Lancaster there has been a considerable increase in the proportion of children receiving SEN support since 2019/20. Both increasing at a faster rate than Lancashire as a whole [Figure 6 & Figure 7], meanwhile Ribble Valley and South Ribble see fairly stable proportions.

Figure 6 – SEN Support proportions in Lancaster Schools

Time series: Percentage of SEN Support pupils in Total state-funded schools in Lancaster

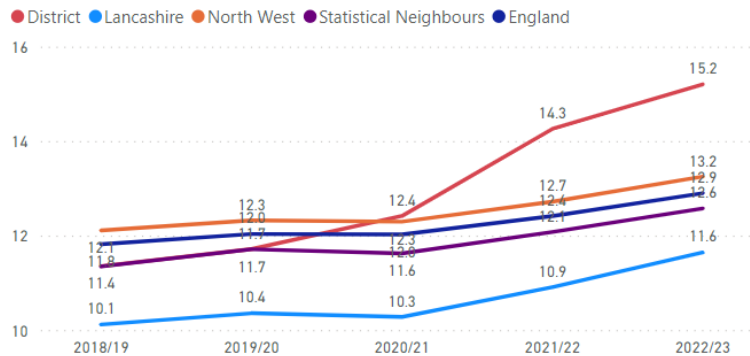
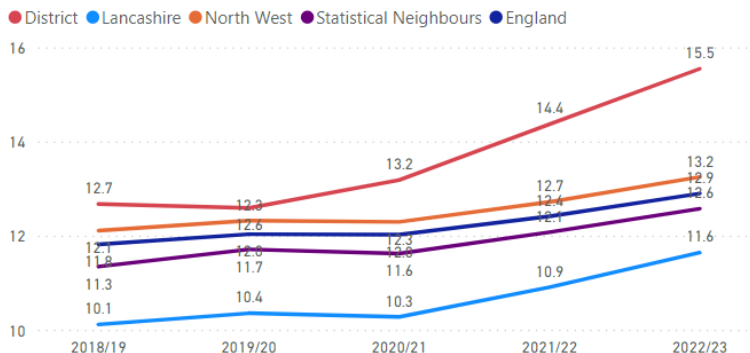


Figure 7 - SEN Support proportions in Burnley Schools

Time series: Percentage of SEN Support pupils in Total state-funded schools in Burnley

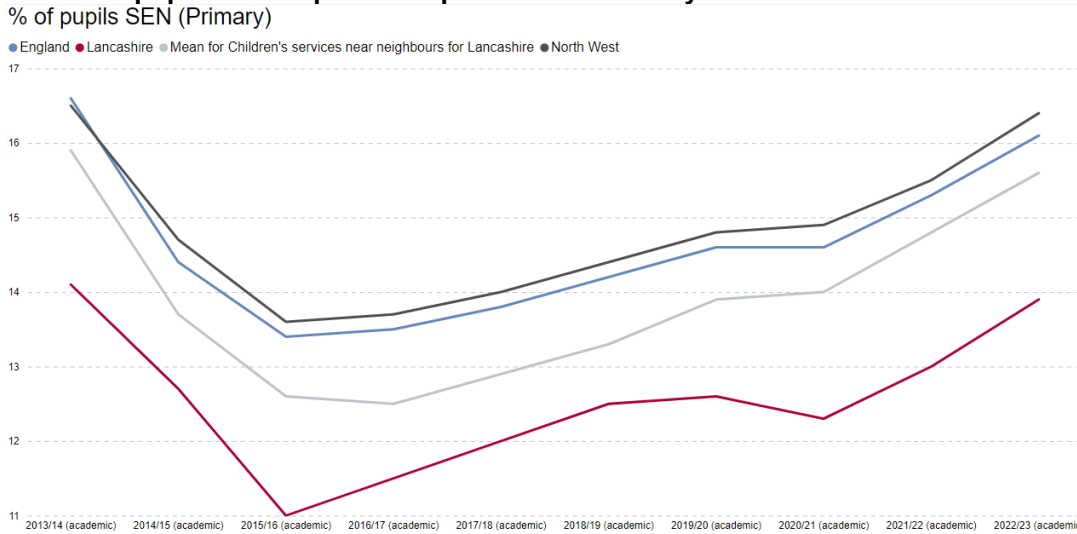


Demographics

Children in receipt of SEN provision by age group

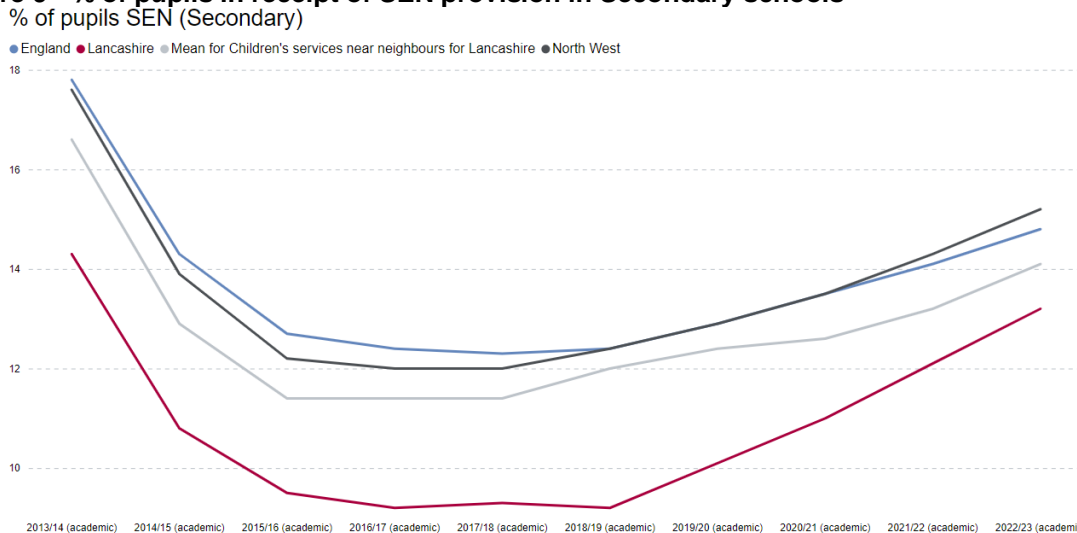
Most recent data (2022/23) show a slightly lower proportion of SEN children in secondary education (13.2%) when compared with primary (13.9%). Lancashire has consistently had a lower proportion of SEN pupils in both primary and secondary. The gap between the nearest neighbours and Lancashire has closed for secondary education making the proportions more similar than for primary aged children. Since 2015/16, Lancashire has seen an increase in the proportion of primary pupils with SEN (with some disruption during years impacted by Covid-19 – 2019/20 and 2020/21), a similar trend has been observed in comparators. The primary SEN proportion is now roughly in line with that seen in 2013/14.

Figure 8 - % of pupils in receipt of SEN provision in Primary schools



Over the last 10 years the proportion of children accessing SEN provision in secondary in Lancashire initially fell and did not begin to rise again until 2019/20. There was no observed disruption in this increase during years impacted by Covid-19 but the rate for secondary SEN remains lower now than at the start of the observed period.

Figure 9 - % of pupils in receipt of SEN provision in Secondary schools

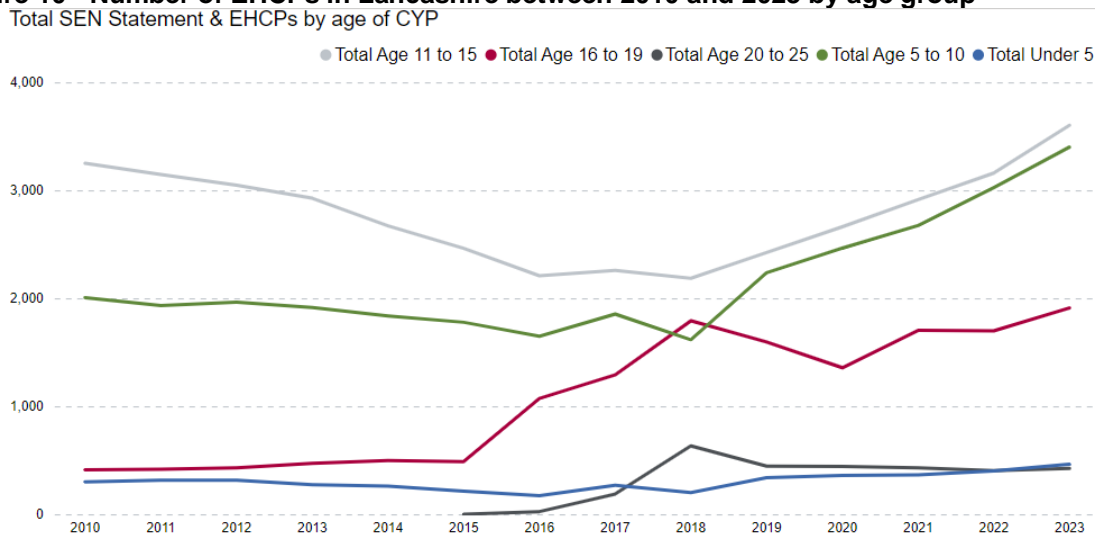


Education Health and Care Plans

In 2023 the largest age groups with an EHCP were aged 11 to 15 (36.7%) or 5 to 10 (34.7%), a smaller proportion were aged 16 to 19 (19.5%), and the smallest proportions were seen in the over 19s (4.4%) and under 5s (4.7%). This pattern is mirrored both nationally and regionally.

The total number of EHCPs in Lancashire has increased considerably for children aged between 5 and 15 since 2010. Historically (2015/2018) there was a considerable increase for CYP aged 16+. This was likely a result of the updated SEN Code of Practice 2014 increasing the eligibility age to 25 from end of compulsory education age.

Figure 10 - Number of EHCPs in Lancashire between 2010 and 2023 by age group



Children in receipt of SEN Provision by ethnicity

84.1% of the children with SEN provision in Lancashire are White meaning this group makes up a larger proportion of the SEN cohort than of the school population. Black children have a similar proportion in the SEN cohort whilst Asian children have a lower proportion. This is reflective of what is seen in comparators.

Table 3 - SEN provision cohort ethnicity proportions for Lancashire and comparators in 2022/23

	SEN population	White	Black	Asian	Mixed	Other	Unknown
England	1,453,576	75.0%	6.7%	8.8%	2.1%	5.8%	1.6%
North West	204,524	80.0%	4.9%	8.4%	2.1%	3.4%	1.2%
Nearest neighbours	13,647.2	89.1%	4.2%	3.0%	0.9%	1.5%	1.2%
Lancashire	27,808	84.1%	3.6%	9.4%	0.9%	0.6%	1.2%

Whilst 15.5% of the total school population are in receipt of SEN provision this varies when considering different ethnic groups. The proportion of Asian, Mixed ethnicity and Other ethnic group children that have SEN provision is lower than for the full cohort. White pupils have the highest proportion of their population receiving SEN Support in Lancashire and this is also found in the comparator areas. These differences between SEN prevalence by ethnicity suggest that there is a gap in identifying the special education needs of children from ethnic minority backgrounds, though this is a national issue.

Table 4 - Proportion of each ethnicity group in receipt of SEN provision in 2022/23 in Lancashire and comparators

% of school population with SEN (2022/23)	All	White	Asian	Black	Mixed	Other	Unknown
England	17.1%	18.2%	12.5%	16.9%	12.1%	16.5%	16.3%
North West	17.8%	18.9%	12.9%	17.2%	12.1%	16.1%	17.9%
Nearest neighbours	16.0%	16.8%	10.2%	13.9%	9.2%	10.7%	15.2%
Lancashire	15.5%	16.3%	11.7%	14.5%	12.2%	11.4%	15.8%



Type of need also varies by ethnicity, this is evidenced in Asian groups where 4.8% of the SEN population have a primary need of Social, Emotional and Mental Health compared with 17.4% for the full SEN cohort. Speech, Language and Communication needs are more prevalent in the SEN cohorts where a child is from a non-White ethnicity group and is particularly high for Asian and Mixed groups.

Table 5 -SEN provision across ethnic groups by Primary Need in Lancashire 2022/23

Primary Need (all provision 2022/23)	All	White	Asian	Black	Mixed/ Multiple	Other	Unknown
Speech, Language and Communications needs	20.9%	19.9%	27.3%	23.7%	30.8%	27.2%	22.7%
Social, Emotional and Mental Health	17.4%	18.9%	4.8%	16.9%	6.2%	15.0%	18.0%
Moderate Learning Difficulty	15.7%	15.3%	19.9%	15.3%	18.5%	10.0%	11.6%
Autistic Spectrum Disorder	13.3%	13.3%	12.5%	13.5%	15.0%	16.1%	11.6%
Specific Learning Difficulty	12.6%	13.2%	8.4%	10.3%	9.6%	9.4%	12.5%
Other Difficulty/Disability	6.0%	5.6%	8.6%	5.9%	9.2%	6.1%	7.6%
SEN Support but no specialist assessment of type of need	4.8%	4.9%	3.6%	5.4%	4.2%	3.9%	5.5%
Physical Disability	2.9%	2.9%	3.7%	2.6%	1.2%	1.1%	2.3%
Severe Learning Difficulty	2.0%	1.8%	3.7%	1.6%	3.5%	6.1%	2.9%
Hearing Impairment	2.0%	1.9%	2.8%	1.7%	0.8%	1.1%	3.5%
Visual Impairment	1.3%	1.2%	2.3%	1.0%	0.8%	1.1%	1.5%
Profound & Multiple Learning Difficulty	0.8%	0.7%	1.8%	1.7%	0.0%	0.6%	0.3%
Multi- Sensory Impairment	0.4%	0.4%	0.4%	0.4%	0.4%	2.2%	0.0%

Children in receipt of SEN provision by sex

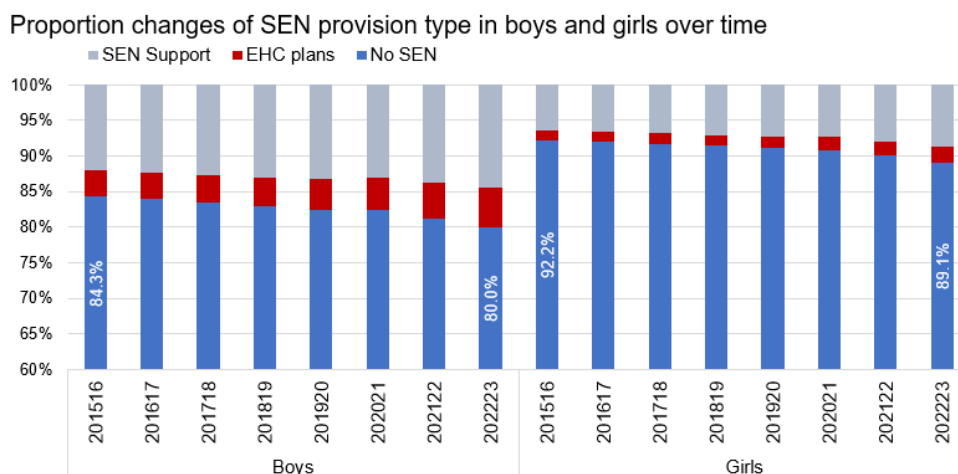
In Lancashire, as is observed regionally and nationally, the proportion of males in the SEN cohort increases as the level of intervention does [Table 6].

Table 6 - SEN cohorts by proportion that are boys and girls in Lancashire 2022/23

2022/23	EHC plans	SEN Support	No SEN	Total
% boys	72.8	63.5	48.5	51.2
% girls	27.2	36.5	51.5	48.8

Since 2015/16 the proportion of boys and girls with SEN provision has increased, more so in boys than girls. The groups have seen a similar increase in the level of SEN Support but boys have seen a greater increase in the proportion with EHCPs.

Figure 11 - Proportion changes of SEN provision type in boys and girls in Lancashire 2015/16 – 2022/23

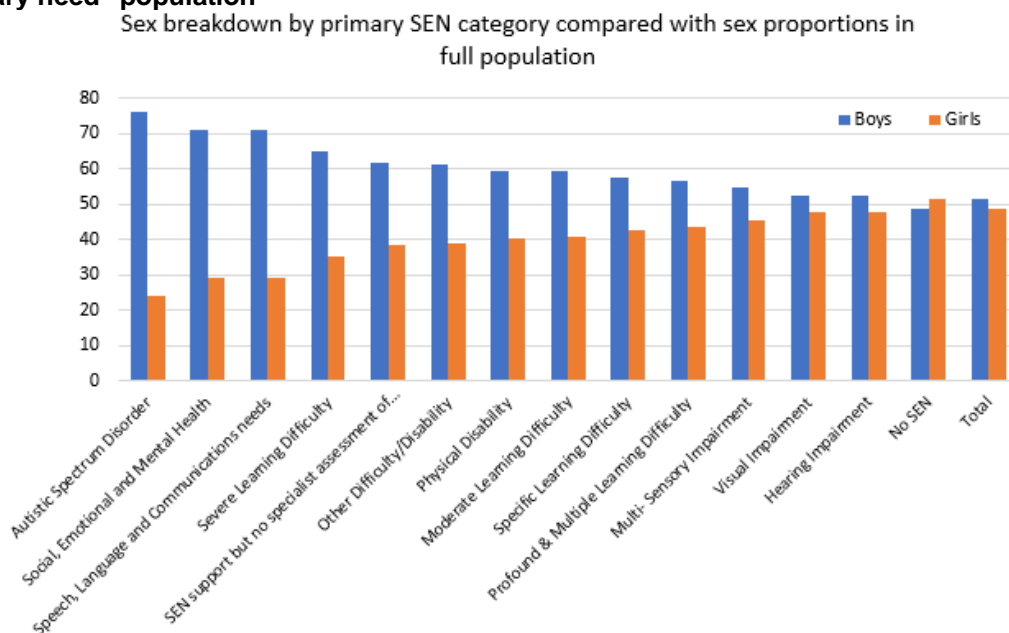


Separating the type of need by sex shows that the greatest skew towards boys is for Autistic Spectrum Disorder (ASD) with a 24.8 percentage point difference between male representation versus the overall cohort. Much smaller differences are seen in SEN primary needs of Hearing Impairment, Visual Impairment, and Multi-Sensory Impairment. These differences are perhaps due to the latter being more



easily quantifiable physical needs whilst ASD is reliant on observed behaviours therefore may be subject to more bias.

Figure 12 - Sex breakdown by SEN primary need in Lancashire 2022/23 – as percentage of each " primary need" population



It is worth noting that since 2017/18 the proportion of girls in the SEN primary need of ASD cohort has been increasing, possibly due to the increased awareness of different presentation of ASD between girls and boys. The number of girls with an SEN primary need of ASD has increased by over 200% since 2015/16 whilst for boys it has increased by 65.1%.

Table 7 - Proportion of SEN children with a primary need of ASD by sex between 2015/16 and 2022/23 in Lancashire

SEN children with a primary need of ASD	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
% that are boys	85.4	84.8	84.6	83.0	81.8	80.8	78.5	76.0
% that are girls	14.6	15.2	15.4	17.0	18.2	19.2	21.5	24.0

Children in receipt of SEN provision by Free School Meals status

Children who are eligible for a Free School Meal (FSM) see a higher proportion SEN provision than their non-eligible (Non-FSM) counterparts in Lancashire and across comparators. In 2022/23 25.7% of the FSM eligible children had SEN provision compared with 12.5% of their non-eligible counterparts.

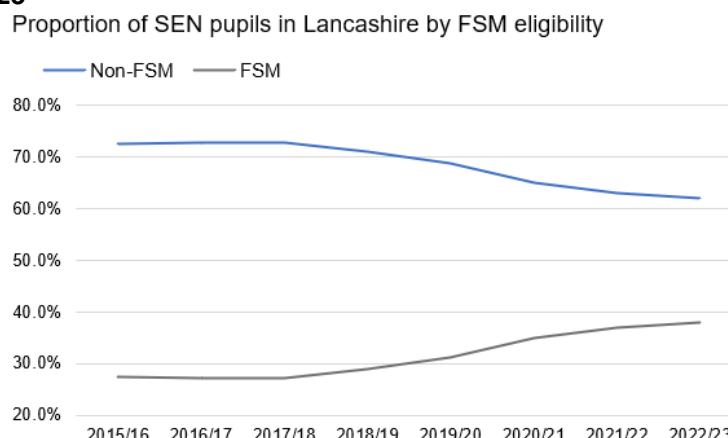
Table 8 – Proportion of SEN children in Free School meal eligible population in 2022/23

2022/23 SEN provision proportions	Full population	Non-FSM	FSM
England	17.1%	13.9%	27.6%
North West	17.8%	14.1%	27.8%
Lancashire	15.5%	12.5%	25.7%
Neighbours	16.0%	12.6%	27.7%

Since 2018/19 the proportion of the SEN population that are eligible for FSM has increased from 29% to 38% - comparator areas have also seen the proportion of FSM eligible children increase within their SEN cohort. However the proportion of children eligible for FSM in the full school cohort has also increased.



Figure 13 – Lancashire SEN pupils by proportion eligible for FSM and those who are not between 2015/16 and 2022/23



Children who have SEN and are eligible for FSM see higher proportions of Social, Emotional and Mental Health needs but lower proportions of Specific Learning Difficulties when compared against their non-FSM peers.

Table 9 - Primary Need of SEN by Free School Meal eligibility compared to the full SEN cohort for Lancashire 2022/23

Primary SEN need	All	Non-FSM	FSM
Speech, Language and Communications needs	20.9%	21.4%	20.2%
Social, Emotional and Mental Health	17.4%	14.4%	22.3%
Moderate Learning Difficulty	15.7%	14.1%	18.3%
Autistic Spectrum Disorder	13.3%	14.7%	10.9%
Specific Learning Difficulty	12.6%	14.2%	9.8%
Other Difficulty/Disability	6.0%	6.3%	5.4%
SEN Support but no specialist assessment of type of need	4.8%	4.9%	4.6%
Physical Disability	2.9%	3.1%	2.6%
Severe Learning Difficulty	2.0%	1.8%	2.3%
Hearing Impairment	2.0%	2.3%	1.4%
Visual Impairment	1.3%	1.5%	1.0%
Profound & Multiple Learning Difficulty	0.8%	0.9%	0.7%
Multi- Sensory Impairment	0.4%	0.4%	0.4%

Children in receipt of SEN provision who receive Social Care support *Children in Need*

In Lancashire 2022, the proportion of children in need (CIN) in receipt of SEN Support or that have no SEN need is below comparators [see Table 10]. SEN Support has consistently been lower whilst the proportion with no SEN has declined whereas comparator have remained steady.

In Lancashire 2022, the proportion of children who are CIN with a Statement/EHCP has increased at a much faster rate than the comparators. The proportion with an EHCP is well above comparators at over 40%.

However, rather than being indicative of a higher prevalence of SEN in the wider population this reflects a change in social work practice whereby the CIN cohort reduced due to the introduction of the "Early Help" service (reflected in a decline in CIN rate between 2019-2021). The Children with Disability CIN cohort therefore makes up a larger proportion of the overall CIN population here and these children will have a higher EHCP prevalence.



Table 10 -Lancashire Child in Need population by proportions with SEN provision between 2017 and 2022

	2017	2018	2019	2020	2021	2022
% of school-age Children in Need with SEN Support						
Lancashire	18.60	19.40	19.00	18.40	16.40	17.40
North West	22.20	22.90	22.00	22.00	21.70	21.80
Near Neighbours	21.30	22.32	22.62	22.63	22.07	22.46
England	22.00	21.80	21.60	21.60	20.70	21.30
% of school-age Children in Need with no SEN						
Lancashire	52.90	54.30	51.70	47.10	46.70	41.40
North West	55.50	55.80	55.80	54.90	54.90	54.20
Near Neighbours	56.18	57.16	56.36	57.08	56.53	56.48
England	53.60	54.30	53.90	52.70	52.30	51.80
% of school-age Children in Need with a Statement/EHCP						
Lancashire	28.50	26.30	29.40	34.40	37.00	41.10
North West	22.30	21.30	22.20	23.10	23.40	24.10
Near Neighbours	22.55	20.52	21.02	20.30	21.40	21.07
England	24.40	23.90	24.50	25.60	26.90	26.90

Looked After Children

The proportion of children looked after (CLA) with SEN Support has been declining in Lancashire (2022-23.2% [Table 11]), comparators have seen a slower decline in this proportion and see higher proportions than Lancashire.

Between 2021 to 2022 Lancashire saw a 6.6 percentage point increase in the proportion of CLA with EHCPs which was out of line with the previous trend in the area, comparators saw a slower, steadier increase over the period.

Table 11 - Lancashire Looked After Child population by proportion with SEN Support and EHCPs between 2017 and 2022

	2017	2018	2019	2020	2021	2022
% of children looked after who have SEN but no statement/EHCP						
Lancashire	28.70	26.80	26.00	24.60	25.10	23.20
North West	29.00	28.60	28.40	27.90	27.00	26.50
Near Neighbours	29.08	29.48	29.28	30.31	28.77	28.30
England	29.30	28.90	28.40	27.90	27.20	27.20
% of children looked after who have a statement of SEN/EHCP						
Lancashire	21.20	20.40	21.40	19.40	19.90	26.50
North West	22.60	22.00	22.90	23.30	24.40	26.70
Near Neighbours	24.78	24.76	25.40	26.16	27.51	29.18
England	26.40	26.10	26.70	27.30	28.60	30.20

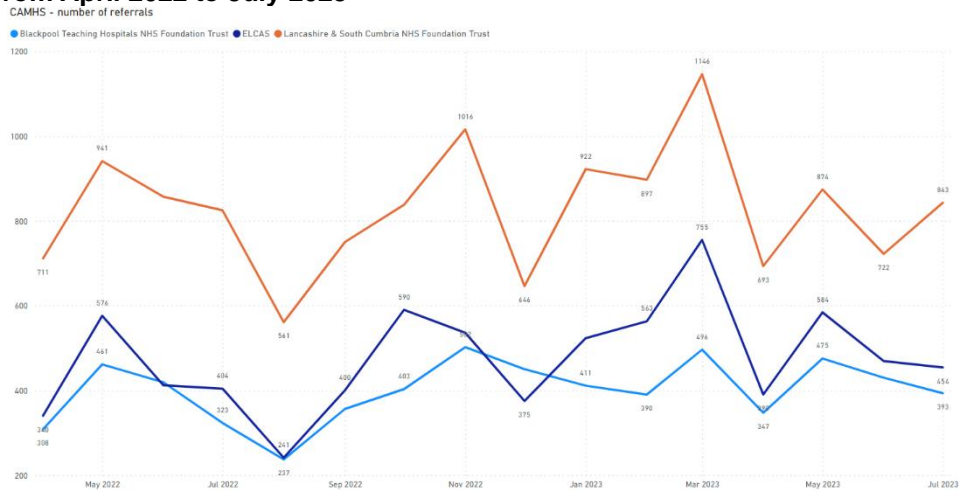
Health care provision

Further to special education needs (SEN) provision there are many other health care provisions that children with disabilities in Lancashire may access. Individuals living within Lancashire will access services provided by the Lancashire and South Cumbria Integrated Care Board (ICB), however residents from Blackpool, Blackburn with Darwen, and Cumbria will also receive services from this ICB. Lancashire residents will also access services from Blackpool Teaching Hospitals and East Lancashire Child and Adolescent Services; as such these providers have been included in this summary. It is important to note that the below data does not represent Lancashire-12 residents alone. Further to this, not all children captured in the below data will have SEN.

The number of referrals into Child and Adolescent Mental Health services (CAMHs) has increased slightly between April-22 and July-23 though no definitive trend can be observed [Figure 14 *ELCAS refers to the East Lancashire Child and Adolescent Services]. Dips in referrals occur in August, December, and April, presumably impacted by school holidays.

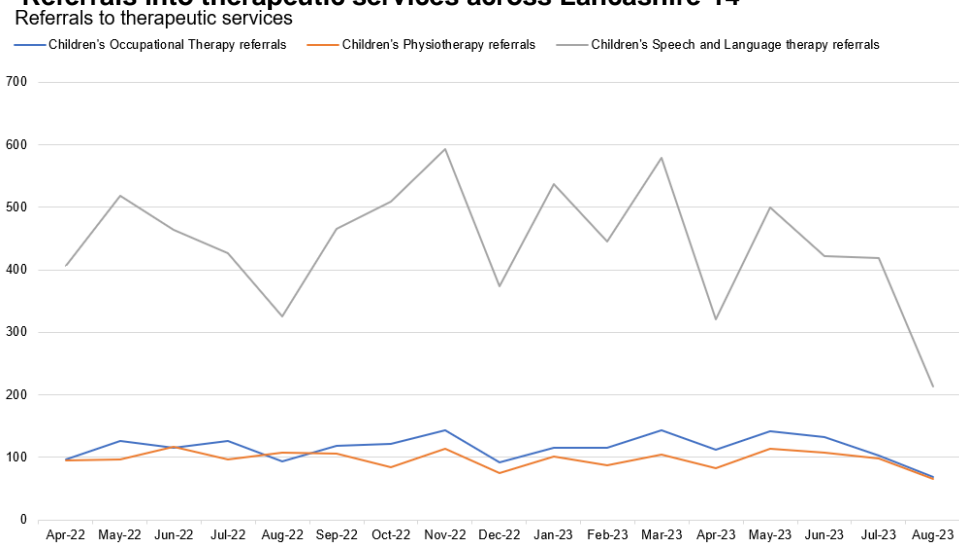


Figure 14- Referrals into the child and adolescent mental health services in Lancashire by provider from April 2022 to July 2023



Referrals to therapeutic services see a slight downward trend [Figure 15]. Speech and Language referrals outweigh the referrals to Occupational Therapy and Physiotherapy making up two thirds of the therapeutic referrals outlined below.

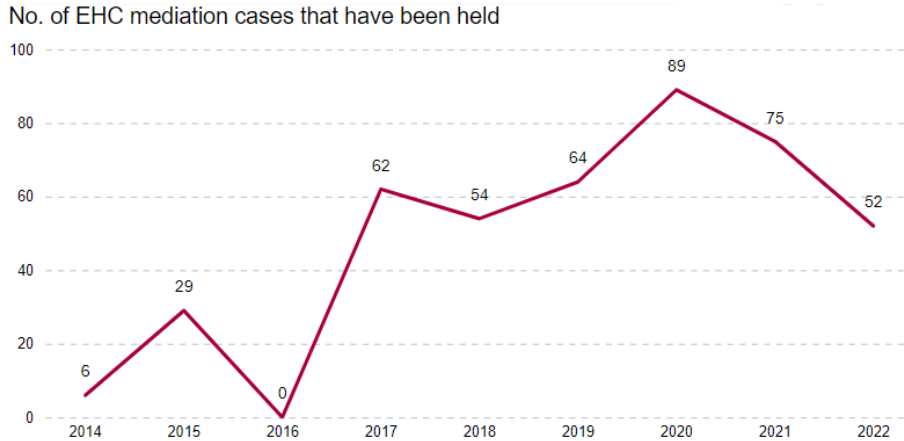
Figure 15 - Referrals into therapeutic services across Lancashire-14



Tribunals and Mediations

Data show that the number of EHCP mediation cases in Lancashire has increased overall with a peak of 89 in 2020, however, there has been a decline since then and most recent data (2022) show 52 mediations. Comparators have not seen this decline – instead all have continued to see an increase in the number of cases with mediation in 2021 and 2022.

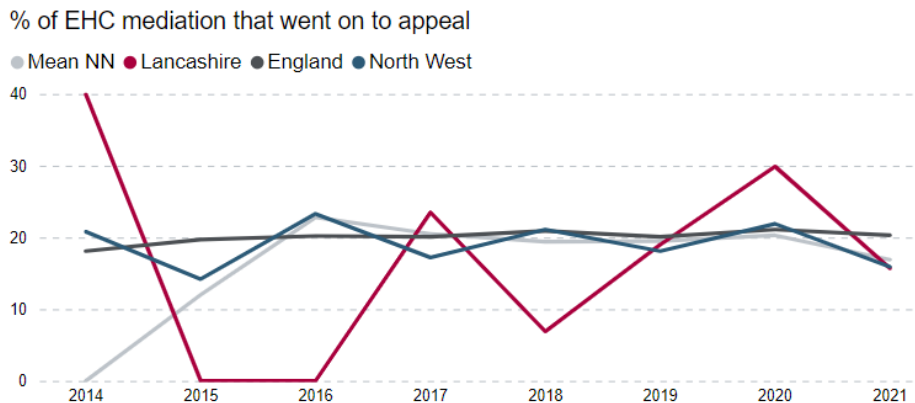
Figure 16 - Number of EHCP mediation cases held in Lancashire from 2014 to 2022



The proportion of EHC mediations that went to appeal in Lancashire has varied over the years, from a high of 40% in 2014 to lows of 0% in 2015. Between 2018 and 2020 the proportion going to appeal increased peaking at 30% in 2020 after which there was a decline to 15.7% – these variations are not in line with comparators where the mediation proportions have been more stable. However, the proportion for 2021 is in line with what is seen for the North West and comparators and lower than England.

Local data show that most appeals are successful (88.9% between 2019 and 2022) in Lancashire though this shows a small decline in the 4 years of data observed.

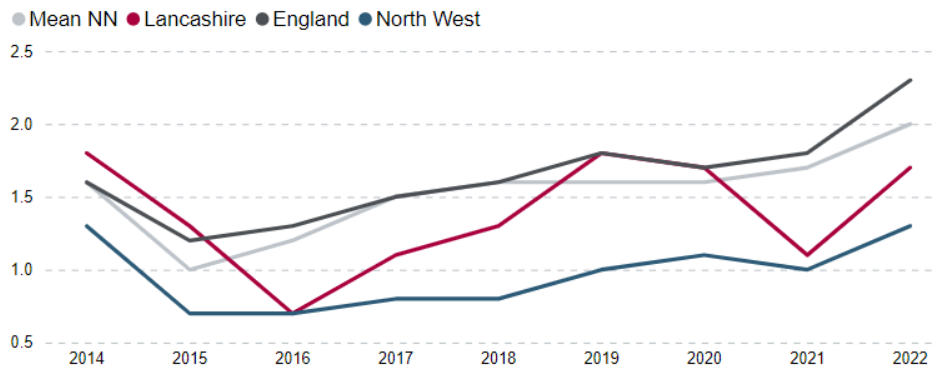
Figure 17 - % of EHC mediations that went on to appeal in Lancashire and comparators from 2014 to 2021



The SEND Tribunal appeal rate [Figure 18] has been increasing nationally since 2015. Lancashire's rate has generally been lower than England during this time but has remained higher than that for the North West. Lancashire's rates fluctuate much more than any of the comparators with notable dips in the rate in 2016 and 2021 and more rapid increase between 2016/2019 where there was a peak.



Figure 18- SEND Tribunal Appeal Rate in Lancashire and for comparators from 2014 to 2022
SEND Tribunal Appeal Rate

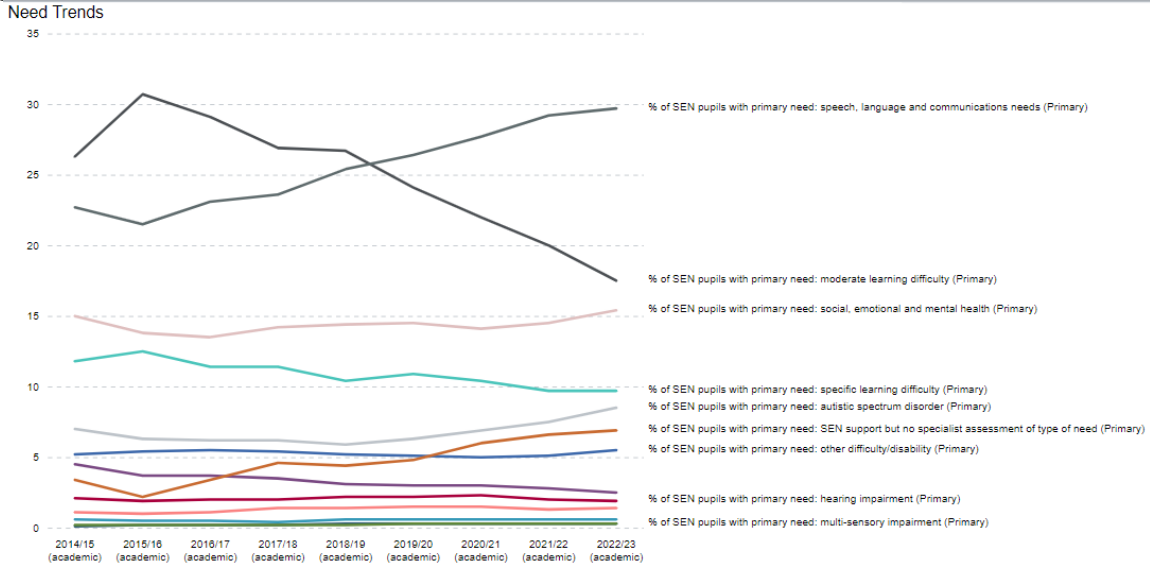


Types of Primary need:

Primary School:

29.7% of primary school SEN pupils have a primary need "Speech, Language and Communication" which is lower than seen for England and the North West but in line with nearest neighbours. Since 2015/16, the proportion of children with a "Moderate Learning Difficulty" has declined and the proportion with "Speech, Language and Communication" need has increased, this trend is also observed in the comparator areas. Other changes in need can be observed in "Specific Learning Difficulty" and "Hearing Impairment" where there has been an overall decline whilst "Autistic Spectrum Disorder" and "No Specialist Assessment of type of need" have both increased.

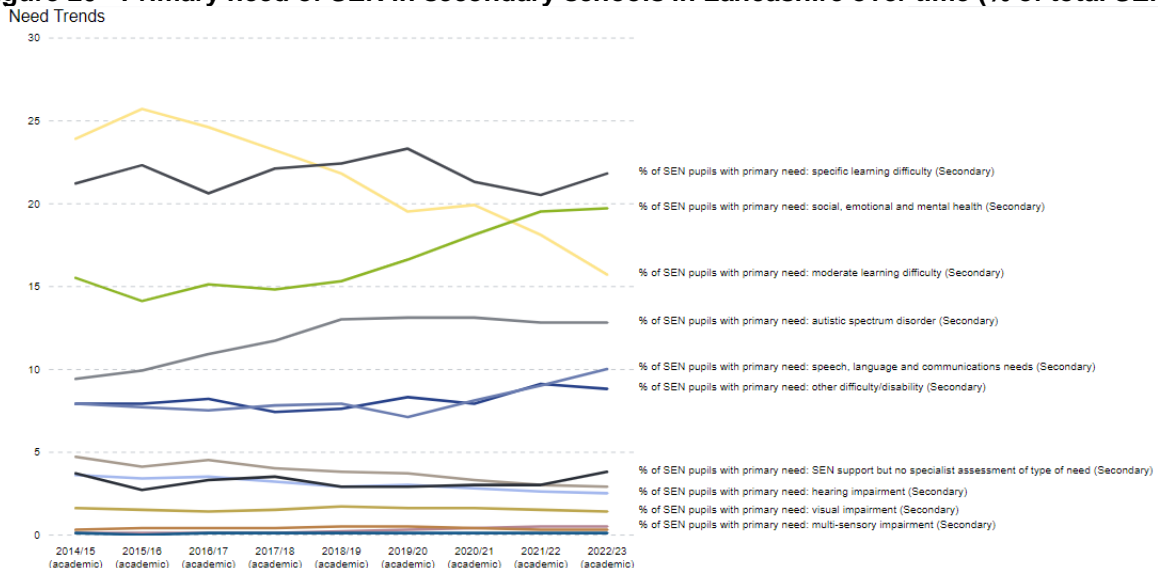
Figure 19 - Primary need of SEN in primary schools in Lancashire over time (% of total SEN)



Secondary School:

For secondary pupils [Figure 20], Lancashire shows a considerable decline in the proportion of SEN pupils with a primary need of "Moderate Learning Difficulties" (MLD), meanwhile the proportion with a primary need of "Social, Emotional and Mental Health" have increased. "Specific Learning Difficulty" (SLD) has seen no significant change but due to the decline in the proportion of MLD is now the most prevalent primary need. The trends mentioned are generally reflected elsewhere though comparators have seen a decline in SLD and as such "Social, Emotional Mental Health" makes up the largest proportion of need in these areas.

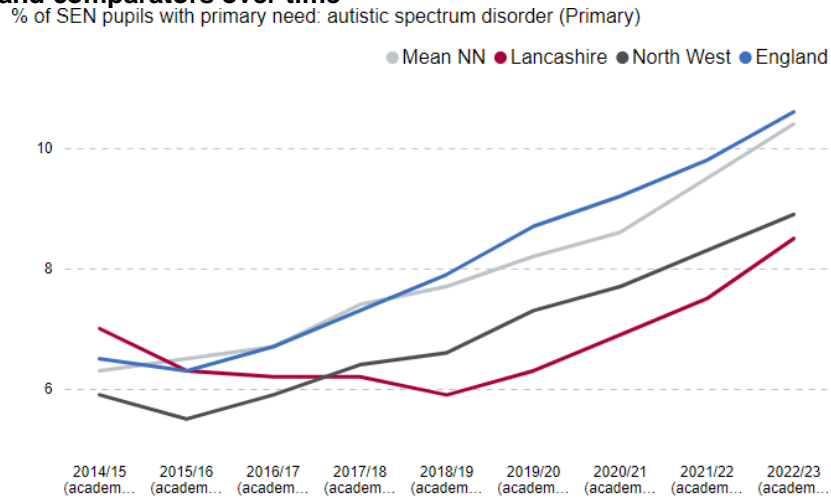
Figure 20 - Primary need of SEN in secondary schools in Lancashire over time (% of total SEN)



Autistic Spectrum Disorder:

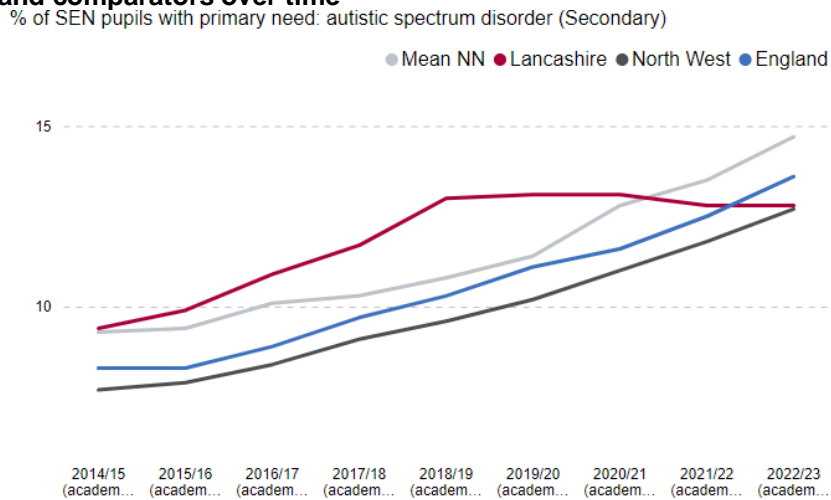
A previous SEND inspection (2017/18) identified that "there was an absence of effective diagnostic pathways for autism spectrum disorders (ASD) across the local area". Since this time, there has been an increase in the proportion of SEN pupils with a primary need of ASD in primary school. This increase is reflected nationally and for nearest neighbours but the proportion remains lower in Lancashire.

Figure 21 - % SEN pupils in Primary School whose primary need is Autistic Spectrum Disorder in Lancashire and comparators over time



For secondary pupils, the proportion of SEN children with ASD as the primary need has seen no increase, which is not in line with trends seen elsewhere which continued to increase [Figure 22]. Previously Lancashire had a higher proportion of ASD as a 'primary need' which is no longer the case.

Figure 22 - % SEN pupils in Secondary School whose primary need is Autistic Spectrum Disorder in Lancashire and comparators over time



Gaps in attainment:

Data show [Table 12] that children with SEN do not reach the same level of attainment as those without SEN. The gap between SEN and non-SEN children's attainment increases with the increase in the level of SEN provision. This gap in attainment starts in Early Years education and persists through a child's education, though Lancashire's data show the gap does reduce.

(For the purposes of this analysis the Key stage 4 indicator "% of pupils achieved grade 9-4 in English and maths" has been used as an "expected standard" as no equivalent indicator exist for this age group)

Table 12 - Summary of Attainment levels across SEN provision groups in Lancashire 2022/23

	No SEN	SEN Support	EHCP
Early Years - % pupils at expected level across all 17 ELGs	67.4	19.8	1.2
Key Stage 2 - % of pupils meeting the expected standard in reading, writing and maths	68	20	6
Key Stage 4 - % Pupils achieving 9-4 in English and Maths	69.5	36.6	10.9

Early Years (ages 4-5)

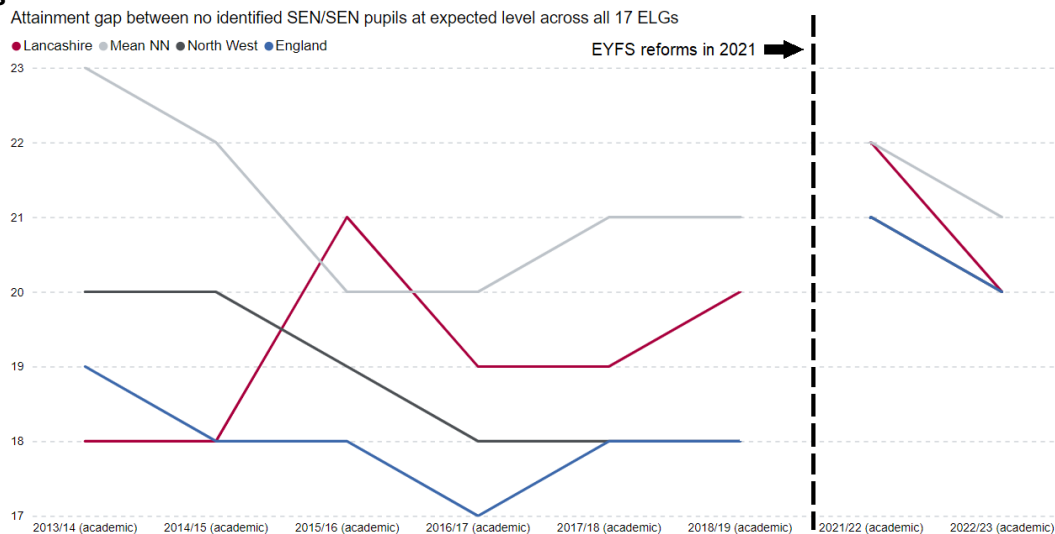
Table 13 shows that a lower proportion of children with SEN provision achieved the expected standard in all early learning goals when compared with non-SEN peers, the proportion attaining the expected level is higher where the child has SEN Support when compared with an EHCP. Early Years attainment is lower in Lancashire for all groups of children than for comparators.

Table 13 - Early Learning Goals attainment by SEN group as at 2022/23

Indicator	Lancashire	Mean NN	North West	England
% of pupils with no identified SEN at expected level across all 17 ELGs	67.4	71.5	69.3	72.4
% of pupils with SEN support at expected level across all 17 ELGs	19.8	20.5	20.4	23.0
% of pupils with SEN provision at expected level across all 17 ELGs	14.7	16.5	16.1	18.7
% of SEN pupils with an EHC plan at expected level across all 17 ELGs	1.2	3.2	2.5	3.5

Data show that the attainment gap between non-SEN and SEN pupils has been higher in Lancashire than regionally or nationally but lower than near neighbours. 2021/22 to 2022/23 data shows a small decline, in line with the trend for comparator areas [Figure 23]. *Note: EYFS reforms in 2021 mean it is not possible to compare 2021/22 and 2022/23 figures with previous data.*

Figure 23 - Attainment gap between SEN provision and Non SEN children across Early Learning Goals



Early Years – Good Level of development

In order to provide appropriate support to children with special education needs throughout their education it is imperative that their needs are identified as early as possible in their educational journey. Within the Early Years sector children are assessed as to whether they have achieved a 'Good Level of Development' prior to their transition into compulsory education (primary school) to better equip educators and care givers to support the child's learning and development.

Lancashire has a lower proportion of non-SEN children reaching a Good Level of Development than comparator areas [Table 14], this gap is echoed across all SEN provision groups. Just 1.2% of children with an EHCP reached a Good Level of Development in 2022/23 compared with 69.9% for their non-SEN counterparts and 20.8% of children receiving SEN support. Only 2 years of data is available for this indicator therefore it is not possible to assess any long-term changes.

Table 14 - Early Years pupils having a good level of development as at 2022/23 (academic)

Indicator	Lancashire	Mean NN	North West	England
% of pupils with no identified SEN having a good level of development at foundation stage	69.9	73.2	71.3	74.0
% of pupils with SEN provision having a good level of development at foundation stage	15.4	17.4	17.2	19.8
% of pupils with SEN support having a good level of development at foundation stage	20.8	21.5	21.8	24.3
% of SEN pupils with an EHC plan having a good level of development at foundation stage	1.2	3.3	2.6	3.8

Key Stage 2 (ages 8-11)

Non-SEN children and those with SEN Support see similar proportions of expected standard attainment at Key Stage 2 (KS2) as in their Early Years. EHCP children have a higher level of attainment at KS2 when compared with Early Years attainment. As with Early Years, Lancashire has lower level of KS2 attainment than comparators.

Table 15 - Key Stage 2 attainment by SEN group as at 2022/23 (academic)

Indicator	Lancashire	Mean NN	North West	England
% of pupils meeting the expected standard KS2 in reading, writing and maths - no identified SEN	68.0	70.0	69.0	70.0
% of pupils with SEN Support meeting the expected standard of phonic screening check in year 1	43.0	47.0	48.0	48.0
% of pupils meeting the expected standard KS2 in reading, writing and maths - SEN without a statement	20.0	23.0	23.0	24.0
% of pupils meeting the expected standard KS2 in reading, writing and maths - a statement of SEN or EHC plan	6.0	8.0	8.0	8.0

In 2021/22 there was an overall decline in the proportion of pupils meeting the expected standard (possibly a result of the disruption caused by Covid-19). Children without SEN and those with an EHCP continue to achieve at lower levels than pre-pandemic, similar to comparators. Those with SEN Support have seen improvements that bring them back in line with 2018/19 performance. Notably, Lancashire now (2022/23) has a lower proportion of expected standard attainment for EHCP children than comparators (in 2017/18 this was higher). Lancashire also saw a greater decline in 2021/22 for children with an EHCP than comparators [Figure 26].



Figure 24 - % of KS2 children with no SEN achieving the expected standard in reading, writing and maths

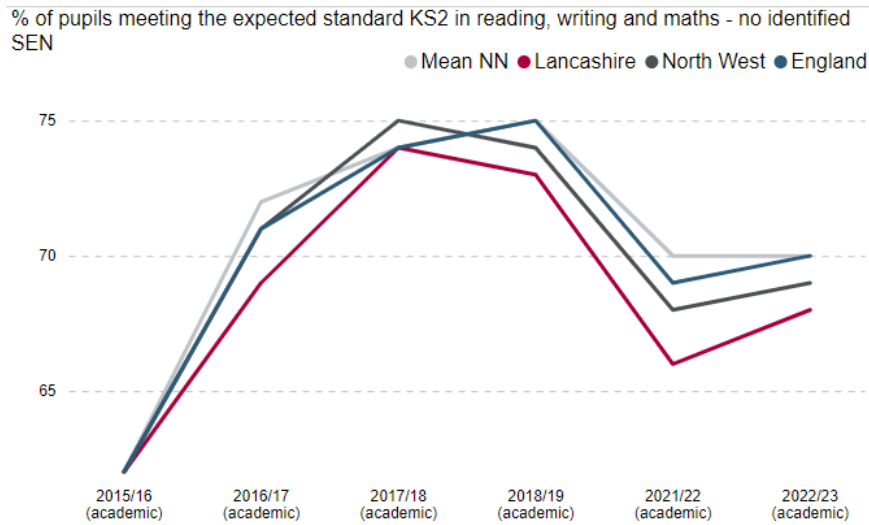


Figure 25 - % of KS2 children with SEN Support achieving the expected standard in reading, writing and maths

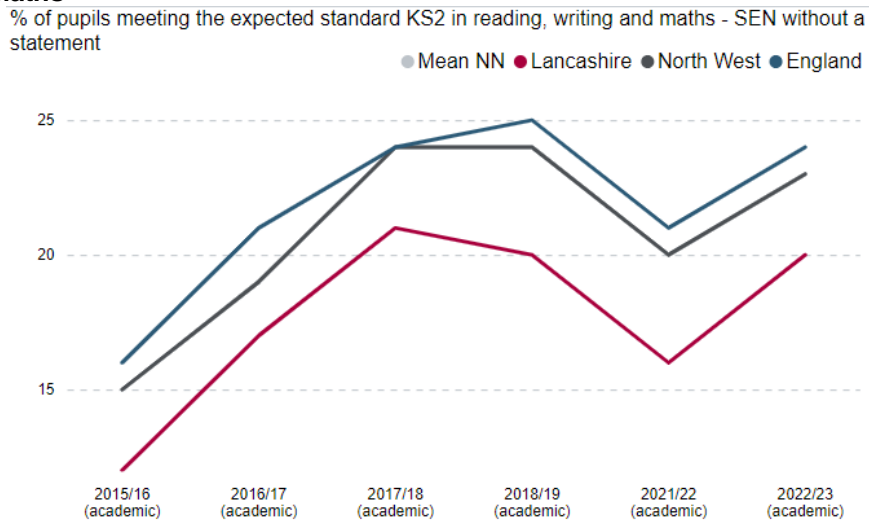
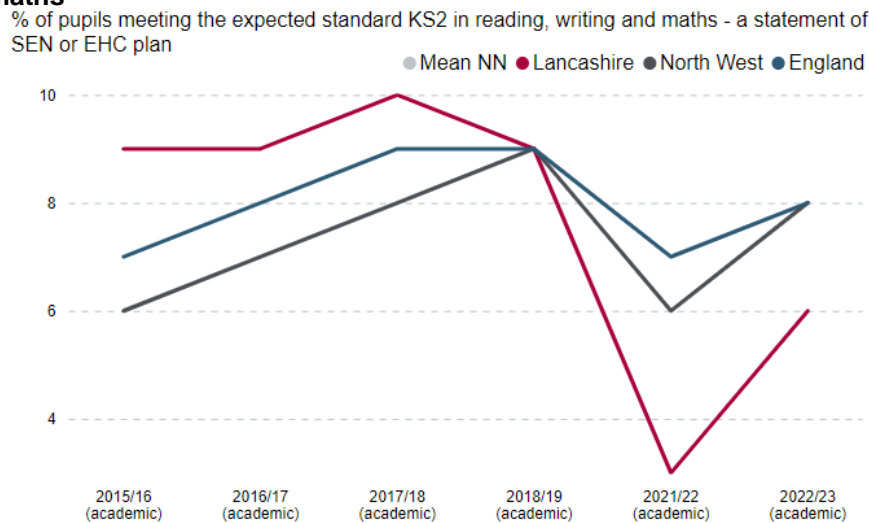


Figure 26 - % of KS2 children with and EHCP achieving the expected standard in reading, writing and maths



Key Stage 4 (ages 15-16)

By Key Stage 4 (KS4) the proportions of attainment for children with SEN Support and with an EHCP increase to over a third and a tenth respectively whilst non-SEN children remain at around two thirds.

Table 16 - Key Stage 4 attainment by SEN group as at 2022/23

Indicator	Lancashire	Mean NN	North West	England
% achieving 9-4 in English and maths - no identified SEN	69.5	70.5	68.9	72.2
% achieving 9-4 in English and maths - SEN without a statement	36.6	35.1	34.6	36.6
% achieving 9-4 in English and maths - a statement of SEN or EHC plan	10.9	12.3	12.5	12.9

All groups have seen a recent decline in achievement of grade 9-4 in English and Maths when compared with school years impacted by Covid-19 (2019/20 and 2020/21). Children with an EHCP did not see the same level of increase in attainment during 2019/20 and 2020/21 as their peers [Figure 29]. For children with SEN Support the general trend has been one of increasing attainment at KS4, even pre-Covid-19 [Figure 28].

Figure 27 - % of Key Stage 4 children with no SEN achieving English and Maths at level 9-4

% achieving 9-4 in English and maths - no identified SEN

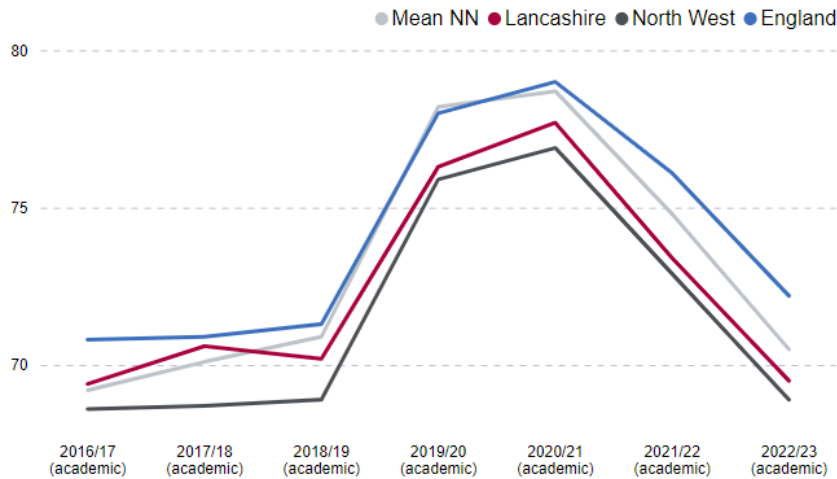


Figure 28 - % of Key Stage 4 children with SEN Support achieving English and Maths at level 9-4

% achieving 9-4 in English and maths - SEN without a statement

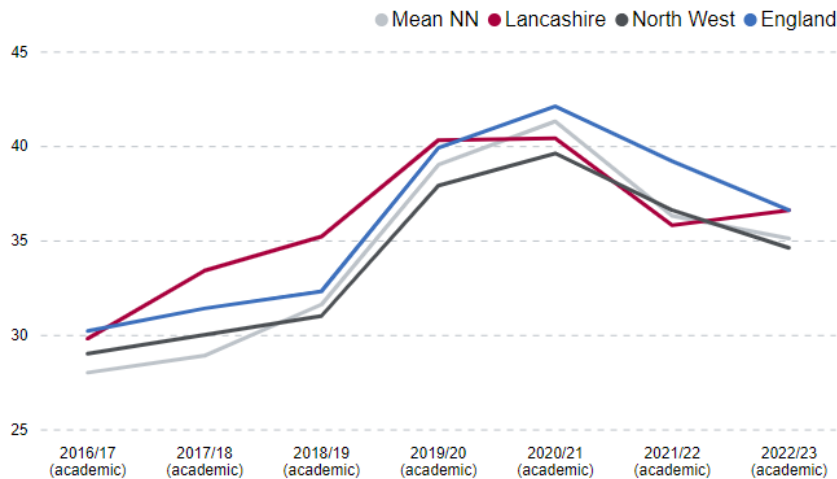
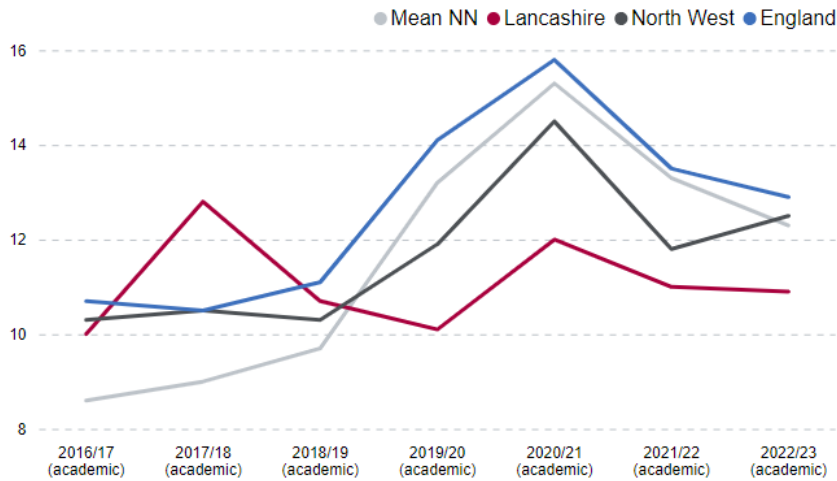


Figure 29 - % of KS3 children with an EHCP achieving English and Maths at level 9-4
 % achieving 9-4 in English and maths - a statement of SEN or EHC plan



Key Stage 5 (Ages 16-18)

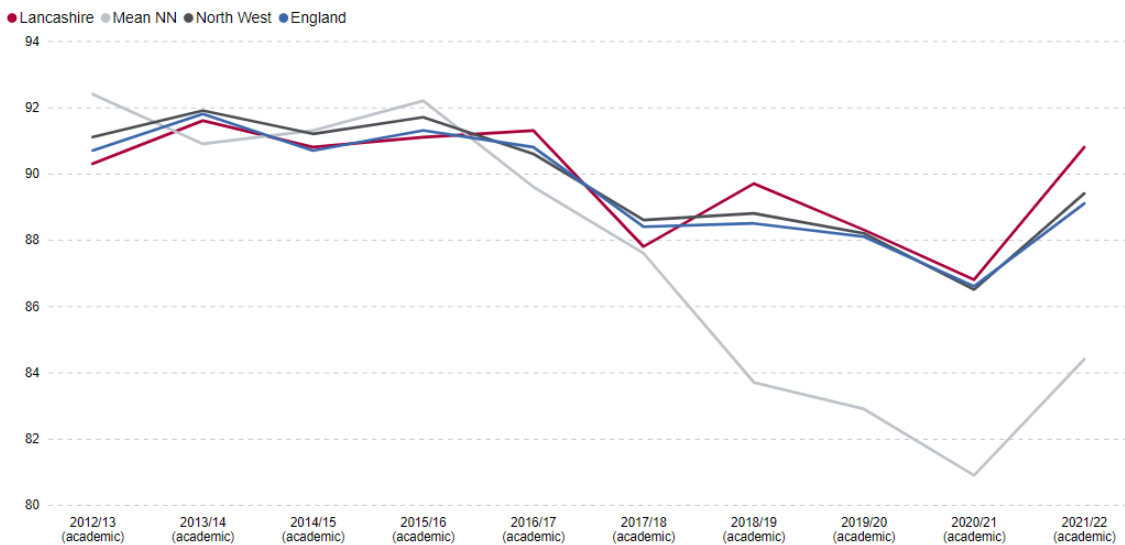
By Key Stage 5, the proportion of children aged 16-18 who are in Education Employment or Training (EET) is higher than for nearest neighbours both for non-SEN and SEN children. In Lancashire the gap between the non-SEN and SEN EET proportions is smaller than in comparators (2021/22 [Table 17]).

Table 17 - Key Stage 5 EET by SEN group as at 2021/22

Indicator	Lancashire	Mean NN	North West	England
% of 16-18 cohort with no identified SEN in sustained education, apprenticeship or employment	90.8	84.4	89.4	89.1
% of 16-18 cohort with SEN in sustained education, apprenticeship or employment	87.2	77.9	82.7	83.9

Figure 30 - % of KS5 Cohort with no identified SEN that are in Education Employment or Training

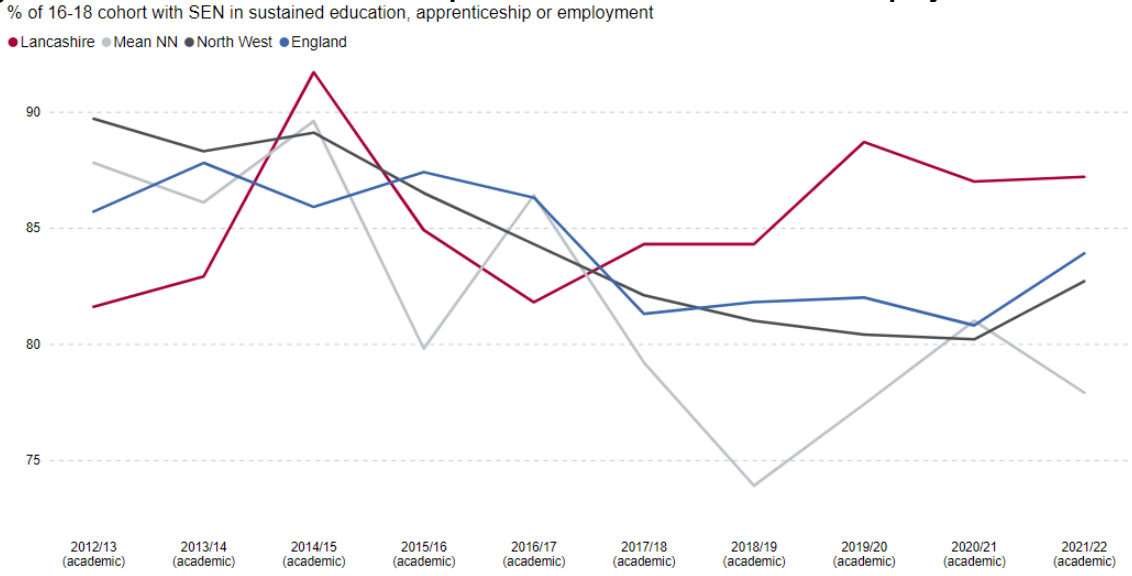
% of 16-18 cohort with no identified SEN in sustained education, apprenticeship or employment



Lancashire has not replicated the declining trends seen in England or neighbours for EET in SEN 16-18 year olds and instead has seen a general increase since 2016/17. Lancashire has consistently reported a higher proportion of SEN 16-18 year olds who are EET since this time [Figure 31].



Figure 31 - % of KS5 Cohort with SEN provision that are in Education Employment or Training



Post 18

Post 18, the proportion of 19 year olds with an EHCP who are qualified to either level 2 or 3 has declined in Lancashire, having previously been above those in comparators. In 2021/22 13.6% are qualified to level 2 and 11.3% to Level 3 [Table 18].

Table 18 - Qualification level at 19 for young people with and EHCP as at 2021/22

Indicator	Lancashire	Mean NN	North West	England
% 19 year olds qualified to Level 2 with statement of SEN or EHC plan	13.6	16.5	16.2	17.2
% 19 year olds qualified to Level 3 with statement of SEN or EHC plan	11.3	11.2	12.2	14.0

For level 2 qualifications, the rates in Lancashire were generally improving until 19/20 whilst those for Level 3 have declined overall. Proportions reaching these qualifications have varied year on year with peaks and troughs suggesting consistent and stable positive outcomes have not been achieved.

Figure 32 - % of 19 year olds with an EHCP qualified to level 2

% 19 year olds qualified to Level 2 with statement of SEN or EHC plan

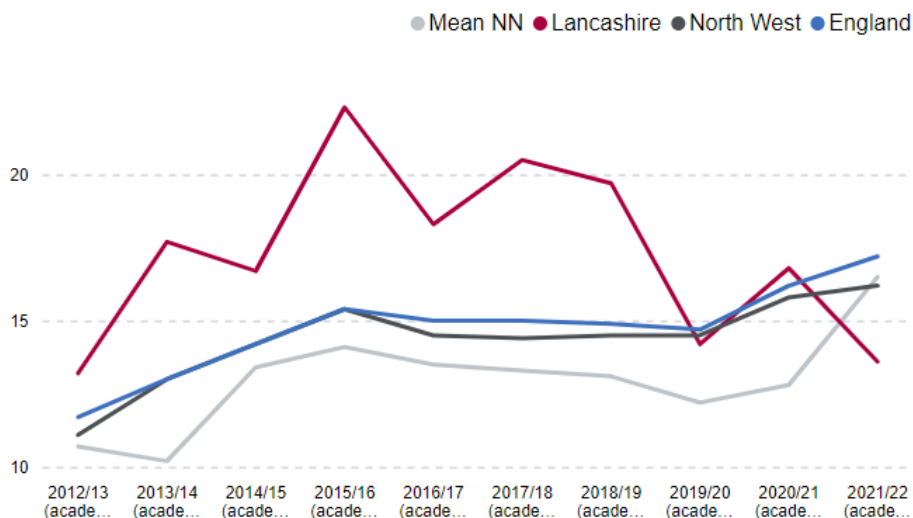
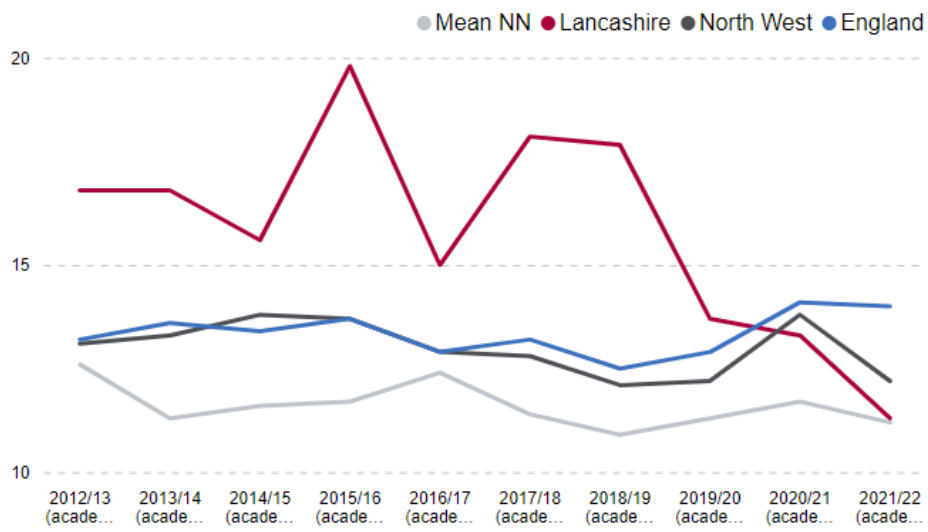


Figure 33 - % of 19 year olds with an EHCP qualified to level 3

% 19 year olds qualified to Level 3 with statement of SEN or EHC plan



Children Missing Education

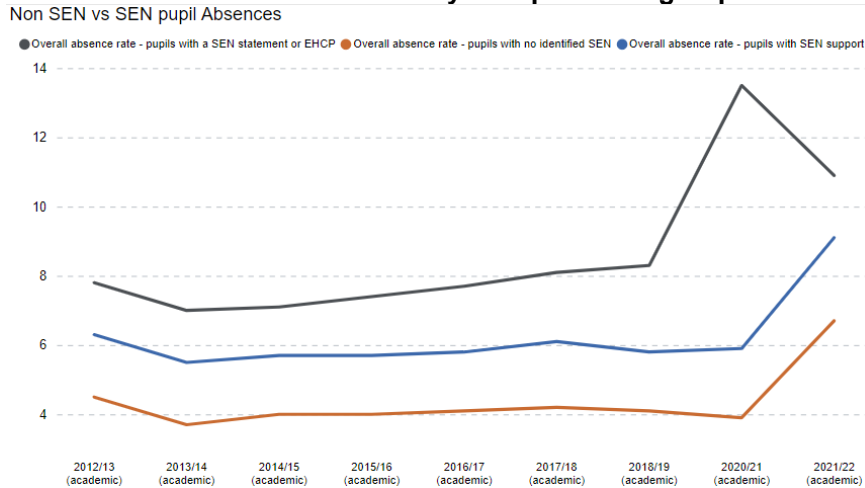
Children missing education measures are available up until 2021/22, Covid-19 had a considerable impact on school attendance which was observed across all groups (though this appears to have impacted EHCP children earlier in the pandemic). When data is made available for 2022/23 it will be possible to assess the long-term impact of the pandemic on absences and exclusions.

Absences:

Children with EHCPs or with SEN Support have consistently had higher absence and persistent absence rates than their non-SEN counterparts in Lancashire. This is reflective of what is seen in comparators. All groups have seen their absence rate impacted by Covid-19 but this impacted EHCP pupils earlier than their peers. This could be due to the greater health vulnerabilities of these children that would mean shielding was more necessary at the start of the pandemic.

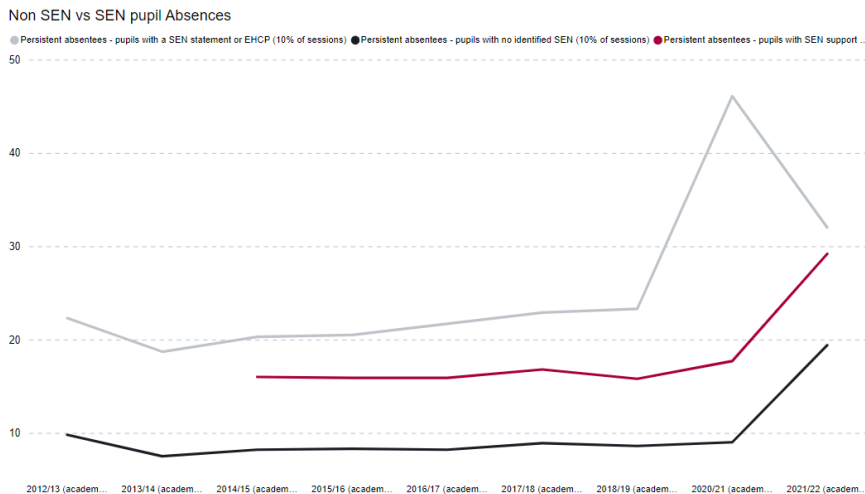
For children with SEN Support in Lancashire they follow a similar trend as non-SEN children. The most recent year of data shows a rate that is more in line with what would be expected of this group (in terms of the gap between them and their peers) though the rate has increased overall.

Figure 34 - Overall Absence rate in Lancashire by SEN provision group



Persistent absenteeism increased post-Covid, and whilst children with an EHCP saw a higher rate during 2020/21 this has reduced in 2021/22 and is closer to that of their SEN Support counterparts. Rates remain higher in the most recent data than pre-Covid.

Figure 35 - Persistent Absentees (10% of sessions missed) in Lancashire by SEN provision group



Exclusions:

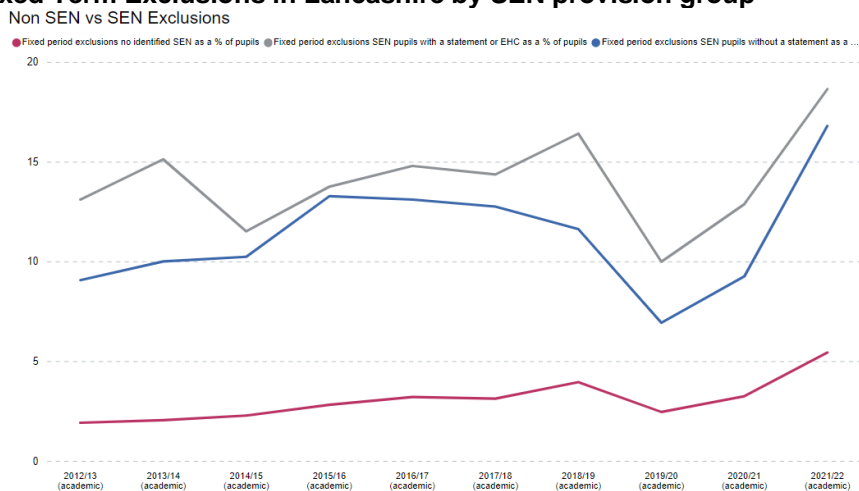
The proportion of children with fixed period exclusions in Lancashire is higher for EHCP children than for those with SEN Support though the reverse is seen in comparators.

Table 19 - Summary Table of exclusions by SEN group in 2021/22

Indicator	Lancashire	Mean NN	North West	England
Fixed period exclusions no identified SEN as a % of pupils	5.4	5.1	5.1	4.7
Fixed period exclusions SEN pupils with a statement or EHC as a % of pupils	18.6	15.7	16.6	17.6
Fixed period exclusions SEN pupils without a statement as a % of pupils	16.8	19.0	17.2	18.6
Permanent exclusions for SEN pupils with a statement or EHC as a % of pupils	0.1	0.1	0.1	0.1
Permanent exclusions for SEN pupils without a statement as a % of pupils	0.4	0.4	0.3	0.3
Permanent exclusions no identified SEN as a % of pupils	0.1	0.1	0.1	0.1

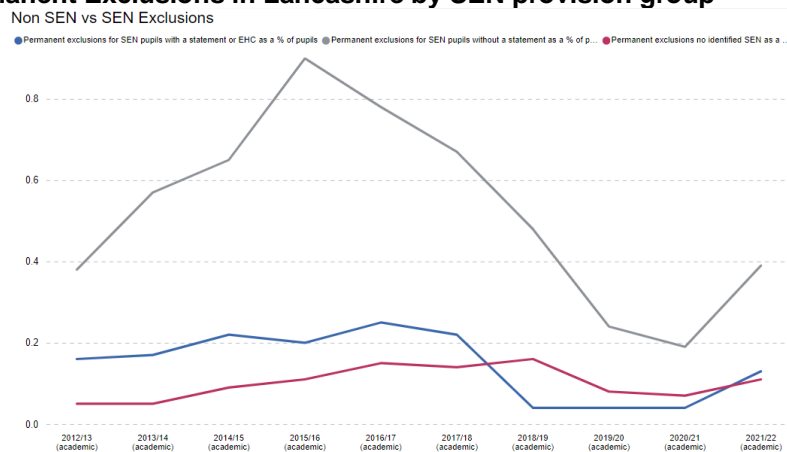
SEN pupils saw a considerable increase in the proportion of fixed period exclusions (FPE) in the last 2 years, a much lower increase is observed in their non-SEN counterparts. Whilst non-SEN pupils have seen a slowly increasing trend of FPE the proportions for SEN children have been less steady and consistently much higher. Children with SEN are experiencing higher levels of disruption to their education through FPE. It may be possible to attribute the increases in FPE in 2020/21 and 2021/22 to the Covid-19 pandemic whereby it may have been harder for SEN pupils to settle back into school post any disruptions caused by school closures.

Figure 36 - Fixed Term Exclusions in Lancashire by SEN provision group



There has been a considerable decline in the permanent exclusion rate for SEN Support pupils since 2015/16 however between 2020/21 this increased slightly, though this is observed for both EHCP and Non-SEN pupils there was a more significant increase for SEN Support pupils.

Figure 37 - Permanent Exclusions in Lancashire by SEN provision group



Recommendations

Recommendations offered by Lancashire County Council's Director of Policy, Commissioning and Children's Health.

1. The Local Area should respond to the increased demand for specialist services and alternative provision, including provision of appropriate school places.
2. The Local Area should continue to develop the Balanced System approach to identify and meet Speech, Language and Communication needs of children and young people, recognising the significant increase in primary need of SEN in primary schools.
3. The Local Area should strengthen support to meet the social, emotional and mental health needs of children and young people, recognising the increasing needs of children, particularly in secondary schools.
4. The Local Area should develop a greater understanding of the reasons for increasing proportions of young people, particularly in primary schools, whose primary need is Autistic Spectrum Condition and the reason for the levelling off of need in secondary schools.
5. The Local Area should strengthen support to meet the needs of the rising proportion of children, particularly at primary school age, with a primary need of Autistic Spectrum Condition.
6. The Local Area should continue to strengthen support in the Early Years, helping to enable more children and young people with additional needs to have a good level of development.
7. The Local Area should strengthen its inclusive offer, including a focus on inclusive schools and settings to reduce exclusions.
8. The Local Area should develop a better understanding of disproportionality within the Lancashire SEND system, ensuring that the benefits of early identification and support are available to all children and young people where needed.



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