



## SEND JSNA Update

January 2024



### OUR ASPIRATIONS FOR OUR CHILDREN AND YOUNG PEOPLE WITH SEND AND THEIR FAMILIES

- We want to work in partnership with our families and other professionals to ensure the child/young person remain at the heart of what we are collectively trying to achieve
- We want to work with our families, we look to identify what will make a difference to the child/young person's life
- We understand that early intervention is the key to what we are trying to deliver using a whole system approach
- We want our children and young people to experience smooth and effective transitions at key points from early years right through to moving into adulthood
- We want to offer a range of supported internships and apprenticeships to support transition into adulthood

#### Thurrock Strategic Priorities 2024-2027

Developed through a process of co-production with parents/ carers, children & young people and stakeholders to fulfil our shared vision for SEND/AP, placing the child/young person at the heart of the system.



**1.** Ensure the early identification of and early support for children with SEND.



**2.** Ensure that children, young people, and families are at the heart of an effective SEND /AP system.



**3.** Ensure children, young people and their families are happy and feel well supported, promoting a whole system approach.



**4.** Ensure an effective and responsive approach to assessing and meeting children, young people and families' needs.



**5.** Ensure our commissioned services support every child and young person to make good progress.



**6.** Ensure young people are well prepared for adulthood to enable them to engage in local communities.

## **Contents**

- 1.0 Background
- 2.0 Purpose and aims of the SEND JSNA update
- 3.0 Key National Policy
- 4.0 Local Picture
  - 4.1 What is the scale of the issue in Thurrock?
  - 4.2 What are the needs of our Children with SEND?
  - 4.3 Who are our children with SEND and where do they live?
  - 4.4 What outcomes do our children with SEND achieve?
- 5.0 Progress against 2018 recommendations
- 6.0 New Recommendations

### **1.0 Background**

Special Education Needs and Disabilities (SEND) is a broad term and covers a range of needs including behavioural, emotional and social difficulties, autism spectrum disorders and specific learning difficulties such as dyslexia.

The Children and Families Act (2014) defines SEND as encompassing all children or young people from birth up to the age of 25 who have "significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"<sup>1</sup>.

We know that Children with SEND face greater disadvantage and higher risks over and above the experience of their counterparts who do not have SEND. Children with SEND are at greater risk of poor educational and social outcomes and therefore are an important group to consider when working to reduce inequalities and ensure that all children achieve their full potential in life. The challenges children with SEND face can be multi-faceted, which means they often require co-ordinated and multi-dimensional responses.

In 2018, a Joint Strategic Needs Assessment (JSNA) was produced for Children with SEND. It sought to understand and demonstrate the different considerations relevant to Children and Young People with SEND in Thurrock aged 0 – 25 by providing a comprehensive evidence base of the current picture in Thurrock regarding the education, social care, health and wellbeing of this group of children. Using the evidence from the needs assessment, a series of recommendations were made to address the unmet needs of this group.

There is now a need to refresh the analysis in this JSNA and assess the progress made against the recommendations to understand whether there have been any changes in the Thurrock picture for Children with SEND, how far the needs of children with SEND are being met currently and from this, assess whether the recommendations in the 2018 JSNA are still current.

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<sup>1</sup> <https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

Definition of terms used in this report:

SEN / SEND	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Sometimes children with SEN will also be disabled, which can then be indicated with the acronym 'SEND'.
Education, Health and Care Plan (EHCP)	Can be developed for children aged up to 25 when a formal assessment has been made in which it is deemed that the child requires more support than can be provided by SEN Support. It details provision of support in terms of education, health and social care. The plan sets out the child's needs and the extra help they should receive.
SEN Support	Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from other specialists.
Local Area Partnership for Thurrock	Local area partnerships (LAP) refer to those in education, health and care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area.  Thurrock Council requires the support of the LAP to fulfil its duties and provide a good service to children and young people with SEND and their families within the borough. Therefore, throughout this report, where reference has been made to Thurrock Council, it refers to the work being undertaken as part of the LAP.

## **2.0 Purpose and aims of the SEND needs assessment update**

The purpose of this report is to facilitate the understanding of Children with SEND and for local strategic partners to use the evidence presented to develop robust local commissioning plans that will drive the narrowing of health inequalities within the population of Thurrock.

This update aims to address the following objectives:

- To understand if and how the current picture of needs of children with SEND has changed since the publication of the 2018 JSNA.
- To aid understanding of the current demand for services and inform projections of future need for services where possible.
- To provide a refreshed up to date evidence base to inform service planning and commissioning processes, and to be a source of information for the SEND team.
- To review whether the 2018 recommendations are still current and where required develop further recommendations based on the updated data to improve provision in line with SEND reforms.

In order to address these objectives, this update to the needs assessment first examines the most recent demographic and education data relating to Children with SEND to develop a clear picture of whether there have been any changes since the 2018 analysis, to our Children with SEND population and the outcomes they achieve. It summarises recent changes to national policy, and then uses both of these pieces of information to review the 2018 recommendations. Refreshed recommendations are then proposed to address unmet need and any gaps.

This is not a full needs assessment; there was no service user or stakeholder engagement exercise completed as part of this exercise, neither was there an updated review of the local service offer or a refreshed literature review of published evidence of what is effective for addressing unmet need beyond what was undertaken as part of the 2018 JSNA. It is recommended that these elements are undertaken separately moving forward to further inform the evidence base.

### 3.0 **Key National Policy**

On 2 March 2023 the Government published the *Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan: Right Support, Right Place, Right Time*<sup>2</sup> in response to the SEND Green paper that was published in March 2022. The plan proposed several reforms to the SEND and alternative provision (AP) system, focusing on:

- fulfilling children's potential: children and young people with SEND (or attending alternative provision) enjoy their childhood, achieve good outcomes and are well prepared for adulthood and employment;
- building parents' trust: parents and carers experience a fairer, easily navigable system (across education, health and care) that restores their confidence that their children will get the right support, in the right place, at the right time;
- providing financial sustainability: local leaders make the best use of investment in the high needs budget to meet children and young people's needs and improve outcomes, while placing local authorities on a stable financial footing.

The Improvement plan made proposals under five key areas. The first key area involves developing a national system underpinned by National Standards. For local areas this includes introducing local SEND and alternative provision partnerships that bring together partners to plan and commission support for children and young people with SEND and in AP; and also expecting local SEND and alternative provision partnerships to create evidence-based local inclusion plans that will set out how the needs of children and young people in the local area will be met in line with National Standards. It also will require local authorities to improve information available to families and provide a tailored list of suitable settings informed by the local inclusion plan.

The second key area involves successful transitions and preparation for adulthood, and as part of this guidance will be published which will assist local authorities support effective transitions between education, and adults and employment services.

The third key area concerns ensuring a skilled workforce and excellent leadership. Amongst other actions, this will entail developing new guidance, a responsive and supportive casework service to families and encouraging local authorities to adopt the DSCO (Designated Social Care Officer) role.

The fourth key area involves ensuring strengthened accountabilities and clear routes of redress. This will include publishing a local and national inclusion dashboard from autumn 2023 to support the development of local inclusion plans. Updated Ofsted and CQC SEND inspections from 2023 will have a greater focus on the outcomes and experience of CYP with SEND and in AP. In addition, a ladder of intervention for local areas will be created which will give greater powers to the Secretary of State for Health through the Health and Care Act 2022, and robust action for all where statutory duties for CYP with SEND and in AP are not met, and every Integrated Care Board will be required to have a named Executive Board member lead accountable for SEND. Additionally, it proposes that work will be undertaken with local authority, trust and school leaders to review processes and develop options for ensuring transparent and effective movement of pupils without EHCPs, such as those requiring alternative provision, to address behavioural needs.

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[https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)

Finally, the fifth key area concerns developing a financially sustainable system which delivers improved outcomes. As well as increasing core funding for schools, it is proposed that local authorities are supported through the Delivering Better Value and the Safety Valve programmes and share the best practice from local areas with inclusive and sustainable high needs provision more widely.

The recommendations made in this report from the data analysis have been developed in the context of these key national policy plans.

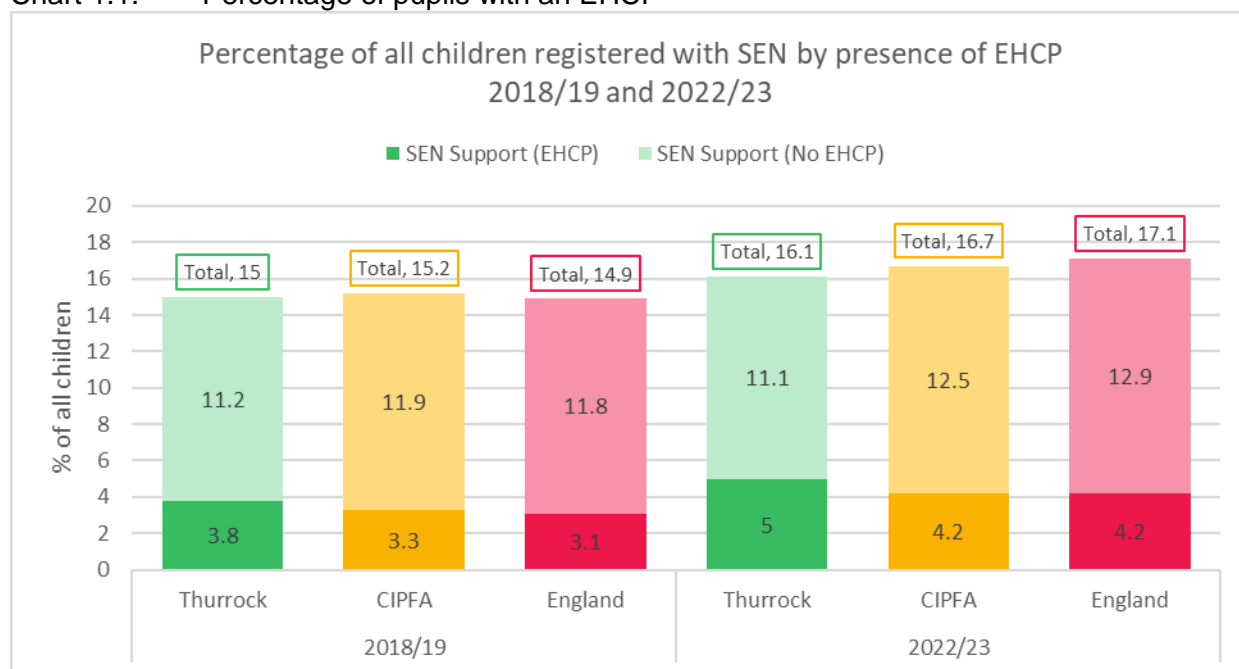
## 4.0 Local Picture

### 4.1 What is the scale of the issue in Thurrock?

In Thurrock, in 2022/23, of the 31,613 children and young people (CYP) on the school roll, there were 5,082 CYP with recorded SEND which is equivalent to 16.1% of all CYP on the school roll. This is statistically lower than England (17.1%) and CIPFA comparators (16.7%).

However, interestingly, in 2022/23, Thurrock had a significantly lower proportion of pupils identified as receiving SEN Support (11.1%, 3,507 CYP), compared to England and CIPFA comparators, and a higher proportion of CYP with an EHCP (5%, 1,575 CYP) than England and CIPFA comparators, as can be seen on Chart 1.1 below.

Chart 1.1. Percentage of pupils with an EHCP

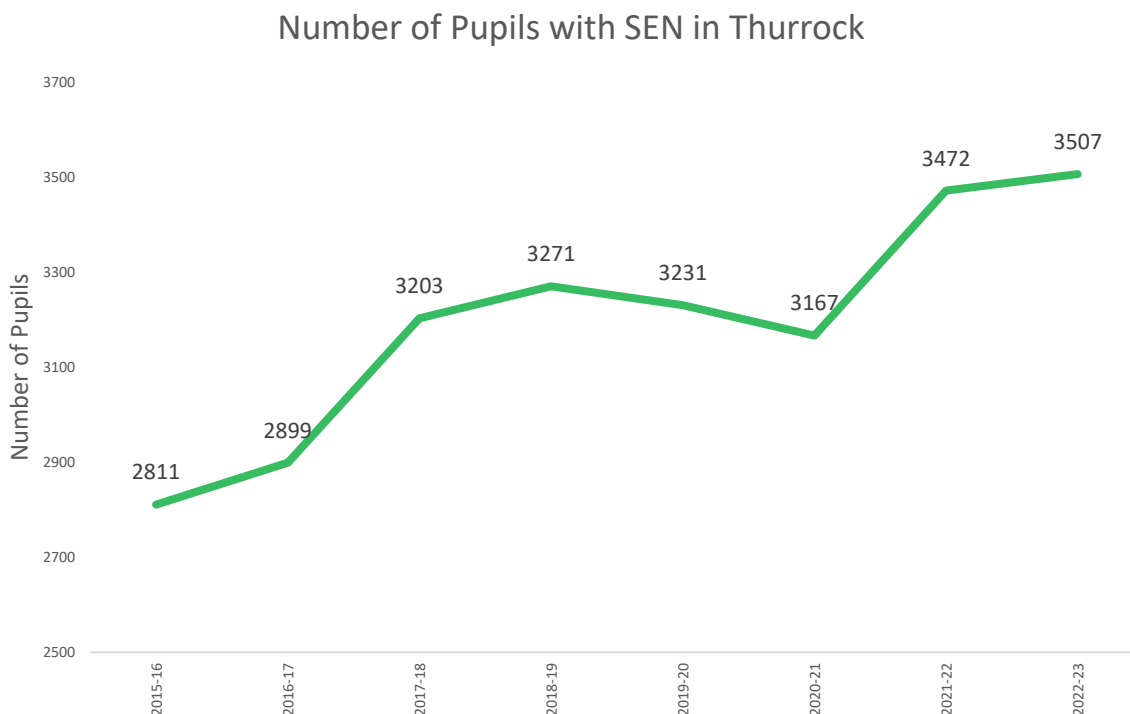


Over the past 5 years, the proportion of children on the school roll in Thurrock with recorded SEND has shown a statistically significant increase from 15.0% in 2018/19 to 16.1% in 22/23 as can be seen in Chart 1.1. An increase has also been seen across England and CIPFA comparators, and at a greater rate, with the England average for example seeing a statistically significant increase from 14.9% in 2018/19 to 17.1% in 2022/23.

Whilst the proportion of children on the school roll with SEND has increased, an increase in the number of children on the school roll in Thurrock has also occurred, so a 1.1% increase in Thurrock represents an increase of nearly 250 CYP in the actual number of children with SEND from 3,271 in 2018/19 to 3,507 in 22/23. The increase in actual numbers of children with SEND in Thurrock can be seen in Chart 1.2. This is important to be aware of in terms of

planning funding and resources for children with SEND as current service capacity needs to have sufficient resources and funding to be able to adequately meet this increase in need, both in terms of identification, diagnosis and support.

Chart 1.2 Number of Children on the School Roll with SEND



It is not possible to predict future changes in prevalence from this data. As can be seen on Chart 1.2, the year to year changes in numbers are small and are likely be more reflective of a number of components rather than a real change in prevalence. The reasons for changes in recorded prevalence could include changes in diagnostic criteria, increased awareness amongst parents/the public, and service/diagnostic capacities. The EHCP Deep Dive analysis conducted in 2020/2021 attempted to forecast changes in the numbers of children with EHCPs and calculated that there could be over 1860 children with an EHCP in the next five years. As a result of the global pandemic we have seen a significant increase in demand for EHCPs and therefore this figure has been surpassed.

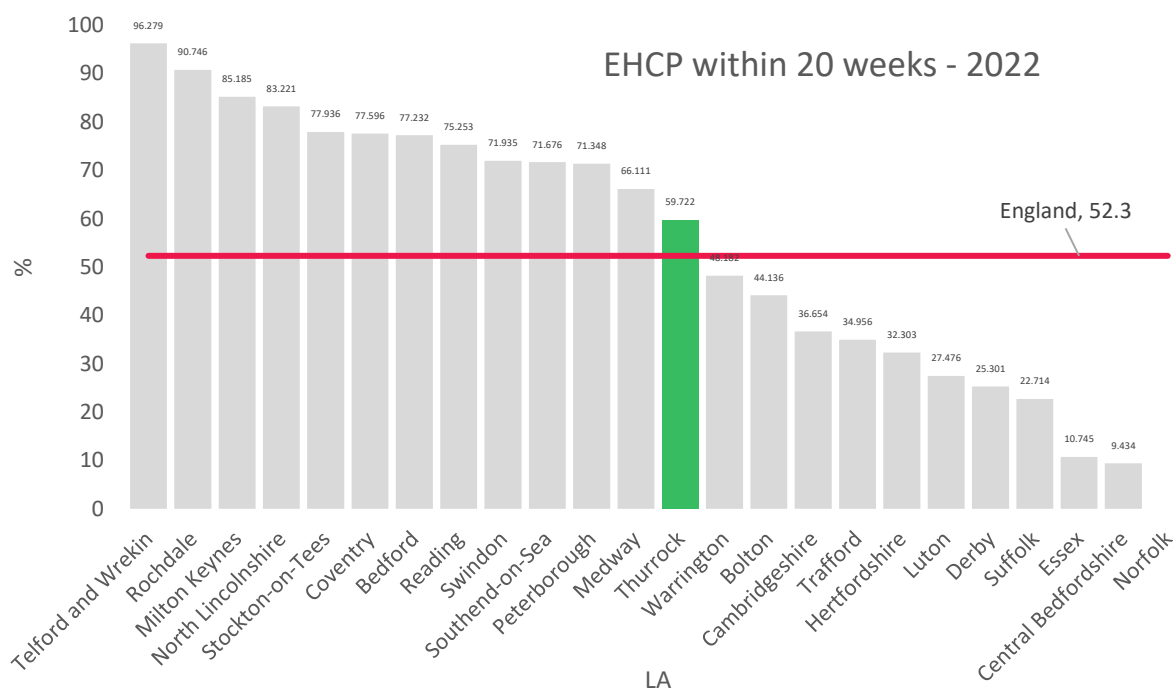
In relation to service/diagnostic capacities, it is well known that there are currently long waiting lists and long waiting times for diagnosis nationally. Diagnosis can assist in the process by providing an evidence base for the assessment. National data for ASD Assessments for all ages (Autism Waiting time statistics) is published online, showing waits of 13 weeks or more (with a target of 12 weeks). From the latest data available, in July 2022, 60 people aged 18+ in Thurrock had been waiting more than 13 weeks for an assessment diagnosis and 75 in total were on the waiting list; however no local data is provided for under 18's in this data set due to small numbers leading to the possibility of identification. Nationally, however, between 20-25% of children are waiting more than 13 weeks to be assessed and diagnosed with autism.

Although no other data is available, it is likely that the picture will be similar for ADHD and other conditions with some local health care providers quoting long waits of up to 18 months for completion of assessments.

Whilst available data for Thurrock does not show the overall average wait time for neurodevelopmental assessments, Thurrock Council does not solely rely on or wait for a diagnosis before issuing an EHCP where following a needs assessment it is necessary for special educational provision to be made, evaluating available evidence such as advice from professionals. However, this remains a significant risk for Thurrock. Children awaiting a diagnosis are likely to be at a higher risk of poor outcomes compared to both children without SEND and children with recorded SEND due to potentially not receiving the entirety of the support they require. Should additional resources and processes be put in place to reduce this waiting list, it is likely that the number of children with recorded SEND will increase and the Council will need to have the provision available to support these children. This therefore is a key area for Thurrock to address so as to minimise the risk of poor outcomes for these children by ensuring timely and appropriate support.

In Thurrock in 2022, once a decision has been made to issue an EHCP, 59.7% of EHCPs were then issued within the statutory 20 week timescale. Whilst this is significantly better than the England average (52.3%), this is lower than the last three years as can be seen from Chart 1.3. SEN support is still provided by the school during this time.

Chart 1.3 Proportion of children receiving an EHCP within 20 weeks



However, more recent local data from 2023 suggests that the proportion of EHCPs issued within 20 weeks is currently 89.3% which would mark a significant improvement.

The figures presented above only include those who are known to the Council or other services, and it is anticipated that there are some children and young people in Thurrock with SEND, who as of yet have not been identified as having SEND. The reasons why a child or young person has not yet been identified as having SEND are likely to be complex. It may be due to stigma, discrimination, lack of awareness, mistrust, poor access (e.g. infrastructure, opening times, location, digital literacy, language barrier, transport costs) or equally other reasons, as discussed above, such as long waiting times or complicated criteria for diagnosis. It may also be that the process of getting an EHCP, or getting the



correct support in place following a diagnosis or an EHCP is overly complicated or difficult for parents, and particularly difficult for parents who may have SEND themselves. A further piece of work is required to investigate this issue in the required depth and ensure that Thurrock Council and the LAP can become needs led, equitable and do what it can to address barriers to identification.

### **Summary and Recommendations**

The data presented above indicates that both the number of children with SEND, and proportion of CYP on the school roll in Thurrock has increased since 2018/19. Thurrock has a relatively higher proportion of CYP with EHCPs, and a lower proportion of CYP requiring SEN Support than comparator areas.

The reasons for these increases are complex and cannot be identified solely from this data, however it appears that this trend is set to continue. One factor which will affect the numbers of children with an EHCP is the waiting time to diagnosis. Data on waiting times for diagnosis in Thurrock is largely unavailable however, what national data is available indicates that waiting times are long, which indicates that there could be significant unmet need.

Thurrock needs to be able to meet the needs of this increasing cohort of CYP, in terms of identification, diagnosis and then support. Children who do not get the support they require for whatever reason are at higher risk of poor outcomes as discussed in the following sections of this report. Therefore it is recommended that plans are developed to ensure that firstly, the Council is able to ensure that all children with SEND are identified and diagnosed in a timely manner, and to do this there needs to be a full understanding of the challenges associated with this, and secondly that the Council is able to manage and support the anticipated future increases in EHCPs being issued, to ensure that the increase in numbers does not negatively impact upon the availability and quality of support.

It is recommended that the Council explores these issues in greater depth, with particular focus on the identification, diagnosis of and assessment of children with potential SEND. This could include an engagement exercise with CYP with SEND and their families to identify specific challenges relating to the diagnosis and assessment process with the aim of identifying any changes that could overcome these.

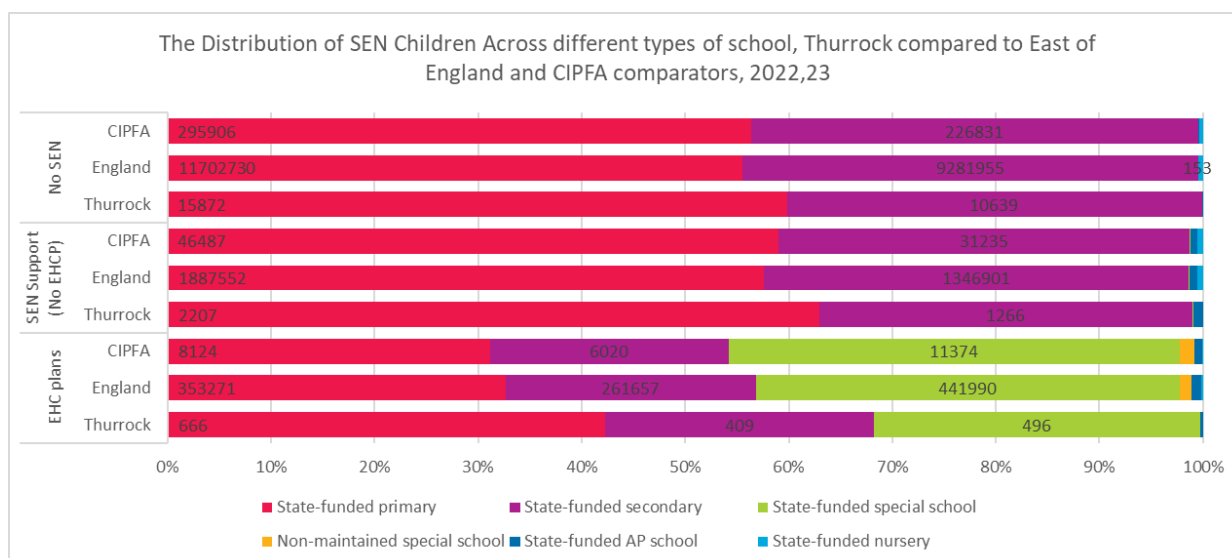
## **4.2 What are the needs of our Children with SEND?**

SEND is a broad term which covers a range of needs and some children with SEND may have more than one type of need. To be able to effectively develop plans to appropriately meet this range of needs, it is important to understand what these needs are and how they may differ between different educational settings for example.

### What types of setting are our CYP with SEND receiving their education in?

It is important to understand where our CYP with SEND are currently being educated so as to be able to effectively direct resources and support these settings in meeting the needs of CYP with SEND. Chart 1.4 below indicates that there are generally more children with SEND in primary schools than secondary schools, although this is likely due to there being more year groups in primary schools than secondary schools. In terms of special or alternative provision, there are very few children without an EHCP receiving special or alternative provision in Thurrock or elsewhere, and Thurrock also seems to have fewer CYP with an EHCP in special schools comparatively which suggests that mainstream schools in Thurrock may be more inclusive. Thurrock does not have any in Borough non-maintained special schools or state funded nurseries.

Chart 1.4 Comparison of the distribution of CYP with and without SEND in different settings



What type of needs to our CYP with SEND have?

As previously mentioned, there is a wide range of needs that can lead to a child being identified as having SEND, and clearly different needs within different children will require a different approach and support offer, so it is essential to understand what needs there are currently within this cohort, whilst recognising that even within the different categories of need, individual children may require individualised support.

Chart 1.5. Number of children by specific SEND need (either as a primary or secondary need), by school type in 2022/23

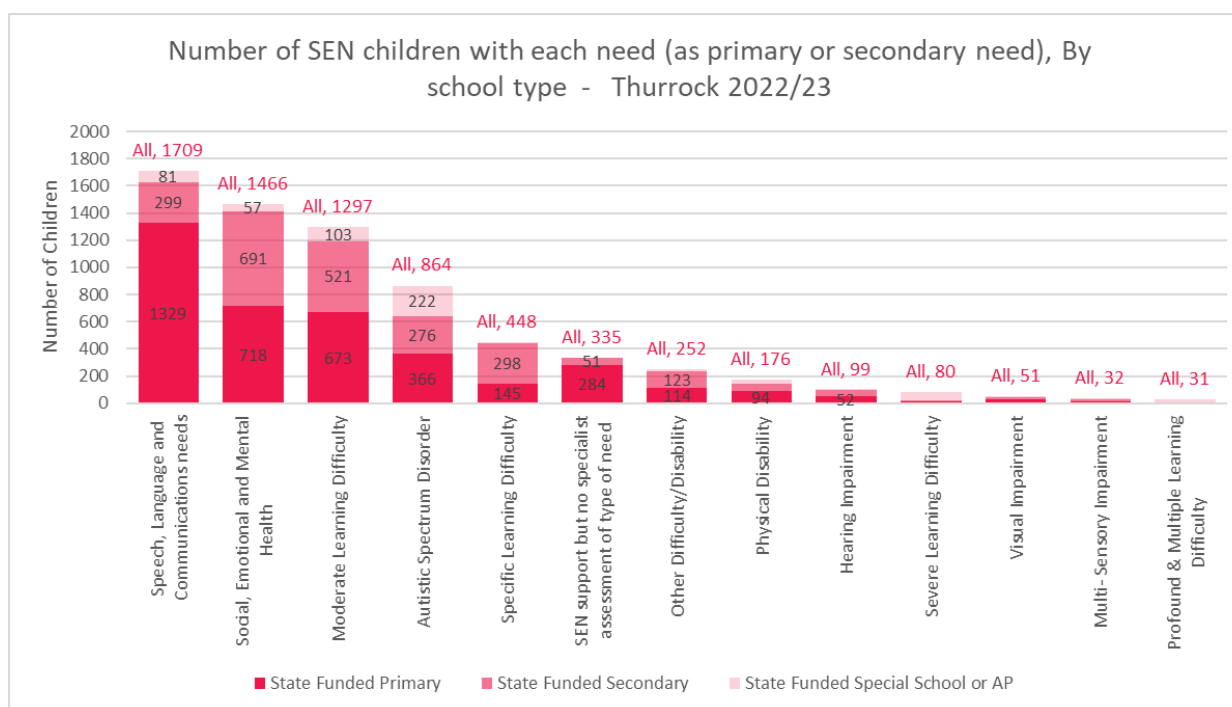
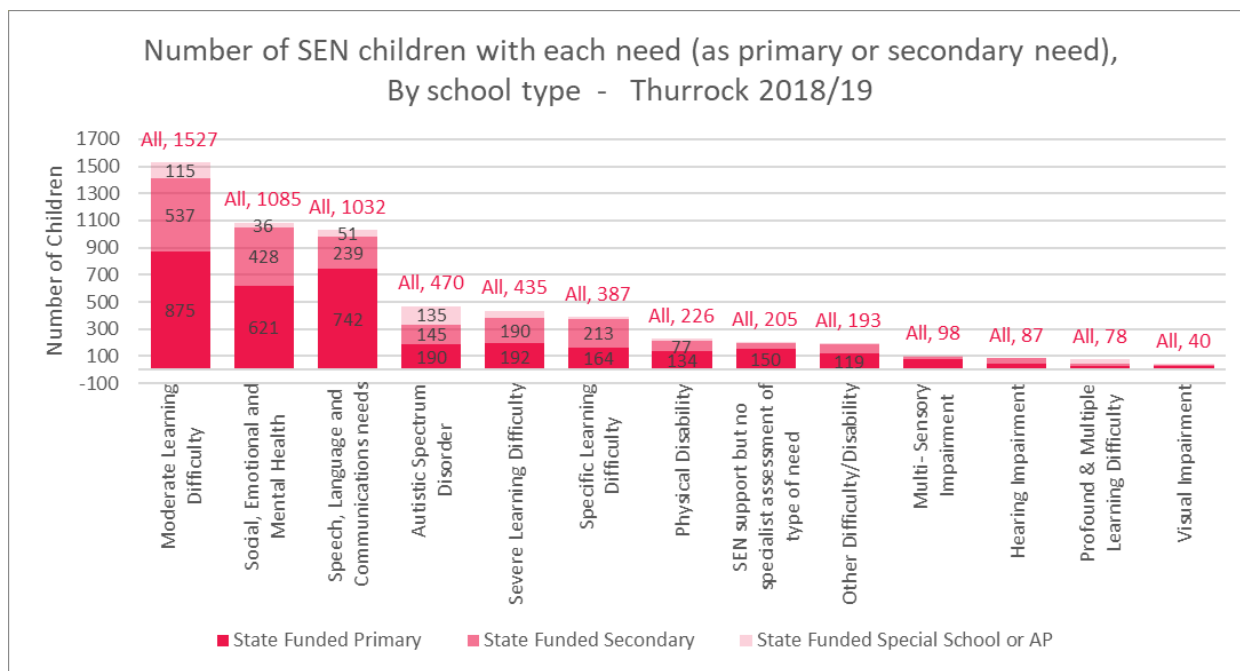


Chart 1.6. Number of children by specific SEND need (either as a primary or secondary need), by school type in 2018/19



### Overall needs of CYP with SEND in Thurrock

As can be seen in Chart 1.5 above, in Thurrock schools the most common type of need (primary or secondary) is Speech, language and communication needs (17%, 1709 children), followed by social, emotional and mental health needs (14%, 1466 children) and then moderate learning difficulties (13%, 1297 children). This is broadly similar to the picture in 2018/19 (though the ranking in the most frequently diagnosed three needs has changed) when moderate learning difficulty (35%, 1527 children), social, emotional and mental health needs (25%, 1085 children) and then speech, language and communication needs (24%, 1032 children) were also the most common types of need (see Chart 1.6).

### Primary School Needs

In Thurrock primary schools, the most common type of need (primary or secondary) is Speech, language and communication needs (46%, 1329 children), followed by social, emotional and mental health needs (25%, 718 children) and then moderate learning difficulties (23%, 5673 children) as can be seen in Chart 1.5. This is broadly similar to the picture in 2018/19 (though the ranking in the most frequently diagnosed three needs has changed) when moderate learning difficulty (34%, 875 children), speech, language and communication needs (29%, 742 children) and then social, emotional and mental health needs (24%, 621 children) were also the most common types of need (see Chart 1.6).

### Secondary School Needs

In Thurrock secondary schools, as can be seen in Chart 1.5, the most common type of need (primary or secondary) is social, emotional and mental health needs (41%, 691 children) and then moderate learning difficulties (31%, 521 children) and speech, language and communication needs (18%, 299 children) [almost tied with Specific learning difficulties]. Again, this is broadly similar to the picture in 2018/19 as seen on Chart 1.6 (though the ranking in the most frequently diagnosed three needs has changed) when moderate learning difficulties (38%), social, emotional and mental health needs (30%) and then, speech, language and communication needs (17%), were also the most common types of need (primary and secondary combined).

## State funded special schools and alternative provisions

In Thurrock special schools, as can be seen in Chart 1.5, the most common type of need (primary and secondary combined) is autistic spectrum disorder (42%, 222 children), followed by moderate learning difficulties (19%, 103 children) and speech, language and communication needs (15%, 81 children). This is a significantly different pattern to both CIPFA comparators and England as shown in table 1.1 below.

### Benchmarking

Table 1.1 below shows the benchmarked distribution of needs against England and CIPFA comparators. As all needs a child with SEND has need to be met, for the purposes of this analysis, primary and secondary needs have been combined in this summary of the data.

Table 1.1 Benchmarking distribution of needs (primary or secondary) against England and CIPFA comparators

		% of SEND children with each condition as a Primary or Secondary Need												
		Speech, Language and Communication needs	Social, Emotional and Mental Health	Moderate Learning Difficulty	Autistic Spectrum Disorder	Specific Learning Difficulty	SEN support but no specialist assessment of type of need	Other Difficulty/Disability	Physical Disability	Hearing Impairment	Severe Learning Difficulty	Visual Impairment	Multi-Sensory Impairment	Profound & Multiple Learning Difficulty
All schools	CIPFA	37%	28%	24%	20%	14%	5%	6%	4%	3%	3%	2%	1%	1%
	England	35%	30%	22%	20%	16%	4%	7%	4%	2%	4%	2%	1%	1%
	Thurrock	34%	29%	26%	17%	9%	7%	5%	3%	2%	2%	1%	1%	1%
State-funded primary	CIPFA	47%	25%	23%	13%	10%	6%	5%	4%	2%	1%	1%	1%	0%
	England	46%	26%	22%	14%	12%	5%	5%	4%	2%	1%	1%	1%	0%
	Thurrock	46%	25%	23%	13%	5%	10%	4%	3%	2%	1%	1%	0%	0%
State-funded secondary	CIPFA	20%	35%	26%	20%	23%	4%	8%	4%	3%	0%	2%	1%	0%
	England	21%	37%	24%	18%	25%	4%	9%	4%	3%	1%	2%	1%	0%
	Thurrock	18%	41%	31%	16%	18%	3%	7%	3%	3%	0%	1%	1%	0%
State-Funded Special School or AP	CIPFA	37%	25%	25%	50%	5%	0%	9%	8%	3%	24%	3%	1%	8%
	England	35%	26%	20%	49%	5%	0%	7%	8%	2%	26%	3%	1%	6%
	Thurrock	15%	11%	19%	42%	1%	0%	3%	6%	0%	10%	1%	1%	5%

#### Legend

- Statistically Similar to both comparators
- Statistically significantly different to one comparator
- Statistically significantly different to both comparators

note: rows do acStatistically significantly different to both comparators

The benchmarking exercise shows that within the SEND cohort, the overall (all schools) distribution of needs (primary and secondary) is broadly similar to the CIPFA comparator group, especially in the most frequent three needs. However, In Thurrock we have significantly fewer Speech, language and communication diagnoses, ASD diagnoses, Specific Learning Difficulty diagnoses and hearing impairment diagnoses, and significantly more Social, Emotional and Mental Health diagnoses, moderate learning difficulties and SEN support but no specialist assessment of type of need within our SEN cohort.

The differences for ASD and are most evident in secondary schools and Special Schools whereas the differences for specific learning difficulties are evident in all school types, while speech, language and communication needs differ mainly in special schools and SEN support but no specialist assessment of needs in Thurrock's primary schools.

In our secondary schools we have significantly lower diagnoses of ASD and specific learning difficulty compared to the CIPFA comparator (also significantly lower than England for specific learning difficulties) but significantly higher levels of moderate learning difficulty and Social, emotional and mental health needs.

There are some large differences in our special schools but this is likely a result of the types and location of special schools influencing the data rather than real differences.

In addition to the above, Thurrock records significantly fewer secondary needs compared to both CIPFA comparators and England (35%, 48% and 48% respectively, not shown).

The reasons for the differences between types of need of Children with SEND in Thurrock compared to nationally and CIPFA comparators are unclear from the data presented here. It could indicate a difference in prevalence of need however as the overall prevalence is similar to the comparators, it is perhaps more likely that there are other differences affecting this which could include differences in practices, policies, criteria or processes. There would be value in investigating this further to understand why the picture in Thurrock differs, and if and how changes should be made.

### **Summary and Recommendations**

There are a wide range of needs that CYP with SEND can have and to ensure that CYP with SEND in Thurrock are supported appropriately, it is important to understand what the different needs are and how they may differ between settings. Analysis of data shows that the most common types of need in different school settings differ and this has not changed significantly since 2018. Through comparing data on need with CIPFA and England data it is possible to identify if the distribution of need within Thurrock is what might be expected and illuminate where there may be a need to review the reasons for potential differences. The benchmarking exercise identified three key differences to our comparators.

Firstly, there are significantly more “SEN support but no specialist assessment of type of need” within our CYP with SEND cohort, both overall and within primary schools. If assessments are not taking place in this group there is a risk that the child’s needs may not be being met as well as they should and the child is then at greater risk of poor outcomes. This finding could indicate that there is a need for more assessments in primary schools, or that assessments take place quicker and earlier. It is recommended that this is explored further.

Secondly, in Thurrock secondary schools there are significantly lower diagnoses of ASD and specific learning difficulty compared to both comparators but significantly higher levels of moderate learning difficulty and Social, emotional and mental health needs. It is recommended that this finding is explored further, particularly to understand whether this is an underlying difference in prevalence or if, potentially more likely, given that overall prevalence of SEND is similar, that there are some differences in criteria or local implementation of this criteria which is influencing this finding.

Thirdly, Thurrock records significantly fewer secondary needs compared to both CIPFA comparators and England. This presents a risk to Thurrock because if the full extent of a Child’s needs are not identified, it is unlikely that the child is receiving the entirety of the support they need and therefore at risk of poor outcomes.

It is recommended that a review of assessments for SEND is undertaken with particular focus on criteria and processes to understand if there are any differences with CIPFA and national comparators which may explain these differences.

### **4.3 Who are our children with SEND and where do they live?**

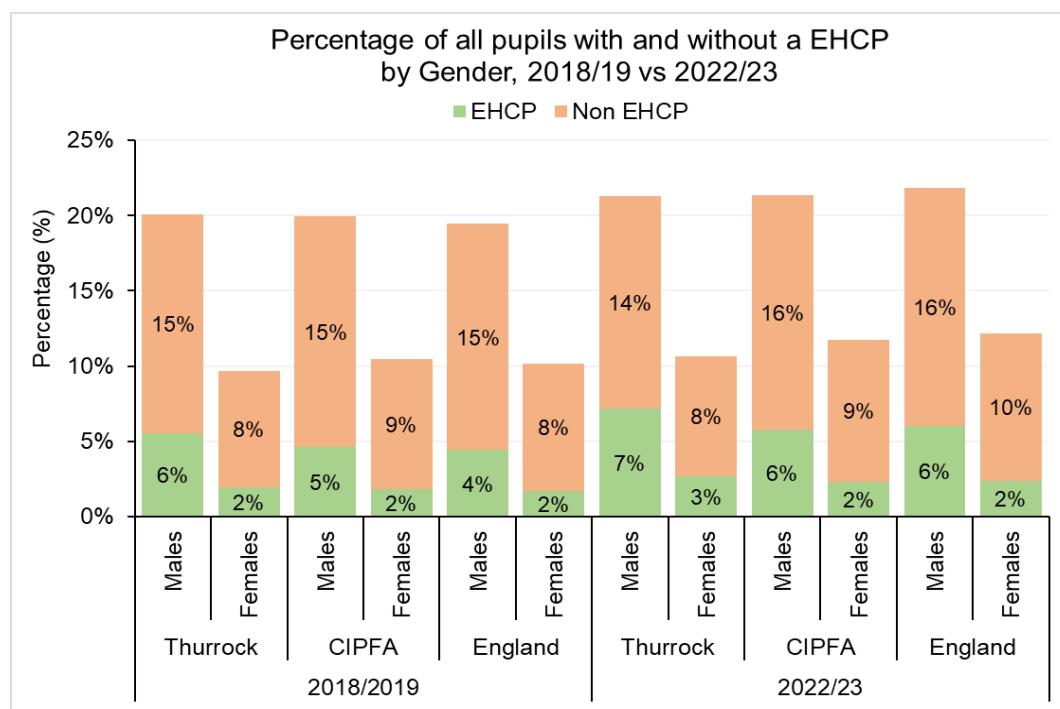
The 2018 JSNA identified differences in the prevalence of recorded SEND between groups of CYP and this is an area which has been the focus of previous and ongoing research. This section looks at the population make-up of our CYP with SEND, including where they live, and assesses whether there have been any changes since the publication of the 2018 JSNA.

#### **Gender**

There is clear gender disparity in the identification of SEND and nationally, recorded SEND remains more prevalent in boys than girls. As shown by chart 1.7, the local picture is not

dissimilar to what is being observed nationally, with a higher prevalence of recorded SEND in boys (21.3%) than girls (10.6%), and this has not changed substantially since 2018/19 (see Chart 1.8).

Chart 1.7 Percentage of CYP with SEND by gender (2022/23)



*Denominator – All pupils on EHCP or receiving SEN support. Does not include pupils not receiving SEN support or on EHCP.*

In terms of distribution, the School Census indicates that, in 2022/23, of the 5082 children attending a Thurrock school with recorded SEND, 68% (3434) were boys. This is very similar to the distribution observed in 2018/19 and mirrors what is observed nationally and in CIPFA comparators. In children with an EHCP, and even greater disparity is observed with 74% in boys, again mirrored nationally. The reasons for this gender disparity are unclear but likely to be complex, and evidence suggests that genetic, behavioural and social reasons are likely to play a part.<sup>3</sup> As can be seen from Chart 1.7, this gender disparity appears to have not significantly changed within Thurrock since 2018/19, and therefore further ongoing work is required to understand and address this.

### Ethnicity

The relationship between ethnicity and SEND is complex, with many other variables such as socio-economic status, gender, language and cultural barriers influencing children's outcomes. As can be seen from Chart 1.8, Gypsy and Roma and Traveller of Irish heritage groups had the highest prevalence of SEND in 2022/23 with 30.6% and 26.1% respectively. Whilst these two ethnic groups had the highest prevalence in 2018/19 also, this is a reduction in prevalence (from 38% in the Gypsy and Roma ethnic group, and 47% in the Traveller of Irish heritage group) as shown by Chart 1.9. Conversely, the prevalence in many other ethnic groups has slightly increased, for example, the prevalence in White and Black African children has increased from 10% to 14.8% between 2018/19 and 2022/23. There could be several reasons for this such as improved identification of SEND in these

<sup>3</sup> [https://committees.parliament.uk/publications/941/documents/7292/default/;](https://committees.parliament.uk/publications/941/documents/7292/default/)



ethnic groups, or potential changes in diagnosis, assessment criteria or knowledge which have reduced possible overdiagnosis in the groups with highest prevalence.

Chart 1.8 Prevalence of SEND by ethnic group (2022/23)

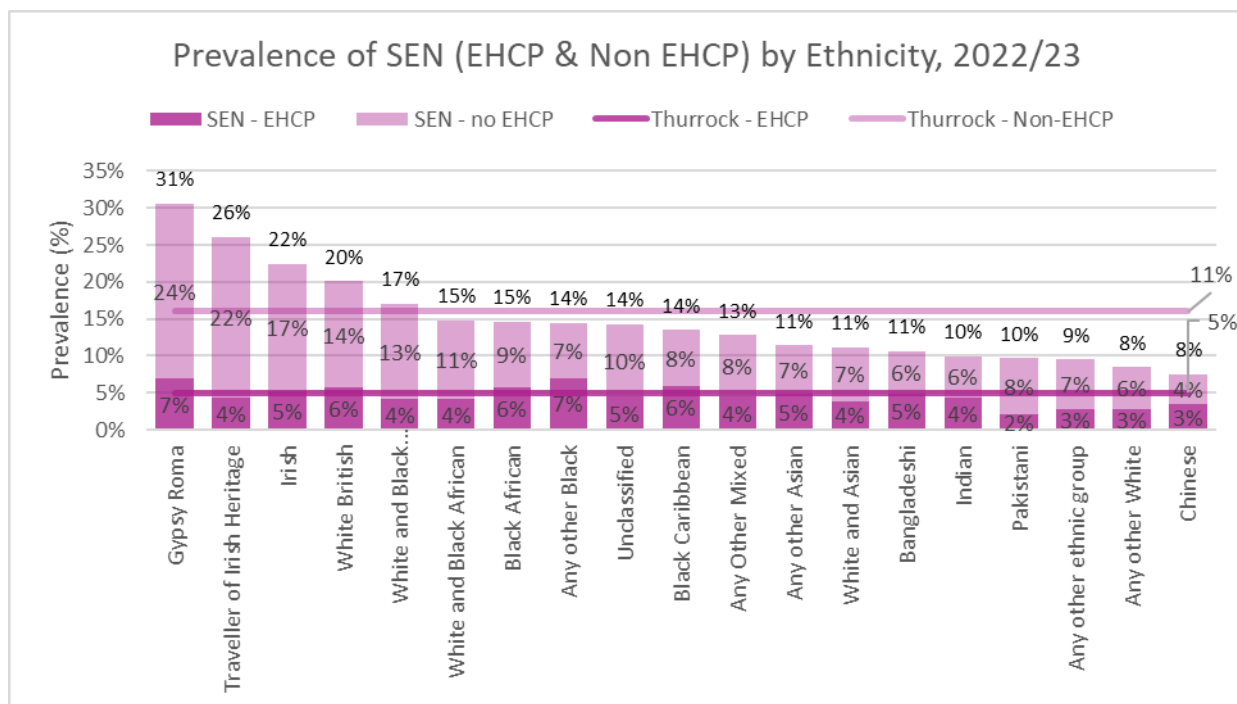
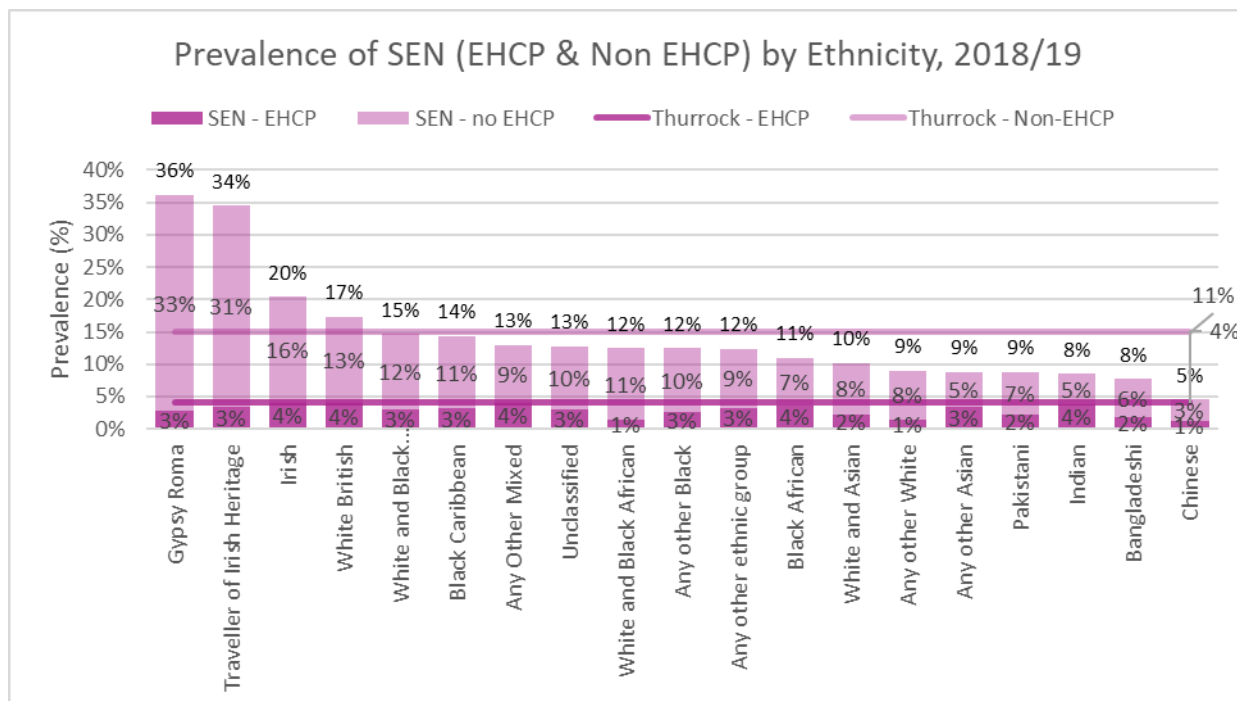


Chart 1.9 Prevalence of SEND by ethnic group (2018/19)



### Geography and deprivation

The relationship between SEND and socio-economic status is also well known. A link between CYP with SEND and deprivation/living in poverty may exist either as a cause of or

result of poverty. Nationally, the percentage of children with a good level of development is higher for children who live in less deprived areas, and lower for children who live in more deprived areas (DfE 2022). In Thurrock, areas with the highest IMD scores are home to the largest numbers of children with an EHCP. Eligibility for free school meals (FSM) is another way of examining the relationship between deprivation and SEND.

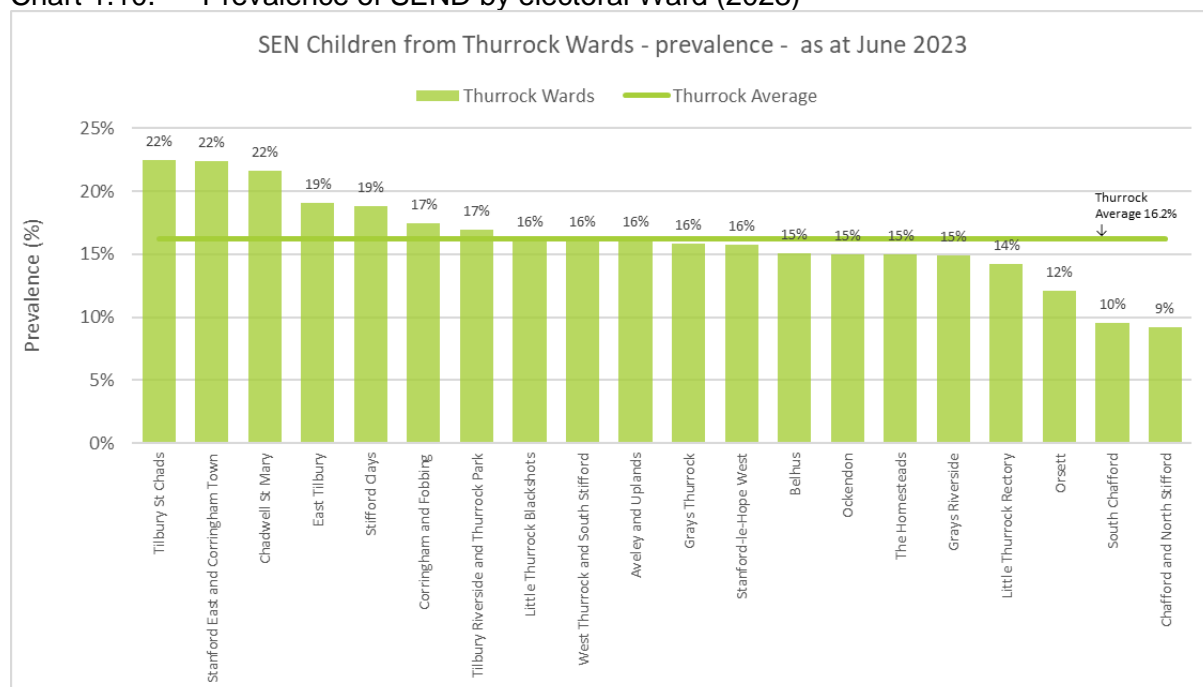
Table 1.2 Relationship between eligibility for FSM and SEND.

	2022/23				2018/19			
	Eligible for Free		Not Eligible for Free		Eligible for Free		Not Eligible for Free	
	Number	%	Number	%	Number	%	Number	%
SEN with EHCP	503	7.15%	1072	4.36%	254	6.50%	850	3.37%
SEN with No EHCP	1293	18.37%	2214	9.01%	781	19.99%	2490	9.86%
(Total SEN)	(1796)	(26%)	(3286)	(13%)	(1035)	(26%)	(3340)	(13%)
No SEN	5243	74.49%	21288	86.63%	2872	73.51%	21902	86.77%
Total	7039	100%	24574	100%	3907	100%	25242	100%

Table 1.2 above shows that in children eligible for FSM, approximately double the proportion of children have recorded SEND when compared to the proportion of children not eligible for FSM with SEND and that this pattern has not changed since 2018/19. The proportion of children with SEND in both the FSM and non-FSM groups overall appears to have remained stable between 2018/19 and 2022/22.

Chart 1.10 below shows the rate of CYP with SEND (EHCP or receiving SEN support) per 1,000 population by ward. It indicates that whilst the average rate of children with SEND in Thurrock is 16.2%, this ranges from 9.2% in Chafford and North Stifford to 22.4% in Tilbury St Chads, one of the borough's most deprived wards. The data was not available to compare this to 2018.

Chart 1.10. Prevalence of SEND by electoral Ward (2023)



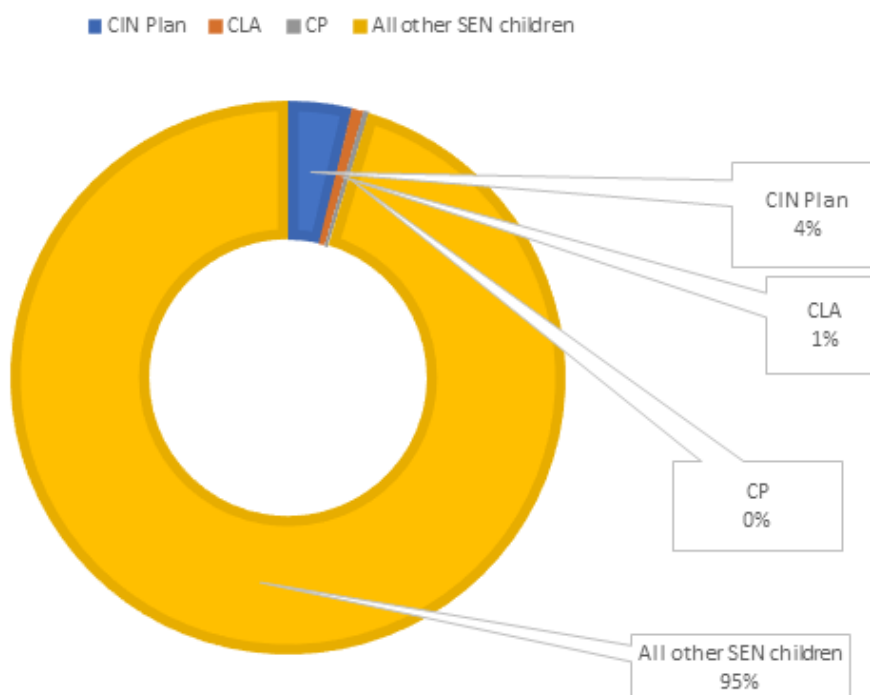
## Vulnerable groups



Limited data was available for children with SEND by social care status, with only the most recent two years of data available. Chart 1.11 shows that the percentage of children with SEND in Thurrock who are on a Children in Need (CIN) Plan, Child Looked After (CLA), or on a Child Protection (CP) plan are relatively small (5% in total). However, given the vulnerability of this cohort of children and the additional challenges they face, this is an important group to consider when planning support. Table 1.3 below shows that the number of children known to social care is slightly less in 2022/23 (2011 children), compared to 2018/19 (2198 children), but as it is not possible to deduce a trend from this limited data, these numbers should be monitored closely moving forwards.

Chart 1.11 Percentage of Children with SEND with CIN/CLA/CP

### PERCENTAGE OF SEN CHILDREN IN THURROCK WITH CIN/CLA/CP



	2022	2023
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Table 1.3 Status of All Pupils with SEND

Pupils with SEND Status During Academic Year		
	2022	2023
Referral only	910	797
PASS	725	719
CIN	299	250
CIN Plan	175	175
CLA	59	49
CP	25	19
Care Leavers	3	
CLA 18+	2	2
Known to CSC	2198	2011
Not Known to CSC	2719	3103
All SEND Pupils	4917	5114

Source: Thurrock Education Team, Local Data Extract, Census 2022, 2023.

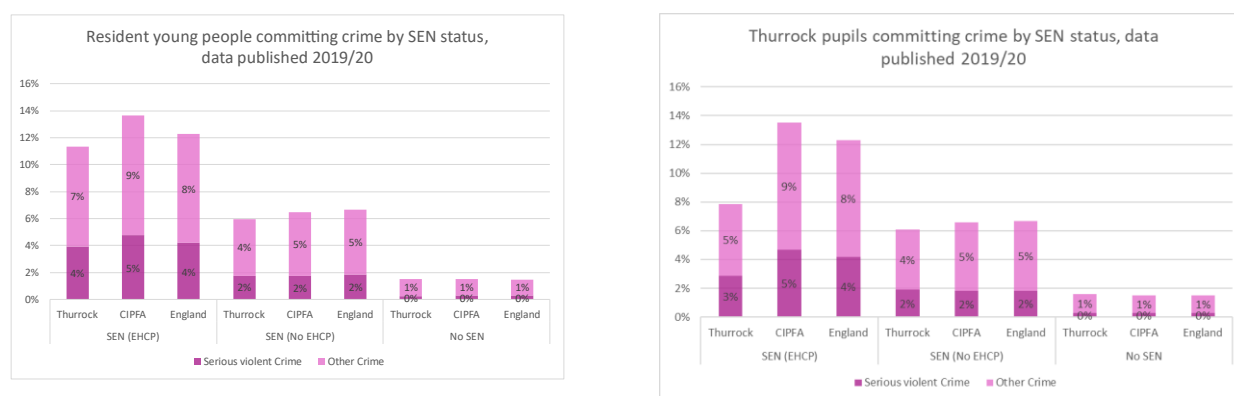
## Youth Offenders

Data published on “explore education statistics” for the period 2019/20 suggests that significantly more young people with SEND offend than those without SEND and within this group, those with an EHCP are more likely to offend than those without an EHCP. We have presented the published data in two ways, the first for young people living in Thurrock and the second for young people who are at school in Thurrock (see charts 1.12a and 1.12b).

In Thurrock, patterns of offence for those with SEND (no EHCP) and those with no SEND are similar to both CIPFA and England in both groups but young people in Thurrock with an EHCP are less likely to offend than those in the CIPFA areas and England average.

We recommend that this is explored in more detail in a future JSNA publication.

Charts 1.12a and 1.12b: % young people who offend by SEND status and type of crime committed.



Source: Explore education statistics, gov.uk

## Transition to Adults Services

Data sources for CYP with SEND are largely education based, which means there are gaps in our knowledge for CYPs between the ages of 16 and 25 who may no longer be in state-funded schools or in formal educational settings. There may be unmet need for CYP with SEND during the transition period. Further analysis is required to understand the complete picture of the needs of this age group to enable a positive experience of Preparing for Adulthood.

### Summary and Recommendations

It is important to understand who our CYP with SEND are to be able to identify where to focus services in terms of both children identified with SEND and requiring support but also in terms of groups who may have a higher prevalence of CYP with SEND than the data shows but whom have not yet been identified.

Thurrock continues to have a higher prevalence of SEND in males compared to females and data also continues to show a notable difference in prevalence between ethnic groups, with the highest prevalence in Gypsy and Roma, and Travellers of an Irish Descent. The data also shows a higher prevalence of SEND in CYP living in the more deprived areas of Thurrock. There could be several reasons for this pattern including differences between groups in the presentation and/or identification of children with SEND, or an underlying difference in prevalence.

Aside from some changes in the prevalence in some ethnic groups, since the 2018 JSNA, the demographic make-up of CYP with SEND has remained largely the same, which suggests that actions taken to address these issues in that time do not appear to be bringing about a significant change. As part of the further exploratory work recommended in section 4.1, Thurrock Council should ensure sufficient focus on the groups highlighted in this section, including vulnerable groups such as CIN, CP, CLA and CYP known to the YOS, who are potentially affected by disparities (or the data is insufficient to determine this) in order to further understand the reasons for these and from that develop a plan to improve accessibility to assessment and support services for affected groups.

Also, included in this work should be due focus on transition to adulthood for CYP with SEND, in order to inform the refresh of the Council's Preparing for Adulthood Strategy and ensuring compliance with the 2nd key area of the national improvement plan.

Considering the higher level of inequalities faced by CYPs who live in the areas of higher IMD within the borough, the council should also develop a plan to ensure sufficient interventions and support are provided to CYP living in these areas to reduce inequalities.

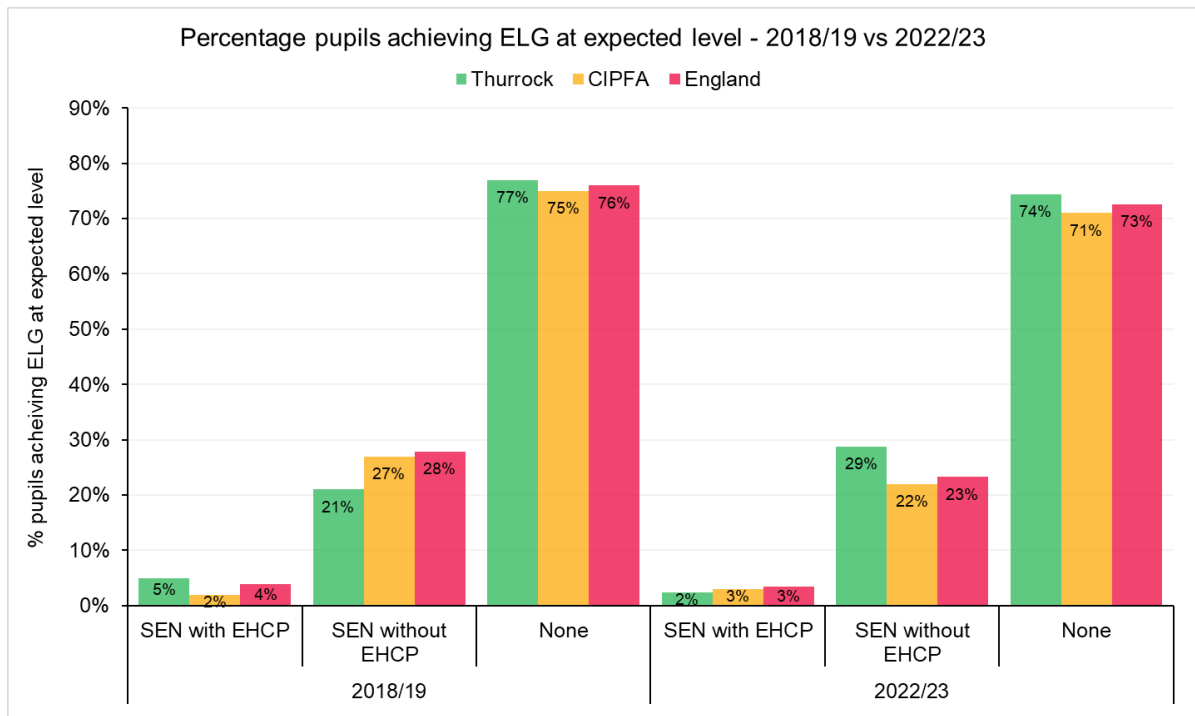
Thurrock Council could also explore further opportunities for more joined up/partnership working with settings to develop plans to reduce disproportionalities.

#### **4.4 What outcomes do our children with SEND achieve?**

It is widely known that children with SEND are at risk of poorer education and life outcomes than children without SEND. This section looks at the education and attainment outcomes experienced by this cohort of children in Thurrock and how this has changed since the 2018 JSNA was completed. It was not possible to do significance testing on this analysis due to limitations in the data.

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the academic year in which the child turns five. The profile introduced in 2012/13 was revised significantly in 2021/22 to assess children in 7 areas of learning, covering 17 early learning goals (ELGs). A child is now rated as either at the 'emerging' or the 'expected' level. As can be seen in Chart 1.12, 29% of children receiving SEN Support (an increase from 21% in 2018/19) and 2% of children with EHCPs (a decrease from 5% in 2018/19) were achieving ELGs at the expected level in 2022/23 compared to 74% of children without SEND.

Chart 1.12 Percentage of pupils achieving ELG at expected level – 2022/23



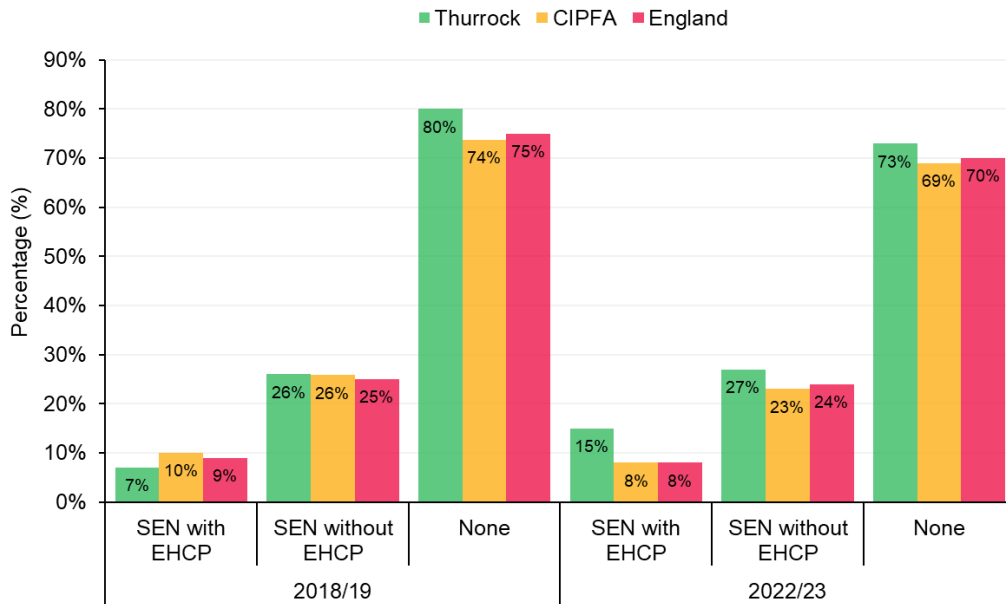
Source: Education Explore Statistics: [Browse our open data, Data catalogue – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

In Key Stage 2, Thurrock has a higher proportion (15%) of KS2 children with SEND with an EHCP achieving the expected level than when compared to both CIPFA comparators (8%) and England (8%) as can be seen in Chart 1.13. This pattern is also observed in SEND pupils with no EHCP (27% in Thurrock compared to 24% nationally and 23% for CIPFA). As for EYFS, both groups have a lower percentage of children achieving the expected level than children without SEND and this is reflected nationally.

Chart 1.13 shows that the picture for children with an EHCP in KS2 is improving with the proportion of children with an EHCP achieving the expected level increasing from 7% in 2018/19 to 15% in 2022/23, an improvement which is not being seen nationally or in CIPFA comparators. Chart 1.13 also shows that for children with SEND without an EHCP, the proportion of children achieving the expected level has also slightly increased from 26% in 2018/19 to 27% in 2022/23, which is in contrast to England and CIPFA comparators where attainment has slightly decreased.

Chart 1.13 Proportion of Children achieving Expected Level at KS2 in 2022/2023 and 2018/19

Percentage of pupils meeting the expected standard KS2 in reading, writing and maths - 2018/19 vs 2022/23

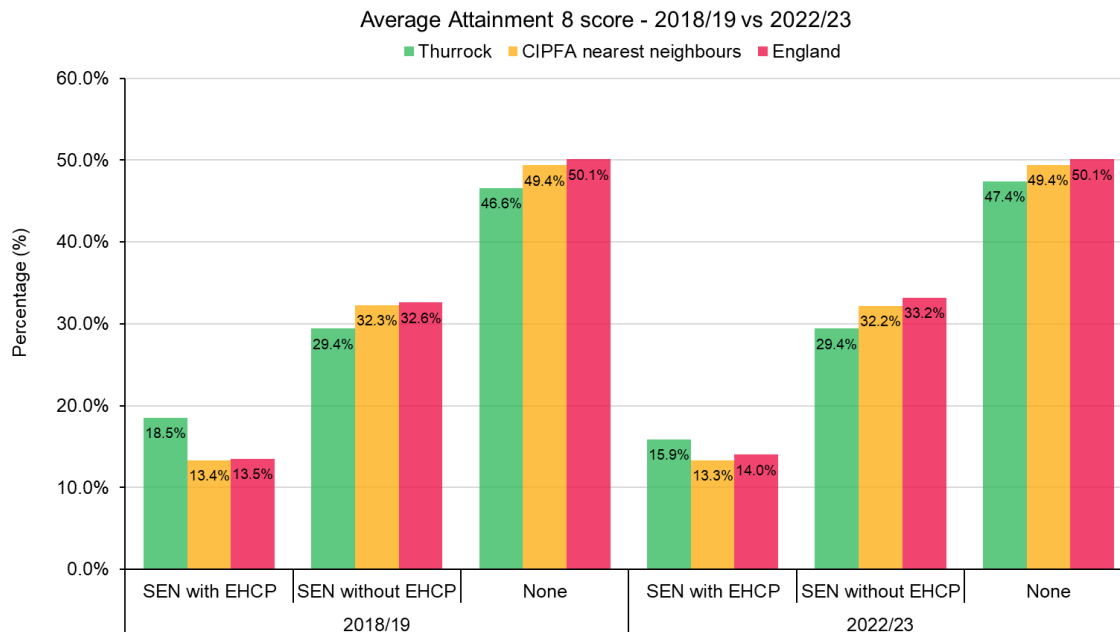


Source - [Percentage of pupils meeting the expected standard at the end of key stage 2 in reading, writing and mathematics - pupils with SEN without a statement in Thurrock | LG Inform \(local.gov.uk\)](#)

In Key Stage 4, Children in Thurrock with an EHCP are doing better than they are in CIPFA comparator areas or nationally. As can be seen on Chart 1.14, the average attainment 8 score, which measures a child's average grade across 8 subjects, in 2022/23 was higher for Thurrock's pupils with SEND who have an EHCP (15.9% compared to 13.3% and 14.0% for CIPFA Comparators and England respectively). However, this is not the case for SEND children with no EHCP, which for Thurrock was less than CIPFA comparators and England (30.5% in Thurrock compared to 32.2% and 33.2%).

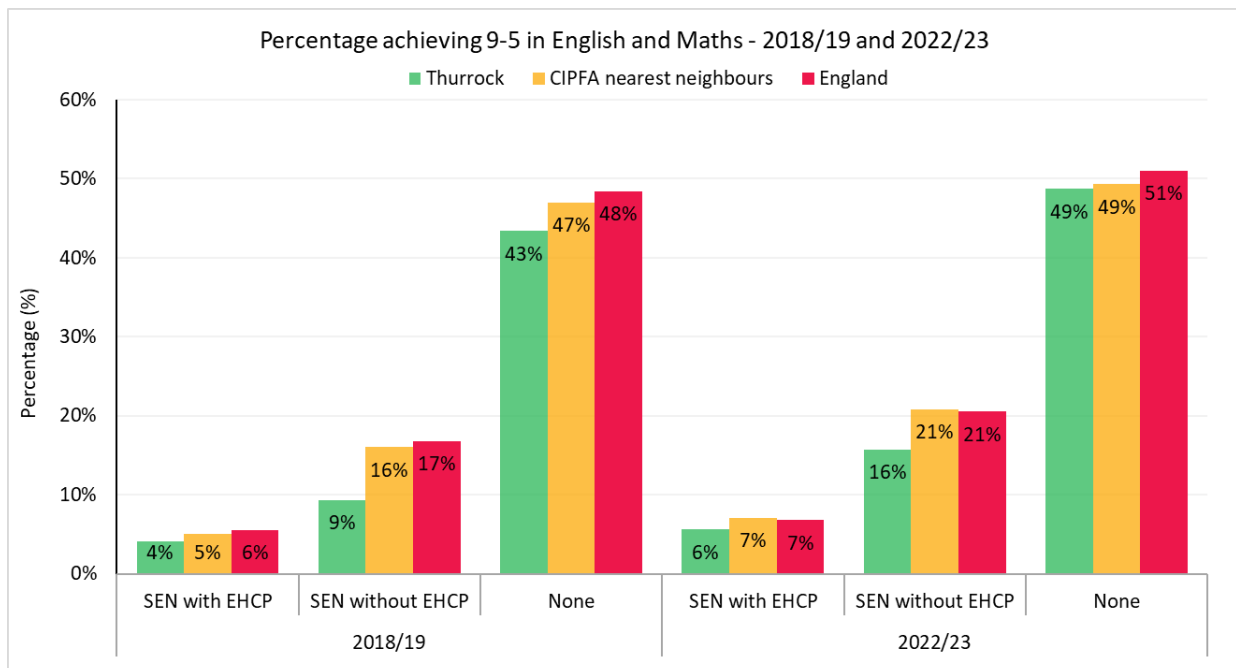
When compared to 2018/19, the average attainment 8 score has dropped in Children with an EHCP from 18.5% to 15.9% and remained stable in those receiving SEN support although these changes may not be significant. The England and CIPFA comparators appear to have remained fairly stable.

Chart 1.14 Average Attainment 8 score in 2018/19 and 2022/23



Looking at GCSE achievement, 6% of pupils with an EHCP and 16% of pupils receiving SEN support in Thurrock achieved grades 9-5 in English and Maths at GCSE and this is worse than both CIPFA comparators and the England average for both cohorts of children. As can be seen from Chart 1.15, when compared to 2018/19, attainment in children receiving SEN support has increased from 9% to 16%, and in children with an EHCP from 4% to 6%. These improvements are all mirrored in England and CIPFA comparators.

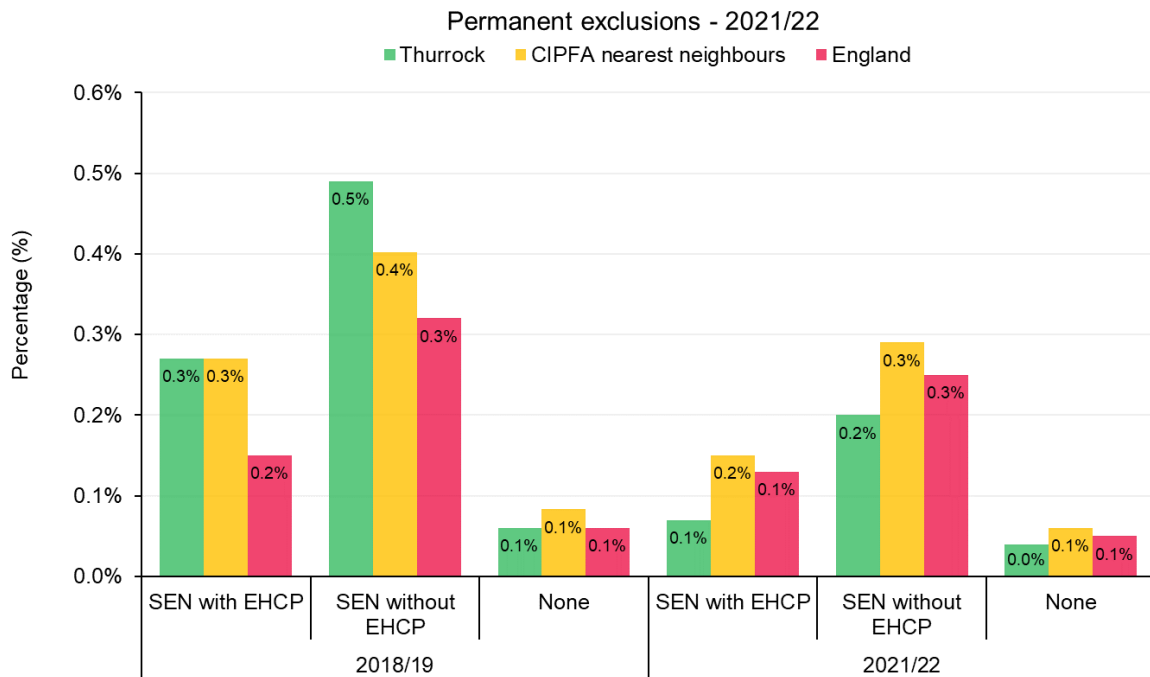
Chart 1.15 Percentage achieving 9-5 in English and Maths GCSE in 2018/19 and 2022/23



In 2021/22, Thurrock has a slightly lower rate of permanent exclusions for SEND children both with (0.1%) and without (0.2%) an EHCP than CIPFA comparators and England as can be seen from Chart 1.16. Note that these numbers are very small and therefore not likely to

be significant. However, these rates are higher than the rate of exclusions for children without SEND and children with an EHCP are doing better (ie being excluded less) than those without an EHCP.

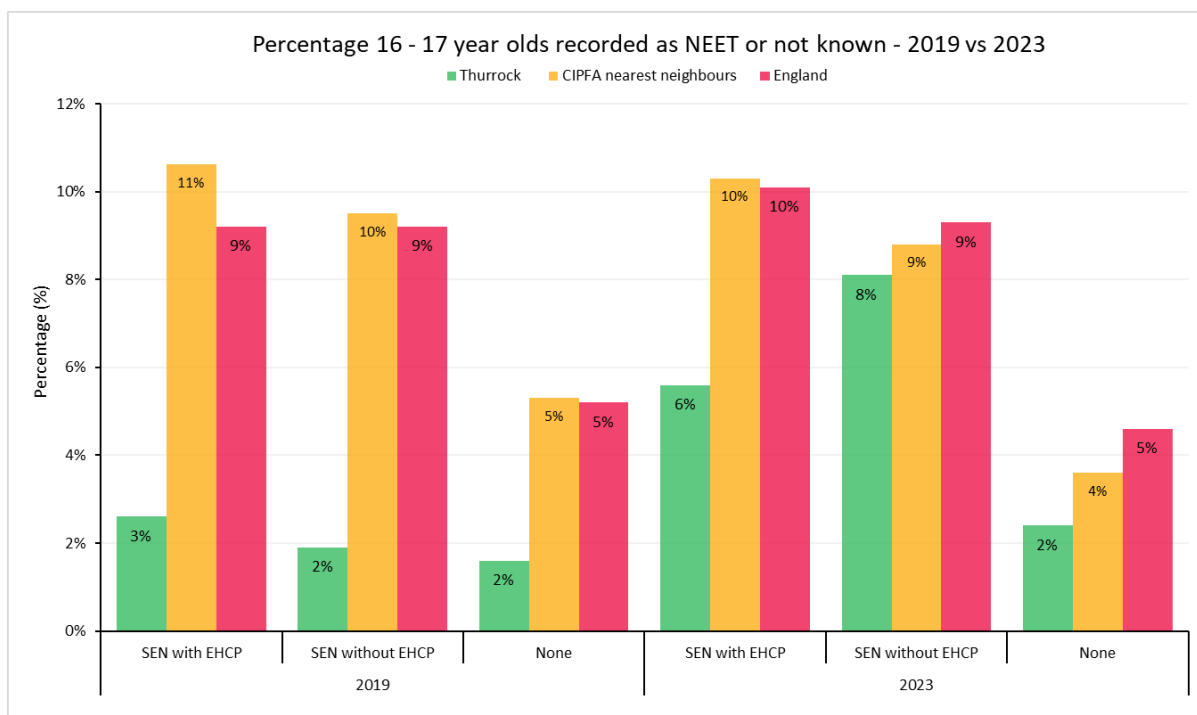
Chart 1.16 Rate of permanent exclusions in 2021/2022



As can be seen from the above chart, Thurrock currently has a lower level of permanent exclusions compared to both CIPFA comparators and England. This appears to have fallen dramatically since the 2018 JSNA report which demonstrated a higher level of exclusions compared to the England average and CIPFA. It will be important to understand and learn from the reasons for this so that the improvement can be sustained moving forwards.

Post 16, Thurrock appears to be performing better than CIPFA comparators and the England average for children with SEND. 6% of KS4 pupils with an EHCP were not in education, employment or training in 2023, compared to 10% in both England and CIPFA comparators. The same is true for KS4 pupils receiving SEN support, with 8% of Thurrock pupils not in education, employment or training compared to 9% in England and CIPFA comparators.

Chart 1.17 Percentage of 16-17 year olds recorded as NEET in 2019 and 2023



However, it appears the percentage of CYP with an EHCP who are NEET in Thurrock has increased in recent years from 3% to 6% as has the percentage of CYP receiving SEN support who are NEET, which has increased from 2% to 8% in the last 3 years as can be seen from Chart 1.17. Whilst the proportion of CYP both with and without an EHCP who are NEET remains lower than CIPFA and England, the reasons for these increases require further investigation.

One possible reason could be that this is an adverse consequence of the covid pandemic. The proportion of CYP without SEND in Thurrock who are NEET has remained stable although this is not reflected amongst CIPFA comparators where the proportion of CYP without SEND who are NEET has reduced since 2020. This suggests that there is unmet need for CYP in this age group in Thurrock. CYP in Thurrock may not be receiving the support they require to continue with education and training post-16.

For the current cohort of KS4 pupils there is a need to explore whether there are any service / support gaps currently, and for those that are already NEET and who were perhaps adversely affected by the Covid pandemic, steps should be taken to identify how this cohort can be supported to return to education, employment or training.

### Summary and Key Points

CYP with SEND are likely to face additional challenges during their education that may have an impact on their attainment and future outcomes. As children with SEND are more likely to have poorer educational outcomes, such as lower educational attainment and more likely to be NEET, than their counterparts without such needs, they are at greater risk of poor outcomes. For example, they may leave school without the necessary qualification, which would limit their career choices and future earning potentials. This can become a burden to the local economy or lead to dissatisfaction in social status later in life, which can in turn increase the social issues in an area when this is considered for a large cohort.

Analysis of the most recent data indicates that, in Thurrock, whilst GCSE and KS2 attainment has improved across both cohorts, attainment for children with an EHCP has



worsened in terms of ELG and KS4 attainment 8 scores, whereas for children receiving SEN support it has improved in ELG attainment and remained stable in terms of attainment 8 scores.

This represents a significant risk for Thurrock's CYP. With increasing numbers of Children with SEND and attainment getting worse for some cohorts of children with SEND, this means that there is likely to be an increasing number of children in the borough who are at risk of not fulfilling their full potential and having poorer life chances and opportunities than children without SEND. This could also place additional pressures on the system as these children enter adulthood with lower qualifications and the resultant effect this has on their employment and economical situation and health and wellbeing in general.

Despite this worrying picture, Thurrock is however doing better than comparators in terms of both permanent exclusions and CYP who are NEET. That being said, Thurrock has seen an increase in the proportion of CYP with SEND who are NEET since 2019.

It is recommended that the LAP should further investigate the reduction in attainment of the specific cohorts of CYP with SEND identified above. Additionally, the LAP should investigate the reduction in the KS4 cohort in education, employment or training and subsequently develop an action plan to improve this outcome.

## 5.0 Progress against 2018 recommendations.

The below table outlines the progress made to date against the recommendations set out in the 2018 JSNA.

Table 1. Progress against 2018 recommendations

<b>Overarching Recommendation</b>	<b>Detailed Recommendation</b>	<b>2018 JSNA page reference</b>	<b>Update on progress</b>
Making a strategic decision for greater collaboration between education, health and social care services, and CYP and their families	There is a need for a strategy which pulls together work for children and young people. The Brighter Futures strategy is a great avenue to reinforce collaborative work between partner agencies and families. Also consider exploring further the ongoing Children and Young People Integrated commissioning strategy	59	This recommendation has been met through the Brighter Futures Children's Partnership which brings together the full spectrum of partners responsible for planning and delivering health and care to the children, young people and Families of Thurrock. It provides strategic leadership and direction for children's health and well-being at system, place and community level.
	A review and deep dive of speech and language therapy services to be completed to better understand the need for these services and explore joint commissioning opportunities between education, social care and health.	59	Outstanding
	Thurrock ICB (was CCG) and The LAP to make a strategic decision to invest in interventions for speech, language and communication needs that are evidence-based (where possible).	59	Outstanding – contingent on completion of previous recommendation

	Develop and consult on an overarching SEND Strategy which will provide a strategic vision towards provision of support for children in their early years, at school, college and work.	60	This recommendation has been achieved. The SEND Strategy has been in place for 3 years and is currently undergoing an evaluation and refresh with partners and stakeholders. A refreshed strategy will be in place for 2024.
	Ensure that CYP and their families are given a meaningful voice in decision making, service design and provision and evaluation of services, so that service provision truly reflects the services that local residents desire and that meets their needs.	60	This recommendation has been achieved. A pupil and student engagement strategy has been produced which outlines how children with SEND will be offered the opportunity to have their say. Additionally, the We are Listening Zone on the Ask Thurrock website provides updates on how services have improved as a direct result of feedback from CYP and their families.
Continue to improve SEND operational areas of work	It is recommended to maintain and continue developing and improving the Local Offer, most importantly working to develop a better and enhanced and comprehensive process of feedback by consulting with children, young people and their families.	60	This recommendation has been achieved. See previous recommendation.
	As part of the Local Offer, focus on re-commissioning the short break provision offer in Thurrock, based on the evidence provided within the 2018 JSNA and co-produce this element of the offer by consulting with CYP and their families.	60	This recommendation is in progress. The short break provision is going through a re-procurement process in 2024

			and CYP/Families will be consulted as part the process.
	<p>Guidance in the code of practice recommended that all children and young people with SEND on a School Action or Action Plus plan be converted to SEN statements or EHPC plans by March, 2018.</p> <p>An audit of case files of all children with SEND is recommended to ensure Thurrock is meeting this guideline. Consequently, if Thurrock has not transferred the identified children to an EHC plan by March 2018, actions need to be identified and taken to achieve this and ensure all children with SEND are receiving the right support.</p>	60	This recommendation has been achieved as all statements were converted to EHCPs within the timescales (and no audit was required).
	<p>Further develop effective transition between education phases including preparing for adulthood pathways.</p> <p>Transition of children and young people with SEND to adult services must be refined in collaboration with Preparation for Adult services. It is unclear if all children and young people with SEND are assessed and prepared for a smooth transition to adulthood. This should incorporate higher education opportunities (16-25 years), employment and training prospects, social activity provision and increasing the offer in terms of independent living opportunities.</p> <p>In terms of employment this could be achieved by improving employer/businesses sign up and uptake in the MiNT programme once evaluation has been undertaken.</p>	61	<p>This recommendation is partially achieved; however, the Preparing for Adulthood Strategy that was written covered 2019-2022 and needs to be refreshed for 2023 and beyond.</p> <p>Additionally, Thurrock Council should evidence how it has increased sign up and uptake in the MiNT programme.</p>
	<p>As recommended within the SEND Self-assessment conducted, improvements to Education Health Care Needs Assessments (EHCNAs) in schools with high requests and waiting times should be sought.</p>	61	<p>This recommendation has been achieved. EHCNAs are improved and waiting times are within statutory guidelines.</p> <p>Quality of EHCP is assessed to be good via QA activity and</p>

			<p>reports. Thurrock continues to perform better than England and East of England averages.</p> <p>In 2023, 89.3% of EHCPs were issued within 20 weeks.</p>
	Development of a School Wellbeing Service (SWS) should support and be the catalyst for reducing waiting times and demand on the EWMHS.	61	<p>This recommendation was achieved, and the SWS was operational for 3 years with joint funding from Thurrock Council and health. However, the SWS has now ceased, and the National Mental Health Support Teams are now operating in Thurrock.</p> <p>A CYP MH JSNA is due to be developed in 2024 and will include a review the effectiveness of the new arrangements.</p>
	There is a need for increased specialist support for children and young people with ASD residing in the borough. Additionally, it would useful to develop a screening tool for use with CYP with SEN involved in the youth offending service (YOS)	61	<p>Thurrock Council has worked collaboratively with partners and two new Autism Spectrum Conditions bases were opened in 2022 providing 20 additional places. Three more are planned to start between 2023-2025 and will provide 30 more places. Additionally, Treetops Free School opened in 2022 with 157 new specialist places while Treetops Special school also has increased provision to 318 places</p>

<p>Continue to improve local data collection</p>	<p>Incorporate more robust projections to aid better understanding of need, ensure accurate spend as well as inform forward planning of children and health services for this cohort of children. It will also be important to enhance understanding of future projections and accurately begin to estimate the number of children and young people with SEND.</p>	<p>61</p>	<p>Thurrock Council addressed this recommendation by completing the EHCP Deep Dive Data Analysis Report.</p> <p>Additional scrutiny is provided via the Dedicated School Grant Management Plan SEND growth predictions, which is based on percentage growth in pupil numbers and type of need. This is then reported to DfE, Schools Forum and Local Area Partnership Board.</p>
	<p>A dedicated analysis should be undertaken which is focused on synergies between finance and SEND data. Further work needs to be done to produce an accurate SEND forecast through the Service Review board to provide a holistic and in-depth view. This can be supported by continuous monitoring of the demand and need for specific services, which will ensure that reducing budgets are used to invest in the right areas where need is highest.</p>	<p>61</p>	<p>This recommendation has been achieved through the Dedicated Schools Grant (DSG) Management plan.</p>

## Table 2. Proposed additional 2023 recommendations

Based on the data analysis contained within this report, the following new recommendations are proposed, in addition to the outstanding recommendations outlined in Table 1.

Theme	Recommendation	Rationale
National review of the SEND and Alternative Provision System	<p>Thurrock Council to commence planning for how to ensure minimal disruption to the education and wellbeing of children and young people in this group it moves towards the new Ofsted framework bringing together both SEND and AP.</p> <p>Thurrock Council to refresh the local SEND strategy to ensure that it is in line with the national SEND and AP Improvement Plan.</p>	<p>The UK Government is planning to publish a single national SEND and AP system. Thurrock Council has already developed and implemented a local offer for children with SEND and this local offer will need to be aligned with new national SEND and AP guidance, once published.</p> <p>The Government's SEND and Alternative Improvement Plan aims to improve the outcomes for CYP, improve experiences for families and deliver financial stability by focusing on some key areas.</p>
Local evidence base	<p>Thurrock Council to undertake further work to supplement this data analysis including:</p> <ul style="list-style-type: none"> <li>• indepth review of issues highlighted in the following recommendations</li> <li>• literature review to understand the associations between SEND and health</li> <li>• stakeholder and CYP with SEND engagement exercise</li> <li>• service mapping and analysis of activity data</li> </ul>	<p>This review highlights areas where more information is needed in order to fully understand the current picture.</p> <p>These additional information sources will give a robust evidence base on which to develop long term plans.</p>
Identification of CYP with SEND.	<p>The LAP to undertake a review of both the process for medical diagnosis and the process of EHCP assessments to give a full understanding of the situation within Thurrock currently. This should include an engagement exercise with CYP with SEND and their families. Through a better understanding of the challenges associated identification, diagnosis and EHCP assessment, the LAP to develop plans to both address issues found and mitigate the risks associated with long waiting times for CYP.</p>	<p>The information on waiting times for medical diagnosis in Thurrock is patchy. However, the national picture suggests long waiting times are common. The longer a child waits for diagnosis and assessment, it is likely that the risk of poorer outcomes is greater.</p>

	<p>The LAP to undertake a review of assessments for SEND with particular focus on criteria and processes to understand if there are any differences with CIPFA and national comparators.</p> <p>The LAP to further explore the reasons for the noticeable differences in SEND identification in relation to the gender, ethnicity and age to ascertain what actions can be taken on a local level to address these. This could take the form of a stakeholder and resident consultation exercise. These actions should be incorporated into the refreshed SEND strategy, with a clear plan for how to support CYP in these groups.</p> <p>These actions could include exploring further whether there are opportunities for more joined up/partnership working with settings to develop plans to reduce disproportionalities.</p>	<p>There are differences in the prevalence of some needs in CYP with SEND in Thurrock compared to comparator areas, although the overall prevalence is similar. This suggests that there may be some differences in practice in Thurrock.</p> <p>This rapid update found strong evidence pointing to the existence of differences in identification of SEND especially in relation to gender, ethnicity, geographical areas, and complex needs. Whilst this does appear to be the trend nationally, this trend is largely unchanged since the production of the 2018 JSNA.</p> <p>This work links to the Delivering Better Value Programme (DBV) which the Council is taking part in.</p>
Transition to Adult Services	Thurrock Council to incorporate transition to adult services in the need for further work above, to ensure a clear understanding of the picture within Thurrock. Using this as an evidence base, the LAP to ensure that the Preparing for Adulthood Strategy includes clear transition planning between stages/phases and into adulthood for CYP with SEND.	Data sources for CYP with SEND are largely education based, which means there are gaps in our knowledge for are likely to remain in our knowledge especially for CYPs between the ages of 16 and 25 who may no longer be in state-funded schools or in formal educational settings. This means that there may be unmet need for CYP with SEND during the transition period. Complexities in the needs of CYP, mean that a coordinated response from various services including health, education and social care is likely to be required during transitional periods.
SEND Service offer	The LAP should develop plans to be able to manage and support the anticipated future increases in EHCPs being issued, to ensure that the increase in numbers does not negatively impact upon the availability and quality of support.	The number of children with EHCPs and receiving SEND support has increased over the last 5 years and this trend appears set to continue.



	<p>A deep dive of local data should be undertaken to better understand the link between SEND and the YOS, and subsequently the refreshed SEND Strategy should include plans to address any issues identified through this deep dive.</p> <p>The LAP to undertake a service user and/or stakeholder engagement exercise to better understand how well the current local service offer is meeting the needs of the local population, particularly amongst those groups identified as being at increased risk of poorer outcomes.</p>	<p>Published data on YOS and SEND is insufficient from which to understand the specific issues for this cohort.</p> <p>There is a need to understand how well the support available meets the needs of CYP with SEND and their families.</p>
Attainment	<p>The LAP should further investigate the reduction in attainment of specific cohorts of CYP with SEND in which attainment has reduced:</p> <p>The LAP to investigate the reduction in the KS4 cohort in education, employment or training and subsequently develop an action plan to improve this outcome.</p>	<p>Analysis of data in this report indicates that attainment has reduced since 2018 in the following groups:</p> <ul style="list-style-type: none"> <li>• ELG attainment for CYP with an EHCP</li> <li>• Attainment 8 scores (KS4) for CYP with an EHCP</li> </ul> <p>Children with SEND are less likely to be in education, employment or training post 16 and therefore require further support. It appears that the KS4 cohort that were in some form of education, employment and training dropped in 2020/21 to a 5 year low.</p>

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