

Sufficiency Statement for Children and Young People with Special Educational Needs April 2021 - 2024

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1. Executive Summary

Thurrock is committed to providing the best quality education and support for all our children and young people to ensure they achieve the best possible outcomes. Having the right educational placement, with residential provision for children and young people who have special educational needs if needed, is key to supporting children and young people to achieve their potential and to develop the range of skills and experiences they need to equip them for adulthood, independent living and if needed, residential provision.

We have embarked on this Sufficiency Statement of our educational provision for children and young people with special educational needs (SEN) in order to:

- Assess the needs of our children and young people
- Evaluate how well our current provision meets children & young people's needs, and identify any gaps
- Support us to plan how we will continue to develop our provision over a five year period with work commencing in 2021, so that we can achieve the best outcomes for our children and young people

Through developing our provision, we want to:

- Achieve the best possible outcomes for children and young people
- Ensure there are the right number and type of places to meet children and young people's needs
- Ensure that children and young people have their needs met within their local community wherever possible
- Make the best use of our resources

From our needs analysis, we expect to see an increase in the number of children and young people we support over the next five years. In part reflecting population growth, which is increasing at a faster rate than in other local authorities. We expect that:

- We will see a further increase in the need for support for Speech, Language and Communication Needs (SCLN) particularly for pupils with Autism
- We will see a further increase in the need for support for children and young people with Moderate Learning Difficulties (MLD), however, this need will be met within existing mainstream places and Treetops expansion
- We will see a further increase in need for support with Social Emotional and Mental Health (SEMH) needs

7 of 10 children with Education Health and care Plans (EHCPs) are educated in local schools. We expect to maintain this pattern so that children can access education close to home in their community. We need to increase specialist provision in Thurrock to meet identified needs within mainstream and existing provisions.

In order to meet needs, we would propose the following recommendations to improve SEN place capacity:

- Increase places for 4-18 year olds in Thurrock including through free school s and developments to expand support to pupils with complex needs in relation to Autistic Spectrum Condition

- Increase number of specialist places for 11-16 year olds to support pupils with Social, Emotional and Mental Health needs
- Expansion in Post 16 provision to support the access to education, employment and training

We will be taking a phased approach to developing our provision which follows the strategic commissioning cycle of understand, plan, do, and review. This will ensure that we continually evaluate what we need and what difference our plans, changes and increased capacity is making.

Children, young people, parents, carers, schools, colleges and other settings are the people that are best placed to know what is needed and what works well and will be involved at all stages of the process. This Statement has been co-produced with these key stakeholders through continued engagements and consultation, which provides a clear picture of our needs which will form the basis of our ongoing conversations with these key stakeholders to develop our services for the future.

Achieving better outcomes for children is dependent upon having the right services available, but also ensuring services fit seamlessly together, have an inclusive culture, and the right structures that support them. We have taken a whole system approach to improving support for children and young people with special educational needs and disabilities (SEND) across Thurrock. This work will continue to be driven by the **SEND Improvement Board**.

We will revisit and refresh this needs analysis in 2024 to ensure we have an accurate and up to date understanding of our pupils' needs and that we continue to evaluate our provision against what our pupils need. Should there be any significant legislative or population changes, this will be undertaken sooner. A further project has begun to scope the post 16 training provision offers for young people up to the age of 25 in order to streamline the current offer.

2. Introduction

Thurrock Council is committed to providing the best quality education and support for all our children and young people. As the Strategic Commissioner of school places, Thurrock Council has a statutory duty to ensure that there are sufficient places in our schools to meet the demands of residents in our area.

Having the right educational placement is key to supporting children and young people to achieve their potential and to develop the range of skills and experiences they need to equip them for adulthood.

This SEND Sufficiency Statement considers children and young people aged 0 – 25. The data included within this statement has been collated from our Children Services database (Synergy) in March 2021, unless stated otherwise.

Achieving better outcomes for children is dependent upon having the right services available, but also ensuring services fit seamlessly together, have an inclusive culture, and the right structures that support them. We have taken a whole system approach to improving support for children and young people with special educational needs and disabilities (SEND) across Thurrock. This work is being driven by the SEND Improvement Board. How we will continue to develop our services as a partnership as set out in our Children and Young People's SEND Strategy.

3. Vision and Priorities for Thurrock

This strategy reflects the requirements placed on local authorities and their partners by the Children and Families Act 2014 and the SEN Code of Practice 2015. It also contributes to the vision and priorities for Thurrock as follows:

Our vision

An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future.

Our priorities

People – a borough where people of all ages are proud to work and play, live and stay.

This means:

- high quality, consistent and accessible public services which are right first time
- build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing communities are empowered to make choices and be safer and stronger together

Place – a heritage-rich borough which is ambitious for its future.

This means:

- roads, houses and public spaces that connect people and places
- clean environments that everyone has reason to take pride in
- fewer public buildings with better services

Prosperity – a borough which enables everyone to achieve their aspirations.

This means:

- attractive opportunities for businesses and investors to enhance the local economy
- vocational and academic education, skills and job opportunities for all
- commercial, entrepreneurial and connected public services

4. What are Special Educational Needs?

Special Educational Needs and Disabilities affect a child or young persons' ability to learn, making it harder for them to learn than most children and young people of the same age. They can affect their:

- Behaviour or ability to socialise, for example, they struggle to make friends
- Reading and writing, for example, because they have dyslexia
- Ability to understand things

- Concentration levels, for example, because they have ADHD
- Physical ability

A child or young person has a Special Educational Need if they need special educational provision to be made for him or her.

5. Outcomes We are Seeking to Achieve

We want all our children and young people to be happy, healthy, safe, and to be able to live a life that is full of opportunities to learn and develop. We want all our children and young people to achieve their full potential, and go into adulthood equipped with the skills they need to enjoy their adult lives.

Our commissioning principles aim to improve outcomes and maximise resources and it is underpinned by the SEND Key Strategic Principles that were coproduced with partners, including parents / carers:

- Ensure that children and families are at the heart of an effective SEN system
- Ensure every child and young person is making good progress and attends a good place to learn
- Ensure children and families are well supported
- Ensure an effective and responsive approach to assessing and meeting children and families' needs
- Ensure the early identification of and early support for children with SEND
- Ensure young people are well prepared for adulthood
- Develop strong partnerships to support integrated commissioning to meet identified needs

6. What's Important to Children, Young People, Parents and Carers

From the engagement of children, young people, parents and carers through the EHCP Telephone Survey and Pupil Voice Programme, they have told us they want:

- Services to be centred around what's best for the child or young person
- All children and young people to get the support they need
- To be listened to
- To be included in decision making, and empowered to make choices best suited to the child's needs and ambitions
- To have tailored support that meets their individual needs
- For professionals to be clear with them about what is going to, or could happen, and what support is available
- For services to be joined up
- For services to be open and transparent about their basis for decision making and arrangements for funding and support

Further engagement will be carried out and co-produced with the SEND Inclusion Support Officer as part of their ongoing programme.

7. What We Want to Achieve

We want to ensure that all our children and young people achieve the best possible outcomes.

We want all our children and young people to be able to access a mainstream setting if this is the best option for them. We want to have a fully inclusive approach within our schools, colleges and early year's settings, and for every mainstream setting to make their best endeavours to meet children and young people's Special Educational Needs.

We believe that every Thurrock child and young person should have their needs met, as far as possible, within their local community. The advantages of this for children and young people, and their families are:

- They are connected with their community and where they live
- They can build friendships with people who live close to them
- They can enjoy outside of school as well as within it
- They spend less time travelling and therefore have more time to do the things they enjoy
- There is more choice for families
- Not to focus on the medical model of disability but also look at the social model of disability

It is also really important to us that we make the very best use of our resources so that we can provide the best quality service possible to all children and young people that need support. This means ensuring that we use our resources innovatively, match our services to the needs within our population, and we do not duplicate services. This also means reducing costs on any additional expenditure that does not contribute to children and young people's attainment or wellbeing, such as travel costs for long distance travel.

We want to:

- Achieve the best possible outcomes for children and young people
- Ensure there are the right number and type of places to meet children and young people's needs
- Ensure that children and young people can have their needs met within their local community wherever possible
- Make the best use of our resources

8. Key Components to the Best Quality Support

Ensuring there are the right type and number of places to meet children and young people's needs is important in supporting us to achieve improved outcomes for children and young people. However, this is only one of a number of key components which will enable us to provide the best possible support.

We recognise this, and we are taking a whole system approach, led by the work of the SEND Improvement Board, to ensure that we have these other key components in

place, which are that:

- All services have a child-centred / person centred approach; children, young people and their parents/carers are at the centre of decision making so our support is tailored to their individual needs
- We have strong assessments so we accurately understand the individual needs of children and young people
- We have strong outcome focused plans which support us to meet those needs and achieve good outcomes
- We have a range of services available locally across the continuum of need with sufficient numbers of places that matches the needs of our population so we can offer a graduated response.
- Services are integrated and joined up, offering a seamless service to families that addresses the need of the whole person
- We have an inclusive culture, and meet needs wherever possible within our mainstream provision – families have a range of choices available to them.

In order to expand an inclusive offer, we need to ensure:

- Schools work in partnership utilise funding streams to make changes to meet children and young people's SEND
- We have effective and sustainable support services that are available to support young people and schools – for example, Speech and Language Therapy, Educational Psychology and Occupational Therapy and access to mental health services.

9. Our Approach

As a partnership, Thurrock is developing a graduated response to meeting the continuum of special educational needs. This recognises that needs are on a continuum and may go up and down over time.

A graduated response means that we expect reasonable adjustments to be made to ensure that the majority of children and young people with special educational needs are able to access and have their needs met within mainstream provision, so they enjoy the same opportunities as their peers wherever possible and are fully included within their communities.

Within the proposed SEND framework, at the Universal Level, needs are met through Quality First Teaching and Learning. Quality First Teaching is provided to all children and young people, and continues to be provided to children and young people with SEND who are also receiving additional support within the graduated response. This means all teachers are teachers of children and young people with special educational needs. Support at First Concerns may also include up to five hours of additional support. At SEN Support, as well as Quality First Teaching and Learning, between five and ten hours of additional support is given to meet children and young people's special educational needs.

Some children and young people's needs will be more complex in some contexts, and a graduated response includes more specialist support to meet these needs. Where children and young people may require specialist support, we conduct a multi-agency

assessment (Education, Health and Care needs assessment) to determine what additional support they need. If following assessment it is found that a child or young person will require special educational provision that is additional to or different from that made generally for other children or young people of the same age, an EHCP will be written.

In Thurrock, we have provided schools with sufficient funding to provide up to 10 hours (and in exceptional circumstances 15 hours) additional support and we will usually therefore only issue an EHCP where a child requires provision in excess of this. The EHCP sets out what support they need within these three areas. Education, Health and Care Plans replaced Statements of SEN and Learning Difficulty Assessments with the introduction of the Children and Families Act 2014.

In Thurrock, the majority of children and young people's special educational needs are met within First Concerns and SEN Support in mainstream provision, with a small proportion requiring specialist level services. In order to have a successful graduated response, we need services to continue to have an inclusive approach and we need a range of services available across the continuum of need.

This Statement focuses on children and young people with specialist needs as they need additional or specialist provision.

10. Analysing Need

Please note, the data used in this analysis was available at the time from Schools Census and Thurrock's data management system, Synergy, (December 2020 to April 2021). This data is continuously fluctuating, and as such, the trends may slight change through the months and years.

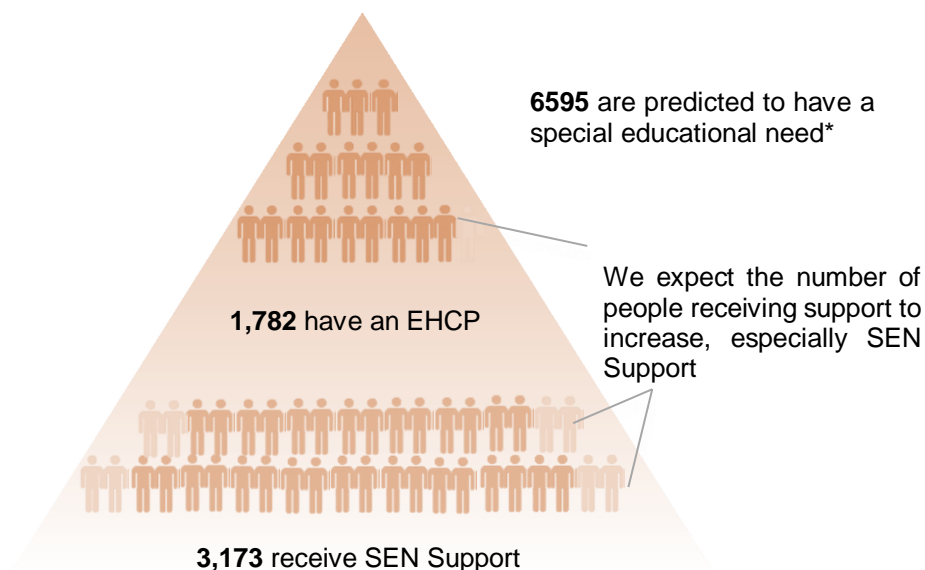
10.1 Need in Thurrock

There are approximately 59,424 children and young people up to the age of 25 in Thurrock, which is 34.08 % of our population. This is higher than the national rate of 31.11% and our Statistical Neighbours at 32%.

There is a comprehensive **Joint Strategic Needs Assessment (JSNA)** for children and young people with SEND. Our JSNA, which reviews the health and social care needs of our population, estimates that we should expect around **6595** children and young people aged between 5 and 18 in Thurrock to have a special educational need by 2024. This equates to 10% of all children and young people. This number is based on the prevalence of different needs within the national population and within research literature.

Currently **3,173** children and young people receive SEN Support in Thurrock Schools, and **1782** children and young people aged 0-25 in Thurrock have specialist needs and have an EHCP. Based on the predicated increase of 10% per annum, the diagram below illustrates the predicated need 2021 – 2024.

11. Predicted Need in Thurrock



*This prediction is based on the prevalence rates for each need. As some children and young people will have more than one need, the actual number of children and young people is likely to be lower than stated.

12. Prevalence of Needs

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)

Currently we have 47.53% (856) pupils of the SEND population whose identified needs is Communication and Interaction.

Cognition and Learning

Learning difficulties cover a wide range of needs, including:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD)

22.04% (397 pupils) of Thurrock's SEND population whose identified need in relation to Cognition and Learning.

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may reflect underlying mental health difficulties.

18.99% (342 pupils) of Thurrock's SEND population whose identified need is Social, Emotional and Mental Health Difficulties.

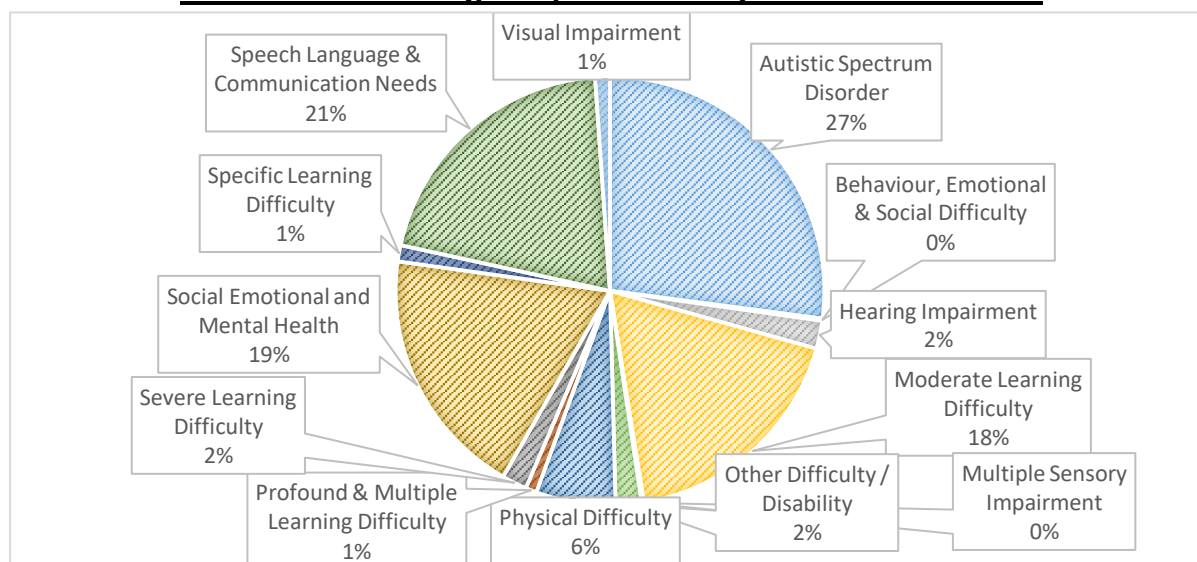
Sensory and/or Physical Needs

This includes children and young people with:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)
- Physical Disability (PD)

9.16% (165 pupils) of Thurrock's SEND population whose identified need is Sensory and/or Physical Needs.

Children and Young People's Primary Needs in Thurrock



13. Special Educational Needs – Thurrock Schools

There are **29,824** children on roll in Thurrock schools (School Census 2020 as collected from all maintained nursery, primary, secondary, middle academies, free and special schools). The numbers of pupils on schools' roll increased by additional 3,510 on the 2015 figures. The rate of increase in Thurrock (13.3%), is much faster than the national (5.4%), and East of England (6.1%) averages over the last five years.

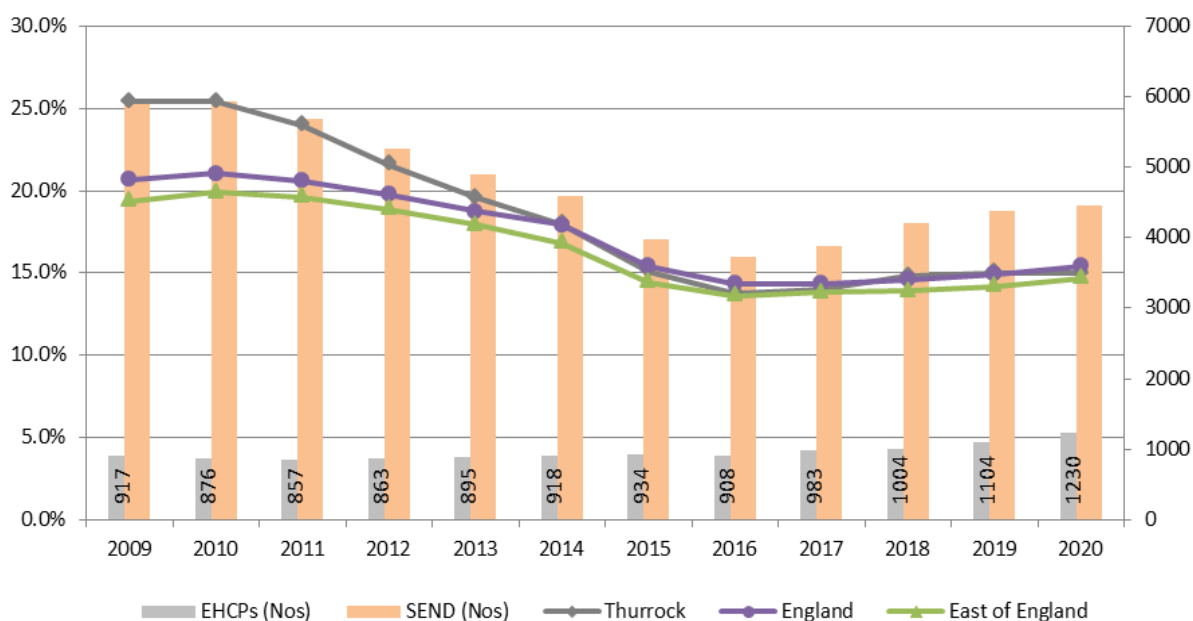
There are currently **4,467** (14.98%) school pupils in maintained schools with SEND. Of these children with SEND; **3,173** (10.64%) are eligible for SEN support and **1230** (4.34%) have Education, Health and Care Plan (*latest available School Census return 2021*).

The proportion of pupils on roll with SEND is in line with averages for East England (14.7%) and England (15.4%). However, the proportion of pupils that qualify for SEN Support is above that of benchmark groups; East of England (11.5%) and England (12.1%). The proportion of children on SEN support ranges from 8.6% to 13.1% for

East of England local areas.

Notable is the higher proportion of pupils with EHCPs in Thurrock schools compared with benchmark groups, East of England (3.18%) and England (3.3%) and Statistical Neighbours (3.41%). The proportion of pupils with EHCPs range from 2.44% to 4.12% across the East of England and Thurrock has the highest number of EHCPs amongst our statistical neighbours (*School Census, January 2020*).

Prevalence of SEND (EHCP and SEN Support) in Thurrock Schools compared to the trends



Although the numbers of pupils with SEND have come down steadily in the last decade, this trend is currently being reversed. Increases of SEND pupils are in line with the rate of overall increases of school roll, hence maintaining the proportionate share and this is in line with that of benchmark groups.

14. Identifying Needs

Based on our prediction that 6595 children and young people in our borough will have a special educational need, and the number of children and young people we know receive SEN Support or have an EHCP, we have predicted that approximately 62% of children and young people with a special educational need are known to the service. Not all pupils included in the estimated population numbers will necessarily have SEN and rates will vary across different need categories. For example, higher functioning pupils with Autism Spectrum Condition and pupils with physical disabilities may not need additional educational support.

The JSNA shows that a higher proportion of our children and young people with special educational needs receive support through Education, Health and Care Plans (3.5%) rather than through SEN Support (10.4%). This implies that we are better at identifying children and young people with more specialist needs and that the majority of the potential unidentified or currently unrecorded children and young people would need SEN Support. Having lower amounts of SEN Support compared to national levels may

also be due to our strong Quality First Teaching and Learning offer, as if pupils' needs are fully met through Quality First Teaching and Learning, they will not require additional SEN Support despite having a special educational need.

15. Specialist Needs

The following sections consider the needs of children and young people with an Education, Health and Care Plan.

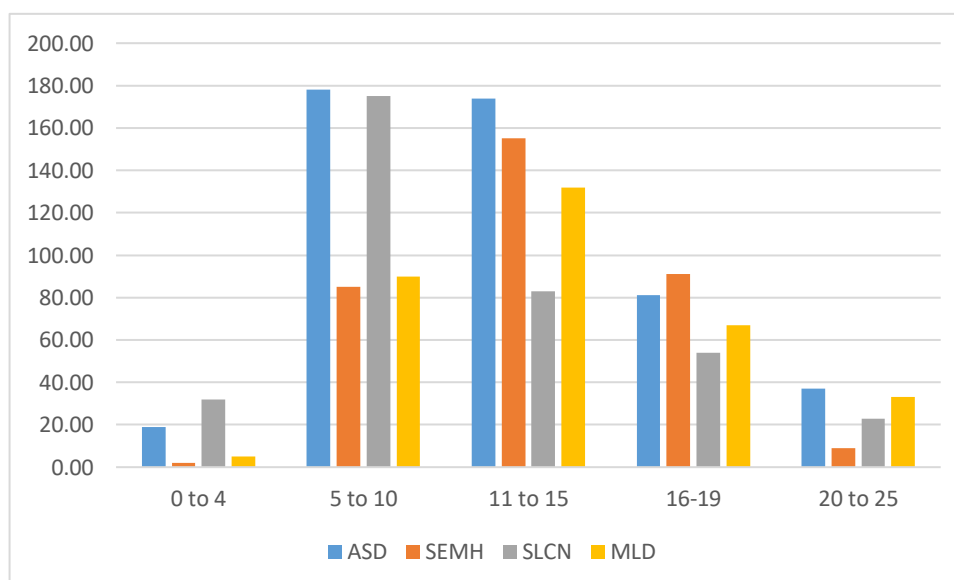
The primary needs of children and young people are shown in the chart below. This shows that in Thurrock, the majority of children and young people within the SEND cohort have specialist needs around communication and interaction (47.53%), and cognition and learning (22.06%). 18.9% primarily had Social, Emotional and Mental Health needs and 11.51% primarily had Physical or Sensory needs. Needs due to Autistic Spectrum Disorder (ASD) accounted for 27.07% of primary needs (*latest available School Census return 2021*).

16. Predominant Primary Needs by Age Group

Prevalence of primary need is marginally different by age group with children of primary school age (aged 10 and under) having Speech, Language and Communication Needs and Autistic Spectrum Disorders being the top two needs.

Autistic Spectrum Disorder and Social, Emotional and Mental Health needs are the top most for secondary school aged children (aged 11 to 19) and young adults aged 20 and above. Young adults aged 20 and above also have Autism and Moderate Learning needs as the top two needs (*data from latest PPP 2021*).

Top 4 primary Need by Age Group



17. How well do We Meet Needs?

17.1 Our Provision

There are four main types of educational provision for children and young people with special education needs:

- Mainstream provision
- A resource provision attached to a mainstream school/ setting
- Special provision
- Independent or non-maintained provision.

This section of the Statement considers children and young people aged 0-25 therefore provision includes schools, early years' settings, colleges, and training.

17.2 Mainstream Provision

Wherever possible, children and young people should be supported to have their needs met within their local mainstream provision. Thurrock has a strong partnership ethos with schools and as such a strong inclusive approach has been developed. As outlined in statute all educational settings are expected to have an inclusive approach, and are required by law to make reasonable adaptations or adjustments to the premises and provision to ensure pupil's needs are met.

In Thurrock, we have 39 mainstream primary schools and 13 mainstream secondary schools (*Spring Census 2021*).

17.3 Special Provision

A Special School or provision is a setting supporting students who have special educational needs due to severe learning difficulties, profound and multiple learning difficulties, physical disabilities, or social emotional and mental health problems. Special schools/provisions are specifically designed, staffed and resourced to provide appropriate special education for children and young people with additional needs whose needs cannot be met in mainstream provision.

Thurrock has managed to offer specialist provision to great number of their SEND population who require this type of school place. However, it is important to note that the majority of these provisions are oversubscribed and have waiting lists. We are currently developing an expansion to Treetops School, which is an important step to expand our range of provision, and will therefore increase the capacity of the special schools in our borough. The schools, their specialisms and capacity are given in table below.

The Specialisms and Capacity

Establishment	Age Range	Specialism	Capacity
Resource Provision			
Corringham Primary	4 - 11 years	Speech & Language Impairment	20
Dilkes Primary	4 - 11 years	Social, Emotional and Mental Health	10
Harris Academy Chafford Hundred	11 - 16 years	Speech, Language & Communication Needs	20
Harris Primary Chafford Hundred Academy (ICAN Nursery)	3 - 4 years	Speech or Language Impairment	16 (8am & 8pm)
Lansdowne Primary (LD & SLCN)	4 - 11 years	Social Communication, Moderate Learning Difficulty	8
Ormiston Park Secondary School	11 - 16 years	Social, Emotional and Mental Health	30
Quarry Hill Primary	4 - 11 years	Social, Emotional and Mental Health	10
St Clere's Secondary School	11 - 18 years	Hearing Impairment/ Vision Impairment	17
Stanford Le Hope Primary	4 - 11 years	Vision Impairment	5
Stanford Le Hope Primary (Designated nursery)	2 - 4 years	Social Communication needs, developmental delay	6 (3 am & 3pm)
Warren Primary	2.5 - 11 years	Hearing Impairment	18
Special Schools			
Beacon Hill Academy	3 - 19 years	SLD, PMLD	75
Treetops	3 - 19 years	ASD,MLD, Associated Learning difficulties	309

Note: the Treetops project will be adding an additional 140 places by the summer which will mainly accommodate those with MLD as primary need – this has not yet been added to the table above as the places are not yet all available.

17.4 Resource Provision

Resource provision is a specialist education provision within a mainstream setting. Resource provisions have one or more dedicated classrooms for pupils with SEN, and provide specialist individual learning packages for pupils, taking into account their whole life needs. A key advantage of resource provision is that pupils attend mainstream classes as well and therefore have the opportunity to spend time with their mainstream peers. This approach better enables pupils to experience a full and typical life in their community, whilst also meeting their specialist needs.

We have 8 primary resource provisions offering 93 places and 4 secondary resource provisions offering 67 places as at March 2021.

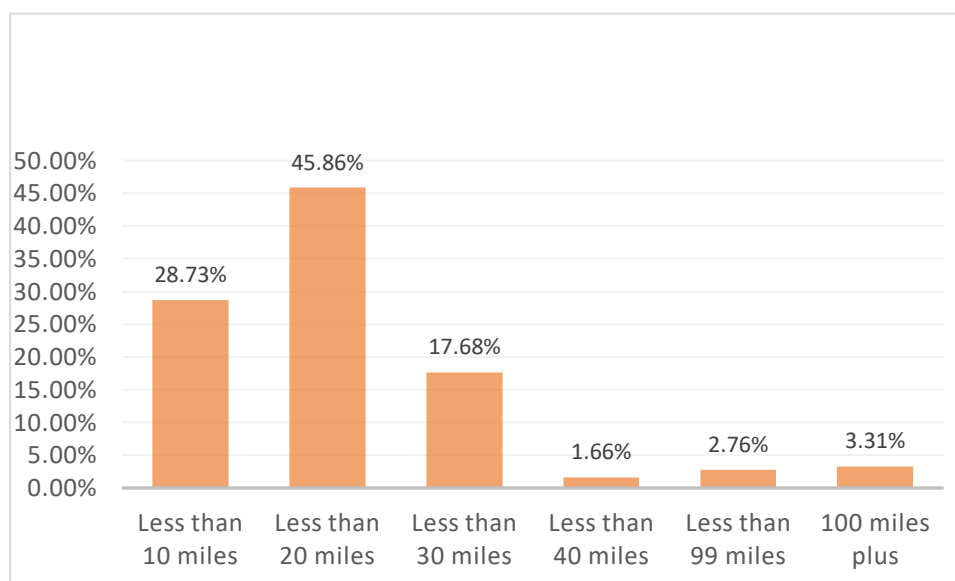
17.5 Out of Borough Placements

Where children and young people's needs cannot be met in the local area, children and young people can access another local authority's provision. This is known as an out of borough placement. Wherever possible, we want to ensure that children and young people's needs can be met locally.

Out of borough placements tend to be used where there are specialist or complex needs that cannot be met locally. This higher level of need and the fact that this type of placement often has to be purchased from independent providers means that placements tend to be more expensive, there are often increased travel costs in addition to the placement costs. In the chart on the following page, it shows over 74% of out of borough placement are within 20 miles of the borough. Placements further than this distance are usually education and residential combined (data source - Synergy as of April 2021).

In some cases, out of borough places are more than twice as expensive as in borough places due to the factors outlined above. To ensure that placements both meet need and provide value for money, there is a robust process of only placing children out of Borough when necessary.

Distance travelled for out of borough places

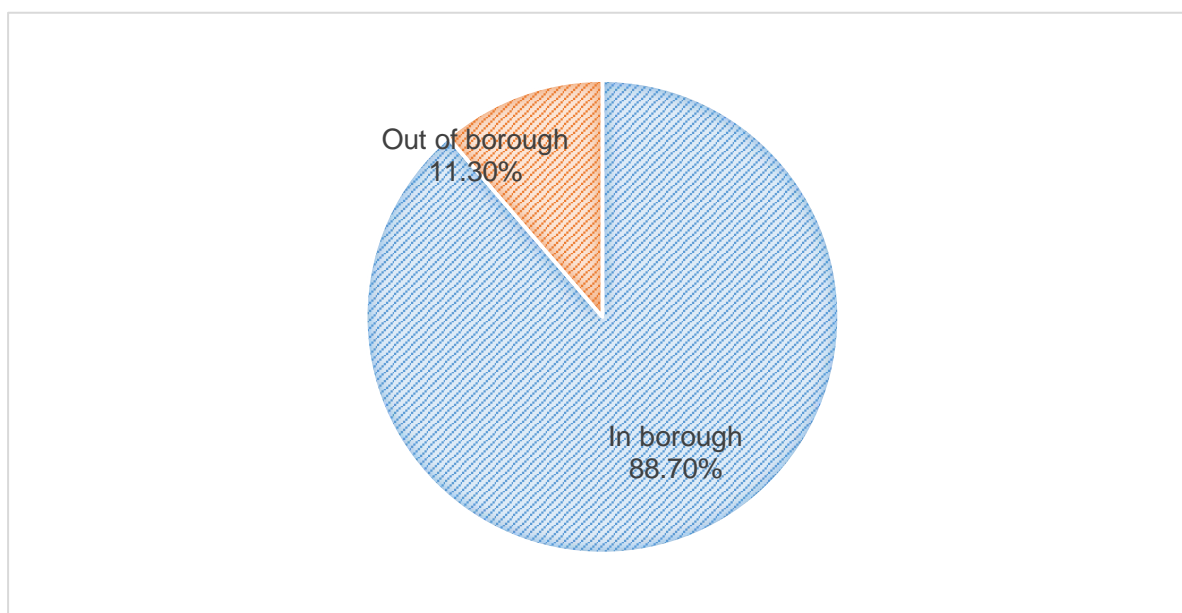


17.5.1 Analysis of Out of Borough Placements

204 (11.3%) children and young people access provision out of the borough (as of April 2021 from Synergy). This can make it more difficult for these children and young people to feel and be part of their local communities, and to build a peer group of friends that will help to sustain them into adulthood.

It should be noted however, that often the complexity of needs means that there are a limited number of providers able to meet these needs and provision is only available from a few providers who may be based at a distance.

Placement location



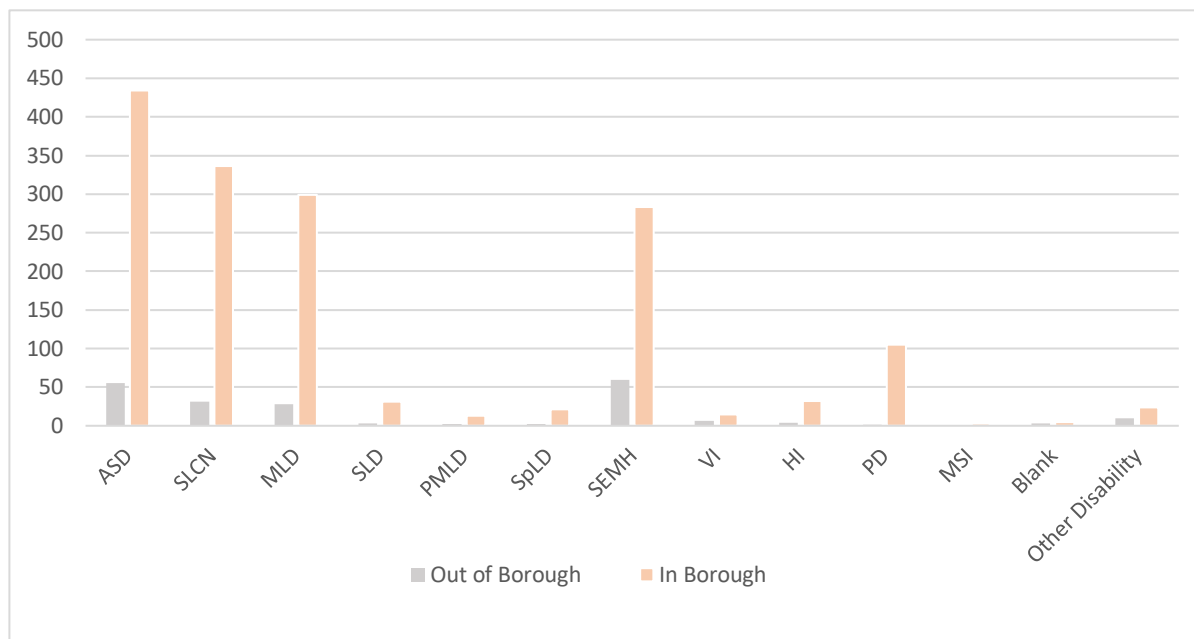
NB please 11.30% of out of borough placement equates to 204 pupils.

When considered by primary need, the following pupils with an EHCP who are placed out of the borough are broken down as follows:

- 26.96% of pupils with ASD (55 out of 204 pupils)
- 15.20% of pupils with SLCN (31 out of 204 pupils)
- 13.73% of pupils with MLD (28 out of 204 pupils)
- 1.47% of pupils with SLD (3 out of 204 pupils)
- 0.98% of pupils with PMLD (2 out of 204 pupils)
- 28.92% of pupils with SEMH (59 out of 204 pupils)
- 0.98% of pupils with SpLD (2 out of 204 pupils)
- 2.94% of pupils with VI (6 out of 204 pupils)
- 1.96% of pupils with HI (4 out of 204 pupils)
- 0% of pupils with MSI (0 out of 204 pupils)
- 0.94% pupils with PD (1 out of 204 pupils)
- 4.90%% of pupils with Other Disability (10 out of 204 pupils)
- 1.47% of pupils who have not yet been given a primary need (3 out of 204 pupils)

It is important to note that some pupils will have more than one need and the above data may not show where there are complex multiple needs.

Pupils attending Thurrock Provision and Out of Borough Placement



The graph shows that Thurrock's greatest challenge/gaps when trying to place children and young people are those with whose need are primarily ASD, SEMH, SLCN and MLD. It is worth noting the gap for MLD will start to reduce once the Treetops project is completed.

17.5.2 Age analysis of those educated out of the borough

One in two children and young people with EHCP maintained by Thurrock and educated out of the area are of school age (aged 5 to 15). Six in ten of those with Social, Emotional and Mental needs are of school age. This suggests that there may not be enough local capacity to provide for this group of children. However, considering that this is one of the fastest growing group; there is a need for increased capacity for nurturing, emotional and well-being support. There is also general concern nationally about the long term impact of Covid-19 of the well-being of children, young people and their families further emphasising the need for this type of provision including capacity of the local Children Adolescent Mental Health Service (CAMHS).

18. Priority Needs by Age Groups

Following section data has been pulled from the Education, Health Care Plans in Thurrock Deep Dive Data Analysis 2021 (NB some of the children and young people may have been fostered).

18.1 Under 5

There are only 3 children in this category and two have ASD. It is very likely that their complex needs could not be met locally and had to be commissioned externally.

18.2 Ages 5 to 10

Children aged 5 to 10 account for 20% of the population with EHCP educated out of

the borough. The number and need of this age group gives an indication of future provision for SEND needs. It also means that provision of early intervention for some less complex needs may facilitate inclusion and education of more children in mainstream settings whilst reducing the need for placements in specialist settings.

1 in 4 children have Autistic Spectrum Disorder, followed by Speech, Language and Communication Needs (19%) and Social, Emotional and Mental Health needs (16%). Half of the children in this age group are educated within maintained settings and a quarter (10) are in special schools.

18.3 Ages 11 to 15

80 children aged 11 to 15 are educated out of the area. The majority have Social, Emotional and Mental Health needs (35%), Autistic Spectrum Disorder (24%) followed by those with Moderate Learning Needs (19%). As with the younger age group, this cohort is an indication of future needs and provision demands, (local Synergy data, December 2020). A third of 11 to 15 year olds are placed in special independent schools and 7 in 10 of have SEMH.

18.4 Ages 16 to 19

Young adults aged 16 to 19 are the second largest group of those educated out of the borough. 7 in 10 are in Post-16 further education colleges, of which 26% have Special Emotional and Mental Health needs. Only 7 young adults are placed in special independent settings.

The majority (29%) of this age group also have Social, Emotional and Mental Health needs followed by those with Autistic Spectrum Disorder (23%) and Speech Language and Communication needs (22%).

18.5 Ages 20 to 25

16 young people have EHCPs and 7 in 10 are placed in Post-16 further education colleges. Half of them have Communication and Interactive needs.

19. How We Are Meeting Needs

19.1 Mainstream Provision

The majority of children and young people with an Education, Health and Care Plan attend a mainstream provision (77%). This is positive and in line with Thurrock and national policy that pupils should be supported to remain within mainstream education wherever possible.

Although the overall percentage of children and young people with an EHCP or SEN Support attend mainstream provision (excluding those in resource provision), the number of pupils is varied across schools.

The percentage of pupils supported in relation to the whole pupil population of the school within primary schools ranges from 0.5% to 6%, with a number of primary schools supporting pupils with SEN at this level (Synergy data, February 2021).

All secondary schools are supporting pupils at this level, and this ranges from 0.9% to 5.7% of the school's total pupil population.

A small percentage of parents elected to educate their children and young people at home. The table below details where children and young people are educated.

Provision Accessed for Pupils with an Education, Health and Care Plan

Provision	Pupils	Percentage
Mainstream school	943	52.83%
Special School	438	24.54%
Resource Provision	82	4.59%
Home Educated	13	0.73%
Other	309	17.31%
Total	1785	100.00%

Please note the 'Other' category includes CME, NEET, Direct Payment, Training and Home Tuition.

19.2 Average Cost and Sufficiency

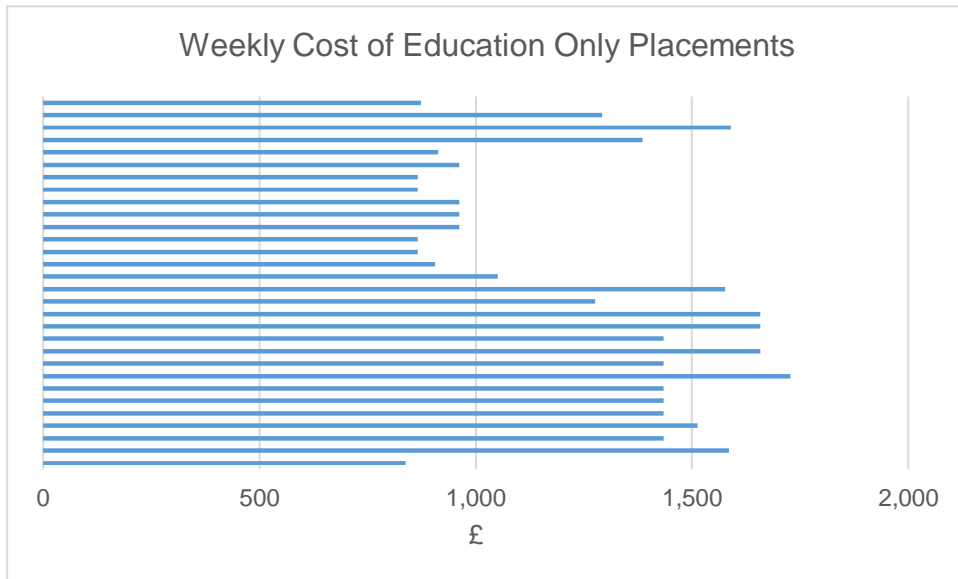
Providing access to the right placements for children has always been the key driver in accessing provision through the mainstream and independent sector. Expenditure is demand driven and the specialist nature of the support that is needed can often mean that there are only a limited number of providers available and these can be a significant distance from the child's home meaning that residential accommodation is also needed.

The cost of placements shown on the following page, shows it is difficult to achieve a baseline figure due to the range of needs the school and residential provider will be catering for. The average cost for education only provision is £1,235 per week and the average cost of education with residential provision is £2,908 per week.

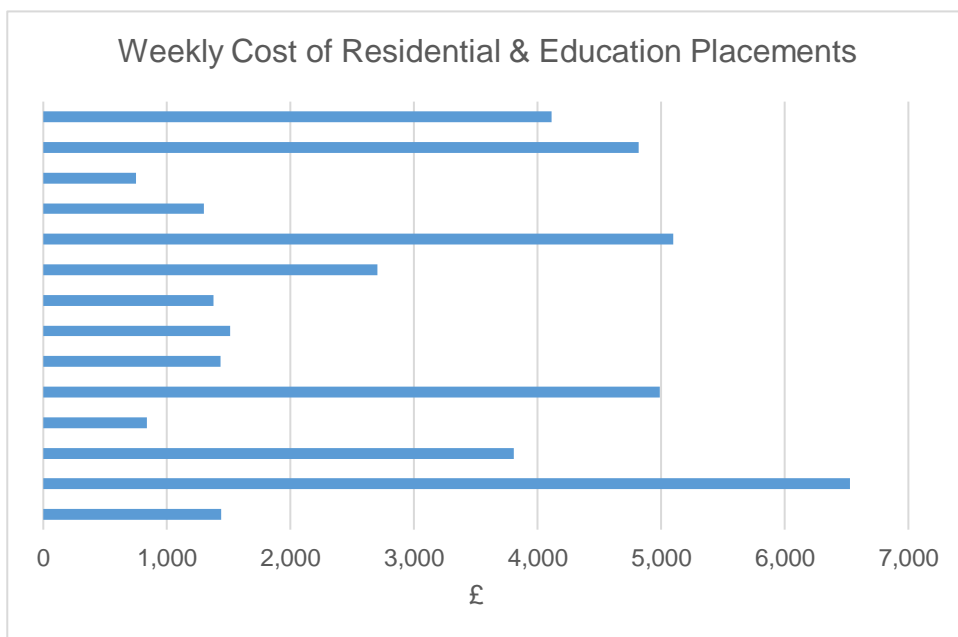
In 2019, research undertaken on behalf of the London Councils Group reported an average weekly rate for external residential provision of £3,316. Research undertaken identified that the report 'Price Trends and Costs of Children's Homes – February 2020' indicates that the average weekly cost for an education inclusive residential placement is £3,970 which is higher than the average rate we currently pay.

This data should be viewed with caution due to the specific needs to be met but they do give an indication on cost comparison, the breakdown and range is shown below. It remains a priority for us to achieve value for money and the Commissioning Team work on placement costs will be ongoing.

Education Only (31/01/21)



Education and Residential Placements (31/01/21)



19.3 Commissioning Options

Whilst there are currently sufficient providers to meet the demand we have, there are significant challenges within the market. These include the distance from home, the availability of specialist provision, should needs change or escalate, or if there are new cases and challenges around cost. Providers are predominately in the private / independent sector and currently all are spot purchased with locally managed quality assurance systems. Further research into the best ways to engage the market will be undertaken as a part of this project, including national research projects focusing on costs and the best methods to procure this service with the aim of providing a high quality, consistent and good value offer.

A number of local authorities have moved to a framework or Dynamic Purchasing System and research is needed to understand if either system has the benefit of reducing spot purchasing. Block purchasing is generally not seen as an option for this type of placements due to the highly specialised nature making the risk of unfilled places high.

19.4 Resource Provision

For some children and young people, their needs are best met within specialist provision. There are a high proportion of children and young people accessing specialist provision in Thurrock; 24.76% (446 pupils) attend Special Schools. However, there are fewer children and young people travelling outside of our borough to attend a special school than those who attend within Thurrock (92 pupils). This demonstrates that there is a need for more specialist provision within Thurrock alongside our mainstream offer. The expansion of Treetops, with an additional 140 places, will assist with providing in borough provision but more is required.

19.5 Types of School

77% of the SEND pupils attend a maintained school or academy (note this includes both mainstream provision, resource provision and special provision).

2.7% (49) of the SEND pupils due to complex needs attend an independent special school or non- maintained school, which are more expensive placements. All of these children and young people attend specialist provision, and 97.9% of these pupils are attending outside of Thurrock. Although the percentage for this is relatively small, the costs of these placements are significant.

20. What are the Gaps?

When looking at current provisions in Thurrock and needs of SEND population, we are able to identify gaps in our services or strained areas of needs. We are doing this in order to ensure the provision of schools with specialist support and resources to meet the needs of the growing population of SEMH, ASD and SLCN.

From looking at the needs analysis, available data from Synergy, School Census and the Education, Health Care Plans in Thurrock Deep Dive Data Analysis 2021, there appears a future potential demand of over 200 places for school age children with EHCPs in Thurrock. This is approximately based on the number of plans (for pupils aged 5-18) maintained by the LA (1,520) and provision for EHCP in local schools (1,230).

Trend analysis shows the need for additional 100 places on annual bases across a broad range of needs in Thurrock. As at December 2020, 215 children and young people were in out of borough placements and of which 31% are in Post-16 educational settings.

Increases in the number of needs are not consistent across all types of primary needs. For example, the number of pupils with Social, Emotional and Mental Health needs

increased by 20% in 2020, indicating 29 more children require specialist SEMH support in one year. An additional 18% (40 children) now have Speech, Language and Communication which may include pupils with Autism as their primary need and 8% (24 children) have Autistic Spectrum Disorder.

A number of children with EHCPs are educated in mainstream settings in Thurrock are above the national norms and a small proportion (5%), are eligible for additional funding to facilitate adjustment and enhance their learning.

Placements out of the borough are usually known to be expensive considering additional expenses due to transportation and other specialist therapies. The number of children Electively Home Educated increased to 11 after years of no applicable return and there is the need to understand the sudden uptake of home tuition.

Although some children's educational needs are met with provisions out of borough, attending out of borough placements can often have significant implications for pupils involving longer travelling times and distance or being placed away from family and local support networks which can lead to detachment from local communities and difficulties with independent living post formal education. While it is accepted that not all needs may be met in borough, it is imperative to plan for future demands and the range of primary needs.

21. Commissioning Priorities

- To continue to ensure the co-production of the consultation and engagement service ensuring that the views of parents and children and young people are a key part of the development and delivery of commissioned services
- Ensure a range of mental health and well-being services including Schools Well-being Service (SWS), Mental Health (MH) support in school, Emotional Well-being and Mental Health Service (EWMHS) targeting primary school age pupils with preventative measures and a clear pathway of support in order to reduce the strain on the service presented by children with Social, Emotional and Mental Health needs
- Further develop the inclusive approaches and offer available in mainstream schools in order to continue to meet SEND pupils needs in those environments – allowing children to stay with family, and develop strong bonds within the local community
- Identify the specialist services for pupils identified with SEMH and ensure that these needs are appropriately met
- Expansion in Post 16 provision to support the access to education, employment and training
- Assess the spot purchasing pattern for high cost placements and explore the most effective procurement options
- Carry out a detailed financial analysis to support the development of adequate

number of good quality placement at an efficient cost in order to achieve best value for money

- Further develop the quality assurance processes including through the cross regional arrangements to implement an integrated system particularly for joint placements.

22. Glossary

ADD	Attention deficit disorder
ADHD	Attention deficit hyperactivity disorder
ALD	Associated learning difficulties
ASC	Autistic spectrum condition
ASD	Autism spectrum disorder
BESD	Behaviour emotional social difficulty
CAMHS	Child and adolescent mental health services
EHC(P)	Education, health and care (plan)
EWMHS	Emotional wellbeing & mental health service
HI	Hearing impairment
JSNA	Joint Strategic Needs Assessment
LD(D)	Learning difficulties (and disabilities)
MH	Mental health
MLD	Moderate learning difficulty
MSI	Multi-sensory impairment
NEET	Not in Education, Employment or Training
PD	Physical disability
PMLD	Profound and multiple learning difficulties
SLCN	Speech, communication and language needs
SEMH	Social, emotional and mental health
SEN	Special educational needs
SEND	Special educational needs and/or disabilities
SLCN	Speech language and communication needs
SLD	Severe learning difficulty
SpLD	Specific learning difficulty
SWS	School wellbeing service
VI	Visual impairment