

## **SNIP SEND Update July - Oct 2019**

### **Permanent and fixed period exclusions in England 2017 to 2018 DfE**

July 2019 <https://preview.tinyurl.com/yxkvv5ek>

#### **SEND**

##### **Permanent exclusion**

- All pupils 0.10 (1:1000)
- EHCP 0.16 (16:10,000)
- SEN Support 0.34 (34:10,000)
- No SEN 0.06 (6 in 10,000)

FSM 4 x more likely to be excluded than non-FSM.

### **School attendance guidance for maintained schools, academies, independent schools and local authorities DfE**

July 2019

<https://preview.tinyurl.com/y2lqpl42>

#### **Page 17 Can a school place a pupil on a part-time timetable?**

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution.

### **Schools inspections update:**

July 2019 <https://preview.tinyurl.com/y2gsxxf8>

#### **External reviews of governance and pupil premium**

From September 2019, under EIF, inspectors will no longer recommend that the school carries out an external review of the pupil premium and/or governance, where weaknesses have been identified.

Inspectors are reminded not to focus on single measures with small cohorts. Pupils with SEND should not be treated as a homogenous group due to the often vastly different types of pupils' needs. It is not appropriate to produce and analyse grouped averages at school level for pupils with SEND and to compare this with local or national benchmarks.

### **Off-rolling: an update on recent analysis**

Ofsted Blog\_6<sup>th</sup> Sept

<https://preview.tinyurl.com/yxotj67g>

*This year, our statistical model identified around 340 schools that had exceptional levels of pupil movements for two years running, compared with around 300 last year. Between 1 Sept 2018 and 30 June 2019, we inspected around 100 schools with high levels of pupil movement. Five published inspection reports from this period directly refer to 'off-rolling'. In many other cases, the data facilitated helpful discussions about why pupils left the school, such as:*

- *families leaving the area,*
- *pupils moving to specialist school provision nearby (such as schools specialising in engineering),*
- *a lot of school choice in a small area, which may result in pupils moving school more often.*

**SEND division and behaviour, attendance, exclusions and alternative provision DfE SEND Newsletter July 2019** <https://preview.tinyurl.com/y5autny3>

The items of importance to schools include:

- **Reducing the need for restraint and restrictive intervention: government response**\_Updated 27<sup>th</sup> June. Aims to reduce need for restraint – only applies to special schools (plus health and social care settings).  
<https://preview.tinyurl.com/y8zoor6s> Consultation undertaken on whether similar guidance required for mainstream schools and PRUs.
- **Teaching online safety in schools guidance** Published 26<sup>th</sup> June - includes signposting to resources to further support schools e.g. resources to help schools consider how best to support their most vulnerable pupils.  
<https://preview.tinyurl.com/yxudlokp>
- **Launch of young epilepsy guide.** The guide provides information on supporting young people with epilepsy to ensure they are safe and included at school. This includes seizure first aid and suggested support strategies in learning and behaviour. <https://preview.tinyurl.com/y2d2ew9y>

**Support for pupils with special educational needs and disabilities in England**  
National Audit Office 11<sup>th</sup> Sept <https://preview.tinyurl.com/y4h2v5rf>

**Key findings**

- **1.3m pupils** in England identified as **having SEND** at January 2019.
- The **number of pupils** identified as having the greatest needs has risen since 2014, increasing the demand for support.
- **The DfE does not know the impact of the support provided for pupils with SEND.**
- The DfE has increased school funding, particularly for high needs, **but funding has not kept pace with the rise in the number of pupils.**
- More than **80% of local authorities have overspent their budgets** for supporting pupils with high needs.
- The main reason why local authorities have overspent their high-needs budgets is a **32.4% real-terms increase in local authorities' spending on independent special schools** between 2013-14 and 2017-18.
- **The DfE did not fully assess the likely financial consequences of the 2014 reforms.**
- The ways in which the DfE and LAs are responding to overspending on high-needs budgets are **not making the system sustainable.**
- The DfE has **limited assurance about the quality of support for pupils with SEND in mainstream schools.**
- Inspections indicate that many local areas are not supporting children and young people with SEND as effectively as they should be. **50% of inspected local authority areas that Ofsted and the Care Quality Commission assessed as underperforming at July 2019.**
- Substantial **unexplained local variation (1% to 5.9%)** between local authorities in the **proportion of pupils aged 5 to 15 with EHCP**, raises questions about whether pupils receive consistent support across the country.

**Major review into support for children with SEN**  
DFE 6<sup>th</sup> Sept <https://preview.tinyurl.com/y47rvrt8>

**Ofsted Inspection Framework and SEND Ofsted Handbook Updated Sept 2019**  
<https://preview.tinyurl.com/y2ezhfcn>

**Applying the EIF in special schools and in mainstream schools' provision for pupils with SEND**

314. **All parts of the EIF apply to** state-funded and non-maintained special schools provision and to **mainstream schools' provision for pupils with SEND**. However, as with all provision, SEND provision has some specific factors that should be taken into account. Inspectors will gather and evaluate evidence about:

- Whether leaders are ambitious for all pupils with SEND.
- How well leaders identify, assess and meet the needs of pupils with SEND.
- How well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.
- How successfully leaders involve parents/carers and as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.
- How well leaders include pupils with SEND in all aspects of school life.
- How well the school assesses learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in: – communication and interaction – cognition and learning – physical health and development – social, emotional and mental health.
- How well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

315. Because of the often vastly different types of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

**Phonics screening check and key stage 1 assessments: England 2019**

Provisional information on the 2019 phonics screening check and national curriculum assessments at key stage 1. 26<sup>th</sup> Sept <https://preview.tinyurl.com/yy2rhqvt>

**Phonic check 2019**

	% met the expected standard	
	Y1	Y2
All	82	91
Free School Meals	71	85
Disadvantaged	70	84
SEN Support	48	69
EHC plan	20	29
Unclassified SEN*	32	44

\* SEN Support – no specialist assessment of type of need.

## KS1

% met the standard	Reading		Writing		Maths		Science
	Exp	GD	Exp	GD	Exp	GD	Exp
All	75	25	69	15	76	22	82
Free School Meals	60	13	53	7	61	11	69
Disadvantaged	62	14	55	7	62	12	70
SEN Support	33	5	25	2	36	5	46
EHC plan	13	2	9	1	14	2	16
Unclassified SEN*	27	6	23	3	31	6	33

\* SEN Support – no specialist assessment of type of need.

## **National curriculum assessments: key stage 2, 2019 (provisional)** Sept 2019

Provisional 2019 key stage 2 results for pupils in schools in England at national, regional and local authority level. 5<sup>th</sup> September

<https://preview.tinyurl.com/y4cn24l3>

## KS2

% met exp. standard	RWM	Reading	Writing	Maths	SPAG	Science
All	65	73	78	79	78	83
Disadvantaged	51	62	68	67	67	
Free school meals	47	58	64	63	63	
SEN Support	25	41	39	46	41	
EHC plan	9	16	14	17	17	

## **Statistics on key stage 4 results, including GCSEs** 17<sup>th</sup> Oct

No data on SEND yet but does include transition matrices in English and maths showing attainment at KS4 by KS2 attainment level.

<https://preview.tinyurl.com/y2h75g2k>

## **Not going to plan? Education, Health and Care plans two years on**

Focus report: learning lessons from complaints. Local Government Ombudsman October 2019 [www.lgo.org.uk](http://www.lgo.org.uk) <https://preview.tinyurl.com/yyhxyh4t>

***In 2018-19, we received 45% more complaints than in 2016-17 (315 cases up from 217) and we carried out 80% more detailed investigations (126 up from 70). But most concerning of all, is that we upheld nearly nine out of 10 investigations (87%) last year. One particularly concerning development over the last two years has been examples we've seen of councils putting up additional barriers to services in efforts to ration scarce resources. While sympathetic to the severe financial constraints which councils tell us they are working under, we can never accept this as an excuse for failing to meet the statutory rights of children.***

**AET Autism Progression Framework 2.0** Updated Oct 2019 DfE funded  
A comprehensive interactive assessment tool for children and young people on the autism spectrum **in mainstream and specialist early years, school and post 16 settings**. Designed to support staff in **identifying learning priorities and measuring progress** in areas that fall outside the national curriculum.  
**<https://preview.tinyurl.com/y4kwtfv2>**

**Exploring moving to home education in secondary schools** Oct 2019 Ofsted  
This exploratory study investigates the steps that parents, local authorities and schools go through in order to move children to home education from secondary school. Small scale research collecting views on why parents decided to remove their child from secondary school and home educate.  
**<https://preview.tinyurl.com/y2dj5up7>**

**Pupil Premium strategy** 18<sup>th</sup> Oct DfE **<https://preview.tinyurl.com/y38xzlc7>**  
Provides access to template and information on what should be included within the Pupil Premium Strategy statement.