

***The right provision, at the right time and in
the right place***

**Delivering accessible, locality-based
specialist inclusive education**

**Sufficiency Needs Assessment for Children
and Young People
with Special Educational Needs and
Disabilities (SEND)
in Kingston Upon Hull**

2023 to 2028

V 1.5

Version Control

Version	Date	Status
1.1 draft	15/11/2022	Initial Draft for Comment
1.2 draft	16/11/2022	Updated Pupil Forecasts
1.3 draft	27/02/2023	Re Issued for HCC Comments
1.4 draft	19/04/2023	Updated with HCC Strategic Intent and Comments
1.5 FINAL DRAFT	05/05/2023	Final Draft for HCC Approval

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Glossary:

ASD	Autistic Spectrum Disorder
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment
NSA	SEN support but no specialist assessment of type of need
OTH	Other difficulty/ disability
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
SEMH	Social Emotional and Mental Health
SLCN	Speech Language and Communication Needs
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
VI	Visual Impairment
NOR	Number on Roll

1. Introduction:

Kingston upon Hull City Council has a statutory duty under Education Act 1996 Section 14(1) to ensure that it provides sufficient school places for all pupils who are resident within the city. It has specific duties to ensure that there is sufficient provision for pupils with Specialist Educational Needs and Disabilities (SEND) who have an Education Health and Care (EHC) plan and have a need for designated specialist provision.

In response to the growing demand for SEND school places an initial Sufficiency Strategy was produced in 2019, to identify the potential gaps in provision compared to demand, and identify where additional capacity could be created. The recommendations of that strategy have either been implemented or are in progress, however demand for places continues to grow at pace, and therefore a refresh has been commissioned to re-estimate future needs and identify additional capacity that could be created.

This strategy builds on and refreshes the original version published to ensure the city continues to identify and provide the correct resources for a fast moving and evolving educational requirement.

2. History of SEND Provision in Hull:

The BSF Programme:

In 2006, Hull City Council published its 'Strategy for Change' (SfC), in anticipation of the major investment in the city's education facilities that was to take place under the Building Schools for the Future (BSF) programme.

At that time, the city had a low proportion of children with Statements of compared to the national average. In line with national guidance, the LA sought to ensure children were supported effectively within their school and by external agencies, rather than being made the subject of a formal statement. Pupils who received support at *school action* and *school action plus* under this system were found to be making at least adequate or good progress at key stage 3, and at least adequate progress at key stage 4.

The revision of the LAs Additional Needs Strategy was an integral part of creating the SfC blueprint and shaping a new approach to managing provision for children with SEND. The SfC, in accordance with prevailing national and local policy, promoted an approach whereby pupils with SEND should be able to access mainstream education wherever possible but should also be able to choose specialist provision where this met their needs more appropriately.

The SfC was informed by a collegiate approach known as a Learning Partnership (LP) which included all Head Teachers and educationalists in the city. The LP recognised the two distinct geographical communities in the city, East and West of the River Hull, and

sought to ensure there was equal access to a range of provision in both these areas, so that people had positive choices wherever they lived. Alongside this some specialist city-wide facilities were also maintained or re-provided.

A stated aim of the BSF programme in respect of SEND provision was to deliver flexible learning environments, maintaining and forging closer links with mainstream provision. In support of this, the programme made a conscious decision to co-locate two SLD schools, Ganton and Tweendykes, alongside mainstream learning centres to deliver a campus-based approach to learning.

The specialist facilities delivered as part of the BSF programme were as follows:

School	Designation	Age Range	Original Capacity	Area served
Ganton	SLD	2-19	160	West – co-located with Sirius West Secondary Academy and Christopher Pickering Primary Academy (separate Primary and Secondary)
Bridgeview	SEMH	5-12	60	City- wide
Oakfield	SEMH	10 - 16	80	City- Wide. Also has 35 place residential provision
Tweendykes	SLD	3-19	100	East – co-located with Winifred Holtby Secondary Academy
Frederick Holmes	Complex PD	2 - 19	85	City-wide
Northcott	SLCN	3-19	115	City-wide

The 2019 Sufficiency Needs Assessment:

The original Sufficiency Needs Assessment was published in 2019, after consultation with parents, carers, young people and educational professionals on the future of SEND provision across the city.

Key conclusions of the assessment were that demand for SEND school places was likely to continue to rise at a greater rate than the overall growth in school numbers on roll, and that demand would be greater than capacity - meaning a higher “threshold” of need would be required to gain a place at a specialist setting. The analysis also found that whilst Hull had a higher percentage of pupils with SEND accessing mainstream provision, it had a significantly smaller number of “alongside” support provision, via resource bases/ specialist units co-located with mainstream schools. Key needs that were most at risk of demand for places not being met were found to be SLD and ASD/ SLCN.

The emerging strategy was used to support Hull’s application for a new SLD free school to accommodate 125 pupils, which was approved by the Department for Education in 2019. Unfortunately progress to deliver this new provision has been slower than had been hoped, and it is now estimated to open in 2025. This has meant that the existing SLD schools have come under more pressure to admit pupils in excess of their designated capacity. Mainstream settings have also faced increased pressure to cater

for pupils with higher levels of SEND, who otherwise would have accessed specialist settings.

The assessment also recommended the creation of resource bases for pupils with ASD, to be co-located with age-appropriate mainstream facilities, and these have now successfully been opened at:

- Kelvin Hall Academy (Secondary, West)
- Bricknell Primary Academy (Primary, West)
- Broadacre Primary Academy (Primary, North)
- Wansbeck Primary Academy (Primary, East)
- Spring Cottage Academy (Primary, East)
- Ings Primary Academy (Primary, East)

3. The changing national picture: the rise in demand

The 2022 DfE school census data shows that both the number and percentage of pupils with EHCP and on SEN support continues to rise annually across England - as it has done since 2018.

Across all schools, the number of pupils with an EHCP has increased by 9.2%, from 325,618 to 355,566 from 20/21 to 21/22. Pupils with an EHCP represented 3.95% of all pupils in 21/22, an increase from 3.65% in 20/21. This continues the trend of increases seen from 2018 - after remaining steady at 2.8% of the total pupil population from 2007 to 2017. A further 12.55% of all pupils access SEN support, without an EHCP, up from 12.15% for 2020/21.

This gives a total of 1,485,409 pupils with SEND, or 16.5% of all pupils. This has increased from 14.36% in 2015.

	2017/18	2018/19	2019/20	2020/21	2021/22
EHCP (%age)	2.9	3.07	3.32	3.65	3.95
SEN support (%age)	11.71	11.87	12.14	12.15	12.55

(Source: DfE School census and school level annual school census)

The number of pupils with SEND has increased across all school types, specifically:

- 2.27% of pupils in state-funded **primary schools** had an EHCP in the school year 2021/22, compared to 2.05% in 20/21, while 13.02% accessed SEN support, up from 12.59% in 20/21. Overall, pupils in primary schools make up 47.92% of all SEND pupils, up from 48.45% in 2020/21.
- 2.15% of pupils in state-funded **secondary schools** had an EHCP in the year 2021/22, an increase from 1.96% in 2020/21. 11.92% of pupils accessed SEND support, an increase from 11.49% in 2020/21. Overall, pupils in secondary

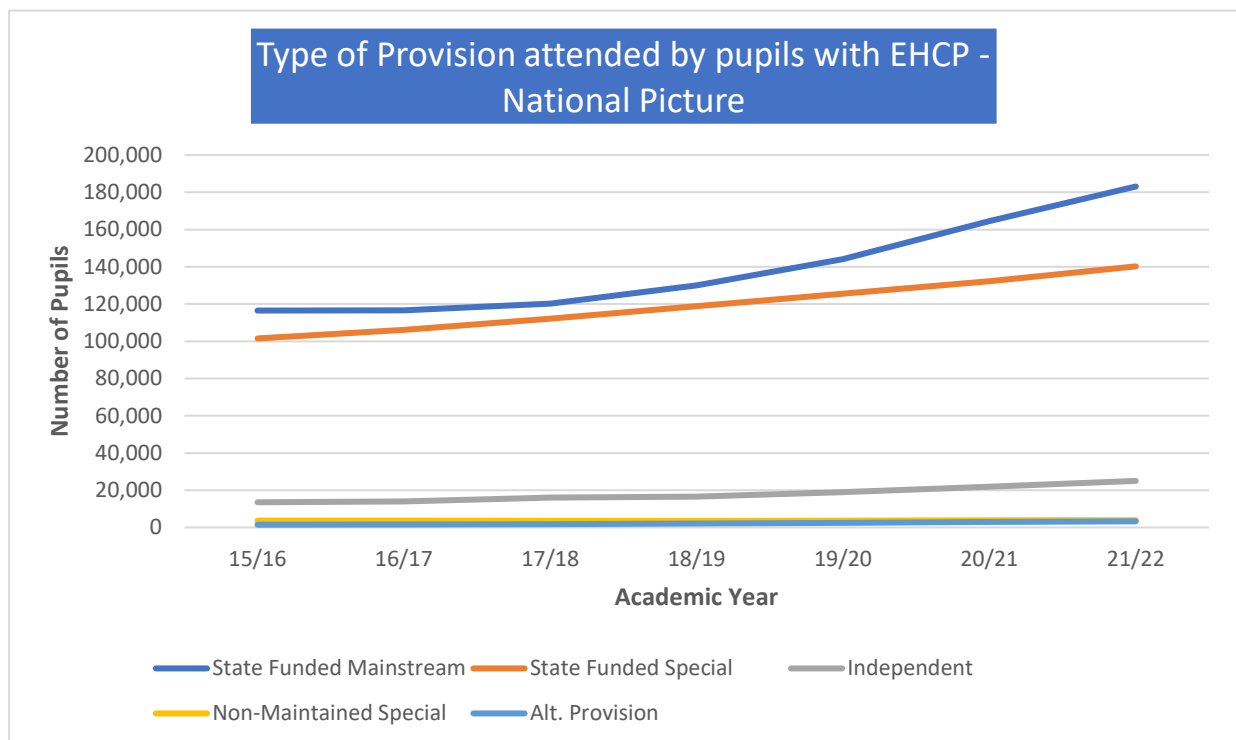
schools with SEND account for 33.79% of all pupils with SEND, up from 33.36% in 20/21.

- 28.2% of pupils in **PRU's or AP** had an EHCP in the year 2021/22, up from 24% in 202/21, this is driven by both an increase in the number of plans and the decrease in the overall population of pupils in PRUs nationally. Overall pupils in PRU's or AP account for 0.65% of all pupils with SEND, down from 0.75% in 20/21.
- 99% of pupils in state-funded **special schools** had an EHCP in the year 2021/22, the same level as 202/21. Overall pupils in special schools account for 9.5% of all pupils with SEND, again the same figure as in 20/21.
- The remainder of pupils with SEND access nursery, or non-maintained settings.

Unsurprisingly, given the continued trend for pupils with SEND to increase year on year, the number of pupils accessing special schools has also risen. The number of pupils in state-funded special schools has increased by 7,852 to 142,028 in 2021/22, continuing a trend seen since 2006. The number of pupils in non-maintained special schools has also increased, but only by 41 to 3,965.

9.56% of all pupils with SEND are attending state-funded special schools, excluding general hospital schools, and a further 0.27% of all pupils with SEND are attending non-maintained special schools. This is a small increase from 20/21, when 9.52% of all pupils with SEND were attending state-funded special schools, and a minimal decrease of 0.28% attending non-maintained special schools.

The percentage of pupils with SEND in independent schools has also risen, reflecting state school trends, to 4.3%. The percentage of pupils with SEND but without an EHCP (similar to SEN support) has risen to 14.66% in 21/22, from 14.12% in 2020/21.



Source: (DfE School Census and School Annual Level Census)

Primary and secondary type of need are recorded in the school census and are available for state-funded nursery, primary, secondary, and special schools, non-maintained special schools and pupil referral units. Data on type of need is not available for independent schools or general hospital schools.

Nationally, the most common type of need among pupils with an EHCP is Autistic Spectrum Disorder (ASD). In 2021/22, 103,429 pupils with an EHCP were recorded as having ASD as their primary type of need. This equates to 31.3% of all pupils with an EHCP, a small increase from 30.48% of all pupils in 2020/21. The second most common type of need is Speech, Language and Communication Needs (SLCN), comprising 17.35% of all pupils with an EHCP, rising from 16.31% in 2020/21.

These have been the most common primary need types for the last five consecutive school years.

Primary Need (EHCP)	2020/21	2021/22
Autistic Spectrum Disorder	92,567	103,429
Hearing Impairment	6,148	6,189
Moderate Learning Difficulty	31,159	32,057
Multi- Sensory Impairment	1,021	1,104
Other Difficulty/Disability	7,841	8,424
Physical Disability	13,724	14,020
Profound & Multiple Learning Difficulty	9,976	10,108
Severe Learning Difficulty	31,300	31,504
Social, Emotional and Mental Health	45,191	49,525
Specific Learning Difficulty	11,610	13,034
Speech, Language and Communications needs	49,530	57,341
Visual Impairment	3,601	3,711
Total	303,668	330,447

Source: DfE School Census

SEN support

Among pupils with SEN support, the most common type of need is Speech, Language and Communications Needs (SLCN), with 262,416 pupils (25.13% of pupils with SEN support) recorded as this type of primary need, this is a small increase from 24.46% in 2020/21.

The next highest type of need is Social, Emotional and Mental Health (SEMH) with 208,916 pupils (20% in 21/22) which has changed from previously being those with a Moderate Learning Difficulty (MLD) for the prior 3 years. This change in trend reflects a new pattern emerging involving an increase in mental health needs across a younger generation.

Primary Need (SEN Support)	2020/21	2021/22
Autistic Spectrum Disorder	70,474	79,064
Hearing Impairment	17,067	16,695
Moderate Learning Difficulty	203,454	197,409
Multi- Sensory Impairment	2,808	3,008
Other Difficulty/Disability	44,592	44,720
Physical Disability	22,944	22,862
Profound & Multiple Learning Difficulty	825	769

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SEN support but no specialist assessment of type of need	42,204	46,103
Severe Learning Difficulty	2,634	2,434
Social, Emotional and Mental Health	195,294	208,916
Specific Learning Difficulty	145,187	149,997
Speech, Language and Communications needs	245,232	262,416
Visual Impairment	9,727	9,885
Total	1,002,442	1,044,298

Further noticeable trends regarding the prevalence of SEND:

- **SEND is more prevalent in boys than girls** - In 2022, 72.81% of all pupils with an EHCP are boys, dropping slightly from 73.1% in 2019 - and 63.52% of all pupils with SEN Support were also boys. Again, dropping from 64.6% in 2019. These figures have been slowly decreasing in recent years.
- **Pupils with SEND are more likely to be eligible for free school meals** - 39.7% of pupils with an EHCP and 36.4% of pupils with SEN support are eligible for free school meals in 2022. This compares to 22.5% of all pupils in schools.
- **Pupils whose first language is known to be English have higher rates of SEND** - Pupils with SEND, of White-British ethnicity, account for 69% of the total number of EHCPs and SEN Support across England. 17.68% of pupils whose first language is known or believed to be English have SEND. This is higher than those whose first language is known or believed to be other than English.

Following a significant trend of 66.8% of all EHCPs belonging to White-British pupils, the next highest ethnicity group is White- any other white background at 4.8% of pupils and then Black-Black African at 4.5%. Other than Asian – Pakistani at 4.2%, all other ethnicity groups sit at 2.6% or less.

The figures for Hull are similar with 90% of EHCPs belonging to pupils who first language is known or believed to be English, and 88% of pupils with SEN support having the same first language.

85% of all EHCPs belong to pupils with white British heritage, with any other white background being the next highest ethnicity group with 7% of all plans, all other ethnicity groups sit at 2% or less.

- **There has been an increase in the number of number of SEN units and resourced provision** - The school level data shows that in January 2022, there were 377 schools in England with SEN units (up from 352 schools in 2021) and 1,125 schools with a resourced provision (up from 1,066 schools in 2021). This might be reflective of local authorities trying to create innovative and inclusive solutions to the issue of rising demand for specialist provision.

National Strategic Direction:

The DfE SEND Code of Practice (2015) states that *“All children are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential”*.

National policy developments have continued to identify the need to review current provision and develop a new strategy. In March 2017, the DfE announced the High Needs Strategic Review which required LAs, alongside schools, to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of all young people.

- *Supporting local authorities to create sufficient good school places for all pupils, including those with special educational needs and disabilities (SEND), is a high priority for the Government. Local authorities have important specific responsibilities for children and young people with SEND.*

(DfE Section 31 Grant determination for a high needs strategic planning fund in 2016-17: DCLG ref 31/2916)

The emphasis of this review was on close collaboration between schools and providers to produce a strategic plan which will assist in facilitating sustainable, good quality provision to meet current and future needs, and which reflects the needs of both parents and pupils. It anticipates that LAs will work with maintained schools, academies, free schools and others to agree how SEND education should be met across their area, including considering the best ways of supporting mainstream schools to meet these needs. In response to the identified local challenges and national policy, education leaders within Hull have recognised that there is a need for collaboration in order to address the main issues impacting on provision for pupils with SEND.

A further, much awaited, review entitled *“Right Support, Right Place, Right Time”* was published in May 2022. The SEND review sets out government’s proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.

The SEND review is a response to the widespread recognition that the system is failing to deliver for children, young people and their families.

Over the course of the review, we have listened to a wide range of people, most importantly children, young people and their families. As the review progressed it became clear that alternative provision is increasingly being used to supplement the SEND system.

The review identified 3 key challenges facing the SEND and alternative provision system.

- Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families.
- Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure.
- Despite the continuing and unprecedented investment, the system is not financially sustainable.

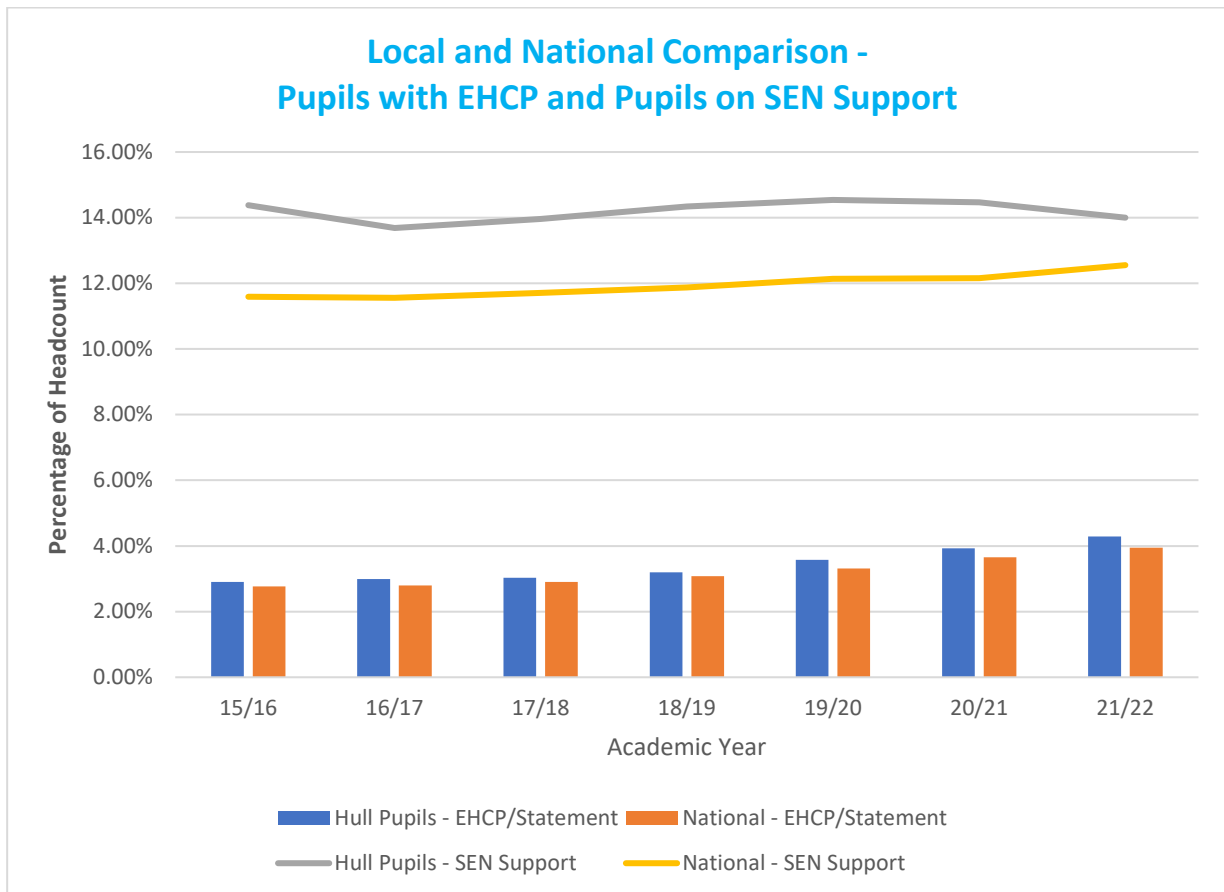
The review concluded that there is a need for much greater consistency in how needs are identified and supported, so decisions are made based on a child or young person's needs in co-production with families, not where they live or the setting they attend. It proposed to:

- establish a new national SEND and alternative provision system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education, health and care - parents and carers will be confident that their child's needs will be met effectively in the most appropriate local setting, they will be clear about what support their child is receiving and will be engaged in decision-making at every stage
- create new local SEND partnerships bringing together education, health and care partners with local government to produce a local inclusion plan setting out how each area will meet the national standards - when specialist support is needed, the local inclusion plan will set out the provision that is available within the local area, including units within mainstream, alternative and specialist provision
- support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings, including mainstream, specialist and independent - they will continue to have the right to request a mainstream setting for their child
- introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency
- streamline the redress process to make it easier to resolve disputes earlier, including through mandatory mediation, whilst retaining the tribunal for the most challenging cases

4. The changing picture in Hull: What does our data tell us?

Hull is the most densely populated LA in the Yorkshire and Humber region, with a population of 267,100 (2021, ONS), a 4.2% increase from 2011. Between the 2011 census and the 2021 census, the population of children under the age of 15 years in Hull has risen by 10.4%. This is considerably higher than the 0.4% rise in people aged 15 to 64 years. This significant increase could follow the increase in the number of live births in the city, which peaked in 2011/12, the number of school age pupils (5 to 16) is continuing to rise and is set to peak in September 2023.

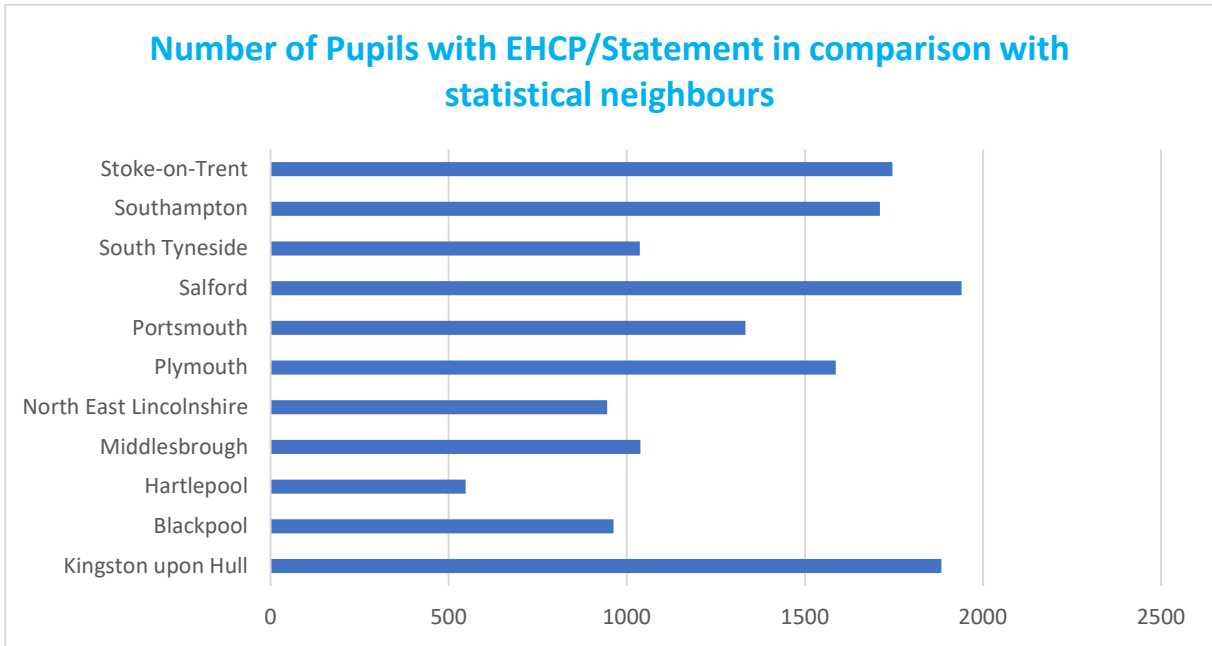
Between 2015/16 and 2021/22 the overall number of pupils being educated in Hull state funded schools increased by 4,130 (10.68%) from 38,667 to 42,797. Over the same time frame there was a disproportionate increase in the number of pupils with an EHCP, from 1,123 to 1,877 - an increase of 754 (67.14%).



Source: (DfE School Census, 2021/22).

In the year 2021/22, of the overall number of pupils in Hull schools:

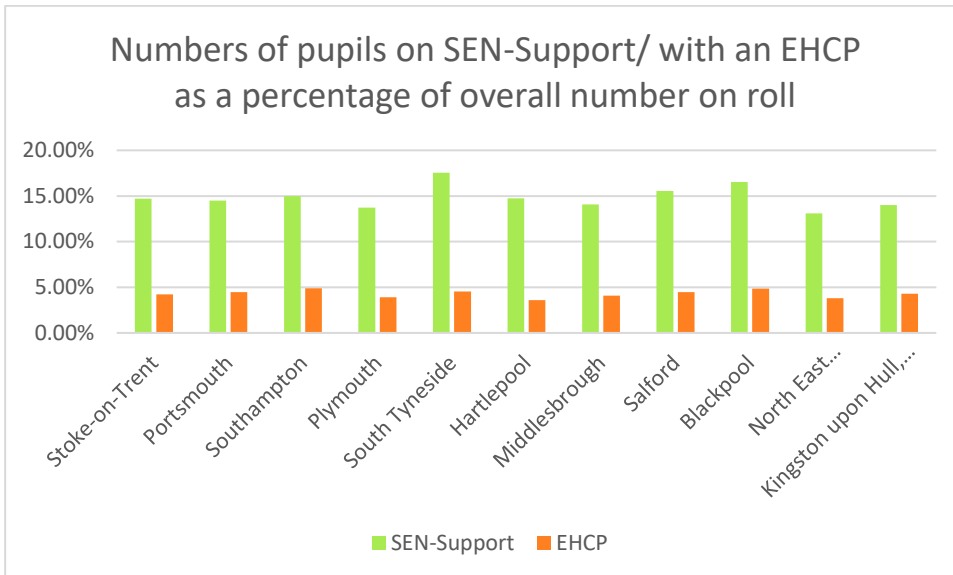
- 14% were on SEN support (compared to the national average of 12.55%) and
- 4.29% had an EHCP (compared to the national average of 3.95%) .



Source: DfE SEN2, 2022

In the graph above, Hull ranks second in line within these local authorities for the number of pupils with EHC plans. This is purely number of EHC plans produced and does not reflect the percentage of total headcount across the neighbouring authorities.

Below is the representation of pupils with SEN need; inclusive of those with EHCPs and/or SEN support against total pupil headcount for each local authority.



Source: DfE SEN2, 2022

When the type of provision accessed by those pupils with plans is analysed it is noticeable that historically Hull had a higher percentage of pupils accessing mainstream provision than either the national average or any of its statistical neighbours. The previous strategy concluded this could be explained in two ways – either because Hull practices a positive inclusion strategy model, keeping students with their peers as much

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as possible, but also because the need for SEND specialist places is continuing to outstrip supply or, most likely, a combination of the two.

Percentage of young people with a plan by provision attended 2022

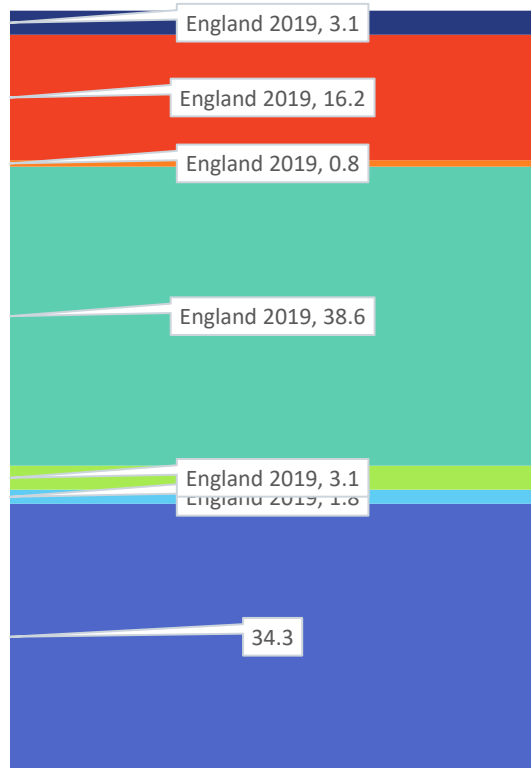
	ENG	Hull	Stoke	M'boro	B'pool	H'pool	N.E Lincs	S'ford	Ply
Mainstream Sub Total	40.5	39.4	29.6	34.8	27.6	33.2	41.4	43.6	30.4
of which %age in SEN Units/ RP	6.14	4.68	1.5	15.9	0	8.1	0.2	8.4	5.2
Special Sub Total	34.8	30.8	46.8	46.2	50.4	38.2	39.2	40.7	27.7
AP Sub Total	0.7	6.5	0.2	1.2	0.9	0.8	1.1	0.3	1.9
Post 16 Sub Total	16.5	14.9	17.3	12.6	13.9	23.4	12.9	12.2	15.4
Other Sub-Total	3.9	3	5.7	0.6	1.2	2.2	3.7	2.9	2.1

Source: (SEN2 2022)

The diagram below shows the movement from the initial strategy to the figures presenting in 2022:

PROVISION ACCESSED BY THOSE WITH EHCPS - NATIONAL

■ Mainstream
 ■ Mainstream SEN Unit
 ■ Mainstream RP
 ■ Specialist Provision
 ■ AP
 ■ Post 16 Provision
 ■ Other



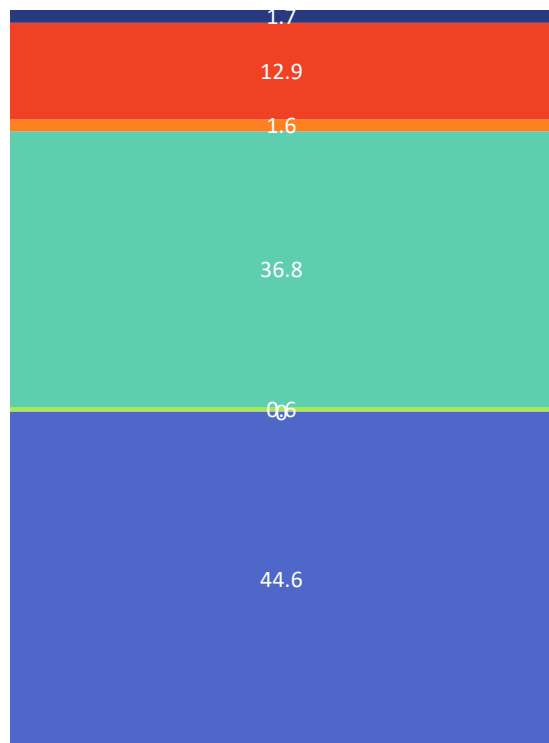
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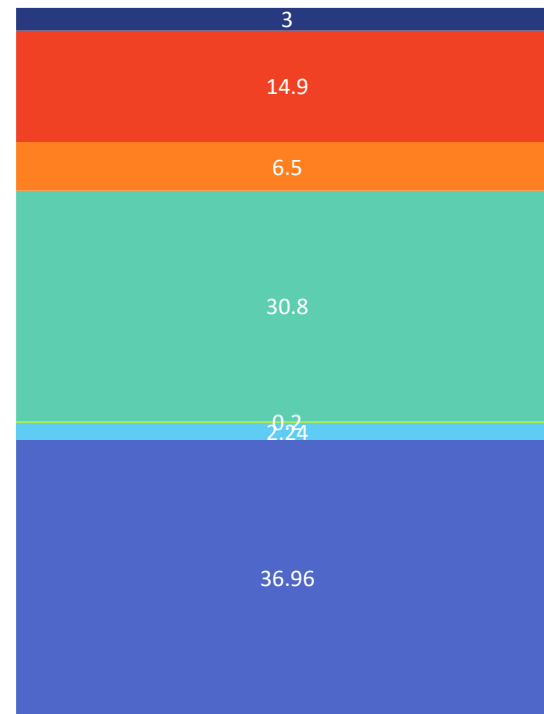
ENGLAND 2022

PROVISION ACCESSED BY THOSE WITH EHCPS - HULL

■ Mainstream
 ■ Mainstream SEN Unit
 ■ Mainstream RP
 ■ Specialist Provision
 ■ AP
 ■ Post 16 Provision
 ■ Other



HULL 2019



HULL 2022

Source: (SEN2 2019-2022)

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Where Hull ranked higher than the national average for the number of pupils with EHCPs in mainstream schools back in 2019 by 6%, in 2022 the city now ranks 1% less than the national average and lower than four of their neighbouring local authorities. This is perhaps a consequence of the rising trend of pupils with SEND in Hull being greater than the national average. It is however also very noticeable that the number of pupils with EHCPs accessing AP is significantly above both the national averages and every one of the statistical neighbours.

This might suggest that (in line with the latest DfE analytical publication) that AP and PRUs are fulfilling some of the capacity shortfall of SEND provision, as Hull has a lower percentage than the national average (and all but one of its statistical neighbours) of pupils accessing special school provision, and this has not changed since the initial strategy in 2019.

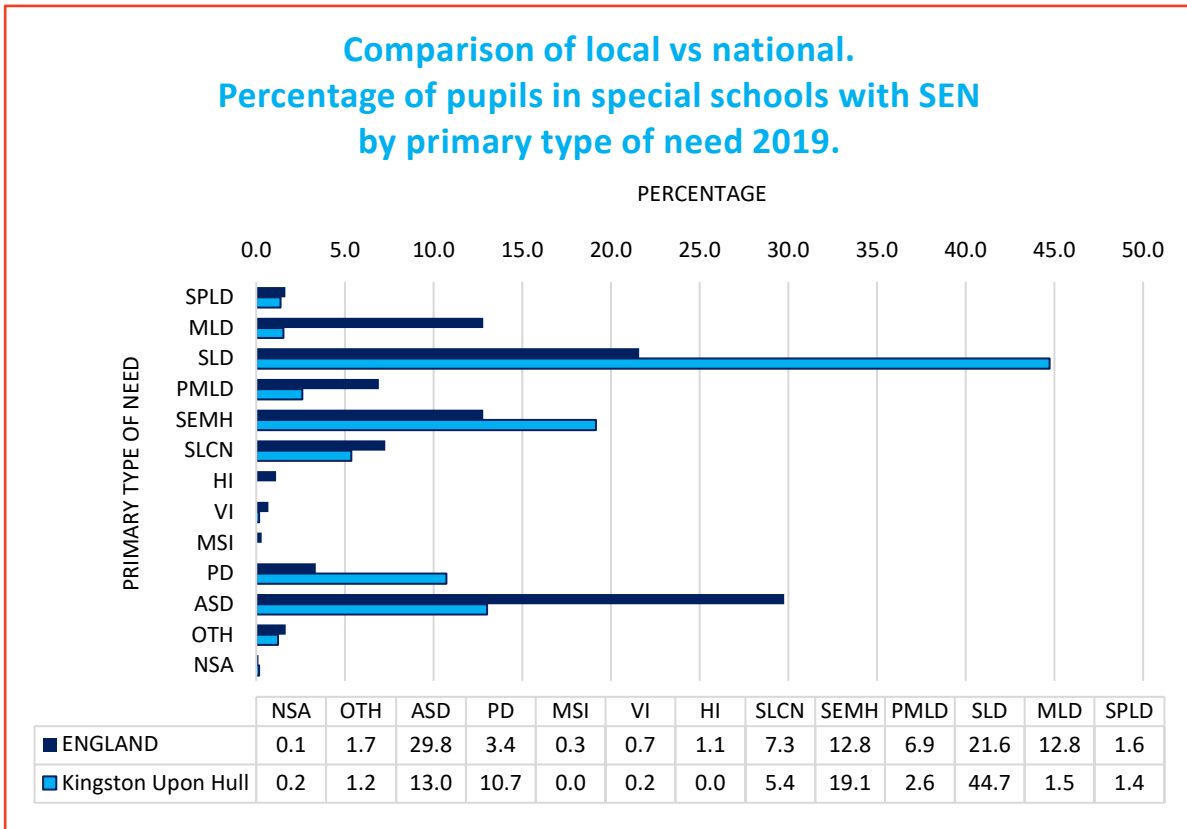
The utilisation of AP places for pupils with SEND was a conscious decision by HCC as a commissioning body, with several of the AP setting in Hull being established with a specialist designation, in order to help meet the growing need for specialist places. Since the establishment of these however, DFE policy has shifted and it is not now recommended for APs to have a specialist designation, which might account for the local vs national figures being mis-aligned.

Hull remains amongst the local authorities with the lowest percentages of pupils accessing places in bespoke mainstream provision, in 2019 only 10 pupils (0.6%) accessed this kind of support, by 2022 this had risen to 2.44% (or 59 pupils).

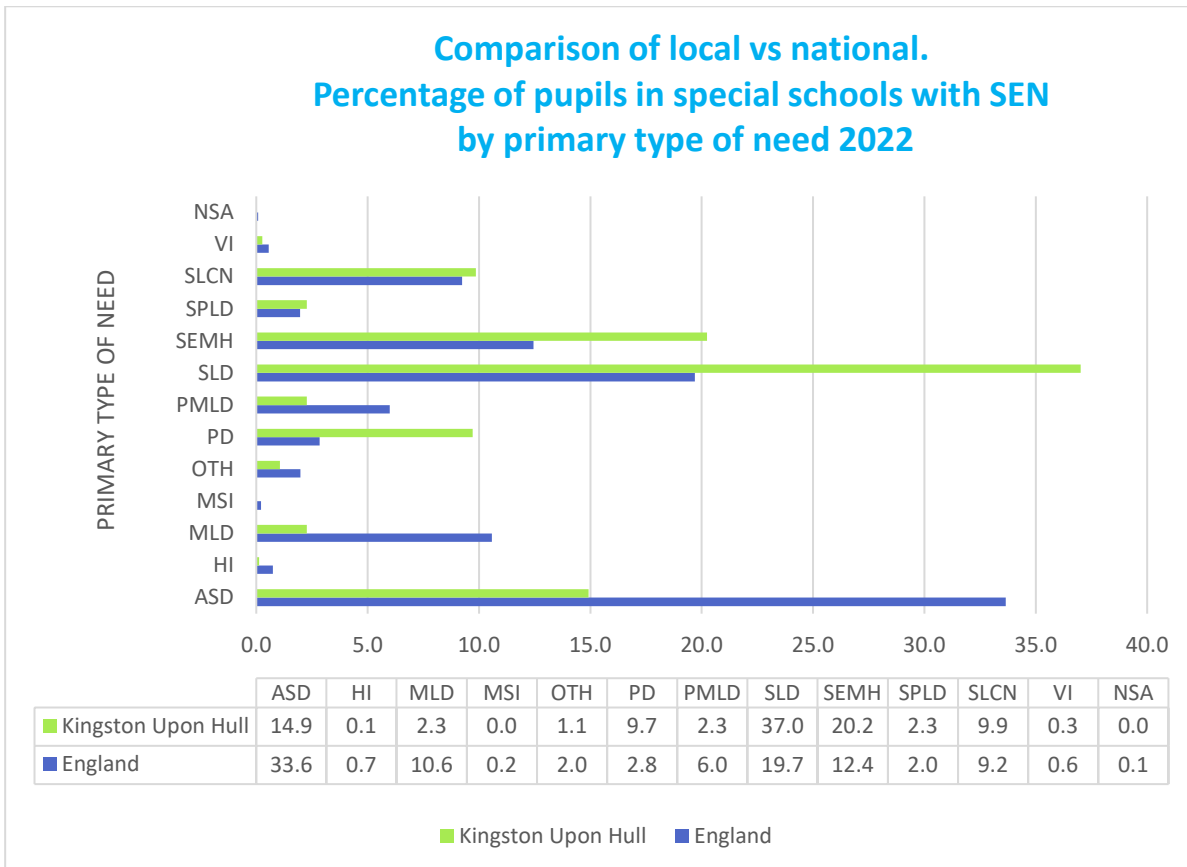
Analysis of Needs:

A further detailed analysis has been undertaken regarding the range of need of pupils with SEND, broken down to the type of provision they attend. It is when the designation of need is examined that the widest differences between Hull and the national picture occur. The needs of Hull's children differ significantly to the national picture, for both the overall SEND cohort and the pupils in Hull's special schools.

Within Hull special schools 278 pupils (37%) have Severe Learning Difficulty (SLD) as their primary need, contrasting with the national figure of 19.7%. Nationally, the most common primary need within special schools is Autism Spectrum Disorder (ASD). (33.6%) whereas this only represents 14.9% of the Hull population.



Source: (DfE School Census, January 2019)



Source: (DfE School Census, 2022)

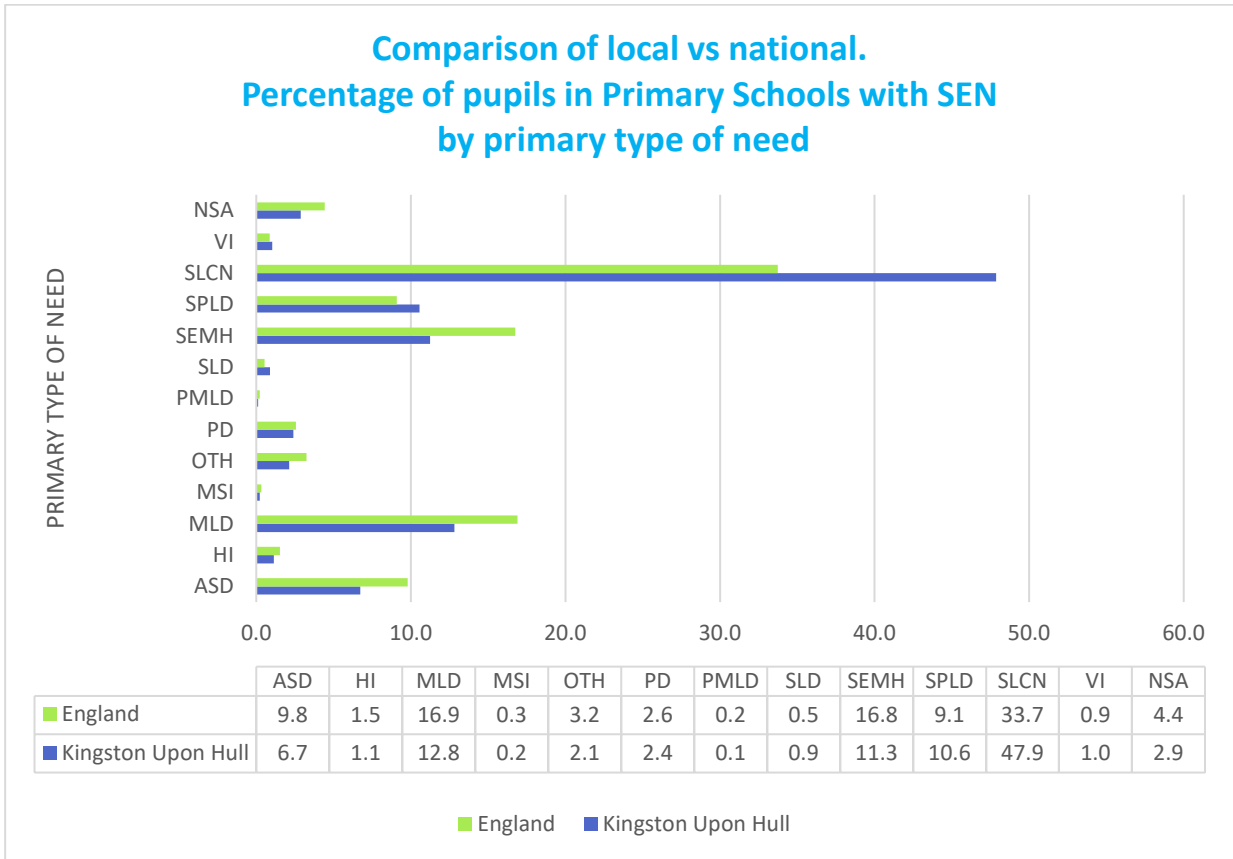
The representations above show that the top two primary need types for Hull have remained the same; Severe Learning Difficulty and Social, Emotional and Mental Health, followed by Autism Spectrum Disorder. The national primary need type remains the same as ASD, followed by SLD. The only change nationally is the drop in MLD percentages. In 2019, MLD matched the number of SEMH. SEMH has remained static in third priority, around 12.5%, whereas MLD has dropped around 2%. In Hull, MLD only accounts for 2.3% of pupils in special schools, nowhere near the national average. Although locally, the percentage of physically disabled students are much higher than the national figures. This has been the case from 2019 and the gap has not been closed over the three-year period, Hull still sits approximately 7% higher.

Speech, Language and Communications needs remain prevalent across both local and national pictures. In 2019, the percentage of pupils in Hull was 5.4% against 7.3% nationally. Both local and national figures have risen, Hull's more so, to close the gap at 9.2% nationally and 9.9% in Hull. This type of need has seen the largest increase locally in the last three years, by over 80%. It is also one of the minority needs where Hull sits close to the national averages.

Primary type of need in Primary Schools

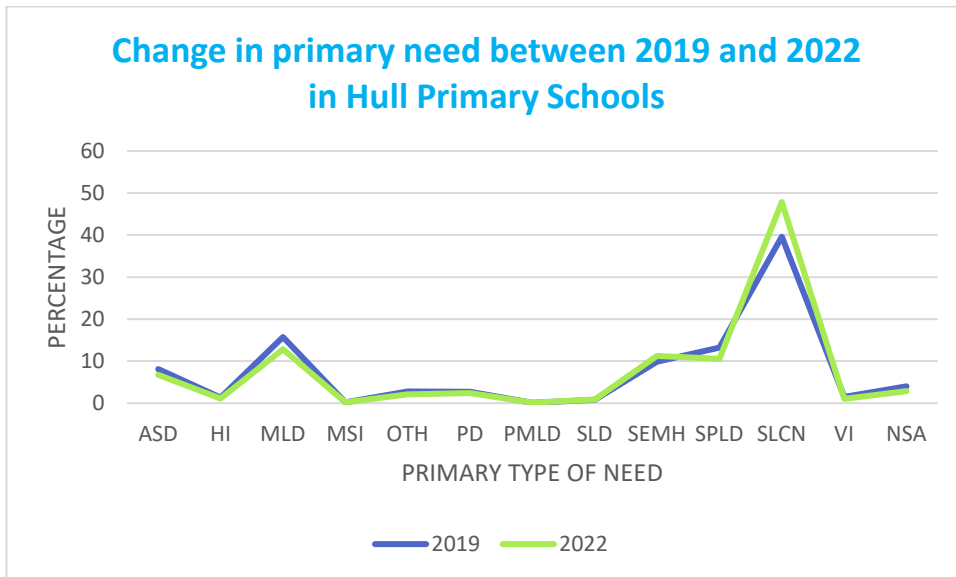
The primary need of the mainstream SEND cohort (pupils with plans and on SEN Support) are very different to the needs of those attending special schools, as can be seen in the graphs below. At primary age, the predominant need of pupils in a mainstream setting is SLCN for both the national average and local cohort and this has not changed since 2019. This group now makes up over 47.9% of the pupils with SEND in mainstream primary schools across the city, increased by over 8% in three years. It is however higher than the national average of almost 34%. The national percentage for this primary need type has also risen since 2019 but only around 3%.

The next highest need by percentage is MLD which, represents 16.9%, down from 21% in 2019, of pupils nationally and 12.8% locally, also decreased since 2019 from 16%. Back in 2019, the third highest occurring need differed between the national and local picture. In Hull 13.2% had SPLD needs whereas nationally 16.3% of pupils having SEMH needs came third in line. In 2022, Hull has aligned with national statistics and SEMH has a higher percentage than SPLD, at 11.3% for SEMH and 10.6% of pupils with SPLD. The percentage of Hull pupils with SEMH are still much lower than the national averages of 16.8%. The other categories of need occur in less than 10% of the cohort.

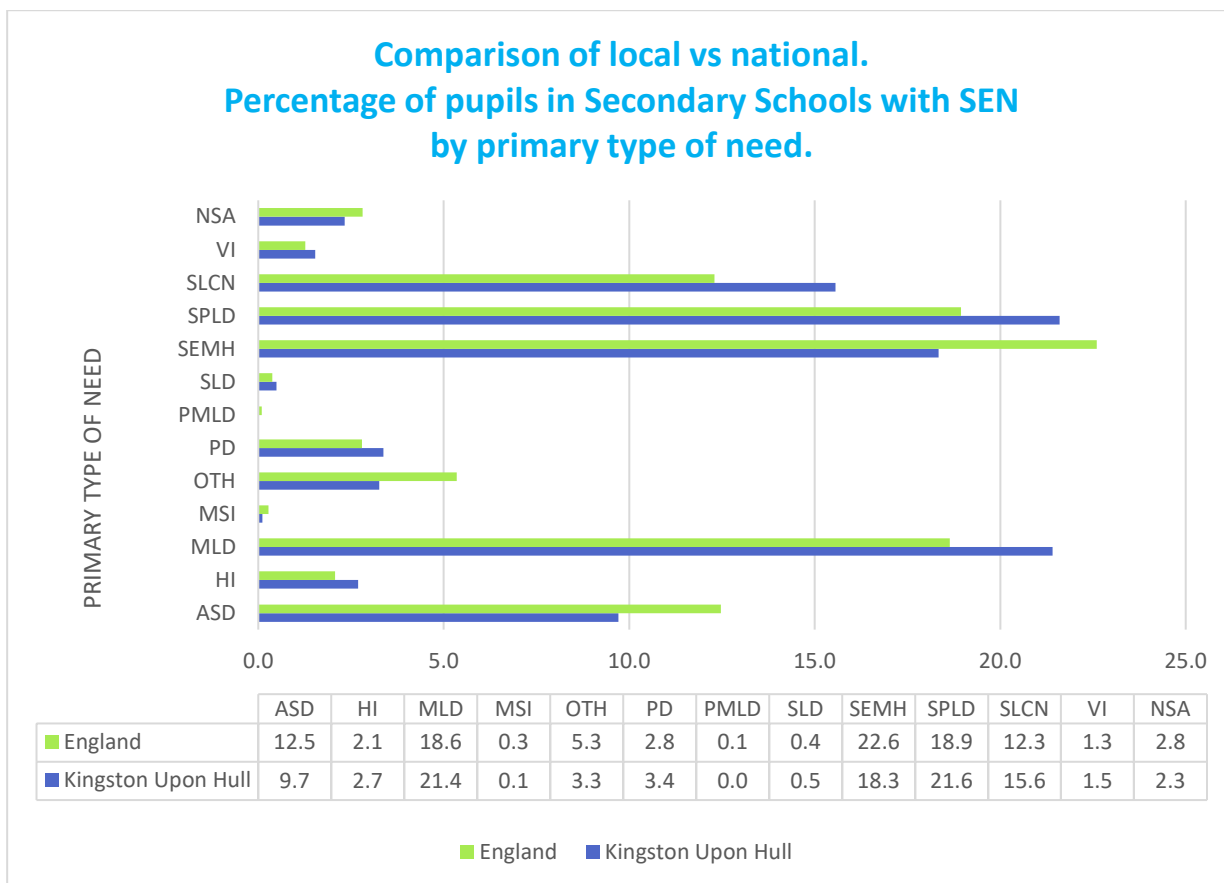


Source: (DfE School Census, 2022)

The figures in Hull primary schools have not changed drastically since 2019, the graph below confirms the rise in SLCN and falls for both MLD and SPLD.



Primary type of need in Secondary Schools

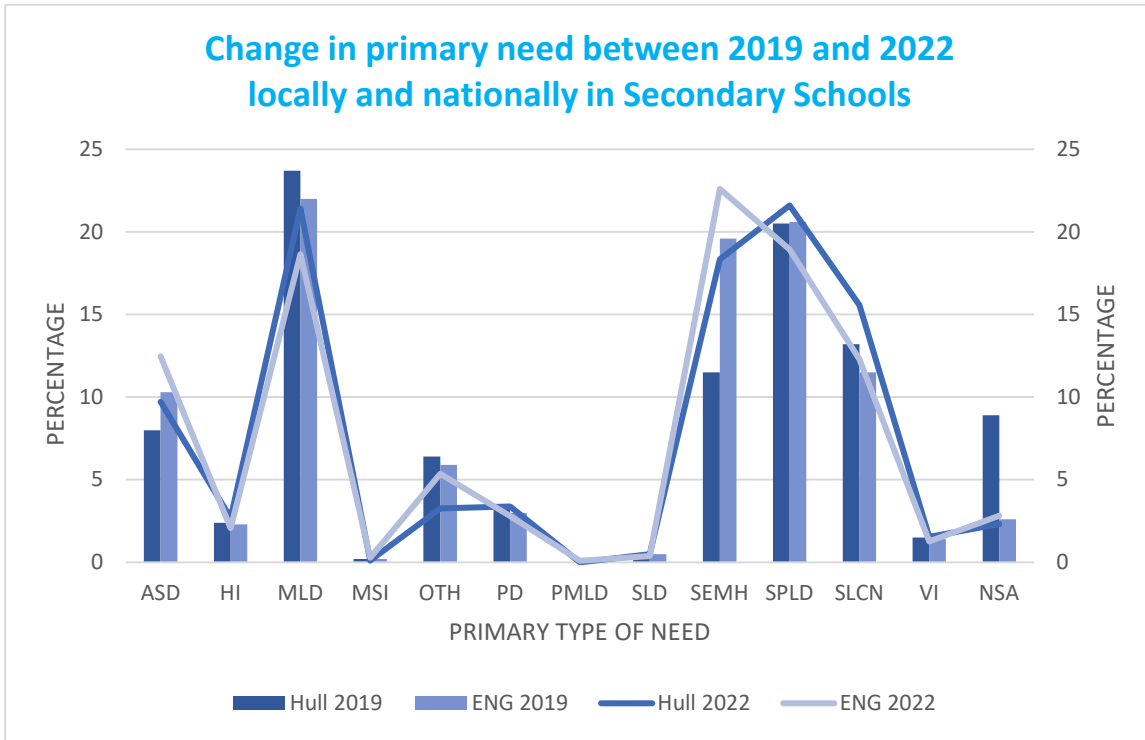


Source: (DfE School Census, 2022)

In 2019, when the same analysis was applied to pupils with SEND accessing mainstream secondary education, the local data generally aligned with the national picture. MLD and SPLD being the most prevalent needs representing 43-44% of the cohort. SEMH was the third highest percentage nationally (20% of pupils) and fourth locally (12%). SLCN was the third highest need locally (13% and fourth nationally 12%).

In 2022, the graph above shows that SPLD and MLD are still the highest for Hull, however, SEMH is now third and SLCN fourth. Nationally, the figures have changed considerably with SEMH moving from third to first most prevalent type of need with 22.6%, closely followed by SPLD and MLD. ASD has also marginally risen above SLCN since 2019, across England.

The picture three years on is reflected in the graph below:



The trends in primary type of needs within mainstream secondary differ from those in special and primary school settings. This data analysis has shown that in both primary and special schools there tends to be one or two types of need that significantly exceed the others. However, in secondary provision the needs are spread more evenly across at least three of four most prevalent categories.

Application for an EHCP Assessment

The tables below compare the requests for assessment prevalent at the time of the original strategy, with the latest data available.

Children and young people with a new EHCP- 2018

	Requests	%age requests resulting in EHCP	Number assessed	Assessments resulting in EHCP	
				Number	%age
England	72,423	67.5%	51,594	48,907	94.8
Kingston upon Hull	323	83.3%	291	269	92.4

Children and young people with a new EHCP- 2021

	Requests	%age requests resulting in EHCP	Number assessed	Assessments resulting in EHCP	
				Number	%age
England	93302	66.6	66083	62180	94.1
Kingston upon Hull	551	60.1	351	331	94.3
Stoke-on-Trent	435	56.1	255	244	95.7
Middlesbrough	324	56.8	185	184	99.5
Blackpool	216	65.3	188	141	75.0
Hartlepool	179	64.8	117	116	99.1
North East Lincolnshire	281	52.3	155	147	94.8
Salford	437	58.4	267	255	95.5
Plymouth	494	46.0	229	227	99.1
South Tyneside	226	78.3	182	177	97.3
Southampton	342	72.5	261	248	95.0
Portsmouth	295	79.0	245	233	95.1

Source: (SEN2 2022)

In the last 3 years the requests for EHCPs nationally have risen by 28.9%. **In Hull, the requests have risen by 70%, considerably more than the national average.** However, the table does show us that within the 3-year period the LA have improved efficiency in prioritising those requests that determine an assessment. Refusal rate has increased from 10% to 30% but the number of assessments resulting in an EHCP has risen from 92% to 94%, suggesting improved selection of those that require assessing.

In 2022 HCC received 658 requests for assessment, with 553 of this resulting in an assessment taking place, and 381 resulting in a plan. To date 2023 has again seen higher than ever numbers of requests being made.

5. The need for 0 – 25 provision:

Early Years:

In 2022, SEN continued to be more than twice as common amongst 3 and 4-year-olds registered for the 15-hour entitlement than the 30-hour entitlement (6.7% compared with 3.3%).

The percentage of 2-year-olds registered for the 15-hour entitlement who have SEN has increased from 3.1% in 2018 to 4.1% in 2022 and 7% of 3-4 year olds. Nationally, the number of children under five with SEN and receiving 15-hour entitlement is above 90,000, with 13,975 of those having an EHC plan /Statement. In just one year, since 2021, the total number has risen from 80,750.

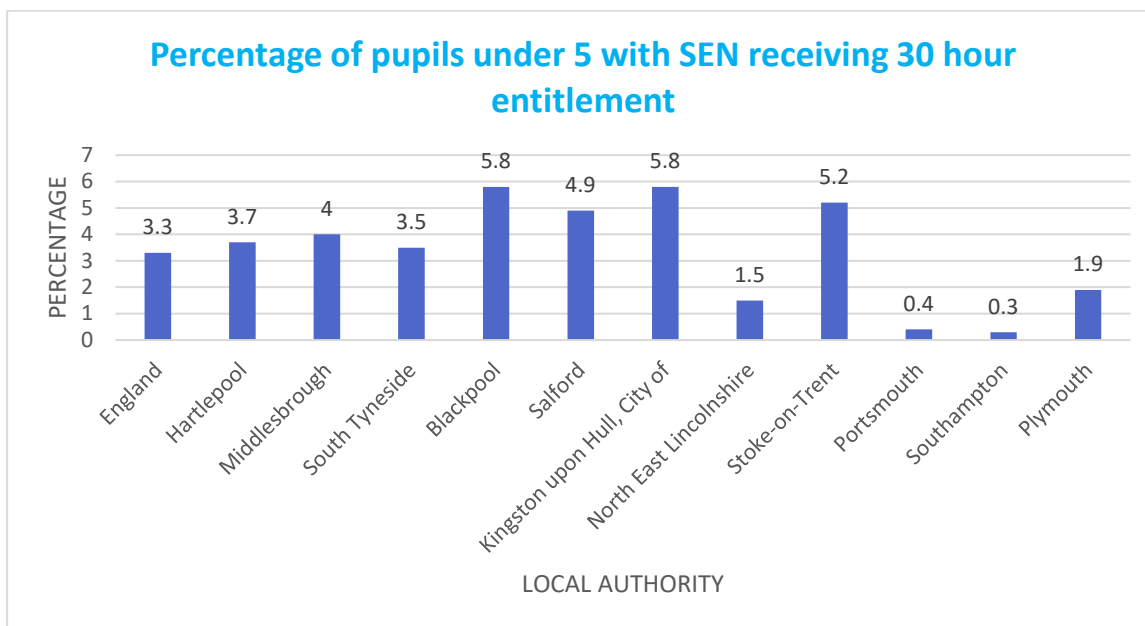
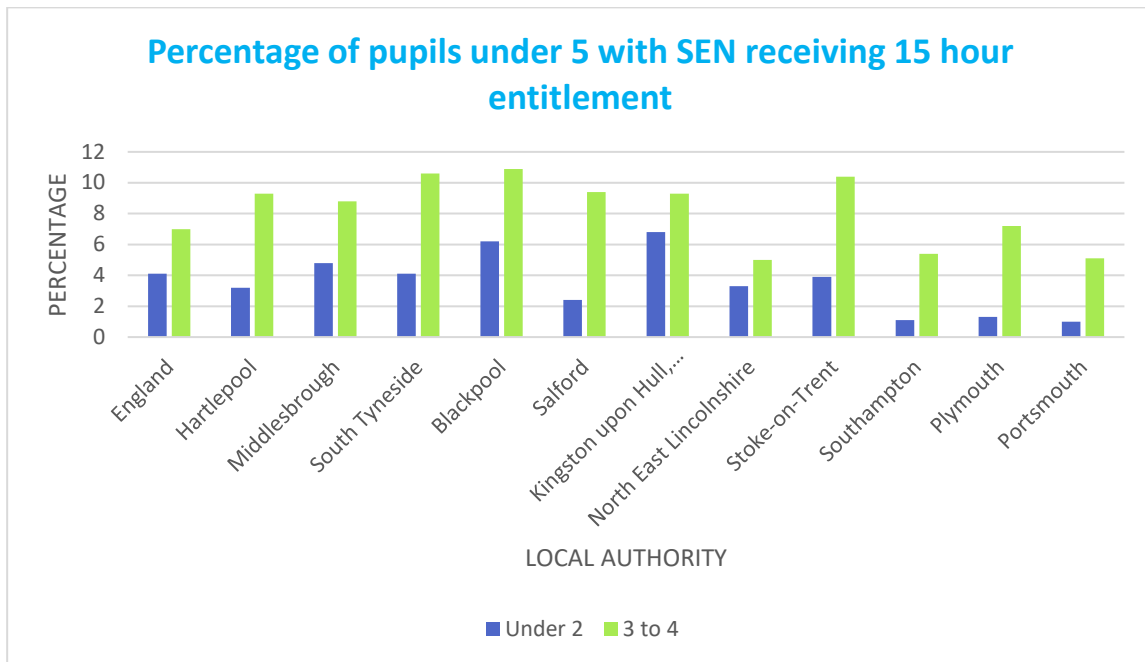
The percentages of children accessing 30-hour entitlement are much lower in comparison. 30-hour entitlement is only accessible at 3 years and above but only 3.3% of 3-4 year olds have special educational needs, less than half 7% accessing 15 hour funding. Of the 3.3% only 0.4% have an EHC plan, whereas 1.1% of the 7% accessing 30 hours have an EHC plan. There has not been as much of a rise in the prevalence of SEN in under 5's accessing the 30-hour entitlement as there has been in the 15-hour entitlement.

Hull has three special schools that accommodate pre-school aged children; Ganton, Frederick Holmes and Tweendykes, as historically it is the children with SLD and PMLD as their primary need who are most likely to require a special school place at a young age. The table below shows the historic numbers on roll in the EYFS at each special school:

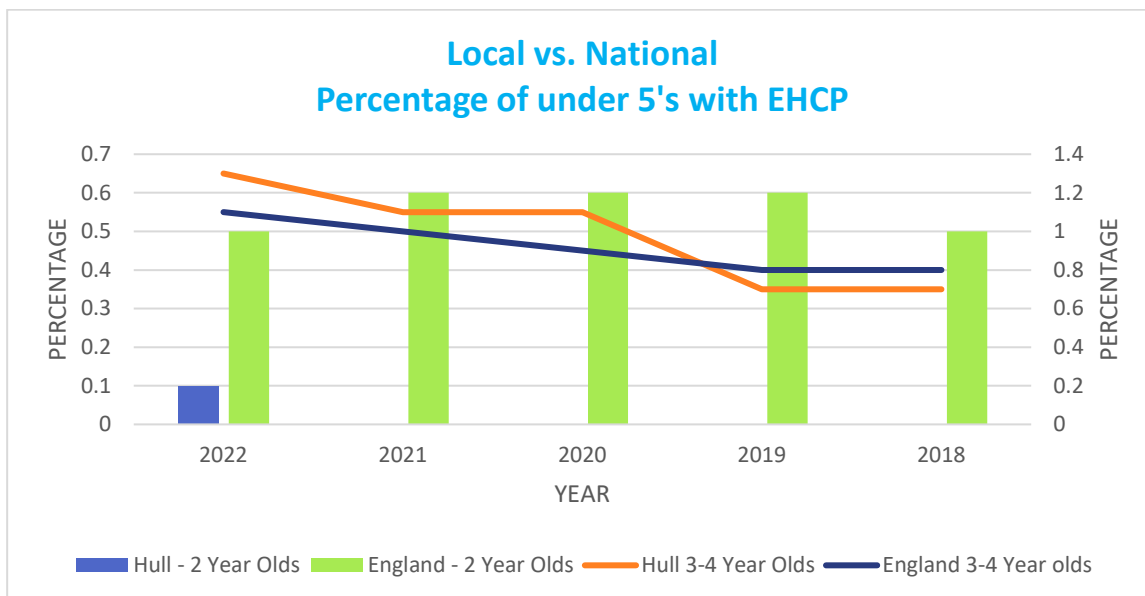
	2016	2017	2018	2019	2020	2021	2022
Frederick Holmes School	4	7	5	3			4
Ganton School	0	1	1	0			0
Tweendykes	N/A	0	0	0			0

Historically, Hull has a higher percentage of children with statement or plans educated in non-maintained early years settings than its statistical neighbours, and almost three times the national average. This position has changed in more recent years. The graphs below show that those under 5's accessing 15-hour funding with SEN provision in the Hull area is still above the national average but not exceeding it's comparable authorities. In fact, 4 or 5 of Hull's statistical neighbours have higher percentages in this category.

However, Hull remains at the top of the percentile ranges for under 5's accessing 30-hour funding with SEN provision.



When we just look at those with an EHC plan and not overall SEN requirements, Hull sits much lower than the national average for children aged 2 years old with an EHC plan, only in 2022 have there been any to report. However, the number of children aged 3 and 4 years old in Hull, with an EHC plan has been higher than national averages for the past 3 years. There was a significant spike between 2019 and 2020.



Furthermore, there has been a significant increase in the number of children accessing Early Years settings with complex and medical needs. The table below shows the increase over the last three academic years of children requiring additional funding and outreach support whilst in a nursery setting.

Children receiving inclusion support funding			
	2021/22	2020/21	2019/20
TOTAL	830	745	830

Referrals to Outreach Services from the Early Years Resource Allocations Panel	2021/22	2020/21	2019/20
SLD Outreach	106	90	61
ASD Outreach	11	12	0

The Early Years Area SENCO team provide advice and support to settings to help ensure that the children are receiving the interventions and support they need whilst attending the Early Years setting of their parents' choice.

Post-16:

Since 2014, the Children and Families Act extended support to include people with SEND so they can keep their EHCP from 16-25 years old and can request an assessment for one. Therefore post-16 provision needs to meet this increased need. For the purpose of EHC plans you are still classified as a young person until you reach 25 years old.

Three of the special schools in the city have a sixth form; Ganton, Tweendykes and Frederick Holmes. These schools serve the SLD/ PD/ PMLD cohort and numbers placed there have fluctuated since the new facilities opened.

Post 16 number on roll at Hull special schools

	2016	2017	2018	2019	2020	2021	2022
Frederick Holmes School	17	13	14	15			17
Ganton School	42	40	38	33			34
Tweendykes School	34	28	30	30			36

(HCC Nominal Roll data, 2022).

There is still no specialist designated sixth form provision for children with a differing primary need; however, there are a number of other post 16 options (approximate numbers of students with EHC plans are in brackets):

- In 2019 three mainstream schools with 6th forms had pupils on roll with EHCPs, in 2022, there are only two of the four available that have pupils on roll with plans. (St Mary’s and Archbishop Sentumu) (16); However nearly all have pupils enrolled with SEN support.
- There are two specialist schools in Hull, under alternative provision/pupil referral units that have pupils enrolled between 16-25 years old, (The Sullivan Centre, The Boulevard Centre) (4)
- The two 6th form colleges (Wyke and Wilberforce) take students with EHC plans, mainly those with physical disabilities rather than learning difficulties, due to course requirements (41);
- The local FE College (Hull College) meets a wide range of additional needs, for example, lifeskills and employability skills at entry level 2/3, vocational tasters at E3/level 1, mainstream courses at levels 1 to 3 and a supported internship (81);
- A range of work based learning providers offering study programmes, traineeships and apprenticeships the most significant of which is Hull Training linked to the council (), Ron Dearing UTC who offer work based learning for pupils between 14-18 years old also have 8 pupils enrolled in 2022 with EHCPs.
- Many Hull students with SEND choose to travel to the two FE colleges in the East Riding: Bishop Burton College and East Riding College (89) who offer similar options to Hull College;
- A *small* number of young people whose needs cannot be met locally are placed at specialist providers, usually on a residential basis (often with significant contributions from health and/or social care) (4);

In addition, in 2015, the Pathway16/Plus project was established as a partnership between Ganton, Tweendykes, Frederick Holmes and Northcott special schools to

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offer an alternative pathway to support the more able pupils' in these schools to access mainstream college and supported internships during their post 16 career.

6. Demographic/ Population Analysis

The City has experienced a growth in population in recent years, owing to a rise in both birth rates and net migration, and accordingly the school population has increased year on year since 2015/16, albeit at a smaller pace than the peak in 2016-19.

		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Overall School Population, excluding independent placements	Total Pupils	39,822	40,956	41,843	42,613	43,196	43,255	43,894
	Number growth		1134	887	770	583	59	639
	% Growth		2.8	2.2	1.8	1.4	0.1	1.5

Source: (DfE Census data, 2022)

The table below tracks the corresponding change in numbers of pupils attending special schools over the same time-period.

		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Overall Special School Population		565	608	621	653	694	723	751
	Number growth		43	13	32	41	29	28
	% Growth		7.6	2.1	5.2	6.3	4.2	3.9
	% of overall NOR	1.4	1.5	1.5	1.5	1.6	1.7	1.7

Source: (DfE Census data, 2022)

Despite the increased number of pupils with SEND/ EHCPs during the same time period, it can be seen that the special school population has generally grown at a much smaller rate than the overall NOR. This is potentially a consequence of each of the schools being at or close to their designed capacity, and financial limitations affecting the creation of new places, rather than a true reflection of the number of pupils requiring specialist provision.

The school-by-school historical picture also aligns with the national and local trends demonstrated in the tables above and at section 5 above. The number of pupils attending each special school (with the exception of Ganton) is increasing year on year, despite no significant expansions taking place, to meet this rising demand. The school are operating above their designated/ designed capacity with non teaching spaces being re-purposed to meet this need.

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Numbers attending special schools designated for pupils with SEMH have increased the most significantly, followed by Frederick Holmes which is designated for pupils with PD and PMLD.

Special Schools	Designation	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bridgeview School	SEMH	36	23	28	23	37	44	43	51	63	65
Frederick Holmes	PD	78	79	78	76	77	76	80	94	89	107
Ganton School	SLD	159	161	163	165	179	175	178	168	173	173
Northcott Special School	SLCN	112	115	117	119	118	116	128	134	135	137
Oakfield	SEMH	72	68	50	44	58	67	74	86	99	103
Tweedykes School	SLD	120	129	133	138	141	142	149	161	163	165
TOTAL	-	577	575	569	565	610	620	652	694	722	750

In order to begin to address the increasing number of pupils, particularly those with SLD and SLCN and /or ASD, who have been assessed as being appropriate for a special school but cannot access a place due to a lack of capacity, some alterations and small-scale expansions have taken place in recent years. This has included the creation of new alongside resource bases at mainstream settings, as outlined in the 2019 strategy, as well as internal remodelling and reconfiguration works in specialist settings to maximise net capacity. The impact of these works however has been a reduction in non core teaching spaces – such as staff, support and storage areas – which detrimentally affects the overall quality of the environment.

The specialist provision as at September 2022 to support pupils with SEND in Hull is as follows:

Special Schools	Designation	Age Range	Current Capacity	NOR (Sept '22)	Serving
Bridgeview School	SEMH	5-12	65	65	West
Frederick Holmes	PD	2-19	83	107	City wide
Ganton School	SLD	2-19	160	173	West
Northcott Special School	SLCN	3-19	128	137	City wide
Oakfield	SEMH	10-16	110	104	East
Tweedykes School	SLD	3-19	130	165	East
Tweedykes Annex – Little Stars	SLD	3.-19	10	10*	East
Special School Total *Little stars to form part of main site from September 2023			686	761	
Bricknell Resource Base	ASD	4-11	10	10	West

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Broadacre Resource Base	ASD	4-11	10	10	North
Spring Cottage Resource Base	ASD	3-11	10	10	East
Wansbeck Resource Base	ASD	3-11	8	8	East
Ings Resource Base	ASD	3-11	10	10	East
Kelvin Hall Resource Base	ASD	11-16	15	15	West
Christopher Pickering Primary Academy	HI & VI	4-11	15	12	West
Sirius West Secondary Academy	HI & VI	11-19	12	10	West
Resource Base Total			90	85	
OVERALL TOTAL	-	-	778	846	

7. Future Projections:

As noted in section 6 above, the growth in the number on roll at the City's special schools has outstripped the overall number on roll growth over recent years (**average year on year growth of 4.9% vs 1.6%**).

Whilst the effect of the declining birth rate begins to be seen and impact the mainstream school provision (especially in primary settings) the increased prevalence of SEND and EHCPs means that demand for specialist places continues to rise, albeit it a steadier rate than previously seen (3.9% in 2021/22 compared to a peak of 7.6% in 2016/17).

The percentage of pupils on roll at a special school, as a proportion of the overall citywide number on roll has steadily increased from 1.4% in 2015/16 to 1.7% in 2021/22 (but has remained consistent for the past 2 years).

The cohort specific nature of SEND makes future forecasting difficult, in terms of pupils who may have SEND, who may require SEN Support or an EHCP, and who will require a place at a specialist provision.

We have therefore utilised a range of forecasting techniques to try and identify a range of future number on roll forecasts, as explained in the remainder of this section.

Scenario A: Number on Roll Based Projections:

When the lowest, mean and highest percentage of the citywide number on roll accessing special schools is applied to the forecast number on roll, current trends would suggest that the future number of special school places required is as follows:

It can be seen that applying this analysis would project that the number of pupils

	2023/24	2024/25	2025/26	2026/27	2027/28
Projected Citywide NOR	41,714	41,737	41,458	41,234	40,911
Low Estimate (1.4%)	584	584	580	577	573
Mean Estimate (1.58%)	659	659	655	651	646
High Estimate (1.7%)	709	710	705	701	695

requiring a special school place to decrease, in line with the falling birth rates / overall number on roll. This is largely driven by the sharp decrease in overall pupil numbers and does not seem appropriate however given the national and local trends regards an increase in pupils with SEND and obtaining an EHCP, nor does it align with actual current numbers on roll, therefore an alternative analysis has been performed that better reflects this trend.

Scenario B: Number of Plans Maintained by HCC Based Projections:

The number of EHCPs maintained by the city (as opposed to those with plans accessing Hull City Council schools) is shown in the table below:

		2012	2013	2014	2015	2016	2017
Pupils with plans maintained by the LA	Number of plans	1,163	1,198	1,224	1,245	1,278	1,311
	Numerical Growth		35	26	21	33	12
	Percentage Growth		3.01	2.17	1.72	2.65	9.7
Special School NOR			577	575	569	565	61
Special school NOR as a percentage of number of plans			48.16	46.98	45.70	44.21	43

Over the past 10 years the City has seen increases in the number of plans maintained year on year from as little as 1.72% to as high as 14.52% between 2021 and 2022. (The sharp increase in 2022 was initially thought to be related to the addressing of a pandemic backlog however the higher than higher number of requests has continued in to 2023). This has directly correlated with a reduction in the overall percentage of pupils with an EHCP accessing special schools, again emphasising the points made above that supply of places has not kept up with the rising trends for demand.

This level of increase does not correlate with the local NOR population increase over the past 5 years. The adjacent table shows that from 2019 to 2022 the number of EHCPs have risen sharply, despite a reduction in NOR between 2019-2020.

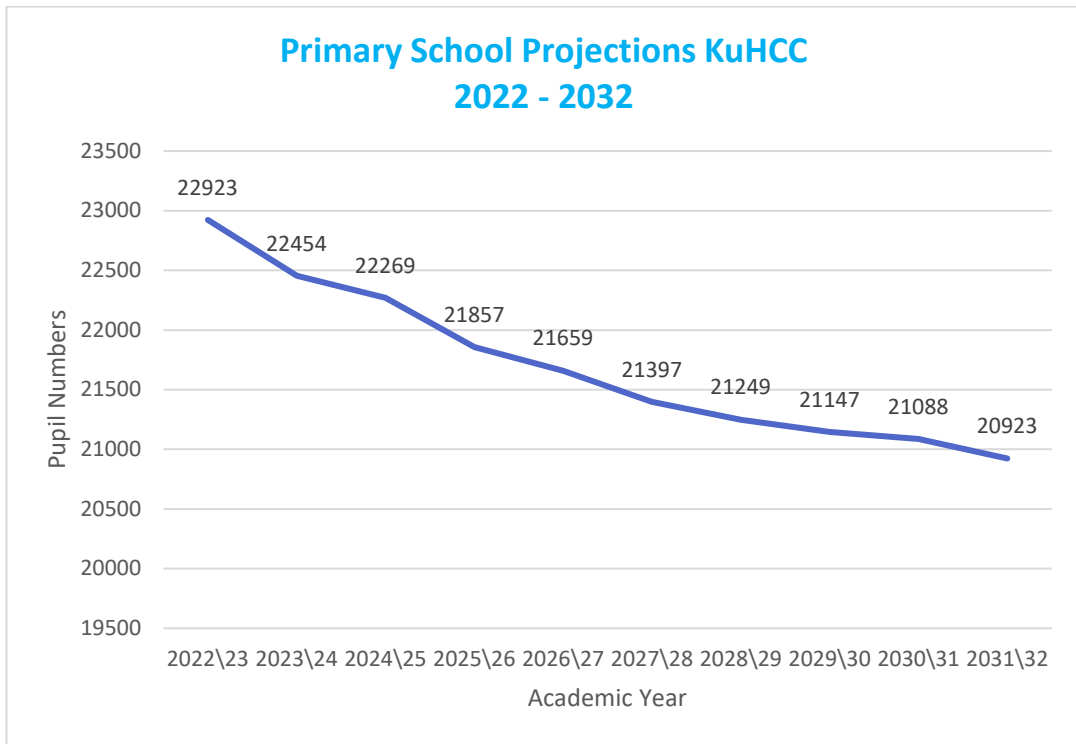
If the average year on year growth rates (in the number of plans maintained by the LA) for the last 10 years (7.63%) or the last 3 years (11.65%) are applied going forwards, the projected number of plans maintained by the Authority would be as follows:

			2023/24	2024/25	2025/26	2026/27	2027/28
Pupils with plans maintained by the LA	7.63% Growth	Number of plans	2,589	2,786	2,999	3,227	3,474
		Numerical Growth	184	198	213	229	246
	11.65% Growth	Number of plans	2,685	2,998	3,347	3,737	4,173
		Numerical Growth	280	313	349	390	435

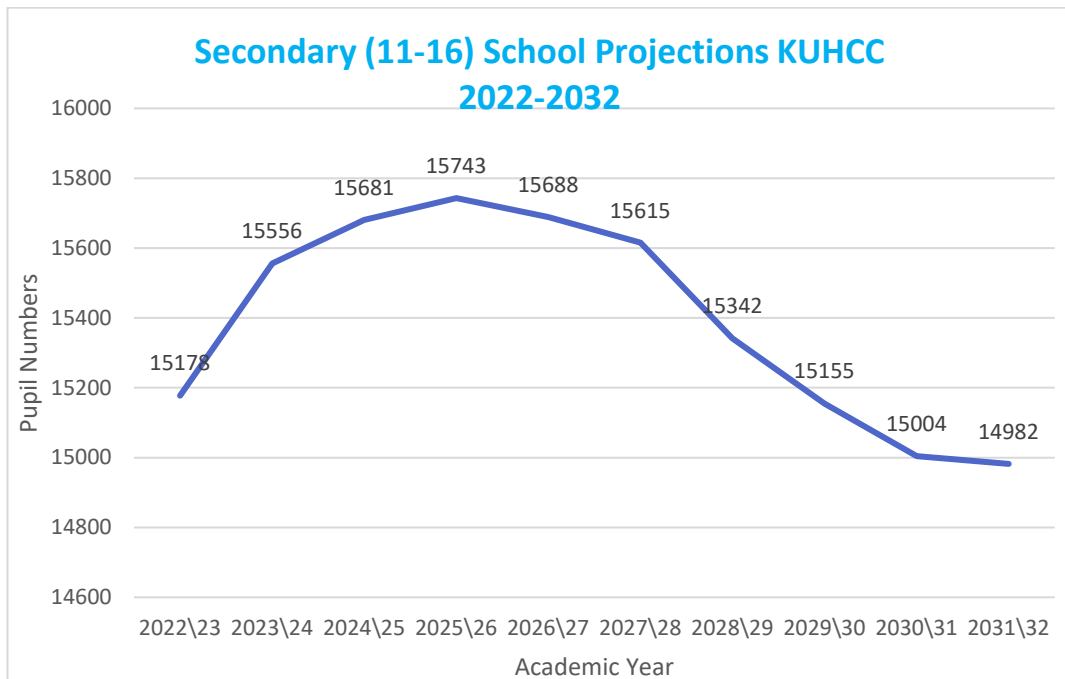
Whilst this continues the current growth trends for EHCPs, it does not necessarily take into account the known falling projected citywide number on roll, because of the declining birth rates since 2012.

Scenario C: Number of Plans Maintained by HCC Based Projections:

The local authority are projecting that mainstream, pupil numbers will start to decrease gradually year on year, firstly in the primary schools then in the secondary schools, as can be seen in the graphs below:



Whilst primary school numbers are on the decrease year on year, secondary school number, both nationally and locally are expected to rise for the next 2/3 years then decline year on year.



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A further layer of analysis has been added to the EHCP forward look projections, that adjusts the above calculations by the forecasted decrease in the citywide number on roll, as follows:

			2023/24	2024/25	2025/26	2026/27	2027/28
Pupils with plans maintained by the LA	7.63% Growth	Number of plans	2,589	2,786	2,999	3,227	3,474
		Numerical Growth	184	198	213	229	246
		Adjustment	-0.24%	-0.16%	-0.92%	-0.67%	-0.90%
		Revised Number of Plans	2,583	2,782	2,971	3,205	3,443
		Revised numerical growth	178	199	190	234	237
	11.65% Growth	Number of plans	2,685	2,998	3,347	3,737	4,173
		Numerical Growth	280	313	349	390	435
		Adjustment	-0.24%	-0.16%	-0.92%	-0.67%	-0.90%
		Revised Number of Plans	2,679	2,993	3,316	3,712	4,135
		Revised numerical growth	274	315	323	396	423

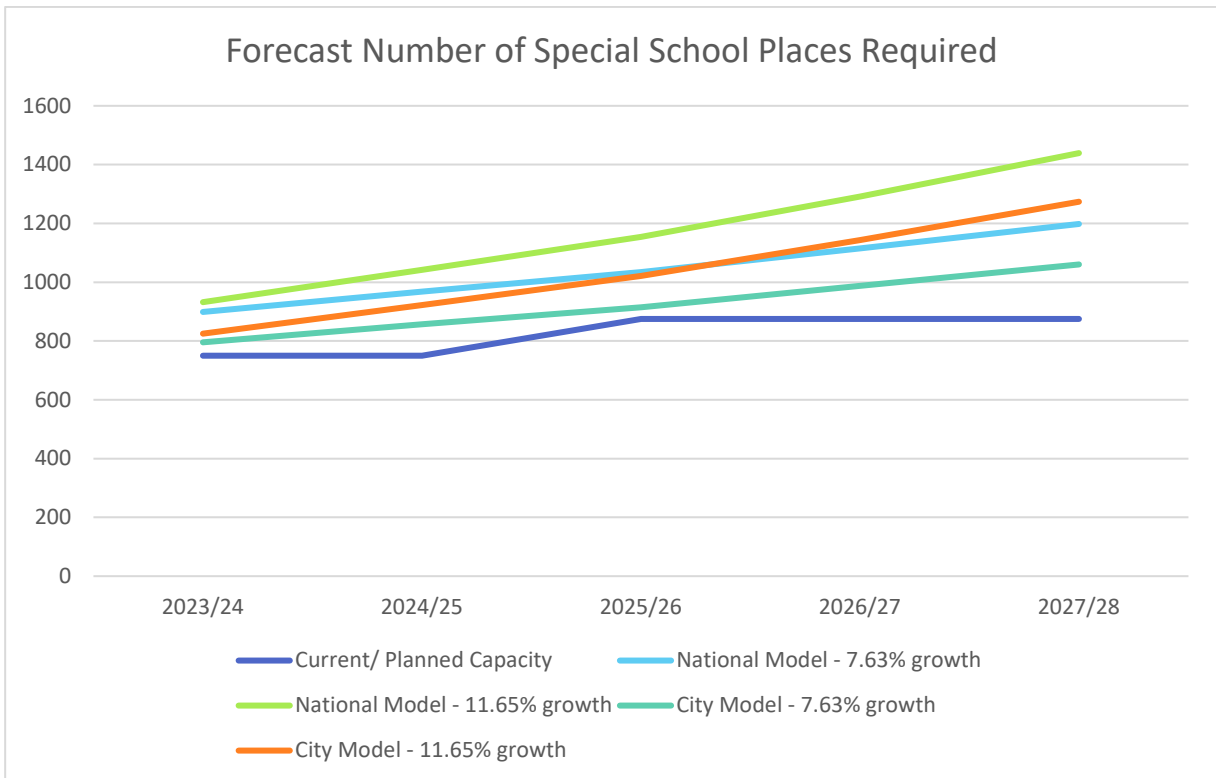
If the city continues to allocate special school places at the current percentage of pupils with an EHCP (30.8%), the required number of places would be as follows:

			2023/24	2024/25	2025/26	2026/27	2027/28
Special School Places Required	7.63% Growth	Overall Places Required	795	857	915	987	1,060
		Additional Places Required	45	107	165	237	310
	11.65% Growth	Overall Places Required	825	922	1,021	1,143	1,274
		Additional Places Required	75	172	271	393	524

If the city were to align the number of pupils with an EHCP accessing special school to the national average (34.8%), the subsequent requirements for special school places would be as follows:

			2023/24	2024/25	2025/26	2026/27	2027/28
Special School Places Required	7.63% Growth	Overall Places Required	899	968	1,034	1,115	1,198
		Additional Places Required	149	218	284	365	448
	11.65% Growth	Overall Places Required	932	1,042	1,154	1,292	1,439
		Additional Places Required	182	292	404	542	689

When the above forecasts are mapped against current and planned special school capacity it can be seen even at the lowest rates of growth there is a significant shortfall of places.



Needs Based Projections:

In order to estimate the number of places required at a more needs based level, we have also undertaken a needs based forecasting exercise. Initially we have reviewed the historic trends of the primary need of pupils with an EHCP, both overall and specific to each type of setting.

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Primary School Prevalence of Needs

	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
17/18	33.8%	3.8%	0.0%	3.0%		2.2%	10.7%	1.4%	3.0%	5.8%	3.3%	30.8%	1.9%
18/19	34.2%	2.6%	0.0%	3.4%	0.5%	2.3%	9.7%	1.0%	4.2%	7.6%	2.6%	30.0%	1.8%
19/20	33.4%	2.8%	0.0%	4.3%	0.4%	1.7%	9.4%	1.1%	3.8%	7.9%	3.2%	31.1%	1.1%
20/21	26.4%	2.6%	0.0%	4.6%	0.4%	1.1%	7.9%	0.9%	4.6%	7.9%	3.7%	38.4%	1.3%
21/22	22.2%	3.4%	0.0%	4.6%	0.2%	1.2%	7.8%	0.5%	4.9%	8.0%	3.6%	42.6%	1.0%
Average	30.0%	3.0%	0.0%	4.0%	0.3%	1.7%	9.1%	1.0%	4.1%	7.4%	3.3%	34.6%	1.4%

Secondary School Prevalence of Needs

	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
17/18	36.0%	6.6%	0.0%	4.5%	0.0%	2.5%	16.5%	0.0%	2.9%	8.7%	2.5%	16.5%	3.3%
18/19	33.2%	5.1%	0.0%	7.7%	0.0%	2.2%	15.0%	0.0%	1.1%	10.6%	4.4%	18.2%	2.6%
19/20	28.9%	6.7%	0.0%	7.0%	0.0%	2.0%	13.4%	0.0%	1.7%	14.4%	6.0%	16.8%	3.0%
20/21	30.5%	5.7%	0.0%	6.6%	0.0%	3.1%	12.6%	0.0%	1.6%	14.8%	6.3%	16.0%	2.8%
21/22	30.2%	5.8%	0.0%	8.1%	0.6%	2.9%	9.3%	0.0%	2.0%	14.2%	6.1%	18.3%	2.3%
Average	31.8%	6.0%	0.0%	6.8%	0.1%	2.5%	13.4%	0.0%	1.9%	12.5%	5.1%	17.2%	2.8%

Special School Prevalence of Needs

	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
17/18	12.7%	0.2%	0.0%	2.1%	0.0%	1.5%	12.2%	3.1%	43.8%	17.4%	1.8%	5.2%	0.2%
18/19	13.1%	0.0%	0.0%	1.5%	0.0%	1.2%	10.5%	2.6%	44.9%	19.2%	1.4%	5.4%	0.2%
19/20	14.7%	0.0%	0.0%	1.7%	0.0%	1.2%	10.3%	2.5%	42.4%	20.2%	1.5%	5.5%	0.0%
20/21	15.0%	0.0%	0.0%	2.4%	0.0%	1.1%	9.7%	1.9%	37.9%	21.0%	1.9%	9.0%	0.0%
21/22	14.9%	0.1%	0.0%	2.3%	0.0%	1.1%	9.7%	2.3%	37.1%	20.3%	2.3%	9.7%	0.3%
Average	14.1%	0.1%	0.0%	2.0%	0.0%	1.2%	10.5%	2.5%	41.2%	19.6%	1.8%	7.0%	0.1%

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AP Prevalence of Needs

	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
17/18	18.5%	0.0%	0.0%	7.4%	0.0%	7.4%	3.7%	0.0%	0.0%	59.3%	0.0%	3.7%	0.0%
18/19	25.0%	0.0%	0.0%	0.0%	0.0%	2.8%	5.6%	0.0%	2.8%	58.3%	0.0%	5.6%	0.0%
19/20	15.5%	1.4%	0.0%	8.5%	0.0%	2.8%	0.0%	0.0%	0.0%	64.8%	2.8%	4.2%	0.0%
20/21	8.0%	0.9%	0.0%	10.6%	0.0%	2.7%	0.0%	0.0%	0.9%	68.1%	3.5%	5.3%	0.0%
21/22	12.4%	0.5%	0.0%	8.8%	0.0%	1.0%	0.0%	0.0%	0.5%	56.7%	4.6%	15.5%	0.0%
Average	15.9%	0.6%	0.0%	7.0%	0.0%	3.3%	1.9%	0.0%	0.8%	61.4%	2.2%	6.9%	0.0%

All EHCPs Prevalence of Needs

	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
17/18	23.5%	2.5%	0.0%	3.0%	0.1%	2.0%	12.4%	1.9%	23.1%	13.2%	2.3%	14.8%	1.3%
18/19	23.5%	1.8%	0.0%	3.3%	0.1%	1.8%	11.0%	1.6%	23.2%	15.2%	2.3%	15.0%	1.1%
19/20	23.2%	2.2%	0.0%	3.9%	0.1%	1.6%	10.2%	1.4%	20.6%	17.4%	2.9%	15.5%	0.9%
20/21	21.1%	1.9%	0.0%	4.4%	0.1%	1.6%	9.0%	1.1%	18.0%	18.8%	3.4%	19.6%	0.9%
21/22	19.8%	2.2%	0.0%	4.7%	0.2%	1.4%	8.0%	1.1%	16.8%	19.1%	3.6%	22.2%	0.9%
Average	22.2%	2.1%	0.0%	3.9%	0.1%	1.7%	10.1%	1.4%	20.3%	16.7%	2.9%	17.4%	1.0%

Scenario D: Needs based analysis using forecast number of places required

If the five-year average prevalence data is applied to the forecast number of pupils requiring special school places noted above, the results are as follows:

			Forecast	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
HCC Special School Placements	7.63% Growth	%Age		22.20%	2.10%	0.00%	3.90%	0.10%	1.70%	10.10%	1.40%	20.30%	16.70%	2.90%	17.40%	1.00%
		23/24	795	176	17	0	31	1	14	80	11	161	133	23	138	8
		24/25	857	190	18	0	33	1	15	87	12	174	143	25	149	9
		25/26	915	203	19	0	36	1	16	92	13	186	153	27	159	9
		26/27	987	219	21	0	38	1	17	100	14	200	165	29	172	10
	27/28	1060	235	22	0	41	1	18	107	15	215	177	31	184	11	
	11.65% Growth	%Age		22.20%	2.10%	0.00%	3.90%	0.10%	1.70%	10.10%	1.40%	20.30%	16.70%	2.90%	17.40%	1.00%
		23/24	825	183	17	0	32	1	14	83	12	167	138	24	144	8
		24/25	922	205	19	0	36	1	16	93	13	187	154	27	160	9
		25/26	1,021	227	21	0	40	1	17	103	14	207	171	30	178	10
26/27		1,143	254	24	0	45	1	19	115	16	232	191	33	199	11	
27/28	1,274	283	27	0	50	1	22	129	18	259	213	37	222	13		
National Average Special School Placements	7.63% Growth	%Age		22.20%	2.10%	0.00%	3.90%	0.10%	1.70%	10.10%	1.40%	20.30%	16.70%	2.90%	17.40%	1.00%
		23/24	899	200	19	0	35	1	15	91	13	182	150	26	156	9
		24/25	968	215	20	0	38	1	16	98	14	197	162	28	168	10
		25/26	1,034	230	22	0	40	1	18	104	14	210	173	30	180	10
		26/27	1,115	248	23	0	43	1	19	113	16	226	186	32	194	11
	27/28	1,198	266	25	0	47	1	20	121	17	243	200	35	208	12	
	11.65% Growth	%Age		22.20%	2.10%	0.00%	3.90%	0.10%	1.70%	10.10%	1.40%	20.30%	16.70%	2.90%	17.40%	1.00%
		23/24	932	207	20	0	36	1	16	94	13	189	156	27	162	9
		24/25	1,042	231	22	0	41	1	18	105	15	212	174	30	181	10
		25/26	1,154	256	24	0	45	1	20	117	16	234	193	33	201	12
26/27		1,292	287	27	0	50	1	22	130	18	262	216	37	225	13	
27/28	1,439	319	30	0	56	1	24	145	20	292	240	42	250	14		

Scenario E: Needs based analysis using forecast number of EHCPs and average make up of population by setting

An alternative analysis has again been performed, to better reflect the different prevalence of needs at each setting, utilising the forecast number of EHCPs rather than the forecast special school number on roll.

The table below shows the percentages that attend each setting (against the overall number of plans maintained by the city).

		2017	2018	2019	2020	2021	2022
Citywide	Number of plans maintained	1403	1559	1729	1886	2100	2405
Primary	Number of pupils with plans		364	383	470	541	589
	Percentage		25.94	27.30	33.50	38.56	41.98
Secondary	Number of pupils with plans		242	274	298	318	344
	Percentage		17.25	19.53	21.24	22.67	24.52
Special	Number of pupils with plans		616	650	687	720	750
	Percentage		43.91	46.33	48.97	51.32	53.46
AP	Number of pupils with plans		27	36	71	113	194
	Percentage		1.92	2.57	5.06	8.05	13.83

And if this is modelled forwards, based on the estimated number of plans, the projected number of pupils with EHCPs accessing each setting is as follows (on both an average and most recent basis):

Five Year Average		Average	2023	2024	2025	2026	2027
Low Growth	Forecast number of plans maintained		2,583	2,782	2,971	3,205	3,443
	Primary	24.13%	623	671	717	774	831
	Secondary	15.32%	396	426	455	491	528
	Special	35.80%	925	996	1064	1147	1233
	AP	4.21%	109	117	125	135	145
High Growth	Forecast number of plans maintained		2,679	2,993	3,316	3,712	4,135
	Primary	24.13%	647	722	800	896	998
	Secondary	15.32%	411	459	508	569	634
	Special	35.80%	959	1072	1187	1329	1480

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	AP	4.21%	113	126	139	156	174
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2022 Percentages		Average	2023	2024	2025	2026	2027
Low Growth	Forecast number of plans maintained		2,583	2,782	2,971	3,205	3,443
	Primary	24.49%	633	681	728	785	843
	Secondary	14.30%	369	398	425	458	492
	Special	31.19%	806	868	927	1000	1074
	AP	8.07%	208	225	240	259	278
High Growth	Forecast number of plans maintained		2,679	2,993	3,316	3,712	4,135
	Primary	24.49%	656	733	812	909	1013
	Secondary	14.30%	383	428	474	531	591
	Special	31.19%	836	934	1034	1158	1290
	AP	8.07%	216	242	268	300	334

If the worst-case number on roll projections are then overlaid with the historic needs based trends noted above, the following needs based place estimates emerges:

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		Forecast	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
Primary	%Age		30.0%	3.0%	0.0%	4.0%	0.3%	1.7%	9.1%	1.0%	4.1%	7.4%	3.3%	34.6%	1.4%
	23/24	656	197	20	0	26	2	11	60	6	27	49	21	227	9
	24/25	733	220	22	0	29	2	13	67	7	30	54	24	254	10
	25/26	812	244	25	0	32	2	14	74	8	33	60	27	281	12
	26/27	909	273	28	0	36	3	16	83	9	37	68	30	314	13
	27/28	1013	304	31	0	40	3	17	92	10	42	75	33	350	14
Secondary	%Age		31.8%	6.0%	0.0%	6.8%	0.1%	2.5%	13.4%	0.0%	1.9%	12.5%	5.1%	17.2%	2.8%
	23/24	383	122	23	0	26	0	10	51	0	7	48	19	66	11
	24/25	428	136	26	0	29	0	11	57	0	8	54	22	74	12
	25/26	474	151	28	0	32	1	12	63	0	9	59	24	81	13
	26/27	531	169	32	0	36	1	14	71	0	10	67	27	91	15
	27/28	591	188	35	0	40	1	15	79	0	11	74	30	102	17
Special	%Age		14.1%	0.1%	0.0%	2.0%	0.0%	1.2%	10.5%	2.5%	41.2%	19.6%	1.8%	7.0%	0.1%
	23/24	836	118	0	0	17	0	10	88	21	345	164	15	58	1
	24/25	934	131	1	0	19	0	11	98	23	385	183	17	65	1
	25/26	1034	146	1	0	21	0	12	108	26	426	203	18	72	1
	26/27	1158	163	1	0	23	0	14	121	29	477	227	20	81	1
	27/28	1290	182	1	0	26	0	16	135	32	532	253	23	90	2
AP	%Age		15.9%	0.6%	0.0%	7.0%	0.0%	3.3%	1.9%	0.0%	0.8%	61.4%	2.2%	6.9%	0.0%
	23/24	216	34	1	0	15	0	7	4	0	2	133	5	15	0
	24/25	242	38	1	0	17	0	8	4	0	2	149	5	17	0
	25/26	268	43	2	0	19	0	9	5	0	2	165	6	18	0
	26/27	300	48	2	0	21	0	10	6	0	3	184	7	21	0
	27/28	334	53	2	0	24	0	11	6	0	3	205	7	23	0

Scenario F: Needs based analysis using forecast number of EHCPs and year on year trends regards make up of population by setting

A final needs-based analysis, looking at the recent year on year trends for the make-up of pupils with EHCPs accessing each setting has been performed, as a sense check regards the above.

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		Forecast	ASD	HI	Miss	MLD	MSI	Other	PD	PMLD	SLD	SEMH	SpLD	SLCN	VI
Primary		Trend	-2.90%	-0.10%	0.00%	0.40%	0.05%	-0.25%	-0.73%	-0.23%	0.48%	0.55%	0.07%	2.95%	-0.23%
	23/24	656	178	19	0	29	2	10	55	5	30	52	22	246	8
	24/25	733	177	21	0	35	3	9	56	4	37	63	25	297	7
	25/26	812	173	22	0	42	4	8	56	3	45	74	28	353	6
	26/27	909	167	24	0	51	5	6	56	1	55	88	32	422	5
	27/28	1013	157	26	0	61	6	5	55	-1	66	103	37	500	3
Secondary		Trend	-1.45%	-0.20%	0.00%	0.90%	0.15%	0.10%	-1.80%	0.00%	-0.23%	1.38%	0.90%	0.45%	-0.25%
	23/24	383	116	22	0	29	1	10	44	0	6	53	23	68	10
	24/25	428	123	24	0	37	2	12	42	0	6	65	29	77	10
	25/26	474	130	26	0	45	3	13	38	0	6	79	37	88	10
	26/27	531	138	28	0	55	4	16	33	0	5	96	46	101	10
	27/28	591	145	29	0	67	5	18	26	0	4	115	56	115	9
Special		Trend	0.55%	-0.03%	0.00%	0.05%	0.00%	-0.10%	-0.63%	-0.20%	-1.68%	0.73%	0.13%	1.13%	0.03%
	23/24	836	122	0	0	17	0	9	82	19	331	170	16	68	1
	24/25	934	142	0	0	20	0	9	86	19	354	197	19	86	2
	25/26	1034	163	0	0	22	0	9	89	19	374	225	22	107	2
	26/27	1158	188	0	0	26	0	9	92	19	400	261	26	133	3
	27/28	1290	217	-1	0	29	0	9	95	19	424	300	31	163	3
AP		Trend	-0.92%	-0.08%	0.00%	0.43%	0.03%	-0.15%	-1.10%	-0.20%	-1.58%	1.48%	0.33%	1.85%	-0.10%
	23/24	216	31	1	0	16	0	4	2	0	2	131	7	21	0
	24/25	242	31	2	0	19	0	0	0	0	3	146	11	31	0
	25/26	268	30	3	0	22	0	-4	-2	0	3	159	15	42	0
	26/27	300	29	3	0	25	0	-9	-6	0	4	177	20	56	0
	27/28	334	28	4	0	29	0	-16	-9	0	5	194	27	72	0

Needs Based Analysis Summary:

When the above scenarios are compared to the existing/ planned capacity, this modelling suggested that significant under provision (c350 places) may exist across the city by 2028, even with the creation of a new SLD free school.

Needs	Existing Places	Planned Capacity	Required Capacity Range	Shortfall Range	Commentary
ASD &SLCN	137	137	272 - 380	135 - 243	Northcott
MLD	0	0	26 - 29	26 – 29	No Specific School Provision
PD &PMLD	107	107	114 - 167	7 - 60	Frederick Holmes
SEMH	175	175	253 - 300	78 – 125	Oakfield, Bridgeview
SLD	473	473	424 – 532	49 - 59	Ganton, Tweendykes, New Free School (Willowfield)
Other Needs Requiring a Special School Place	0	0	40	40	No Specific School Provision

A further specific consideration that needs to be made is regards the significantly high proportion of pupils with SEND accessing Alternative Provision, which is much higher than the national average. The latest statistics show that 8% of those with EHCP maintained by the City access AP, (or 6.5% of the total citywide school population with an EHCP) compared to less than 1% nationally. As noted above, this figures seems out of alignment owing to a change in DfE policy – whereby when our AP settings were established they were able to receive a specialist designation, where as they would now have been established as specialist settings.

If the number of pupils with a plan were brought down to 1% for each forecast year, the repatriated number of pupils requiring places at either a special school or mainstream provision are as follows:

	2023/24	2024/25	2025/26	2026/27	2027/28
Total Repatriated Pupils	189	212	234	262	292
ASD	30	34	37	42	46
MLD	13	15	17	19	21
SEMH	116	130	144	162	180
SLCN	13	15	16	18	20

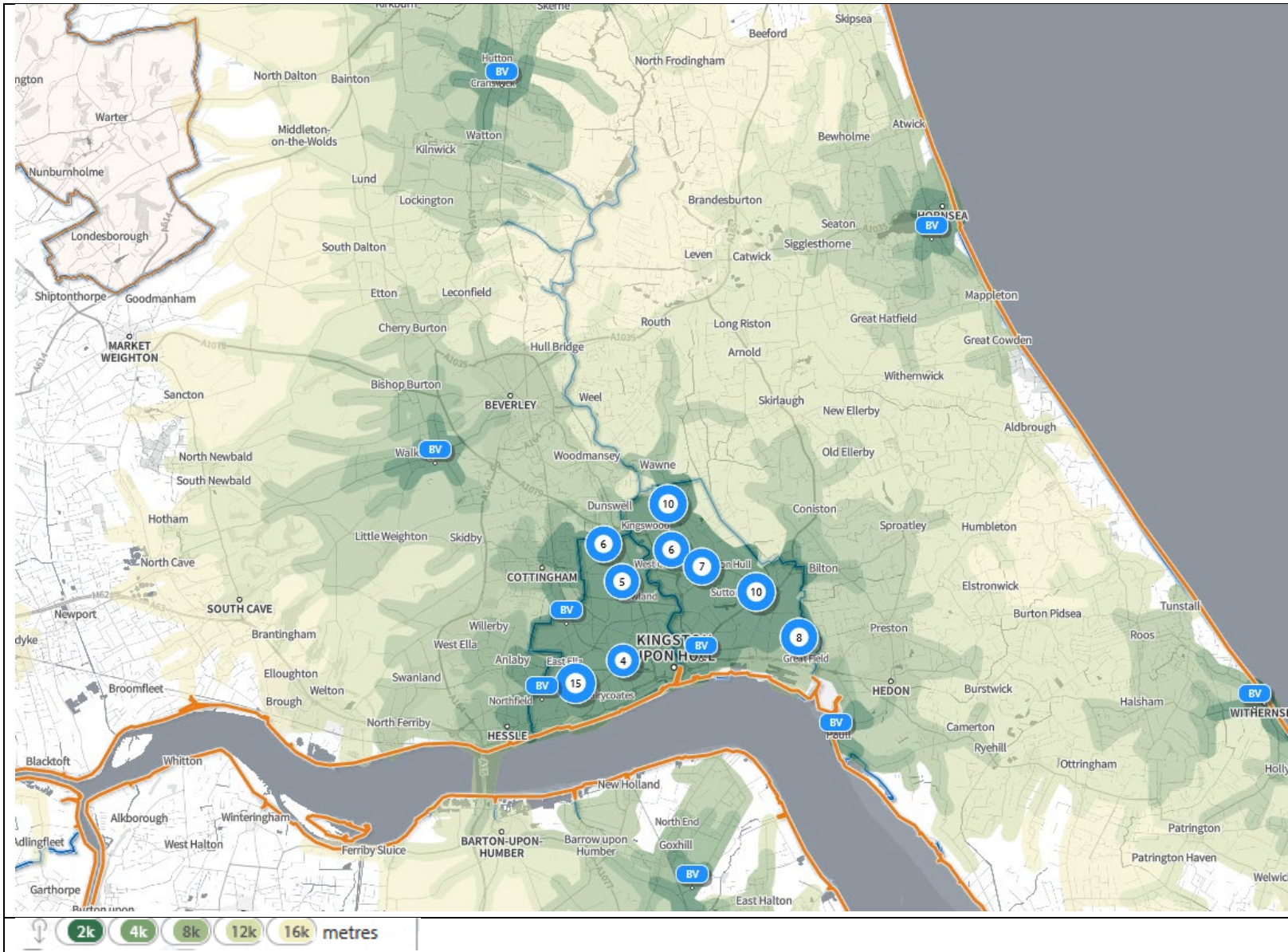
8. Travel and Transport Analysis:

An analysis of pupil's home addresses has been undertaken and demonstrates

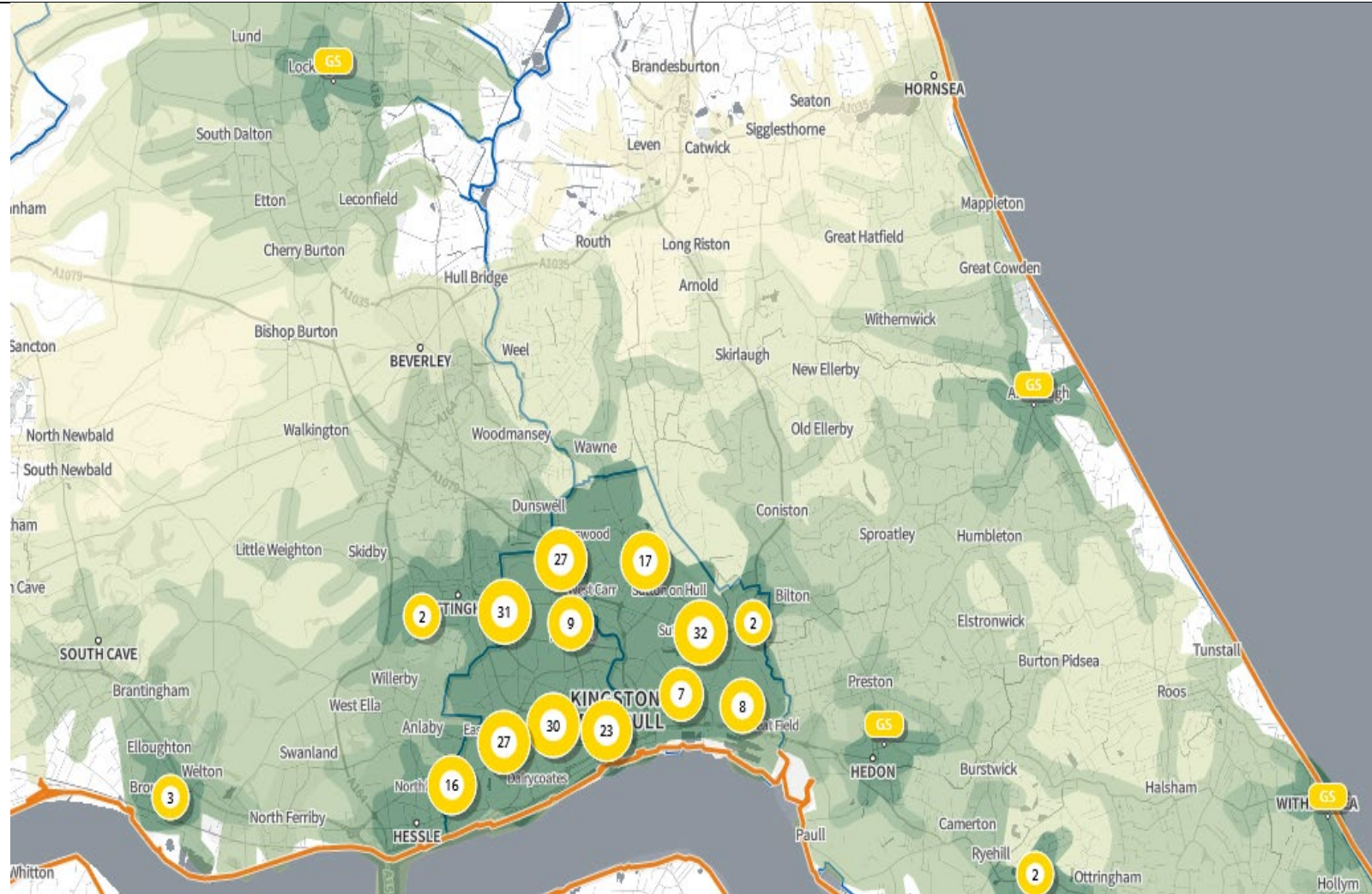
The impact of travel distance on pupils and families cannot be underestimated, with reduced school performance, challenging behaviour, increased levels of fatigue and poor engagement possible where pupils are subject to excessive travel times. It is a basic matter of equity to seek to strive for as short and stress-free a journey to and from school as possible.

The heat maps below show the distance for pupils at each special school:

Bridgeview



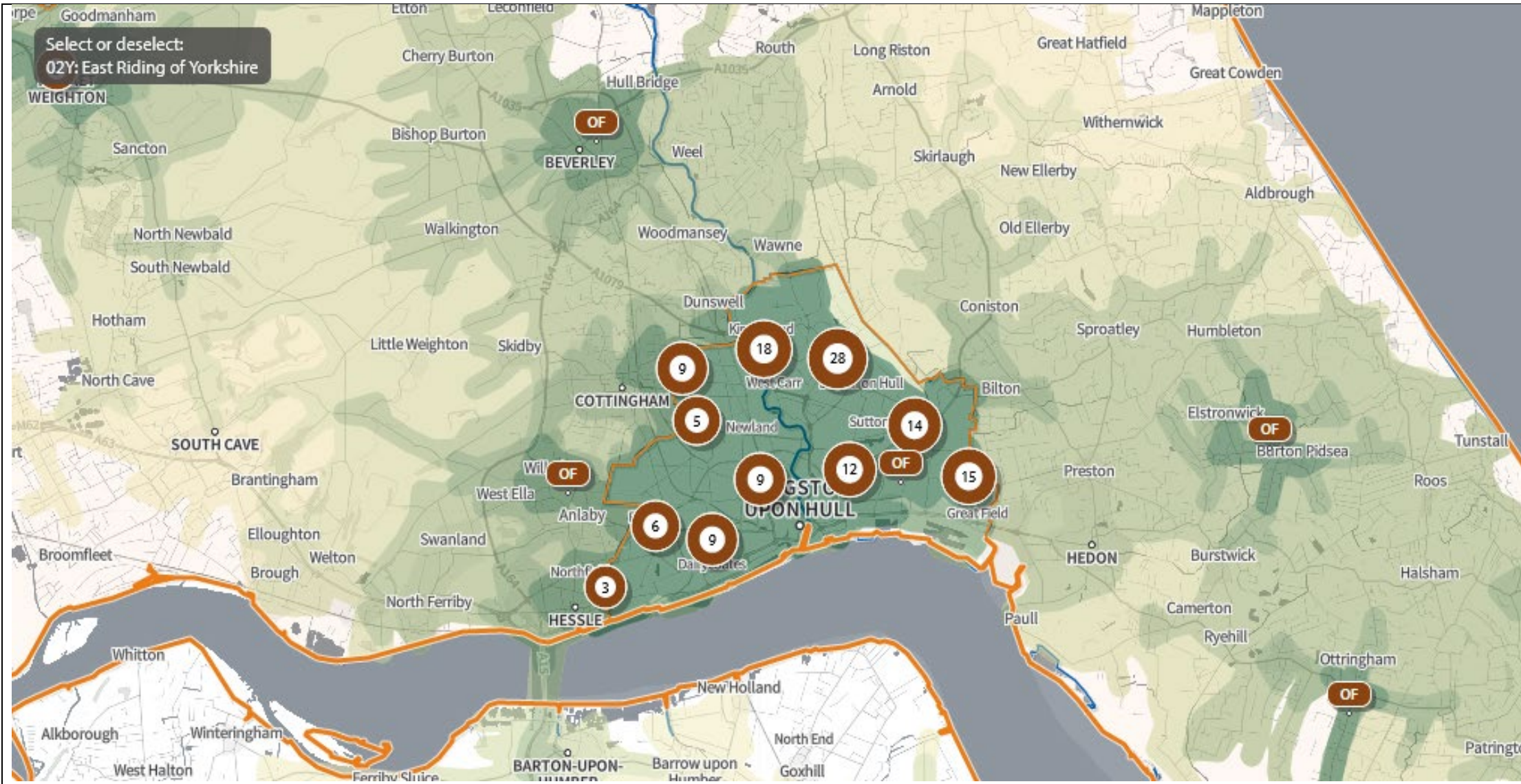
Ganton



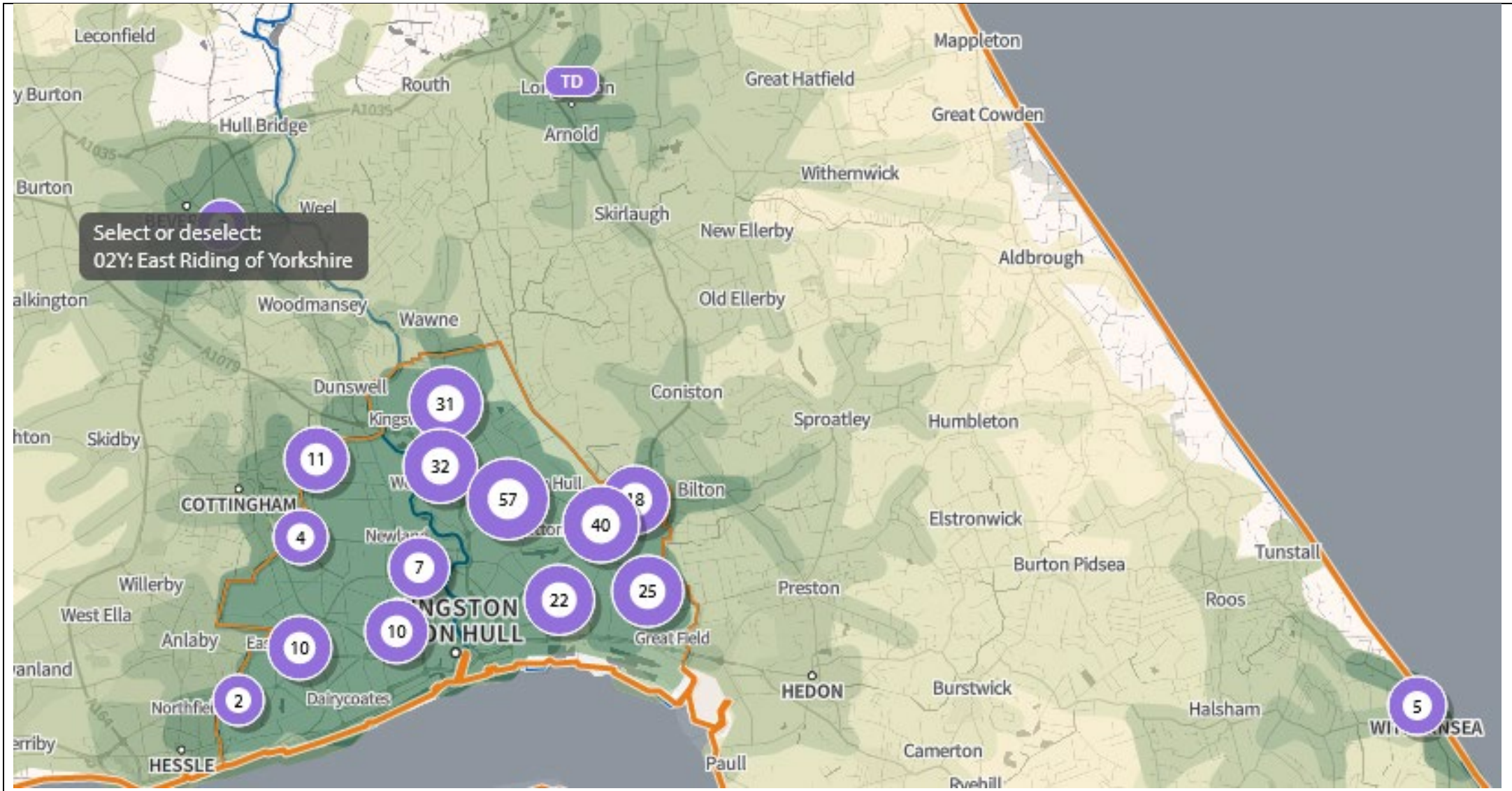
Northcott



Oakfield



Tweendykes



Impact of cross border movement:

Geographically Kingston-upon-Hull is unique, only sharing a border with one neighbouring local authority, the East Riding of Yorkshire Council. Despite this, the city is a net importer of pupils attending its special schools. This net difference equates to 69 pupils accessing special schools within Hull who do not live within the LA. If the number of places within the City is not increased it may be that in the future these pupils will not be able to be accommodated within the Hull estate, or that the Local Authority could become a net exporter of pupils and need to commission more out of area places for its own pupils. The East Riding has recently commissioned a new 120 place SEND free school in Welton (close to the Hull/ East Riding administrative border). The school will cater for pupil with complex SEND including SEMH needs, and will hopefully assist with reducing the impact of East Riding pupils taking up places in Hull provision.

There are also a small number (20 as of the 2020/21 academic year) of pupils with EHC plans placed in specialist provision outside of Hull.

The lack of capacity at present is impacting on the ability of the special schools to meet the needs of the most complex children who need greater amounts of space, thus leading to the potential for an increase in pupils in independent provision and increased costs if this is not addressed.

9. The case for change:

The SEND Strategy Refresh from 2019 has in it an action to review the numbers, age profile and needs of children and young people with SEND to meet the increasing demand. This review has identified that the demand for special school places is predicted to rise in line with the increase in pupils in the school age population in general as well as changes in need. The city is experiencing a disproportionate rise in the number of pupils with an EHC plan compared with the overall rate of population increase.

Although Hull has a wide range of special school provision, the data outlined in section 7 above demonstrates the current special school provision in Hull remains over capacity, and the supply is acting as a self-limiting factor of the demand for places. This is resulting in pupils being placed in special schools that do not best suit their needs, a loss of key facilities and other children remaining in mainstream schools when their needs will be best met in specialist provision.

Over recent years there has been a shift in the make up of our special school population, with an increasing number of pupils with a primary need relating to SEMH and SLCN, as well as the already observed trend in pupils with ASD. Provision for pupils with these primary needs is the largest projected shortfall in places going forwards.

Our future direction:

This SEND Sufficiency Strategy will enable young people with SEND in Hull to access a range of settings which provide excellent education, health care and support interventions and will provide the foundations for education for all - where children and young people are included in the most appropriate setting to meet their needs.

Several key actions have been agreed and progressed by the LA and Learning Partnership since 2019 to support schools to better enable pupils with SEND to successfully attend mainstream schools. This has included the following:

- Investment in Certificate of Competence in Educational Testing (CCET) training across the SENCo workforce supporting early identification and improved understanding of need and subsequent use of support strategies and tools being applied earlier.
- Investment in Emotional Literacy Support Assistant (ELSA) training to support the emotional wellbeing of pupils.
- Development of a Learning Partnership Transition Protocol – with the aim of promoting the importance of a well-planned, consistent, and standardised approach to transition across all phases of a pupil’s educational journey
- Review of EHC banding applied to EHC plans, to ensure that descriptors are well matched to funding levels, so that schools receive an appropriate level of funding to deliver the necessary special education provision to meet needs, irrelevant of the setting – ongoing
- Development of the New in Country pathway, providing funding to schools without the need for an EHC plan.
- Implementation of a program of Whole School SEND Reviews – enabling school leaders to evaluate the effectiveness of SEND provision and take forward any identified recommendations to promote consistent practice across the city.
- Commissioned review of SEN outreach services to understand effectiveness, quality, and impact of commissioned SEN support services, including strengths, areas of weakness and gaps - ongoing Against the backdrop of the projections and capacity issues highlighted in this strategy. as well as a reported increase in complexity of need, and finally the publication of the recent SEND review green paper, there is a recognised need to invest further in SEND Inclusion, enhancing and improving on current practice. Put simply, we must also consider how mainstream schools can be as accessible as possible so that the right support and access to additional services can

be achieved. This will meet the DfE High Needs Strategic Review requirements of collective responsibility and joint accountability, whilst helping to achieve greater access to a wider curriculum for pupils with SEND. It will also contribute to the priority of improving the transition to adulthood.

By working in collaboration with Hull's special schools, Hull's Parents' Forum, children and young people and all other interested parties, this strategy will ensure that all pupils and their families can access an education system which will support them to achieve their full potential.

Our special school Head Teachers and Hull's Parents' Forum have formally committed to this strategic vision as it can only be achieved if there is real cohesion and collaboration across all organisations involved in the strategy.

Opportunities to build on progress already made for consideration are as follows:

- Develop an inclusion baseline - To have an effective and consistent approach to inclusion and school workforce capacity, we must have a shared and agreed understanding of what 'good' practice looks like, clear expectations of what support should be provided, and clarity about the roles and responsibilities of all stakeholders.
-
- Investment to support SEMH: With an increasing number of pupils both at SEN support and with EHC plans having a primary or secondary SEN of SEMH, presenting with high levels of anxiety, emotional de-regulation and EBSA, there is a need to build on the previous investment in ELSA.
-
- Investment to support increasing SLCN needs: With the percentage of children and young people presenting with SLCN needs and ongoing delays with health SLT assessment, there is often a delay in intervention and guidance being provided. With communication and language being critical to access learning, challenges in this area can result in significant difficulties for children leading to frustration, anxiety, and behaviours.
-
- Secondments: With an increasing number of pupils with SEND and complex needs attending mainstream settings, the need for the mainstream workforce to have skills in SEND is becoming a 'must'. Adopting a secondment model to workforce development may be an effective way to provide experience and develop skills across the school workforce.
- Apprenticeships: Schools are increasingly reporting that they are unable to recruit appropriately skilled teaching assistants (TA's), to support the increasing complexity of need. This appears to be a national challenge. With an increasing number of pupils with SEND attending mainstream schools the need to address this challenge at a more strategic level is critical. Consideration should be given to the Learning Partnership and Local

Authority establishing a pool of skilled TAs, that can be utilised across the city.

-
- Transition of children with SEND back into mainstream from special: Too often once a child or young person has been allocated a special school place, it is assumed that they will remain in a special school for the duration of their school life. Whilst for many remaining in a special school long term is appropriate, for some, where progress towards outcomes is made, thereby negating the need for certain special educational provisions, a transition back to a mainstream setting maybe appropriate and should be considered and discussed. It is recommended that the LP with the LA together establish a T&F Group to consider the benefits, drawbacks, barriers and solutions to adopting a city-wide culture where there is an aspiration for children and young people, where appropriate, to be supported back into a mainstream school setting from a special school

Whilst local and national data indicates that the number of school places to support pupils with SEND needs to be increased, we must also consider how mainstream schools can be as accessible as possible so that the right support and access to additional services can be achieved. This will meet the DfE High Needs Strategic Review requirements of collective responsibility and joint accountability, whilst helping to achieve greater access to a wider curriculum for pupils with SEND. It will also contribute to the priority of improving the transition to adulthood.

By working in collaboration with Hull's special schools, Hull's Parents' Forum, children and young people and all other interested parties, this strategy will ensure that all pupils and their families can access an education system which will support them to achieve their full potential.

Our special school Head Teachers and Hull's Parents' Forum have formally committed to this strategic vision as it can only be achieved if there is real cohesion and collaboration across all organisations involved in the strategy.

10. Proposed Delivery Model for young people with SEND in Hull:

Our proposed model is one that will offer support tailored to the needs of each child and young person, based on the principle of inclusion first. Our tiered approach is set out in the diagram below.

11. Implementation, Monitoring and Review:

This strategy will be underpinned by a detailed work plan that will outline the actions to be taken to deliver the anticipated impact of the strategy, which will be updated at least six monthly and will be monitored by the SEND Accountability Forum, SEND Strategic Board and the School Place Planning Board.

This Strategy will be reviewed and refreshed on a bi-annual basis. The first review will be due in Summer 2025.

Progress in implementing the SEND Sufficiency Strategy will be communicated to key partners via their representatives on the SEND Accountability Forum, SEND Strategic Board and the School Place Planning Board, through newsletters/bulletins and at an annual SEND Strategic multi agency event.

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