

The right provision, at the right time and in the right place
Delivering accessible, locality-based, specialist education.

Sufficiency Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Kingston upon Hull 2019 to 2025



Foreword

We are delighted that this strategy has been developed through enthusiastic collaboration and partnership from the city's educational fraternity, parents/carers of children and young people with SEND, and young people themselves. The education community in Hull worked together with huge success from 2008 onward to reshape the city's educational estate; through the development of a Learning Partnership education leaders in the city worked together to deliver our vision *to give all children and young people the offer of a good local school*.

More recently, the Local Authority (LA) has gone through a period where funding for key areas has diminished considerably. The response to this was to restructure vital services to reflect the change in the financial position. This, and the move to over 90% of Hull's schools converting to academy status, culminated in a change in the position of the LA in the leadership of education in Hull.

Following the 2017 Ofsted/CQC inspection of SEND and in response to the changing education landscape, the LA has begun a recalibration of its role with schools as it seeks to fulfil its important education system leadership position across the city. With the support of Head Teachers from Hull's learning community, we are once again focused on a joint endeavour to improve educational outcomes for all children and young people in the city starting with the most vulnerable.

This strategy sets out the current position on SEND sufficiency and our plans to develop provision to meet the needs of children with SEND over the next 5 years. In developing these plans, we aim to enable children to access education as near to their local community as possible and are fully committed to working with our schools, parents and children and young people to help realise this ambition. All Hull schools strive to offer the right level of support to children and young people, but when mainstream schools can no longer meet the complex needs of some of our children, we want the children to be able to access high quality education which helps them to achieve their potential, as near to their home as possible.

The educational landscape in Hull is complex and presents education leaders with a responsibility to behave differently in this new world. All those involved in education in Hull are indicating they are ready for the challenge, accepting this is a long-term commitment and excited by a future where together to offer our children the education they deserve with the right offer, in the right setting at the right time for them to realise their potential.

Cllr Peter Clark – Portfolio Holder Learning, Skills & Safeguarding Children

Niki Clemo – Director of Children, Young People and Family Services

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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

1. Introduction:

Kingston upon Hull City Council has a statutory duty under The 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 SEND who have an Education Health and Care (EHC) plan and have a need for designated specialist provision.

Plans are underway to meet expected increases in demand for mainstream school places and this report sets out the parallel process which will enable the Local Authority (LA) to plan and ensure the sufficiency of specialist school placements.

2. History of SEND provision in Hull:

The BSF Programme onwards:

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 Special Educational Need 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 LA's 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 betteret their needs.

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.

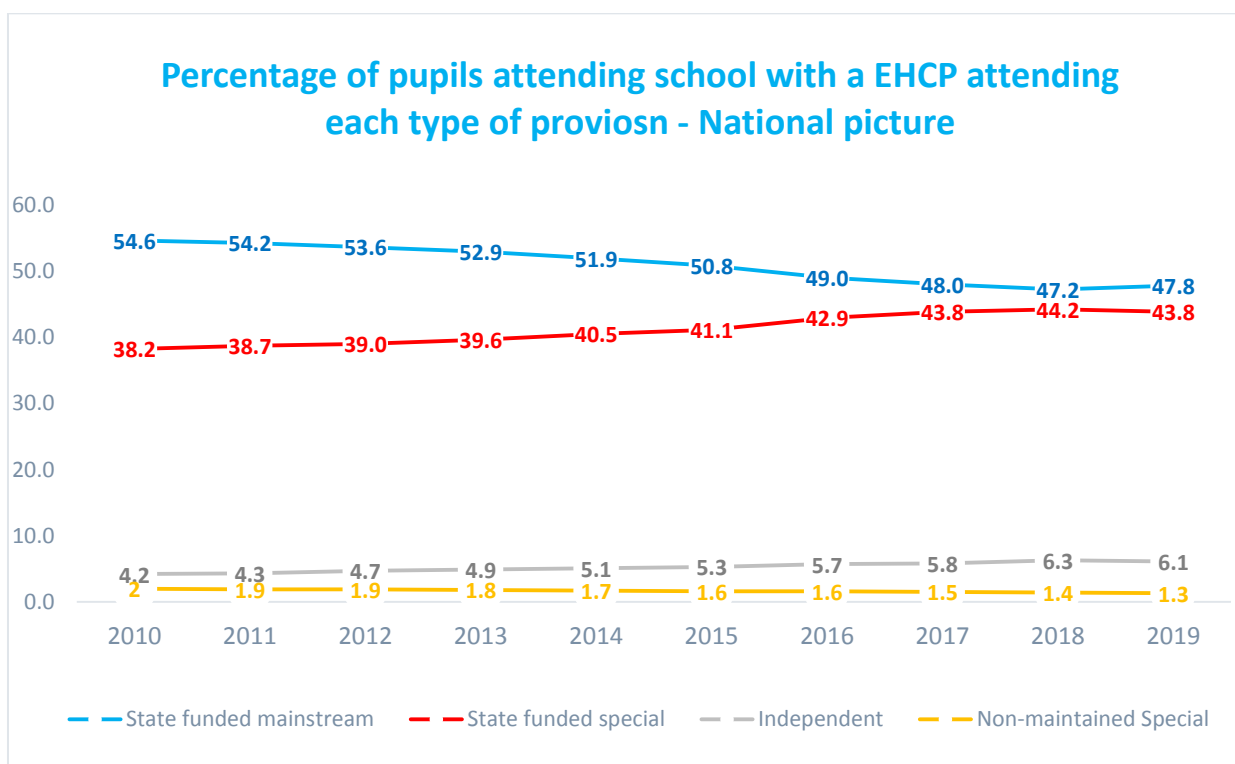
The specialist facilities delivered as part of the BSF programme were as follows:

School	Designation	Age Range	Capacity	Area served
Ganton	SLD	3 - 11 11 - 19	128	West – co-located with Sirius West Secondary Academy and Christopher Pickering Primary Academy (separate Primary and Secondary)
Bridgeview	BESD	5 - 11	30	City-wide
Oakfield	BESD	10 - 16	80	City-wide. Also has 35 residential provision
Tweendykes	SLD	2 - 19	90	East – co-located with Winifred Holtby Secondary Academy
Frederick Holmes	Complex PD	2 - 19	85	City-wide
Northcott	ASD	2 - 19	115	City-wide
Education Services for Hearing and Vision Unit	HI	11 – 19	40	City-wide, co-located with Sirius West Secondary Academy
	HI	4 - 11	40	City-wide, co-located with Christopher Pickering Primary Academy

3. The changing national picture:

Nationally since 2010 the annual DfE school census has shown a gradual increase in the percentage of pupils with an EHCP attending a state-funded special school, alongside a greater decrease in the number of pupils with an EHCP attending state-funded mainstream settings.

In 2010, 38.2% of pupils included in the census who had statements were educated in special schools: by 2019 this had increased to 43.8%. The percentage of the same cohort of pupils with statements or EHC plans attending independent and non-maintained special schools also increased between 2010 and 2019, from 6.2% to 7.4%. (“Special Education Needs in England: January 2019” publication, *DfE July 2019*).



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

The percentage of pupils who are identified as having SEND is also continuing to increase. Across all schools this rose from 14.4% in January 2017 to 15.0% in January 2019. In the same time period, the percentage of pupils with a statement of SEN or EHC plan rose from 2.8% of the total pupil population to 3.1%, and the percentage of pupils on SEN Support rose from 11.6% to 11.9%. Autistic Spectrum Disorder (ASD) remains the most common primary type of need for pupils with a statement or EHC plan nationally; 29.8% of pupils with a statement or EHC plan had this primary type of need in January 2019, an increase from 28.2% in January 2018.

The needs of the cohort are also becoming more complex with pupils often being identified as having several different physical, health, social, emotional and

educational needs, which requires a coordinated approach of support and care involving a range of different expertise and services (DfE, Jan 2018)

The DfE SEN 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 identified the need to LA's to review current provision and develop a new strategy. In March 2017, the DfE announced the High Needs Strategic Review which required LA's, 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)

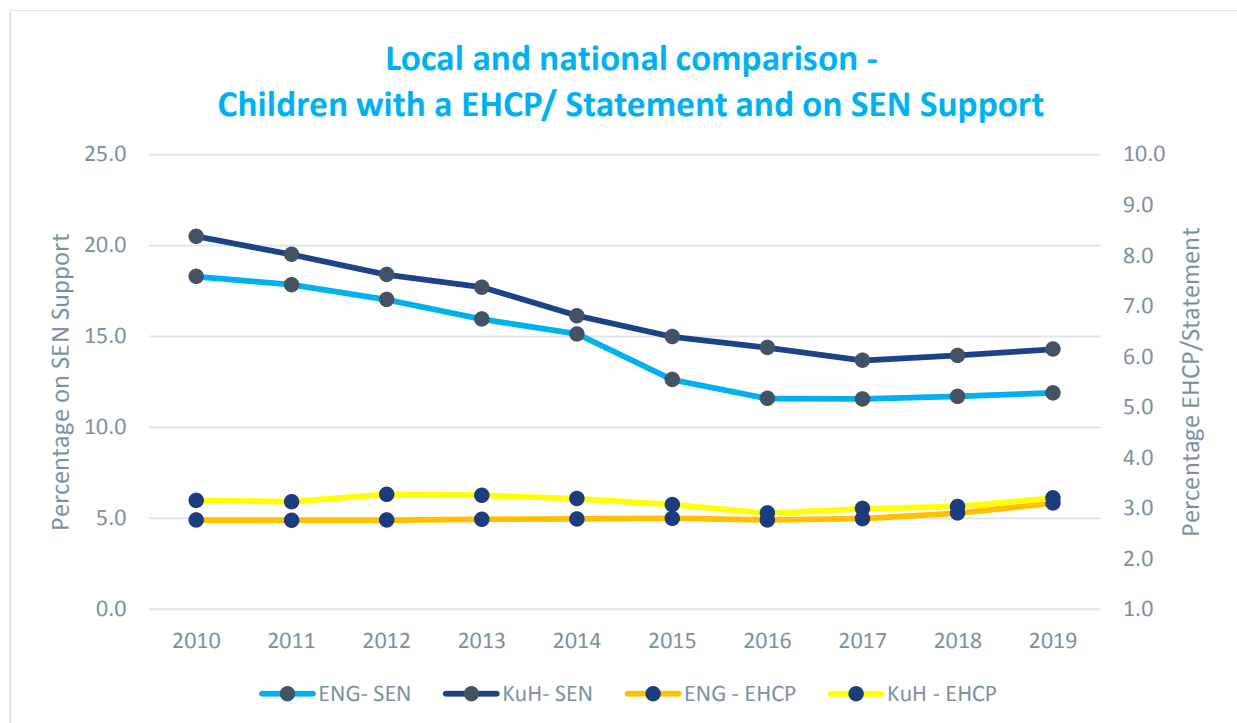
The emphasis of the review is on close collaboration between schools and providers to produce a strategic plan which will assist in facilitating sustainable, good quality provision to meet current and future needs, and which reflects the needs of both parents and pupils. It anticipates that LA's will 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.

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 260,673 (*Mid-2017 estimate, ONS*). Children and Young People (aged 0 to 19) make up a quarter of the city's population. Following an 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.

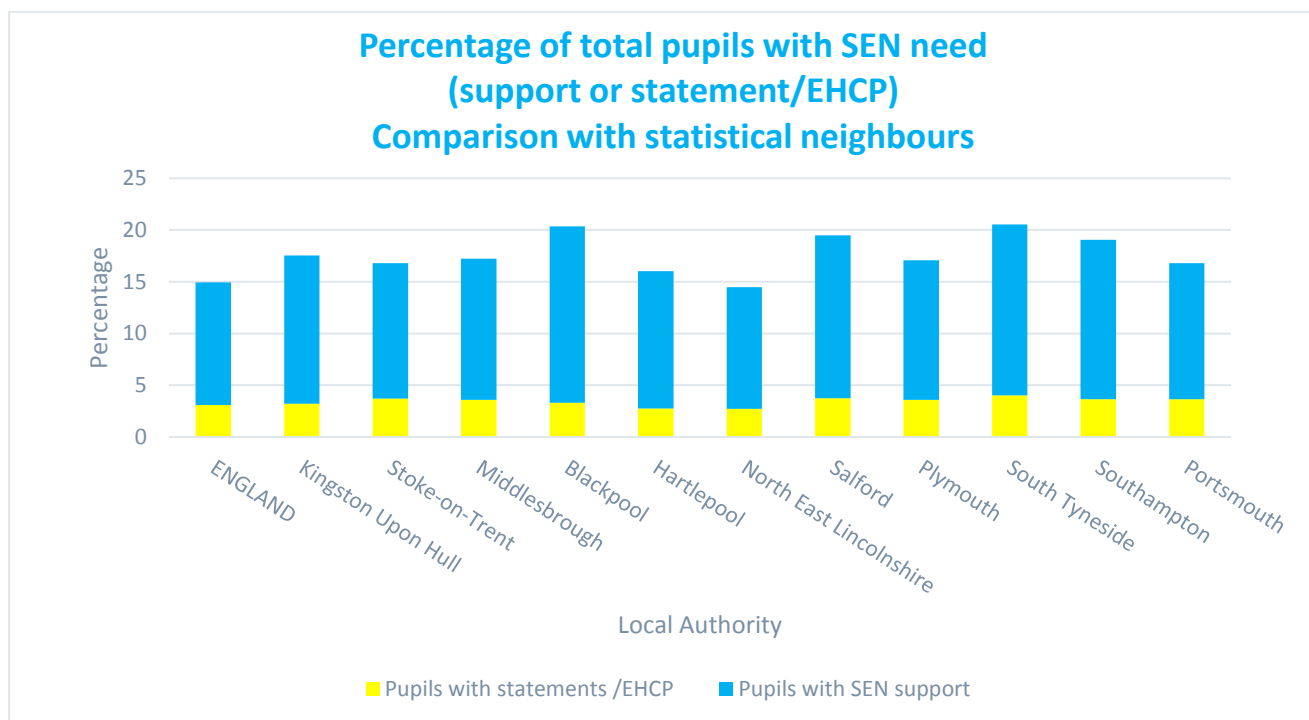
Numbers of pupils with SEND:

Between 2016 and 2019, the overall number of pupils being educated in Hull state funded schools increased by 2,863 (7.4%) from 38,667 to 41,530. Over the same time frame there was a disproportionate increase in the number of pupils with an EHC plan or statement, from 1,123 to 1,362 - an increase of 239 (21%).



Source: (DfE School Census, 2019).

In January 2019 14.3% of pupils in Hull schools were on SEN support, and 3.2% had an EHC plan or statement of SEN. This puts the city slightly above the national average for pupils with an EHC plan and over 2% above the national average for pupils on SEN support.



Source: (DfE School Census, January 2019)

The above graph shows that, although higher than the national average, the city remains mid-ranked in regard to the percentage of pupils on SEN support when compared with its 10 closest statistical neighbours but now ranks in the lower third in regard to the number of pupils with EHC plans compared to the same statistical neighbours. (Previously the city has been mid-ranked against the same comparator authorities). It is believed that the change in ranking position relates, in part, to the national trend for additional statements being issued for pupils aged 16-25, a trend which has not had the same impact in Hull as elsewhere.

Gender:

When gender is considered, there is a significant disproportionality between males and females both with an EHCP and on SEN support when compared to the overall school population. Across the city's schools, there is a 51.5%:48.5% split in favour of males to females. However when the same analysis is undertaken for pupils with SEND the results are as follows:

	Hull 2016		Hull 2017		Hull 2018		Hull 2019		UK 2019	
	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
EHCP	72.0%	28.0%	72.4%	27.6%	72.8%	27.2%	74.0%	26.0%	72.9%	27.1%
SEN-S	63.6%	36.4%	64.8%	35.2%	64.6%	35.4%	64.4%	35.6%	64.8%	35.2%
All SEND	65.0%	35.0%	66.2%	33.8%	66.1%	33.9%	66.1%	33.9%	66.5%	33.5%

Source: (Hull City Council Schools Census Data, DfE School Census 2019)

Ethnicity:

Further trends can be observed from reviewing the ethnicity of pupils within the city and with SEND specifically. Across the city's overall school population 18.9% of the pupils are from a minority ethnic background, compared to 31.9% of the national school population.

When the whole SEND population is examined, the prevalence of pupils from a minority ethnic background represents 12.7% of this cohort, and, for pupils with an EHC plan, the minority ethnic population of this cohort is 10.9%. Nationally minority ethnic pupils make up 29.8% of the SEND population, and 30.3% of the number of pupils with an EHCP.

Provision:

When the type of provision accessed by pupils with EHC plans is analysed, it is noticeable that Hull has a higher percentage of pupils accessing mainstream provision than either the national average or any of its statistical neighbours. This could be because Hull practices a positive inclusion strategy model, keeping students with their peers as much as possible, but also because the need for SEND specialist places is now outstripping supply, or, most likely, a combination of the two.

Percentage of young people with an EHC plan by provision attended

	ENG	Hull	Stoke	M'boro	B'pool	H'pool	N.E Lincs	S'ford	Ply	S.T'side	So'ton	Pou
Mainstream school: LA maintained (including foundation schools)	18.2	3.0	9.5	12.3	10.8	15.6	3.0	29.8	2.9	13.5	24.0	16.9
Mainstream school: LA maintained (SEN Unit)	1.0	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.0	3.0	0.0	3.4
Mainstream school: LA maintained (resourced provision)	1.8	0.0	0.6	0.0	0.0	2.9	0.0	9.0	0.0	4.3	0.5	0.0
Mainstream school: academy	14.5	40.4	24.2	18.2	9.1	15.2	26.8	3.5	25.0	6.7	13.5	16.1
Mainstream school: academy (SEN Unit)	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	0.0	0.0	2.2
Mainstream school: academy (resourced provision)	1.4	0.6	0.0	0.0	0.0	1.7	0.0	0.2	0.0	2.3	0.9	0.0
Mainstream school: free school	0.5	0.9	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0	0.1	0.0
Mainstream school: free school (SEN Unit)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mainstream school: free school (resourced provision)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mainstream school: independent school	1.0	0.3	0.1	0.0	0.2	0.2	5.0	1.3	0.2	0.1	0.2	0.1
Mainstream Sub Total	39.2	45.2	34.5	31.7	20.2	35.6	34.9	43.8	33.3	29.8	39.2	38.7
of which %age in SEN Units	1.8	0.0	0.0	1.1	0.0	0.0	0.0	0.0	3.3	3.0	0.0	5.6
of which %age in RP	3.1	0.6	0.6	0.0	0.0	4.6	0.0	9.2	0.0	6.6	1.3	0.0
Special school: LA maintained (including foundation schools)	23.7	16.1	33.3	31.5	23.5	15.9	0.4	12.1	25.9	41.1	24.0	10.0
Special school: academy/free	9.9	19.5	4.2	6.8	29.1	23.6	36.4	23.0	3.8	0.2	15.1	25.0
Special school: non-maintained	1.1	0.1	0.2	0.3	0.0	0.0	1.5	2.5	0.0	2.8	0.6	0.7
Special school: independent special schools	3.9	1.2	11.0	2.0	11.1	6.3	3.8	4.2	1.3	0.5	3.7	1.7
Special Sub Total	38.6	36.8	48.7	40.6	63.8	45.8	42.2	41.8	31.0	44.5	43.4	37.5
Alternative Provision (AP)/Pupil Referral Unit (PRU): LA maintained	0.5	0.1	0.2	0.1	2.8	0.0	0.0	0.9	0.0	1.1	0.8	0.0

AP/PRU: academy	0.2	1.5	0.0	0.7	0.0	0.3	0.2	0.0	1.2	0.0	0.0	0.0
AP/PRU: free school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AP Sub Total	0.8	1.6	0.2	0.8	2.8	0.3	0.2	0.9	1.2	1.1	0.8	0.0
Post 16: general FE and tertiary colleges/HE	13.2	9.9	5.2	10.6	7.9	5.8	8.1	7.5	16.1	18.6	6.8	12.3
Post 16: other FE	0.9	0.2	0.2	3.5	3.5	0.7	1.6	0.7	3.2	2.3	0.9	1.0
Post 16: sixth form college	0.6	2.6	0.6	0.2	0.0	0.5	1.8	0.6	0.0	0.0	1.2	5.9
Post 16: Specialist post-16 Institutions	1.4	0.2	5.4	1.4	0.0	3.4	5.5	1.5	1.1	0.5	2.6	0.0
Post 16 Sub Total	16.2	12.9	11.5	15.5	11.4	10.4	16.9	10.3	20.4	21.5	11.6	19.2
Children and young people with statements or EHC plans educated elsewhere	2.6	1.4	2.2	4.2	0.7	0.7	3.7	2.4	0.8	0.5	2.2	0.9
Hospital schools (including foundation schools)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-maintained early years settings in the private and voluntary sector	0.5	0.3	0.1	0.1	0.5	0.3	0.0	0.3	0.0	0.5	0.5	0.1
Other Sub-Total	3.1	1.7	2.3	4.3	1.2	1.0	3.7	2.8	0.8	1.0	2.7	1.0

Source: (SEN2 2019)

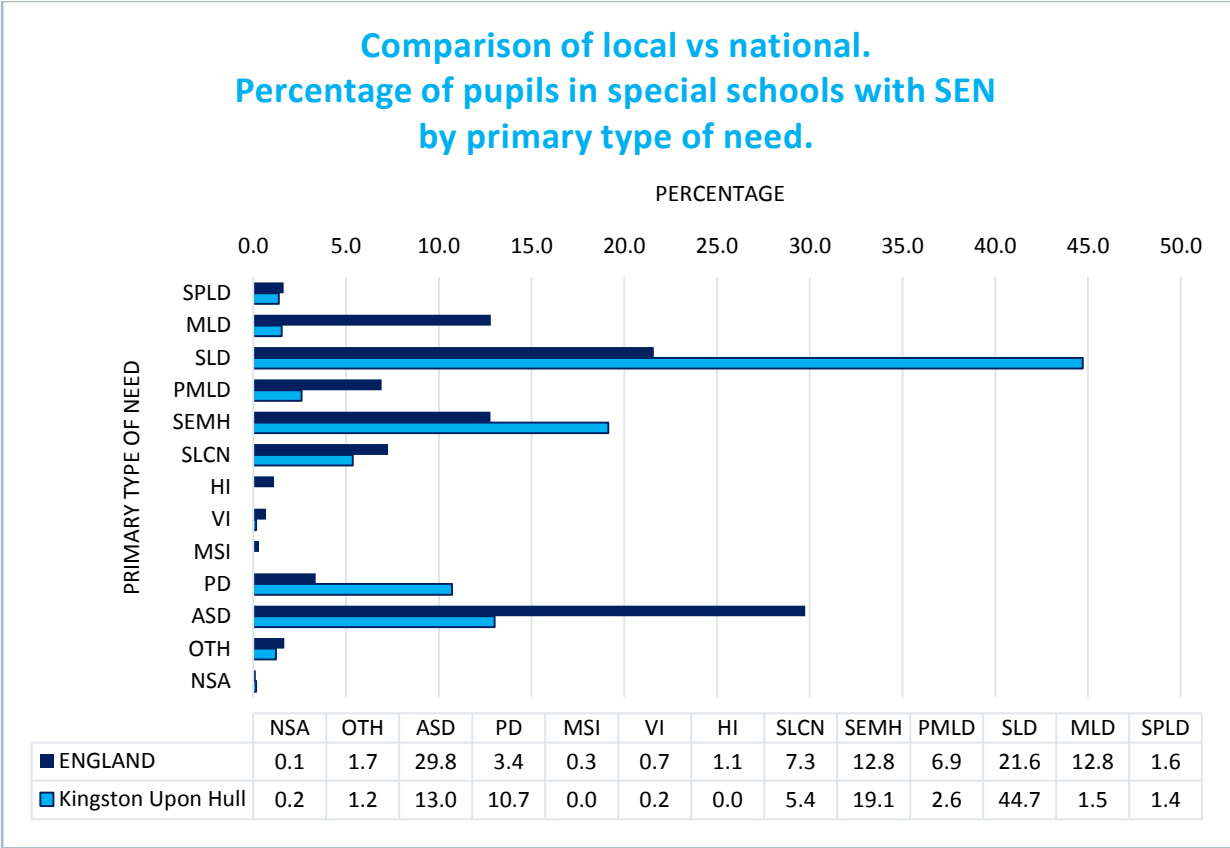
Hull also has a much smaller reported percentage of pupils accessing places in bespoke mainstream provision, with only 0.6% reported as accessing mainstream resource provision, and no pupils in mainstream SEN units. Nationally, 5.1% of pupils utilise these places, but Hull is not alone in this apparent under provision; 5 out of the 10 statistical neighbours have lower percentages accessing this type of provision.

Hull has a lower percentage than the national average (and all but one of its statistical neighbours) of pupils accessing special school provision, but the figure of 1.6% of those with a plan accessing Alternative Provision (AP) or Pupil Referral Units (PRU) is double the national average, and higher than all but one of its statistical neighbours.

Type of need:

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 292 pupils (44.7%) have Severe Learning Difficulty as their primary need, contrasting with the national figure of 21.6%. Nationally, the most common primary need within special schools is Autism Spectrum Disorder (29.8%) whereas this only represents 13.0% of the Hull population.

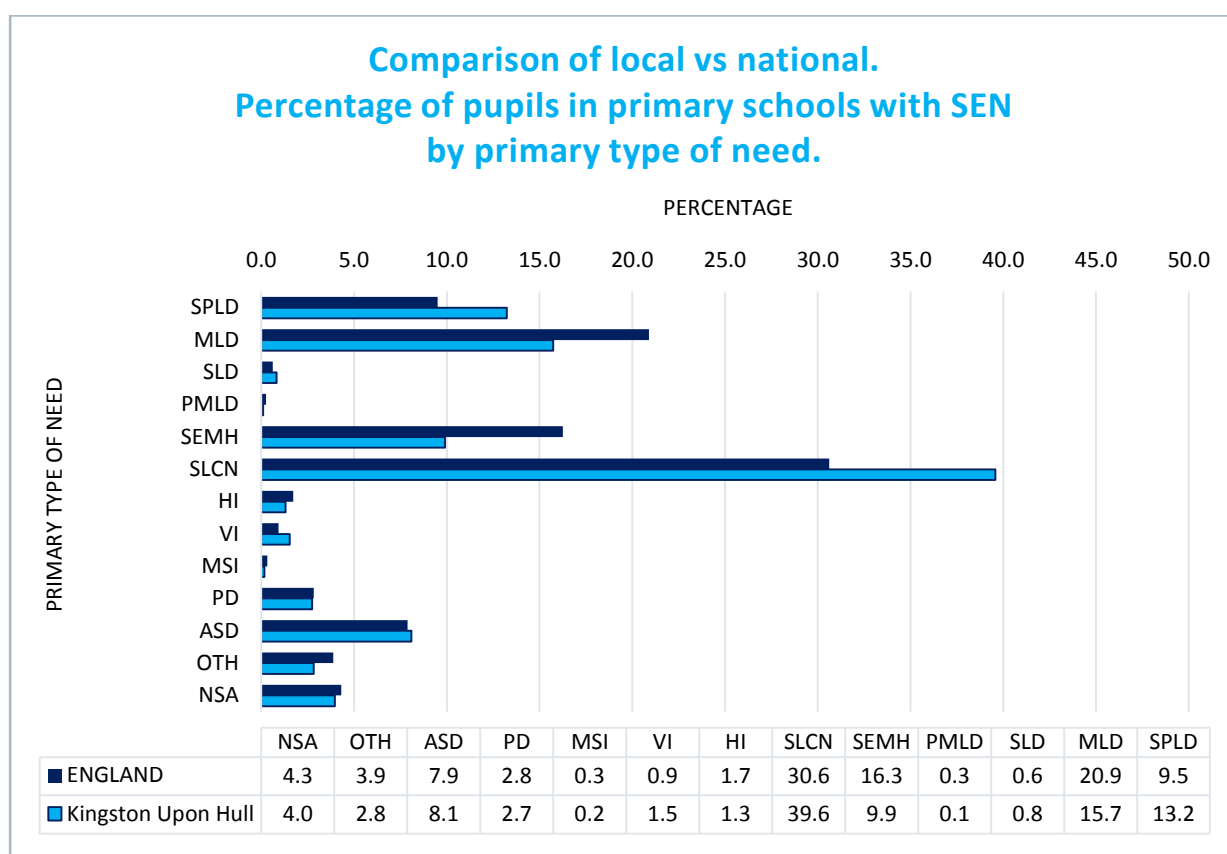


Source: (DfE School Census, January 2019)

The primary need of the mainstream SEND cohort (pupils with EHC plans and on SEN Support) is 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. This group makes up over 39.6% of the pupils with SEND in mainstream primary schools across the city, it is however higher than the national average of almost 31%.

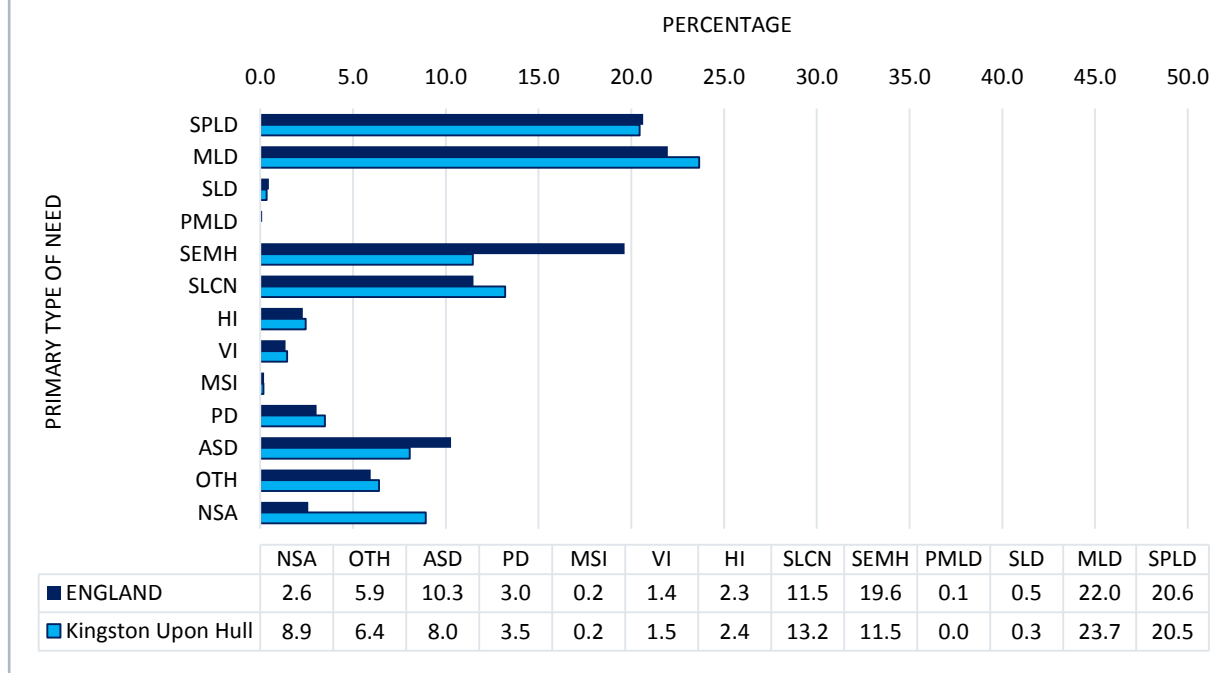
The next highest need by percentage is MLD which represents 21% of pupils nationally and 16% locally. The third highest occurring need differs between the national and local picture. In Hull 13.2% have SPLD needs whereas nationally 16.3% of pupils have SEMH needs. The other categories of need occur in less than 10% of the cohort.

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



Source: (DfE School Census, January 2019)

Comparison of local vs national. Percentage of pupils in secondary schools with SEN by primary type of need.



Source: (DfE School Census, January 2019)

Number of pupils with special educational needs by primary type of need

	Mainstream	Special Schools
Specific Learning Difficulty	1021	9
Moderate Learning Difficulty	1198	10
Severe Learning Difficulty	41	292
Profound & Multiple Learning Difficulty	4	17
Social, Emotional and Mental Health	671	125
Speech, Language and Communications Needs	1897	35
Hearing Impairment	111	-
Visual Impairment	96	1
Multi-Sensory Impairment	11	-
Physical Disability	193	70
Autistic Spectrum Disorder	517	85
Other Difficulty/Disability	267	8
SEN support but no specialist assessment of type of need	373	1
Total	6400	653

Source: (DfE School Census 2019)

A similar analysis was then undertaken to compare the primary needs of pupils attending our special schools, which revealed the following results.

Primary Type of need	2017		2018		2019	
	Nr	Percentage	Nr	Percentage	Nr	Percentage
SPLD	10	1.6%	11	1.8%	9	1.4%
MLD	16	2.6%	13	2.1%	10	1.5%
SLD	276	45.4%	270	43.5%	292	44.7%
PMLD	21	3.5%	19	3.1%	17	2.6%
SEMH	94	15.5%	108	17.4%	125	19.1%
SLCN	34	5.6%	32	5.2%	35	5.4%
HI	1	0.2%	1	0.2%	0	0.0%
VI	2	0.3%	1	0.2%	1	0.2%
MSI	0	0.0%	0	0.0%	0	0.0%
PD	77	12.7%	78	12.6%	70	10.7%
ASD	74	12.2%	78	12.6%	85	13.0%
OTH	2	0.3%	9	1.4%	8	1.2%
NSA	1	0.2%	1	0.2%	1	0.2%
Total	608		621		653	

Source: (DfE School Census, January 2017, 2018, 2019)

5. The need for 0 – 25 provision:

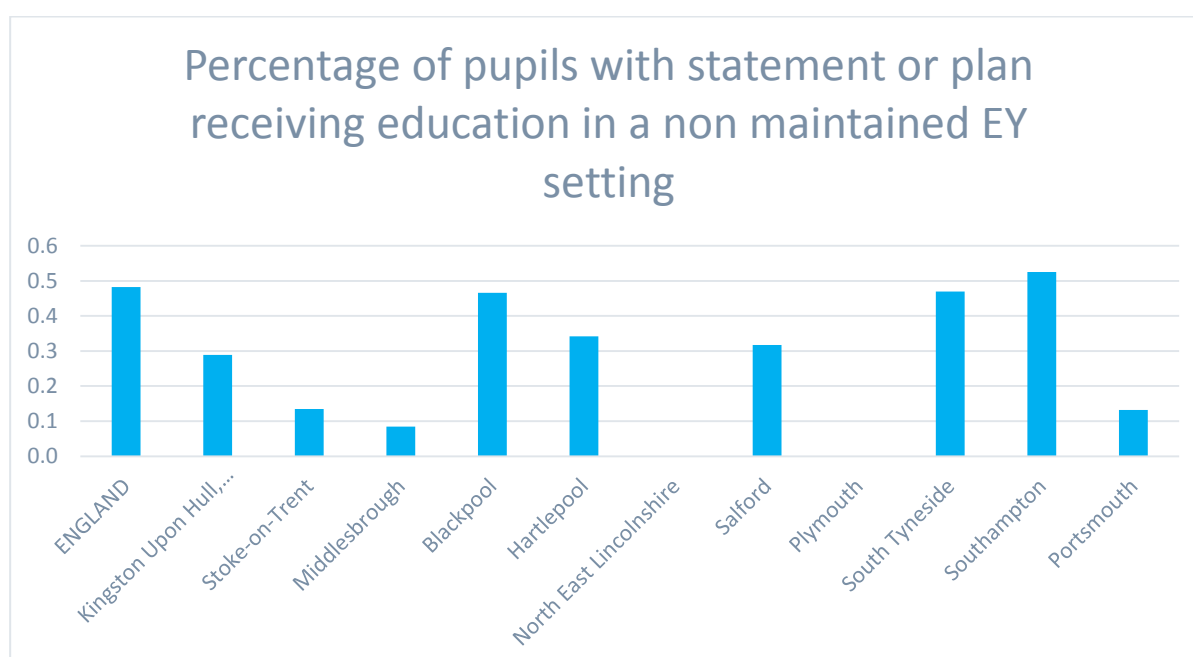
Early Years:

Nationally, the number of children under five with a statement or EHC plan receiving education in a non-maintained (PVI) early years setting has almost doubled in the period 2011 to 2018, and the percentage who attend a maintained nursery has increased from 0.3% to 0.5%. The number of pupils with all SEN educated at a maintained nursery setting has increased steadily from 2007 to 2018, from 11.5% to 13.8%. This suggests an increase in the prevalence or identification of SEND in pre-school aged children.

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 pre reception year at each special school:

	2013	2014	2015	2016	2017	2018	2019
Frederick Holmes School	5	5	3	4	7	5	3
Ganton School	0	0	0	0	1	1	0
Tweendykes	N/A	N/A	N/A	N/A	0	0	0

Historically, Hull had a higher percentage of children with a statement or EHCP educated in non-maintained early years settings than its statistical neighbours, and almost three times the national average. This position has changed significantly in the 2019 data with Hull now being below the national average and comparable with its statistical neighbours.



Furthermore, there has been a significant increase in the number of children with complex and medical needs accessing Early Years settings. 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			
Level	2018/19	2017/18	2016/17
1 (100%)	68	31	36
2 (80%)	127	84	87
3 (60%)	84	88	54
4 (40%)	11	18	20
5 (20%)	1	3	2
TOTAL	291	224	199

Referrals to Outreach Services from the Early Years Resource Allocations Panel	2018/19	2017/18	2016/17 (Summer 2017 only)
SLD Outreach	54	38	9
ASD Outreach	14	17	4

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, an EHC needs assessment can be requested and a plan maintained up to age 25 and therefore post-16 provision needs to meet this increased need.

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

	2013	2014	2015	2016	2017	2018	2019
Frederick Holmes School	14	17	18	17	13	14	15
Ganton School	41	33	37	42	40	38	42
Tweendykes School	19	29	32	34	28	30	24

(HCC Nominal Roll data, January 2019).

There is no specialist designated sixth form provision for Young People 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):

- Three mainstream schools with 6th forms (St Mary's, Sirius West and Archbishop Sentumu) (19);

- 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 Further Education (FE) College (Hull College) meets a wide range of additional needs, for example, life skills and employability skills at entry level 2/3, vocational tasters at E3/level 1, mainstream courses at levels 1 to 3 and supported internships (81);
- A range of work-based learning providers offering study programmes, traineeships and apprenticeships, the most significant of which is Hull Training (delivered by the Council) (28);
- 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 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. From September 2019, management of the project was transferred from Ganton to Northcott School and became known as NSI, (Northcott Supported Internships).

6. Demographic / population analysis:

The city has experienced a growth in population in recent years due to a rise in both birth rates and net migration. Accordingly the school population has increased year on year since 2010.

		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Overall school population, excluding independent placements	Total pupils	35,318	35,329	35,381	35,712	36,762	37,500	38,575	39,761	40,601	41,382
	Number growth	-	11	52	331	1,050	738	1,075	1,186	840	781
	% Growth	-	0.03	0.15	0.94	2.94	2.01	2.87	3.07	2.11	1.92

Source: (DfE Census data, 2019)

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

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Overall Special School Population	560	566	591	577	575	569	565	610	621	652
Number growth		6	25	-14	-2	-6	-4	45	11	31
% Growth		1	4	-2	-0.3	-1	-0.7	7.9	1.8	5.0
% of overall city NOR	1.59	1.60	1.67	1.62	1.56	1.52	1.46	1.53	1.53	1.58

Source: (DfE Census data, 2019)

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 a special school for pupils with SLD or ASD/SLCN has increased year on year, numbers in special schools designated for pupils with SEMH has been increasing more recently and PD/PMLD numbers have remained reasonably static. The reduction in numbers at Bridgeview reflects the changes in pupil admission numbers following the BSF programme.

Special Schools	Designation	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Bridgeview School	SEMH	82	79	77	36	23	28	23	37	44	43
Frederick Holmes	PD	83	79	77	78	79	78	76	77	76	80
Ganton School	SLD	139	141	158	159	161	163	165	179	175	178
Northcott Special School	SLCN	116	121	120	112	115	117	119	118	116	128
Oakfield	SEMH	56	54	54	72	68	50	44	58	67	74
Tweendykes School	SLD	88	92	105	120	129	133	138	141	142	149
TOTAL	-	564	566	591	577	575	569	565	610	620	652

In order to begin to address the increasing number of pupils 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.

During summer 2018, an additional 36 specialist pupil places were created; 13 places for pupils with SLD and 23 places for those with SLCN and/or ASD. The SLD places included remodelling of existing provision and the creation of a new Tweendykes satellite base. The SLCN/ASD places included the remodelling of existing provision and the creation of a primary resource base on a mainstream school site, Bricknell Primary Academy. During spring 2019 an additional 28 specialist places were created; 10 for pupils with SLD through the extension of the Tweendykes satellite base and 18 for SLCN/ASD through the creation of second primary resource base on a mainstream school site, Spring Cottage Primary Academy, and a temporary 8 place satellite base of Northcott special school. Whilst some of these expansions are in line with this strategy, particularly the development of resource base provision on mainstream school sites, others have been reactive in the short term and designed to address specific short-term needs for pupil places. The LA recognises therefore that a city-wide strategy is required to ensure an adequate supply of high-quality places in the future.

The specialist provision at September 2019 to support pupils with SEND in Hull is as follows (*note NCA – net capacity assessment - reflects last formal agreed update figure*):

Special Schools	Designation	Age Range	Current NCA	NOR (Jan 19)	Additional provision Sept 19	Serving
Bridgeview School	SEMH	5-12	30	43	-	West
Frederick Holmes	PD	2-19	83	80	-	City-wide
Ganton School	SLD	2-19	160	178	-	West
Northcott Special School	SLCN	5-16	127	128	-	City-wide
Oakfield	SEMH	10-16	80	74	-	East
Tweendykes School	SLD	3-19	130	149	-	East
Tweendykes Annex – Little Stars	SLD	3.-19	10	Included in figure above.	10	East
Special School Total			620	652	10	
Bricknell Resource Unit	ASD	4-11	10	8	-	West
Spring Cottage Resource Base	ASD	4-11	10	-	10	West

Christopher Pickering Academy	HI & VI	4-11	12	12	-	City-wide
Sirius West Academy	HI & VI	11-19	12	12	-	City-wide
Resource Base Total			44	32	20	
OVERALL TOTAL	-	-	664	684	30	

Future projections:

The information above shows that whilst the number of pupils attending SEND special schools has significantly increased over the last 10 years, the increase has not tracked the overall population growth percentage trends. The percentage of this cohort as part of the overall number on roll has fluctuated between 1.46% and 1.67% with no clear pattern of growth.

This cohort specific factor, which changes year on year, is one of the reasons why it is difficult to accurately forecast the number of pupils who will require SEN support, an EHC plan and a place at a special school.

To try and overcome these factors, we have used the range of percentages above and applied them to the future overall number on roll forecasts, to model a likely range of scenarios - shown in the table below:

	2020	2021	2022	2023	2024
Overall NOR	42,575	43,182	43,531	43,790	43,905
Low estimate @ 1.46%	622	630	636	639	641
Mean estimate @ 1.57%	668	678	683	688	689
High estimate @ 1.67%	711	721	727	731	733
Low estimate - extra places required	-30	-22	-16	-13	-11
Mid-range estimate - extra places required	16	26	31	36	37
High estimate - extra places required	59	69	75	79	81

- *Note these figures purely relate to Special School NOR and do not include the historic number places in resource provision which have been limited to places for pupils with HI and VI needs)*

There is a limitation when using the historic percentages data as the percentage of children with an EHCP attending a special school has decreased year on year since 2010, which could be a result of the number of places available not keeping up with demand rather than these children not requiring a special school place.

		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pupils with statements or EHCP maintained by the LA	Total pupils	1,087	1,115	1,163	1,198	1,224	1,245	1,278	1,403	1,559	1,729
	Number growth		28	48	35	26	21	33	125	156	170
	%age growth		2.58	4.3	3.01	2.17	1.72	2.65	9.78	11.12	10.9
Special School NOR		564	566	591	577	575	569	565	610	620	656
No. of pupils with EHCPs as a %age of Special School NOR		51.89	50.76	50.82	48.16	46.98	45.70	44.21	43.48	39.77	37.94

It is clear that, using even the minimum percentage data, the number of places in special schools across the city is not keeping up with demand and the pressure will increase as the population continues to grow. In fact, the minimum percentage data is lower than the current number of places in schools and therefore this analysis requires refinement.

We have therefore undertaken an alternative forecasting methodology, looking at the growth in the number of plans maintained by the Local Authority, and aligning this to the average percentage of children with plans attending special schools nationally.

Requests for EHC need assessment:

In the calendar year 2016, 269 requests for EHC needs assessments were made to the LA, this increased in 2017 to 333 and was 323 in 2018. The city's conversion rate of assessments resulting in plans is lower than the national average (92% vs 95%), but this is a reflection of the lower rate of initial refusals to assess (11% vs 25%). The percentage of requests resulting in a plan is lower than the national average but is mid-range when compared to the 10 statistical neighbours.

Children and young people with a new EHCP- 2018

	Requests	Initially rejected		Number assessed	Assessments resulting in EHCP		%age requests resulting in EHCP	Assessments not resulting in EHCP	
		Number	%age		Number	%age		Number	%age
England	72,423	17,890	24.7	51,594	48,907	94.8	67.5%	2,687	5.2
Kingston upon Hull	323	34	10.5	291	269	92.4	83.3%	22	7.6
Stoke-on-Trent	360	67	18.6	265	264	99.6	73.3%	1	0.4
Middlesbrough	166	62	37.3	104	102	98.1	61.4%	2	1.9
Blackpool	163	0	0.0	143	143	100.0	87.7%	0	0.0
Hartlepool	111	28	25.2	97	97	100.0	87.4%	0	0.0
North East Lincolnshire	197	2	1.0	161	160	99.4	81.2%	1	0.6
Salford	444	83	18.7	346	335	96.8	75.5%	11	3.2
Plymouth	238	122	51.3	132	131	99.2	55.0%	1	0.8
South Tyneside	265	53	20.0	198	184	92.9	69.4%	14	7.1
Southampton	317	132	41.6	186	185	99.5	58.4%	1	0.5
Portsmouth	246	33	13.4	193	189	97.9	76.8%	4	2.1

Source: (SEN2 2019)

The table below shows the number of pupils with EHCP's maintained by the Local Authority over the last 10 years and the associated rates of growth.

		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pupils with statements or EHCP maintained by the LA	Total pupils	1,087	1,115	1,163	1,198	1,224	1,245	1,278	1,403	1,559	1,729
	Number growth		28	48	35	26	21	33	125	156	170
	Percentage growth		2.58	4.3	3.01	2.17	1.72	2.65	9.78	11.12	10.90

If the average growth over the last 9 years (5.36%) is applied going forward, the projected number of plans is as follows:

		2020	2021	2022	2023	2024	2025
Pupils with statements or EHCP maintained by the LA	Total Pupils	1822	1919	2022	2131	2245	2365
	Number growth	93	98	103	108	114	120

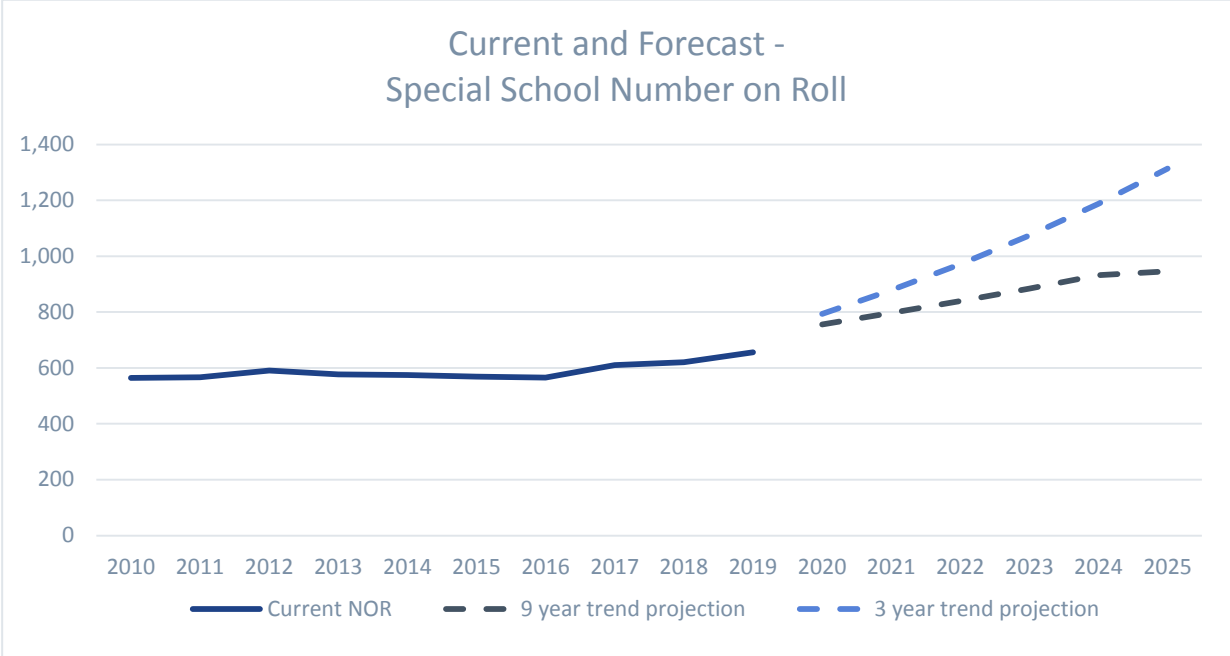
We recognise that the data above shows a much higher growth trend over the last 3 years (10.6% average), and therefore have also produced a worst-case forecast assuming this trend continues:

		2020	2021	2022	2023	2024	2025
Pupils with statements or EHCP maintained by the LA	Total Pupils	1912	2115	2339	2587	2861	3165
	Number growth	183	203	224	248	274	303

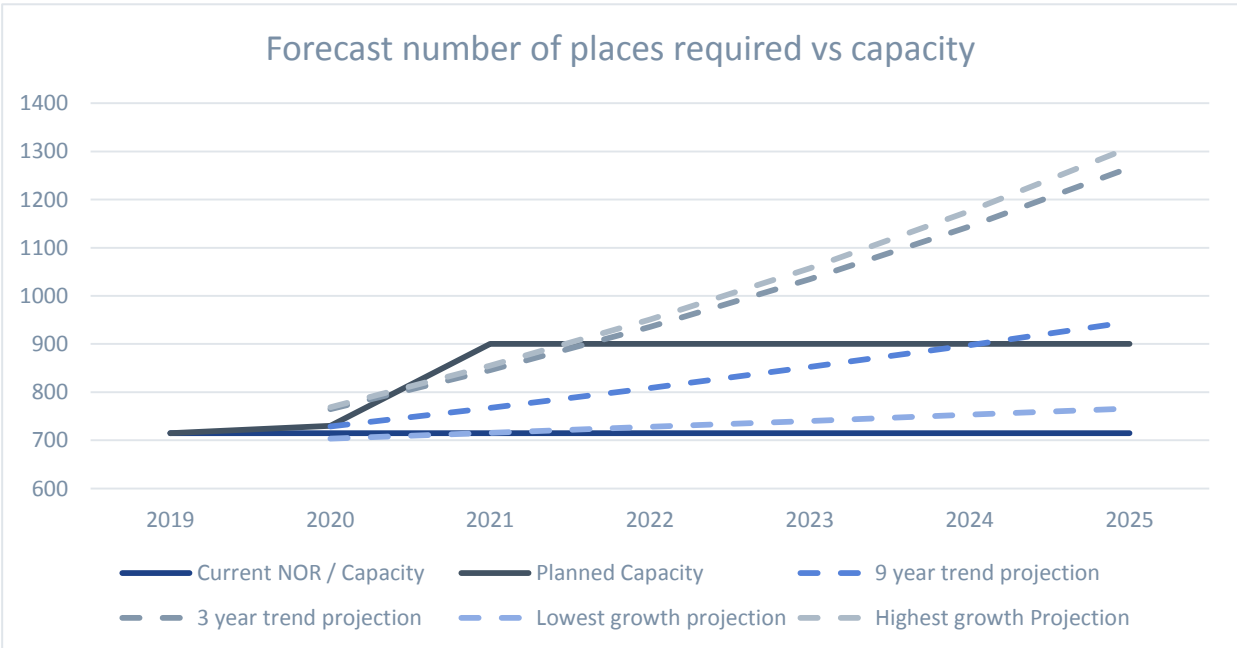
We have translated the above projections of pupils with EHCP's into projections of pupils requiring either a special school or resource base place, aligning our forecast to the adjusted national average that 41.5% of all children and young people with EHCP's attend mainstream special schools or dedicated resource provision. Applying these percentages to future EHCP projections results in the following forecast place requirements:

			2020	2021	2022	2023	2024	2025
Special School Places Required	Using 9 year trends	Overall	756	797	839	884	932	946
		Additional places required	41	82	124	169	217	231
	Using 3 year trends	Overall	794	878	971	1074	1187	1313
		Additional places required	79	163	256	359	472	598

The graphs below show the range of special school places that may be required going forward, using the multiple projection methodologies. Hull has chosen to base its short to medium term sufficiency planning on the 9 year trend data and will provide places using a combination of additional special school and resource base places.



The final graph below compares the number of places that will be required as per the chosen 9-year trend forecast against the current and future planned capacity, as well as against the 3-year trend projections, and high/ low projections using the broadest range of growth of the last 9 years. The Local Authority will keep this strategy and data projections under review to allow sufficient time for further estate planning if the short-term trends continue.



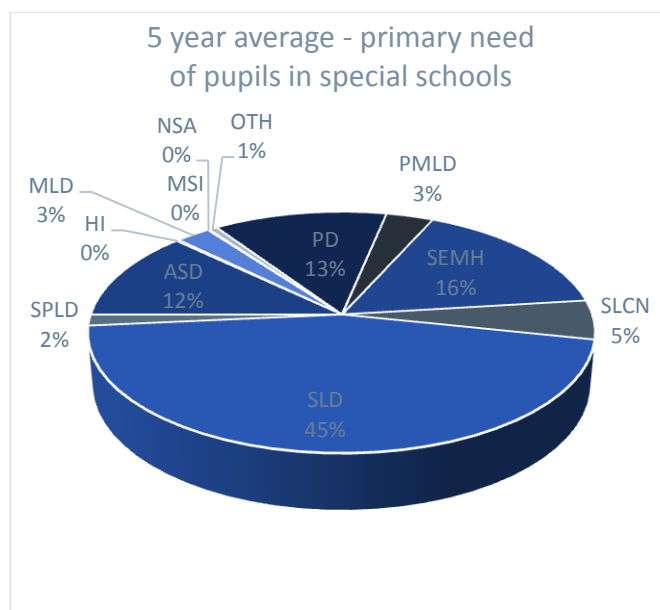
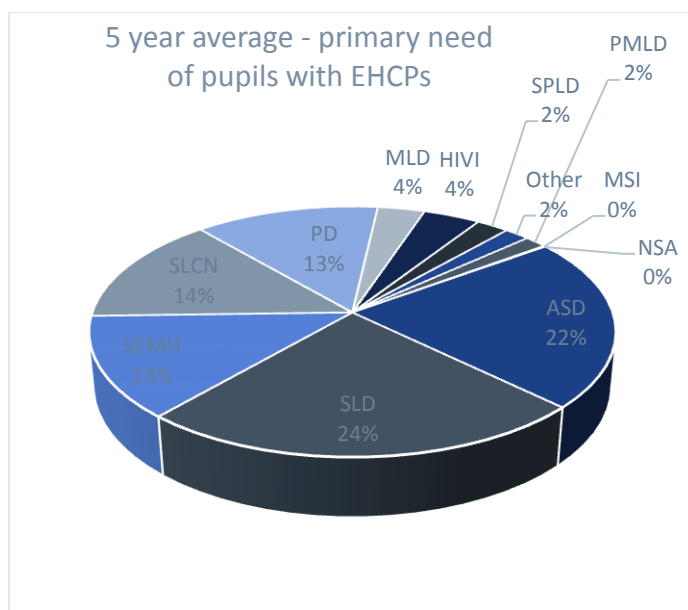
Note: Current capacity includes current NOR if greater than last assessed net capacity figure,

Needs based planning:

As well as the overall forecasting detailed above, we have undertaken a needs-based forecasting assessment to ensure that the right mix of places is provided. The table below shows the 5-year history of percentages of children with each primary need in both special schools and across all children with an EHCP.

	Special School - %						EHCPs - %					
	2015	2016	2017	2018	2019	Ave	2015	2016	2017	2018	2019	Ave
ASD	11	12	12	13	13	12	20	22	22	23	24	22
HIVI	0	0	0	0	0	0	5	5	4	4	3	4
MLD	4	2	3	2	2	3	4	3	3	3	3	3
MSI		0	0	0	0	0	0	0	0	0	0	0
NSA	0	0		0	0	0	1	0	0	0	0	0
Other	0	0	0	1	1	1	1	2	2	2	2	2
PD	14	14	13	13	11	13	14	14	14	12	11	13
PMLD	4	4	3	3	3	3	3	2	2	2	2	2
SEMH	16	14	15	1	19	16	11	11	13	14	15	13
SLCN	5	5	6	5	5	5	14	14	15	15	15	15
SLD	45	47	45	43	45	45	25	26	24	23	23	24
SPLD	1	1	2	2	1	1	2	2	2	2	2	2
Total	100	100	100	100	100	100	100	100	100	100	100	100

And in visual format, the 5 year average of this data is as follows:



Again a variety of methods of assessment have been used to forecast the number of pupils with each need requiring a special school place in future.

The first analysis looked at the percentage of children with each primary need attending Hull’s special schools and mapped the lowest, average and highest percentages against our total numbers in the forecast data shown above. As these percentages are blended from data over a 5 year period the overall total of places this forecasting generates is not the same as the forecast using the overall numbers. The forecasting that uses the average rates of growth most closely matches the overall number projected and is therefore shown below.

	Primary Type of need	2020	2021	2022	2023	2024	2025
Forecast using average percentage	SPLD	10	11	11	12	12	13
	MLD	21	22	23	24	25	27
	SLD	321	338	356	375	395	416
	PMLD	25	27	28	30	31	33
	SEMH	117	123	130	137	144	152
	SLCN	36	38	40	42	45	47
	HI	0	0	0	0	0	1
	VI	1	1	1	1	1	1
	MSI	0	0	0	0	0	0
	PD	91	96	101	106	112	118
	ASD	83	88	92	97	103	108
	OTH	4	4	4	4	5	5
	NSA	1	1	1	1	1	1
	Total	709	747	787	829	874	921

A secondary, more complex, methodology has been used to try and overcome any inherent bias in the above forecasting, namely that as the pressure for special school places has increased only those with the most severe needs have been allocated a place.

This alternative methodology looked at the historic percentages of children with each need that (a) have an EHCP and then (b) what percentage of children with that need have been allocated a special school place. It takes the average year on year percentage change for each need (to reflect current trends) and models this forward to give an average percentage of EHCP’s with each primary need (using the overall forecast number of plans data above).

Once the forecast number with EHCP by need was established, then the average percentage of children with that need who have historically required a special school place was used to forecast how many pupils with each need would require a place at special provision by 2025.

Need	Forecast number of plans with this need	Forecast number of special school places required
ASD	677	183
HIVI	14	2
MLD	45	15
MSI	6	0
NSA	0	0
OTH	52	14
PD	180	87
PMLD	8	8
SEMH	473	292
SLCN	397	71
SLD	486	457
SPLD	49	18

The year by year forecast for specialist provision places is shown below:

	Forecast number of special schools places by primary needs					
	2020	2021	2022	2023	2024	2025
ASD	121	131	143	155	168	183
SLCN	50	54	58	62	66	71
HIVI	2	2	2	2	2	2
MLD	19	18	18	17	16	15
MSI	0	0	0	0	0	0
NSA	0	0	0	0	0	0
OTH	9	10	11	12	13	14
PD	90	88	86	92	90	87
PMLD	20	17	14	11	8	8
SEMH	180	189	212	239	269	292
SLD	386	415	429	443	443	457
SPLD	12	13	14	15	17	18

The numbers shown above for HI needs appear lower than the current number of pupils being educated in specialist provision; historically pupils with these needs are the only pupils for whom Hull has provided resource bases. Therefore, these pupils have not been taken into account by using historic NOR in special schools.

There are two hearing impaired resource bases; the primary base is located at Christopher Pickering Primary Academy and the secondary base at Sirius West Secondary Academy. The resource bases were reviewed in 2016 when capacity was reduced from two 40 place units to two 12 place units to reflect the number actually placed. Demand for the provision had reduced over time, particularly from the neighbouring Local Authorities. Whilst the proposed number of places at each base has decreased, the physical capacity of the estate has not been significantly reduced and it can therefore cope with fluctuations in demand.

NOR	2015/16	2016/17	2017/18	2018/19	2019/20
HI	34	30	24	22	30

The use of average data regarding the number of pupils with each primary need who require special school places leads to a total number of places required midway between the 3 and 9 year average numbers shown on page 27. The table below summarises the forecast range of specialist provision places required for each need, using both alternative methodologies detailed above.

Need	Low	High	Planned Capacity by 2025	Worst case deficit
ASD & SLCN	155	254	208	-43
HIVI	24	30	24	-6
MLD	15	27	No designated school	
MSI	0	0	No designated school	
NSA	0	1	No designated school	
OTH	5	14	No designated school	
PD	87	118	83	-35
PMLD	8	33	Pupils with PMLD attend either Frederick Holmes or the SLD special schools.	-33
SEMH	152	292	143* includes AP commissioned places	-149
SLD	416	457	462* not including any reduction in places at Ganton and Tweendykes	
SPLD	13	18	No designated school	

A further level of analysis has also been applied to the ASD and SEMH forecasting, as there are primary and secondary age provisions. The range of places required is as per the table above if the required primary/ secondary split is as follows:

Need	Primary		Secondary	
	Low	High	Low	High
ASD & SLCN	69	115	86	140
SEMH	53	102	99	190

7. The changing picture in Hull: estate / school premises analysis:

During the BSF programme, special schools were designed and built in accordance with the prevailing spatial standards (Building Bulletin 99) allowing for some extra area allocation to promote future flexibility and projected growth. When the current estate is compared to the latest version of the spatial guidelines (Building Bulletin 104), it appears that the growth in pupil numbers has already absorbed much of this additional capacity. Some schools are already accommodating more pupils than the spatial guidelines suggest and have converted staff, storage and/or learning resource spaces into teaching spaces to deal with the increased numbers. This is not sustainable in the long term and is affecting the range of learning opportunities that can be offered to the pupils.

This is demonstrated in the below spatial analysis of Ganton Primary School, actual areas vs BB104 recommended areas for current NOR of 65 pupils.

	Actual	BB104 Min (ambulant)	BB104 Min (non-ambulant)
Basic teaching	538	423	488
Large spaces	154	139	152
Learning resource	162	86	198
Staff & admin	73	142	142
Storage	98	114	114
Net Sub Total (inc. float)	1,025	904	1,356

Beyond these overall capacity issues, some special schools are also challenged with premises which are not suitable to meet the needs of the current cohort of pupils. Not all schools included in the BSF programme were 100% new build projects; some schools (both special and mainstream) were remodelling or refurbishment projects. The scope of these projects was to bring the facilities up to modern standards as far as possible, but some problems associated with ageing buildings remain – such as limited opportunities for thermal inefficiencies.

8. Travel and Transport Analysis:

As described above, the BSF strategy for the school estate was to achieve a balanced range of provision in the east and west of the city to try to ensure all pupils had access to good quality local provision. This was predominantly achieved with the mainstream provision, but less so with the special school estate, owing to the bespoke nature of these facilities.

An analysis of pupil's home addresses has been undertaken and demonstrates the SLD schools are not operating as intended geographically. Because these schools are admitting over capacity, and for a broader designation of needs, there is a significant percentage of children not accessing their closest SLD School, as can be seen from the map on page 30 below. The impact of travel distance on pupils and families cannot be underestimated; it can lead to reduced school performance, challenging behaviour, increased levels of fatigue and poor engagement.

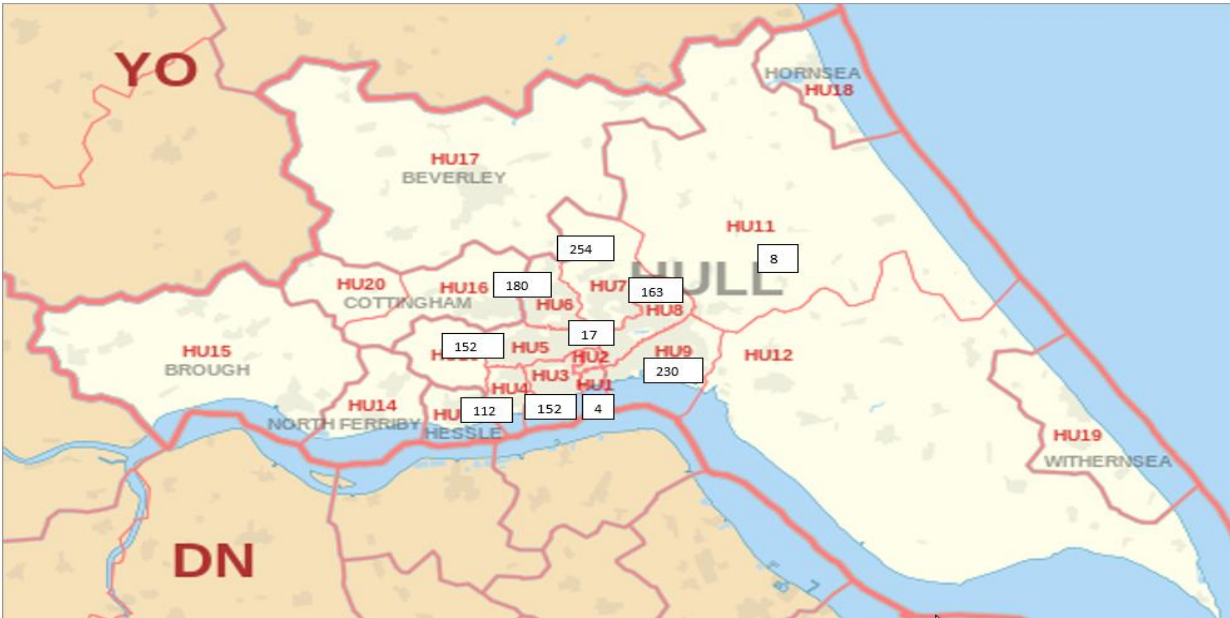
The table below shows the distances travelled by pupils who have an EHCP.

Distance	Provision		Special schools		PRUs		Other	
	%age	number	%age	number	%age	number	%age	number
Less than 1 mile	12%	66	9%	5	40%	284		
Between 1 mile and less than 2	16%	91	20%	11	27%	189		
Between 2 miles and less than 3	17%	93	9%	5	10%	73		
Between 3 miles and less than 5	31%	173	25%	14	105	74		
Over 5 miles	25%	139	38%	21				
Between 5 miles and less than 9					6%	45		
Between 9 miles and less than 15					5%	34		
Over 15 miles					1%	8		

The average home to school journey time is below.

Average journey time home to school	Special Schools	PRUs	Other
	40 mins	30 mins	40 mins

The map below shows the distribution of home postcodes for pupils with an EHCP, and will be used in further analysis to help determine appropriate locations for any new provision.



Impact of cross border movement:

Kingston upon Hull is unique in only sharing a border with one neighbouring Local Authority, the East Riding of Yorkshire. Despite this, the city is a net importer of pupils attending its special schools. This net difference equates to 43 pupils (7.3%) accessing special schools within Hull who do not live within the LA. This has risen from a difference of 28 pupils (5.3%) in 2016 and is increasing the pressure on provision. 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.

There are also a small number (26 as of September 2019) of pupils with an EHCP placed in independent provision outside of Hull. Ten of these pupils are looked after children and their social care needs have to be met outside of Hull, and 16 are educational day placements with 14 of them placed nearby in East Riding or North Lincolnshire. The majority of the pupils had previously attended Hull special schools. In addition, there are three independent specialist college placements.

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, leading to the potential for an increase in pupils in independent provision and associated increased costs if this is not addressed.

9. Financial analysis:

Capital funding:

The Government committed additional capital funding from April 2018 through special provision fund allocations to help Local Authorities create new school places and improve existing facilities for children and young people with SEND. Hull will receive £1,187,382 in total over three years to March 2021 which, up to December 2019, has been used alongside other basic needs capital funding for building work and equipment to accommodate additional pupils at Northcott Special School, Ganton and Tweendykes Academies and establish resource provision at Bricknell and Spring Cottage Primary Academies.

Revenue Funding to Support Pupils with SEND:

The High Needs Block of the Dedicated Schools Grant is provided to primarily fund support to pupils with SEND (both at SEN Support level and for pupils with an EHCP) in early years settings, schools and academies, (including special schools) and Post-16 provision and for Alternative Provision for vulnerable pupils. Hull received £30.4 million in the 2019/20 financial year but expenditure is expected to be £31.7 million leading to an in-year shortfall of £1.6 million. There was a cumulative deficit brought forward of £2.8 million.

The National Funding Formula (NFF) for High Needs was introduced in 2018/19. The formula is made up of proxy factors for population, health, attainment and deprivation, however 50% is still based on historic spend. Hull gains funding under the NFF for High Needs, however it should be recognised that because 50% of the NFF is based on historic funding, the previous underfunding for the authority is built in indefinitely. In autumn 2019 the Secretary of State for Education announced an increase in High Needs funding of more than £700 million nationally. In 2020/21 therefore Hull is to receive an additional £4.7 million, but there is estimated to be a £4.4 million deficit at the end of 2019/20.

Whilst the increased funding is welcome, it has only been confirmed for one year and there is continuing increased demand for pupils with high needs in all settings. A plan is in place to enable the repayment of the deficit and fund priorities over the next three years to 2022/23.

	2017-18 Baseline	2018-19 NFF Year 1	2019-20 NFF Year 2	2020-2021
Total Funding	£27,369k	£29,058k	£30,490k	£35,674k

High Needs Block Illustrative Funding

Comparison with Statistical Neighbours and England as a whole confirms the underfunding for the Authority. It can also be demonstrated there is underfunding across the Yorkshire and Humberside Region.

Dedicated schools grant: 2018-19 high needs block allocations	Actual 2018-19 high needs NFF allocations, excluding basic entitlement factor and import/export adjustments (£millions)	Mid-2018 age 2-18 ONS population projection	High Needs Block / 2-18 Population (£)
	A	B	A / B
Kingston upon Hull, City of	25.805	52,039	496
Statistical Neighbours			
<i>Average</i>	<i>20.010</i>	<i>37,842</i>	<i>534</i>
Yorkshire and Humberside Authorities			
<i>Average</i>	<i>32.408</i>	<i>77,398</i>	<i>421</i>
<i>Average All England</i>	<i>36.859</i>	<i>74,619</i>	<i>514</i>

Comparison of National Funding Formula – High Needs Funding

The High Needs Block includes funding transferred from the DSG Schools Block for 2018/19, 2019/20 and 2020/21; this is allowed if agreed by schools under the current regulations. There is no long-term guarantee however that this will continue to be allowed or that schools will continue to support the transfer which could lead to further significant pressure on the budget. The table below provides a breakdown of expenditure from the High Needs budget.

	Outturn 2018-2019 £'000's	Estimate 2019-2020 £'000's	Budget 2020-2021 £'000's
Income			
DSG Funding	29,058	30,490	35,674
DfE deductions (Post 16 & Hospital Education)	-610	-824	-988
Transfer from Schools Block	862	305	890
DSG High Needs Funding	£29,310	£29,971	£35,576
Expenditure			
Top Up and Place Funding			
Special Schools	14,749	16,077	16,613
Alternative Provision	4,452	4,307	5,258
Mainstream	3,577	4,214	4,600

Top Up non-maintained and Independent Schools and Colleges	2,683	2,450	2,550
SEN support and inclusion services	4,634	4,511	4,844
Other			
Total Expenditure	£30,095	£31,559	£33,865
In Year Deficit / Surplus	-£785	-£1,588	£1,711
Carry forward from previous year:	-2043	-2,828	-4,416
Cumulative Shortfall	-£2,828	-£4,416	-£2,705

Hull High Needs Block

Nationally, most LA's are reporting a deficit balance on their High Needs Block. Below expenditure is benchmarked with regional neighbours, statistical neighbours and all England. This demonstrates that when compared to statistical neighbours Hull spends less on Independent Provision as there are more pupils in specialist provision in the city.

Comparison of Section 251 budget data 2018-2019	Calculated Per Head of 2-18 population				
	Top and Place Funding for Schools and academies			Top Up non-maintained & independent schools & colleges (£)	SEN support and inclusion services (£)
	Mainstream (£)	Special schools (£)	PRUs and AP academies (£)		
Kingston Upon Hull	62	259	90	53	72
Statistical Neighbours					
Average	70	256	61	109	52
Yorkshire and Humberside Authorities					
Average	76	172	62	70	64
Average All England	107	221	54	99	54

High Needs Benchmarking

10. Stakeholder perspectives:

In autumn 2015, consultation took place with parents and carers of children and young people with SEND in Hull to inform the SEND Strategy 2016 to 2020. Parents who had a child at a special school at this time expressed how much they valued the provision; they liked the fact that the classes were small, there were specialist teachers, a good ratio of teaching assistants and that information was provided to them. Positive experiences were also reported in respect of SENCO support for pupils in mainstream schools. In addition, consultation took place with front-line practitioners who reported particularly that there was not enough provision and support for high functioning ASD pupils.

Further consultation was undertaken in spring 2018 and 2019 to aid planning for the use of the special provision fund allocation and to address the immediate capacity issues for September 2018. This included consultation about the proposal to create additional new places in the Tweendykes Academy SLD satellite provision, which was supported but issues were raised about whether a new special school was required in the city. Similarly, feedback was sought on the proposals to establish an ASD integrated resourced base at Bricknell Primary Academy from September 2018 and Spring Cottage Primary Academy from September 2019. This feedback gave an overwhelmingly positive response.

- *“Fantastic opportunity for children with ASD”*
- *“Great idea to help those that need extra care but to keep them within a school community”*
- *“Really good thing for all the kids to understand that all are different and everybody needs support”*

Spring Cottage Resource Base Consultation, March 2019

The parents of the children placed at the new Tweendykes Academy SLD satellite provision and ASD integrated resourced base at Bricknell Primary Academy were asked in November 2018 how their children had settled into the new provision

- *“C has really surprised us, he has settled in very well”*
- *“I feel T has settled in great into the new provision. He has improved massively in his work since coming here.”*
- *“K seems calmer, no more outbursts. His speech is coming along nicely. His overall attitude to learning is great.”*

Feedback from parents about the Tweendykes Academy SLD satellite provision and Bricknell Primary Academy ASD integrated resourced base, November 2018

In October 2018, Hull City Council submitted a successful application to establish a new SLD free school in the city. In order to inform this application, meetings were held with the Parents' Forum, parents of pupils at Tweendykes and Ganton Academies and an online survey was undertaken by the Parents Forum.

- *"This would be fantastic...spaces are so limited now and another school would make a huge difference"*
- *"Another school like Ganton or Tweendykes will be amazing"*
- *"This would be amazing, my son is managing in mainstream now but I am worried about how he will manage at secondary"*

Parents Forum, October 2018

In total, 128 parents responded (38 in person and 90 online), all of whom agreed with the proposal to apply to set up a new free school. Issues were raised however about the need to also address provision for pupils with ASD and SEMH.

Following the approval of the Free School application in March 2019, consultation was undertaken with parents and young people to inform the potential provider submissions. The parents and young people were asked what they would like to see in the new special Free School in relation to teaching and learning, the environment and culture and ethos. Below are some examples of what they said:

Teaching and Learning:

- *"Personalised learning - An adapted way of learning to meet individual needs"*
- *"Teach life skills"*
- *"Equipment and technology – pupils to have access to the latest equipment, technology and different communication aids"*

Environment:

- *"All on one level or lifts/escalator, Ramps, wide corridors and automatic doors"*
- *"Environmentally Friendly, Colourful and sensory"*
- *"Breakout spaces for soft play and clinic space but not like doctors rooms"*
- *"Independent living space"*

Culture and Ethos:

- *"Community open days, activities joined with communities"*
- *"Family orientated, inclusive for all families and an open door for parents"*
- *"Mental Health/Pastoral support for children and staff and therapies"*
- *"Non-judgmental, accepting, welcoming, friendly but professional"*

Feedback was sought on the draft SEND Sufficiency Strategy between September and October 2019. A summary document and feedback sheet were sent to all parents and carers of a child with an EHC plan; three information sessions were held and information about the online survey was circulated to schools and other partners and promoted via local media. There were 330 responses in total, the vast majority of which were from parents who had a child or young person with SEND. In respect of the proposals in the draft Strategy, a summary of the responses is below; the vast majority of respondents agreed with the proposals. A more detailed summary of the feedback, including further comments, is attached as appendix 1 and will be used in the implementation of this strategy and other areas of SEND development that are taking place.

Increase places for pupils with severe learning difficulties by building a new 125 place free school for pupils with severe learning difficulties	85% agreed or strongly agreed
Increase places for pupils with speech language and communication needs and Autism by developing integrated resourced provision in more primary schools	85% agreed or strongly agreed.
Increase places for pupils with speech language and communication needs and autism by developing integrated resourced provision in more secondary schools	82% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by developing integrated resourced provision in primary schools	80% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by commissioning primary SEMH places from Euler Free School	71% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by increasing the number of places at Oakfield Special School (secondary)	76% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by developing integrated resourced provision in secondary schools	79% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by developing a second secondary SEMH special school (if possible)	84% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by commissioning more places in secondary alternative provision settings	75% agreed or strongly agreed
Establish enhanced early years settings in the private voluntary and independent sector in the north east and west of the city	81% agreed or strongly agreed

11. Strategic Overview:

Hull City Council and its partners are committed to ensuring the best possible outcomes for children and young people who have SEND. Our vision is for the right provision, at the right time and in the right place, so that the children and young people can achieve well in their early years, in school and at college, and participate in and contribute to the local community in which they live.

The Hull SEND Strategy 2016 to 2020 contains a priority to improve the quality and sufficiency of SEND education provision and services by:

- a) Supporting mainstream schools and settings to develop their SEND provision, and
- b) Ensuring sufficiency of places in high quality specialist provision across a continuum of needs.

The strategy is underpinned by a more detailed SEND Improvement Plan and the SEND Board oversees delivery of this plan.

In the SEND strategy it is recognised that, although mainstream schools and settings have gained experience and expertise in meeting a wider range of needs and many offer a high standard of support to children with SEND, there is variation in what is offered across the city. The CQC/Ofsted SEND Inspection of October 2017 confirmed this and added there was a lack of specialist knowledge and understanding of needs in some schools and settings (for example in identifying social, emotional and mental health needs in primary schools) and that staff do not always have the knowledge and skills to provide an effective and graduated response.

In respect of specialist provision, the SEND Strategy identifies that there is a wide range of state funded special school provision in Hull, only a very small number of pupils are placed in independent provision, but resource provision is only available to those with a hearing impairment. It states that Hull is committed to providing a range of specialist education provision across a continuum of needs within the local community.

Since the introduction of the Children and Families Act (2014) and the SEND Code of Practice (2015) and following national trends, Hull has seen a recent increase in the number of pupils identified with SEND and increasing numbers seeking a place at a special school. Many of the special schools now have significant capacity pressures and are teaching more pupils than their buildings were designed to accommodate.

12. The case for change:

The SEND Strategy 2016 to 2020 contains an action to review the numbers, age profile and needs of children and young people with SEND to meet future demand. This review has found 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 EHCP compared with the overall rate of population increase.

Although Hull has a wide range of special school provision, the data outlined in section 4 above demonstrates that current special school provision in Hull is over capacity, and that 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.

This was particularly the case for Northcott School which supports pupils aged 5 to 16 with SLCN and/or ASD and Ganton and Tweendykes Academies which are parallel schools for children with SLD and PMLD. The two schools that cater for pupils primarily with SEMH needs (Bridgeview and Oakfield) are also experiencing a rise in demand, as yet without the same effect on accommodation, but this rise also needs to be addressed. There is also a significant percentage of children with SLD not accessing their closest school.

In respect of sensory impairment, the need for specialist provision is not increasing. The resource bases for pupils who have severe or profound hearing impairment or deafness at Christopher Pickering Primary Academy and Sirius West Secondary Academy were reviewed in 2015/16 as demand for places had declined significantly because advances in hearing aid technology enabled more pupils to be successfully supported in their local schools. Numbers for the bases were reduced from 40 to 12. For visual impairment, Secondary Academies have developed additional expertise in this area.

We need a specialist school system that is sustainable and able to meet the current and future needs of pupils and their families, recognising that needs are becoming more complex and special school places are at a premium. In addition, young people with SEND need to be appropriately supported into adulthood, to be able to live healthy and fulfilled lives and reach their potential whatever their level of need.

Five key areas of development have been identified: Severe Learning Difficulties (SLD), Autism (ASD) / Speech, Language and Communication Needs (SLCN) , Social, Emotional and Mental Health (SEMH), Early Years and Post 16.

Our future direction:

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

To achieve this ambition, we will:

- Provide a local education system in which parents can have confidence that their child's education, health and care needs can be met;
- Ensure we have a sufficient supply of places for pupils with SEND;
- Support pupils to access the school or setting nearest their home thereby reducing travel time, cost, impact on the environment, improving behaviour, promoting independence and ensuring pupils are placed nearer to the communities in which they live;
- Create formal resource bases which will enable pupils with SEND to access a range of mainstream curriculum and experiences whilst also receiving the specialist teaching they need;
- Increase opportunities for pupils with SEND to transition to a mainstream setting, if this is identified as most appropriate and beneficial;
- Create and enhance relationships between special and mainstream schools so pupils with SEND can remain in mainstream schooling if appropriate;
- Continue to work with healthcare partners to enhance health interventions across specialist provision so all schools can meet the health and therapeutic needs of the pupils in their communities;
- Improve opportunities for special and mainstream teaching staff to share best practice, skills and knowledge;
- Support the transition to adulthood by developing the partnership with local further education providers including sharing of expertise and services between school and college sectors and working to promote the employment of young people with SEND, including access to supported employment and job coaching.

Whilst local and national data indicate 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.

"In 2011 we opened the first of our new special schools in our city, and over the next three years opened another two schools - these are absolutely fantastic buildings which have enabled us to deliver outstanding education. As heads we tried to future-proof our schools and planned in expansion opportunities, and additional learning spaces. In 2018 our schools are now massively oversubscribed and what were fantastic resources are now creaking with the pressures of additional numbers. We are so proud of our schools but are fearful that our high educational standards and provision will not continue without significantly more capacity. The opportunity to implement this strategy will ensure that the city provision continues to be at the highest standard. It will enable children to be placed in specialist provision at the time they need to, and in the part of the city that they live"

Berni Moorcroft, Headteacher - Tweendykes Special School.

13. Proposed delivery model for young people with SEND in Hull:

At the heart of this strategy is the aspiration to enhance the lives of pupils with SEND and their families by improving their educational and wider outcomes.

We are committed to enabling children and young people with SEND to be included in mainstream schools and settings where this is the parent or young persons' preference. Mainstream schools and settings have gained in experience and expertise in meeting a wider range of needs in recent years and many offer a very high standard of support to children with SEND. In order to continue to support mainstream schools and settings to develop their SEND provision and provide the best possible experience to children with SEND we are:

- Developing a comprehensive SEND training pathway in partnership with the Multi Academy Trusts (MATs) and Teaching Schools;
- Ensuring there is a full range of outreach support services available to schools and settings which are effectively commissioned and reviewed to enable an effective graduated response;
- Developing a transparent additional funding formula for schools with high levels of pupils with SEND;
- Conducting an audit to identify the reasons for exclusion of children and young people with SEND;
- Revising the request for assessment documentation and process to support a more effective graduated response;
- Arranging city-wide Special Educational Needs Co-ordinators (SENCo) forum meetings to share information and good practice alongside new to SENCo induction events and an annual SENCo conference;

We are also committed to providing a range of specialist education provision across a continuum of needs within the local community which can meet the current and future needs of pupils and their families. The strategy therefore will seek to create additional school places through extending present provision where possible and developing new provision to ensure the needs of children and young people with SEND can be met in specialist provision close to their home.

There is collaboration at present between special and mainstream schools and this strategy proposes to promote this further through developing more resourced provision on mainstream school sites which has the advantages for children with an EHCP of being integrated into a mainstream school and accessing elements of the mainstream curriculum whilst continuing to receive the specialist teaching they require. Children attending this provision should be children for whom the alternative would be special school rather than mainstream school.

Additionally, outreach support will be provided from resource bases and special schools on a locality basis to support partnership working, the identification of pupils needing specialist provision and reintegration where possible. This approach will also support workforce development, with specialist staff sharing skills and knowledge with their mainstream colleagues, enhancing the mainstream skill set.

The city will operate multi-disciplinary, collaborative Allocation Panels responsible for helping to ensure every pupil assessed as needing one will have access to specialist provision as close as possible to their home and which can meet their needs.

The LA recognises that implementing this strategy will impact on Health commissioning arrangements; Health partners are fully committed to its delivery.

Severe Learning Difficulties:

The number on roll at Tweendykes and Ganton SLD Special Academies has increased from 227 in 2010 to 330 in 2018. These schools have been adapted and extended to create extra space but are still teaching more pupils than the buildings were designed to accommodate, resulting in a loss of key facilities and other pupils remaining in mainstream schools when their needs will be best met in specialist provision.

In January 2018, there were 37 pupils with Severe Learning Difficulties whose parents had requested a place at the two Academies for September 2018, who were assessed as being appropriate but could not be allocated a place due to capacity. In order to meet these needs, a small number of additional places were identified at Ganton Academy and Frederick Holmes School (who extended their remit to take pupils with SLD but who do not have a Profound Learning and Multiple Need). In addition, Tweendykes Academy established a satellite resource provision on the same site as the nearby Dorchester Primary School which opened with 8 pupils at the beginning of the autumn term 2018 and will take 18 pupils from September 2019. Projections indicate that at least an additional 89 pupils will require a place at a special school with an SLD designation by 2025.

Due to the 'Free School presumption' any new schools have to be sponsored Free Schools; this involves an application to the DfE, and, if the application is successful, the school will be provided by a Multi Academy Trust.

An application was submitted in October 2018 for a 125 place SLD free school for pupils aged 4 to 19 to address the present and future need for SLD places and also manage the additional numbers that have been placed at Ganton and Tweendykes Academies. In order to support CYP with SEND to participate in and contribute to their local community, it is planned that the Free School will be situated in the central

part of the city given that Ganton Academy is in the west and Tweendykes Academy in the east. Having an all age SLD school in three areas will enable children to be able to access the school nearest to their home. Outreach support will be provided from a partnership between the three SLD schools to mainstream schools in each locality to support locality-based partnership working and the appropriate identification of pupils needing specialist provision.

In March 2019, it was announced that Hull has been successful in its application to open a new SEND free school. The successful proposer group will be announced in early 2020, with the school then entering the pre-opening phase and a date for it to become operational announced, ideally September 2021. Plans will be progressed during 2019 and 2020 to address the demand in the shorter term.

Autism and Speech, Language and Communication Needs:

In January 2018, there were 53 pupils with Speech Language and Communication Needs (SLCN) and/or ASD whose parents had requested a place at Northcott Special School for September 2018, who were assessed as being appropriate for a special school but could not be allocated a place due to capacity. Northcott School were able to accommodate a further 13 pupils with adaptations. In January 2019, 150 requests were received for special school places for September 2019 for pupils with SLCN/ASD and SLD. Of these requests 99 were for pupils with SLCN/ASD, with 31 being identified as having a high level of need. Projections are that between 18 and 117 additional pupils will require a place at a specialist provision with an ASD/SLCN designation by 2025.

A number of mainstream primary schools have previously expressed an interest in developing city-wide integrated resourced provision and, as the data in section 4 indicates, Hull has a smaller reported percentage of pupils accessing places in mainstream resource provision than other LAs. The plan to meet the increasing need for specialist provision for pupils with SLCN and /or ASD is to develop integrated resourced provision in both primary and secondary schools across the city. Bricknell Primary Academy (in the west of the city) established a 10 place provision for more able primary aged pupils with ASD/SLCN from September 2018 and Spring Cottage Primary Academy (in the east of the city) from September 2019. Kelvin Hall Secondary Academy (in the west and located close to Bricknell Primary School) is developing a 10 to 15 place provision to open in September 2020 as part of a new-build project. On a temporary basis for one year, pending the opening of the resource base at Kelvin Hall, Northcott School have established an eight-place satellite base at the nearby Compass Academy

Support is in place for the resource bases from Northcott School and the City Educational Psychology service. In respect of speech and language support, an

integrated model from Northcott School and Health partners is in development. It is planned that further resource bases will be established, three Primary and a further Secondary, in the 2019/20 and 2020/21 academic years.

Social, Emotional and Mental Health:

Bridgeview Primary SEMH Special Academy is collocated on the same site as the Whitehouse Primary PRU in the West of the city. Euler Free School, a new 5-11 Alternative Provision Academy catering for 56 children with Social and Mental Health issues, is due to open in the east of the city in 2021. Further discussions will take place with the Academy chain running these schools about how the increase in demand for primary SEMH special school places can be accommodated within this provision.

Oakfield, the secondary SEMH School with residential provision attached, reached the NOR of 80 in the 2019/20 academic year and there is capacity to increase numbers further within the present site. Other options to consider include a second secondary SEMH school in the west of the city, use of Alternative Provision (as increasingly places for this cohort are being purchased from Alternative Providers), and SEMH resource provision.

Our forecasts are that between 29 and 169 additional pupils with SEMH will require a place in specialist provision by 2025. This projected range is wide because of the short term spike in pupils with this need requiring specialist places and the larger figure above reflects this trend continuing over the next 6 year period. Planning for sufficiency of places for the SEMH cohort will be closely monitored and considered further alongside the development of an Inclusion Strategy and the Review of Alternative Provision which is taking place.

The majority of looked after pupils with EHC plans who, in order to meet their social care needs, are placed outside of Hull have SEMH. Planning for this group will need to be considered alongside planning for sufficiency of places for looked after children more generally.

Early Years:

In response to the increased levels of need in PVI settings, it is proposed that an enhanced setting is established in each of the three main localities of Hull, east, north and west. Through analysis of data, the first setting has been identified in the north and was established as a pilot scheme from summer 2019. The Area SENCO will work with the settings to create the provision and the space which, as well as supporting higher numbers of children with additional needs, will also offer training and peer to peer support.

Post-16:

It is anticipated that the three SLD schools, in partnership with local colleges and other providers, will each develop a creative post-16 offer. In addition, the post-16 area of development will consider how the needs of the 'vulnerable but more able' group of young people can be better met through; further development of the Pathway Plus/ NSI Project, partnerships with local further education providers and working to promote the employment of young people with SEND especially via a wider range of supported internships and other employer based schemes. There is a need to ensure person-centred transition planning takes place, especially from Year 9, and appropriate support is given to young people in order to access the most appropriate pathway and provision post 16.

The proposed delivery model is summarised in the table below (for designation definition please see the glossary).

Special Schools			
School	Designation	Age Range	Proposed Changes
Bridgeview	SEMH	5-12	No initial change to age range or designation change. Potential increase in NOR
Frederick Holmes	PMLD/PD	2-19	No change proposed
Ganton	SLD	2-19	No change to age range or designation. Reduction in NOR to respond to capacity issues
Northcott	SLCN	5-16	No change to designation. Transfer of management of Pathway Plus from September 2019
Oakfield	SEMH	10-16	No initial change to age range or designation. Potential increase in NOR
Tweendykes	SLD	3-19	No change to age range or designation. Reduction in NOR to respond to capacity issues
New free School	SLD	4-19	Built to address overcrowding at Tweendykes and Ganton

Resource Bases

School	Current Designation	Current Age Range	Proposed Changes
Bricknell Primary School (West)	ASD/SLCN	5-11	No Change
Spring Cottage Primary School (east)	ASD/SLCN	5-11	No Change
Three Primary Schools (central or east)	ASD/SLCN	5-11	3 x 10 place resource base during the 2019/20 and 2020/21 academic years
Kelvin Hall Secondary School	ASD/SLCN	11-16	10 to 15 place resource base from September 2020
Secondary School (east)	ASD/SLCN	11-16	10 to 15 place resource base during the 2019/20 or 2020/21 academic years
Christopher Pickering Primary School	HI	5-11	No change
Sirius West Secondary School	HI	11-19	No change

PRU Provision

School	Current Designation	Current Age Range	Proposed Changes
Compass Academy		11-14	No initial change
Rise		11-16	No initial change
Whitehouse		5-11	No initial change
Aspire		11-16	No initial change
Euler		5-11	New provision from 2020

14. Anticipated impacts of proposed strategy:

This SEND Sufficiency Strategy seeks to make significant changes to existing special school provision. It envisages the creation of an integrated system where pupils can attend their nearest school wherever possible, have access to a curriculum which is appropriate for their learning needs and is delivered and supported by specialist staff and enables their transition at key stages of their education and into adulthood.

Hull will have successfully implemented this aspirational vision for SEND when:

(a) Pupils with SEND:

- Can attend a specialist provision close to home which has the buildings, resources, capacity and staff skilled to meet their needs;
- Have access to the same academic and social opportunities as their mainstream peers, in a setting which best suits their needs and preference;
- Feel they belong in their local communities and their contribution is recognised and valued;
- Achieve their aspirations and lead fulfilling lives as adults.

(b) Families of children and young people with SEND will:

- Feel assured that their local specialist provision has the space, facilities and skilled staff to enable their child to fulfil their potential;
- Benefit from the development of specialist communities in their localities, where services and interventions are focused around the specialist provision and access is easier and equitable;
- Experience enhanced family time as children travel shorter distances to school, leaving them less tired and stressed from the daily journey.

(c) Special schools will:

- Have significantly improved premises and facilities to meet the individual needs of all pupils in their locality;
- Work in collaboration with all schools in their localities and across the city to ensure all pupils with SEND receive an integrated, high quality education which is aspirational and meets their needs;
- Provide support to their locality mainstream colleagues so all staff are confident they can meet the needs of pupils with SEND.

(d) The Local Authority will:

- Have completed all building works so there are the premises, resources and capacity to meet the needs of SEND pupils in the city;
- Have implemented an education system which is easier for parent/carers to access and has placed the needs of pupils with SEND and their families at the heart of all provision.

15. Implementation, Monitoring and Review:

This Strategy is underpinned by a detailed work-plan that will outline the actions to be taken to deliver the anticipated impact of the Strategy. The work-plan will be updated at least six monthly and monitored by the SEND Strategic Board and the School Place Planning Board. The School Place Planning Board is responsible for ensuring the Strategy and work-plan are delivered.

This Strategy will be reviewed and refreshed on an annual basis. The first review will be due in autumn 2020.

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

Appendix 1: Feedback Summary Report



A Summary of the feedback on the draft Sufficiency Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Kingston Upon Hull

December 2019

Why do we need a SEND Sufficiency Strategy?

- Hull City Council has a duty to keep its special education provision under review and make sure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities.
- We know that there are increasing numbers of children and young people with an Education Health and Care (EHC) plan in Hull and we need to make sure we have the right type of education provision to meet their needs.
- Hull's existing special schools have been expanded and adapted. Most are now at capacity and cannot accommodate more pupils. This makes it harder for those pupils who need specialist provision to access it.
- The council therefore developed a draft SEND Sufficiency Strategy and asked for feedback on the Strategy before it was fully implemented. This is a summary of that feedback.

How did we seek feedback?

- Feedback was sought on the draft Strategy between 10 September and 11 October 2019.
- A summary document and feedback sheet was sent to all parents and carers of a child with an EHC plan.
- Three information sessions were held.
- Information about the online survey was circulated to schools and other partners and promoted via local media, including the Local Offer website, Hull Parents Forum, Hull Daily Mail and a local TV station.

Who gave feedback?

- There were 330 responses in total.
- The vast majority of responses were from parents who had a child or young person with SEND.
- There were a similar numbers of responses from parents with a child or young person in a mainstream setting as from parents with a child or young person in a specialist setting (special school or resource base).
- 3% of responses were from a SEND professional working in a school and 3% from other SEND professionals.
- We asked about the types of special education need/s a child or young person had. Autism was the highest followed by Speech, Language and Communication Needs and then Social Emotional and Mental Health.
- Responses covered pupils across the age range from Early Years to post 16.

What did the feedback say?

We asked how much those who responded agreed with the proposals in the draft Strategy. This is what they said:

Increase places for pupils with severe learning difficulties by building a new 125 place free school for pupils with severe learning difficulties	85% agreed or strongly agreed
Increase places for pupils with speech language and communication needs and Autism by developing integrated resourced provision in more primary schools	85% agreed or strongly agreed.
Increase places for pupils with speech language and communication needs and autism by developing integrated resourced provision in more secondary schools	82% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by developing integrated resourced provision in primary schools	80% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by commissioning primary SEMH places from Euler Free School	71% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by increasing the number of places at Oakfield Special School (secondary)	76% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by developing integrated resourced provision in secondary schools	79% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by developing a second secondary SEMH special school (if possible)	84% agreed or strongly agreed
Increase places for pupils with social emotional and mental health needs by commissioning more places in secondary alternative provision settings	75% agreed or strongly agreed
Establish enhanced early years settings in the private voluntary and independent sector in the north east and west of the city	81% agreed or strongly agreed

We also asked if there were any other issues we needed to consider. This feedback has been themed as below:

Early Years	
What was said	Comments were made about the importance of early intervention and the need to Increase support for nurseries with the transition of children with SEND moving from early years setting to school.
What we will do	In response to the increased levels of need in Private Voluntary and Independent (PVI) settings, it is proposed that an enhanced setting is established in each of the three main localities of Hull - east, north and west. Early Years Area SENCo's support Early Years settings to identify and meet needs and with the transition to school. The need for more area SENCos will be considered as

	part of the review of how the funding for special education provision is used.
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Specialist Provision (Special Schools and Resource Bases)	
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What was said	<p>Feedback supported the need for more provision for pupils with Autism and/or Speech Language and Communication Needs and welcomed the development of resource bases:</p> <p>“There needs to be more schools developing resource bases and especially for students in secondary schools.”</p> <p>Comments were made however about the need for the new Free School for pupils with Severe Learning Difficulties to also include pupils with Moderate Learning Difficulties, that a Free School was also needed for pupils with Autism and/or Speech, Language and Communication Needs and more provision was needed for pupils with mental health needs:</p> <p>“Increase places for pupils with speech, language and communication needs and autism by building a new free special school”</p> <p>“More places for social, emotional and mental health needs are vital. ...there seems to be a push for SLD, ASD/Autism but if you have mental health needs the provision is sparse”</p> <p>An issue was also raised about provision for pupils with a hearing impairment.</p>
What we will do	<p>Provision for pupils with Social, Emotional and Mental Health needs is being developed as part of the strategy; Priority was given to Severe Learning Disabilities and Autism/Speech, Language and Communication Needs in the first instance as there was a greater need for more places in these areas.</p> <p>The need for a Free School for pupils with Social, Emotional and Mental Health Needs and Autism/Speech, Language and Communication Needs will be kept under review. We do not know yet if and when there will be another chance to apply for a Free School. In the meantime, the development of resource bases will lead to more choice as well as more places for pupils with Autism and/or Speech, Language and Communication Needs.</p> <p>At present no dedicated specialist provision is proposed for children with Moderate Learning Difficulties as their only need as Hull’s mainstream schools have a great deal of experience and success in meeting the needs of pupils with Moderate Learning Difficulties.</p> <p>In respect of hearing impairment, the need for specialist provision in this area is not increasing. The resource bases for pupils who have severe or profound hearing impairments/ deafness at Christopher Pickering Primary Academy and Sirius West Secondary Academy were reviewed in 2015/16 as demand for places had declined as advances in hearing aid technology enabled more pupils to be successfully supported in their local schools.</p>

Mainstream Provision	
What was said	<p>The SEND Sufficiency Strategy focuses on ensuring there are sufficient specialist school places, however a number of comments were made about mainstream provision, particularly relating to the need for staff training and development and outreach support.</p> <p><i>“There are a large number of children for whom a special school place is not appropriate but without specialist teaching and support they would find it difficult to access mainstream school”</i></p> <p><i>“It is good to create more specialist provisions but every child should have the right to access mainstream education if parents want to. Mainstream education should be therefore more inclusive”</i></p> <p><i>“Compulsory staff training and CPD for all mainstream primary and secondary schools staff working with SEND pupils”.</i></p>
What we will do	<p>These comments have been passed onto the lead for the SEND workforce development workstream which is an area of work led by the Learning Partnership supporting inclusion in mainstream provision. The Learning Partnership is managed by senior education leaders across the city.</p>

Post 16	
What was said	<p>The overwhelming feedback in this area referred to the need for more choice of provision post 16.</p> <p><i>“I think there needs to be more provision to be put into 16 plus/ adult services, colleges to support supported internships and other employer based schemes.”</i></p>
What we will do	<p>The strategy recognises the need to develop partnerships with local further education providers and work to promote the employment of young people with SEND especially through a wider range of supported internships and other employer-based schemes.</p>

What will we do with this feedback?

- The feedback will be put into the final version of the SEND Sufficiency Strategy and used to inform the implementation of it.
- The feedback will also inform other areas of SEND development that are taking place, for example, Early Years support and the review of outreach provision.

