



The Draft
Buckinghamshire
Special Educational
Needs and Disabilities
(SEND) Education
Sufficiency Strategy
2021 – 2026.

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Contents

1	Introduction	3
2	Developing the Buckinghamshire SEND Education Sufficiency Strategy	4
3	The Current Picture	5
4	What Are Families Telling Us?	6
5	Future Demand	8
6	Our SEND Education Sufficiency Plan (including proposal for consultation)	9
7	Funding and Governance	13
8	Supporting Information	14
	Appendix 1: Current Capacity	14
	Appendix 2: Forecasts	29
	Appendix 3: Ordinarily Available Provision	31
	Glossary	32

1. Introduction

1.1 Buckinghamshire has a population of 161,400 (0-25, ONS mid-year estimates 2019), of which 3% of children and young people have an Education, Health and Care Plan (Mar 2021). 87112 children and young people attend Buckinghamshire state-funded schools (Jan 2021), with 8559 (10%) registered by their schools as SEN support (Jan 2020). It is important that these groups of children and young people are able to achieve their goals in education, and more broadly as they prepare for adulthood. The Special Educational Needs and Disabilities (SEND) Code of Practice, 0-25 years (January 2015) is clear that:

“all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.”*

1.2 As such, education and sufficiency of placements is a key strand of Buckinghamshire’s SEND and Inclusion Strategy 2021-2024 which sets out our aspiration for all children and young people with SEND. This is outlined below:

Ambitions for the Future

C1. Early and intensive intervention as appropriate to ensure better outcomes are achieved for the child

C2 Schools deliver effective SEN support in line with the Code of Practice and as set out in ‘Ordinarily Available Provision’

C3. Children and young people have the opportunity to receive an excellent education as locally as possible, without the fear of exclusion due to their special educational needs and disabilities.

C4. Children and young people are able to develop key work skills through a broad and balanced curriculum with stretching progress measures

C5. Schools and colleges aspire, in particular, to be Autism friendly as part of being inclusive, in order to meet a wide range of needs and support learning.

C6. Transport is not a barrier to children and young people accessing educational and career related opportunities

C7. Children and young people receive high quality careers advice and guidance and exposure to work related learning/enterprise opportunities

C8. There is a range of short breaks, work experience, internships and apprenticeship opportunities, including within the local authority, to help young people progress

C9. Options for post-16 study for young people in special schools and special colleges are as worthwhile as mainstream options

C10. Effective planning between educational providers and other professionals means young people can successfully access sustainable employment

1.3 The SEND Education Sufficiency Strategy aims to support the above objectives, enabling children and young people to participate in a challenging curriculum within an environment that promotes learning and development in line with their individual needs and abilities. It is recognised that meeting needs locally leads to more positive outcomes for children and young people, enabling them to stay connected to their family and communities particularly as they transition to adulthood. There are also benefits in respect of reduced time spent being transported to school, potentially more scope for the use of personal transport budgets to provide flexible and convenient transport solutions for families, and more children benefitting from independent travel training in their local area.

2. Developing the Buckinghamshire SEND Education Sufficiency Strategy

The activities described below have been undertaken to develop the strategy:

- Data collection and analysis of current capacity and projected future demand.
- Dialogue with FACT Bucks, the parent/carer forum to understand the experience of children and families in Bucks. This has been informed by the ongoing dialogue with parents through meetings and support group social media conversations; feedback from SENDIAS service users; as well as specific surveys conducted by FACT Bucks in partnership with SENDIAS.
- Pre-engagement activity with schools. This has included developing a continuum of provision with special schools which demonstrates the range of specialist provision available in Buckinghamshire, that has now been translated onto the Local Offer here: [Education options and admissions for children with SEND | Family Information Service \(buckinghamshire.gov.uk\)](https://www.buckinghamshire.gov.uk/education-options-and-admissions-for-children-with-send-family-information-service). We have also had discussions with school networks (Primary Executive Board (PEB), Bucks Association of Secondary Heads (BASH) and Special School Heads around the needs of children and young people currently placed in our settings, and what this is telling us for now and the future.
- Research conducted by Educational Psychologists relating to the evidence base for the effectiveness of mainstream settings with Additionally Resourced Provisions (ARPs) and SEN Units on pupil outcomes. Evidence suggests there are several factors that contribute towards parents', pupils' and teachers' views of an ARP being effective at supporting a pupil with additional needs. These include themes such as traits of the staff supporting the provision and how the provision is organised and integrated within the school. In addition, the literature states that ARPs are most

effective when there is good transference of learning and support in the ARP to the classroom. In order to uphold standards, there should be regular monitoring or assessments of pupil progress in the ARP to evaluate the effectiveness of the provision.

- Discussion at the SEND Integrated Services Board (January 2021), the body that provides multi agency governance of SEND and includes representatives from across Health, Education and Social Care as well as the Voluntary and Community Sector and Parent /Carers. This identified some critical considerations including the broader context beyond educational placements, for example health services and housing.

The above activities have informed the development of the Strategy with a view to ensuring that it meets the needs of children, young people and their families going forward. It is crucial that high quality provision that meets needs locally is planned for and developed without delay and definitely over the duration of this Strategy if positive outcomes for children and young people with SEND are to be achieved as soon as possible.

3. The Current Picture

Analysis of data has identified a number of key challenges that the SEND Education Sufficiency Strategy aims to address. These include:

- Fewer pupils in Buckinghamshire schools (**10% or 8559 children**) are registered to receive SEN Support than the national average (12%) (Jan 2020 school census). This means there is more to do to identify and support children and young people with SEND without an EHCP in mainstream settings.
- More pupils in Buckinghamshire schools have an EHCP (**3.5% or 4518 children**) compared to the national average (3.3%) (Jan 2020 school census).
- There were 4910 EHCPs maintained by Buckinghamshire in January 2021, an increase of 315 (6.9%) from the previous year (SEN2 Return Jan 2021). The rate of increase is slowing however in comparison to other local authority areas; since 2014 the number of statements/EHCPs in Buckinghamshire has increased by 55.4% compared to 81.6% across England and 92.2% within our statistical neighbours group.
- The number of pupils with EHCPs with a primary need of Autism has increased significantly (**+116%**) in Buckinghamshire since 2015. Those with Social, Emotional and Mental Health (SEMH) needs have also increased considerably (**+57%**). In Jan 2021 **31%** of all those with an EHCP had a primary need of Autism, **21%** with Speech, Language or Communication Needs (SLCN), **15%** with Moderate Learning Difficulties (MLD) and **14%** with SEMH.
- **31.6%** of the children and young people with an EHCP issued by Buckinghamshire attend maintained special schools, which is above the national average of 30.7% (SEN2 Return Jan 2021).

- **42.0%** of children in Buckinghamshire with EHCPs are supported in a mainstream school compared with 39.9% nationally (SEN2 Return Jan 2021).
- **69 %** of children attending independent or non-maintained special schools have Autism (**40%**), SEMH (**18%**) or SLCN (**11%**) recorded as their primary areas of need (Jan 2021).

4. What Are Families Telling Us?

First and foremost, families whose children and young people have a school place where they feel valued and have their needs met through adequate, appropriate provision flourish. If that can be achieved whilst the child or young person lives within their family home, it is even better. This is true for many current mainstream, additionally resourced provision, and special school (maintained or non) places with two thirds of parents responding to a recent FACT/SENDIAS survey indicating that the current place met the needs of their young person well. As parents have noted *“School ARP set up has been amazing during the pandemic and I feel my daughter had benefitted from ongoing schooling and other treatments available to her through school”* and *“Their (school) education, social, mental and emotional well-being provision is excellent with regular communication to me. The staff go above and beyond.”*

Sadly, this is not the experience of all families. In the recent FACT/SENDIAS survey, one third of families indicated that they felt that the current place attended by their child did not meet their needs well. As one parent commented, *“I believe we all deserve to feel normal – his life isn’t mainstream so I believe my son’s esteem will be better protected being taught with other kids with similar problems”* and another *“My son had to move school as he was treated terribly. He was constantly being excluded from school and his self-esteem was extremely low. He wasn’t given the correct support”*.

In addition, it is sometimes a lack of specific provision which has to be addressed. As a parent noted *“Support at primary school level has not been an issue as we have managed to find language ARPs to suit our son’s needs”* but this does not mean that challenges do not remain *“... however, there are no senior schools in Buckinghamshire that offer the same level of support as the primary schools.”*

Some of the key issues that have been identified by parents in the course of regular dialogue with FACT Bucks and SENDIAS include:

- **Lack of understanding in mainstream settings of children and young people with SEN specifically those whose unmet Autism or SEMH needs are displayed through behaviour**
“He has been repeatedly restrained by his mainstream so now is almost refusing to attend school.”

“My son's mainstream grammar school does not understand his condition or how to help support his needs. He is failing academically because of this.”

- **Lack of capacity, inconsistency of statutory processes and lack of timely support creates increased challenges for children and young people which inevitably leads to requests/needs for specialist placements**

“My son is currently at a PRU because there is no suitable school for him and he does not have an EHCP yet. He is school refusing and he is on many waiting lists but no support as of yet. If support had been offered as soon as his previous school raised serious concerns he would not have been permanently excluded and he would still be able to access education.”

- **“Lack of capacity in Special Schools delaying moves that increase anxiety and non-attendance impacting outcomes**

“Furthermore, there is a serious lack of specialist education spaces, leaving many children being pushed into unsuitable mainstream placements, often leading to an inability to cope, severe trauma and ultimate loss of education.”

- **Non-existence of local provision of residential places for young people who need space to grow outside the family home.**

“The big issue will be support for a residential special college placement which will have to be out of county as there is no provision to prepare for a more independent adulthood within Bucks.”

- **A lack of places in Buckinghamshire to provide for those young people whose Autism or SEMH should not impair their academic outcomes.**

“Please sort out the provision for children who are academically able, with autism, and unable to cope in mainstream classrooms. There is nothing in bucks for them at all. This is why you spend so much money funding places at independent schools.”

*“My daughter is in Year 8 at ***** has high functioning ASD (diagnosed this time last year) and suffers with depression and anxiety. The school have so far provided very little in the way of support.”*

- **Differences in curriculum, provision and approach in mainstream and special schools can create a gender bias that may have adverse effects on children.**

“My daughter was failed by her mainstream provision after years of them telling us she was fine. Despite successfully getting an EHCP they failed to follow it and meet her needs, giving her ‘enough rope to hang herself’ so we removed her from school to protect her mental health.”

- **Geographical inequality of existing provision requiring increased journey times if children are to remain in their family homes**

“Can’t find a suitable school, he’ll be out of his current school soon due to anxiety. All resources are in North Bucks which is too far for us - there is NOTHING for us in South Bucks.”

5. Future Demand

The forecasts suggest:

- The number of children with EHCPs funded by the Council will rise from **4910** (Jan 2021) to **6035** (Jan 2026). This rise is largely in the secondary 11-15 age group (658 pupils) although also in primary (168 pupils).
- By Jan 2022 we will need:
 - mainstream schools to accommodate an additional **153** pupils with an EHCP, increasing to **745** by Jan 2026 (170 in primary, 560 in secondary and 15 post 16). These places will need to cater predominantly for children and young people with Autism (c.40%), SLCN (c.20%) and SEMH (c.15%). There is also a need for schools to accommodate additional pupils with an EHCP with and Specific Learning Difficulties (SpLD) and moderate learning difficulties, largely in the Aylesbury Vale area. The rise in children with EHCPs is proportionally greater than the rise in the overall secondary population. Currently children with an EHCP represent 6% of the secondary school pupil population and are projected to rise to 8% by 2026. As a result, there will be a need for even greater inclusive practices, embedding an inclusive culture in Buckinghamshire schools.
 - an additional **36** special school places, increasing to **142** by Jan 2026. This represents an increase of 85 and 55 places for the 11-15 age group and 16+ places respectively (c. 40% in Aylesbury) with negligible change in primary places. These places will need to cater predominantly for children and young people with Autism.
 - suitable post-16 Further Education provision across the county to accommodate a range of needs.
 - an additional **15** ARP places, increasing to **59** by Jan 2026 split between primary and secondary to cater predominantly for children and young people with Autism.
- There will be an additional **140 children** supported in alternative arrangements (“other” places or direct payments) by Jan 2026. These are predominantly children and young people with needs including SLD and SEMH. “Other” placements are those where alternative arrangements have been made (e.g. by parents in accordance with Section 7 of Education Act 1996 i.e. parents have exercised their right to make their own arrangements for the child, which is mostly either educating them at home or paying for them to go to an independent school or private, voluntary independent, early years setting).
- Provision is largely required in the major towns of Aylesbury and High Wycombe where the population is higher as shown in table below:

EHCP Pupils by planning area lived in (Jan 21)																							
Provision Type	Buckingham	Winslow	Waddesdon	Haddenham	Wing and Ivinghoe	Wendover	Aylesbury Town	Princes Risborough	High Wycombe	Wycombe West	Marlow	Bourne End	Beaconsfield	Chesham	Amersham	Great Missenden	Gerrards Cross and The Ivers	Burnham Farnham and Stoke Poges	Out County	Total			
Mainstream	59	48	39	47	65	78	405	54	358	47	75	48	37	126	55	32	100	29	45	33	6	1786	
Special	68	59	23	34	53	40	379	37	341	47	50	65	29	78	55	26	68	26	30	29	17	1554	
FE	14	16	9	14	29	11	149	13	169	19	20	38	15	39	25	14	31	17	13	9	38	702	
Other	18	21	11	21	29	25	139	23	204	35	23	31	23	50	46	18	59	13	29	16	34	868	
Total	159	144	82	116	176	154	1072	127	1072	148	168	182	104	293	181	90	258	85	117	87	95	4910	

The forecasts above are based on projecting forward previous year's trends. Due to the small numbers of children with EHCPs involved and the year on year volatility in trends, the projections should be treated with caution.

In addition, whilst the primary pupil population in Buckinghamshire has risen rapidly in Buckinghamshire over recent years (i.e. 6000 pupils between 2012 to 2018 largely concentrated in Aylesbury Town and High Wycombe), last year it only rose by c. 100 pupils. The previous increase in primary demand is now starting to flow through into the secondary sector which may partly explain why the projected increase in the EHCP population is generally concentrated in the secondary sector. However, other data shows us that as well as increased numbers of children being identified with SEN, we have also to contend with the fact that Buckinghamshire is expected to experience significant inward migration largely due to the housing growth currently taking place across the county. In the emerging Local Housing Plans, the Council is proposing further homes across Aylesbury Vale (28600), Wycombe (11000) and Chiltern & South Bucks (11000) by 2033. The Council will need to continue to monitor the pre-school age population and pupil trends on an annual basis to ensure that additional places for children with EHCPs are provided as, when and where increased demand arises.

6. Our SEND Education Sufficiency Plan

Our SEND Education Sufficiency Plan aims to meet the growing demand detailed in this Strategy. In essence, it aims to address the following areas:

- 1) The need to increase the capacity/ability of secondary mainstream schools (including ARPs) to support children with Autism, Speech, Language and Communication Needs (SLCN) particularly in Aylesbury and Wycombe.
- 2) The need to increase the capacity/ability of secondary mainstream schools (including ARPs) to support children in Aylesbury with moderate learning difficulties and Specific Learning Difficulties (SpLD).
- 3) The need to accommodate some growth in primary and post-16 mainstream schools particularly in Aylesbury and Wycombe.

- 4) The need for more secondary and post-16 special school places across the county, but particularly in Aylesbury, to primarily accommodate children with Autism and learning difficulties.
- 5) The need for more specialist provision to support children with Autism and/or SEMH for whom an academic education offers the best possible foundation for their future.
- 6) The need for suitable post 16 Further Education placements across the county to accommodate a range of needs.

The Proposal for Consultation

Our SEND Education Sufficiency Plan is outlined below. The first set of actions are already underway or are completed as part of Buckinghamshire's improvement activity.

Views are invited on the proposals that follow and whether there are additional actions we could be taking to ensure sufficiency of educational provision for children and young people with SEND in Buckinghamshire.

Actions already underway or completed

Mainstream

Continue to support mainstream settings to ensure they are confident and skilled in supporting pupils with SEND. This will include:

- Embedding Ordinarily Available Provision (Appendix 3), enabling schools to understand their role and make provision to meet the needs of children with SEND within their existing capacity.
- Developing a self-evaluation tool to assess levels of inclusion within a school, recognising achievements in supporting children with a range of needs and identifying further actions.
- Reviewing and acting on the outcomes of audits of SEND provision in secondary settings.
- Working with schools to identify and train a Designated Mental Health Lead to support students, in particular those with SEMH.
- Developing guidance to enable settings across education, health and care to be consistently Autism friendly.
- Training for Primary Schools to support them in identifying needs that first become evident in the school environment. SEN support toolkit for early identification of SEN (includes training).
- Specific outreach support for those with SEMH needs with EHCPs; one referral regardless of whether a child has an EHCP or not, enabling the right support to be provided at the right time.

SEN Units

Open a SEN unit to support children with a primary need of SEMH within the new Kingsbrook Secondary School in September 2022, taking Year 7 students initially, increasing year on year as the school's intake increases.

Special Schools

A sufficiency assessment of each Special School has been completed, confirming current capacity and potential capacity subject to internal/external works.

Alternative Provision

A review of Alternative Education Provision has been completed and a procurement process is underway to ensure appropriate educational provision for all children and young people, including those with SEND. This provision will include short term home tuition, virtual learning, and specialist placements for children who may have been excluded from other settings.

Proposals to meet demand

There are 6 key proposals that have been identified to meet the demand. These are outlined below.

Mainstream provision.

1. Develop nurture or other appropriate break-out spaces in all secondary settings to ensure consistency across the county. This may mean reconfiguring buildings in some cases where space is not available.

Additionally Resourced Provisions (ARPs) and SEN Units (see glossary for definitions).

2. Reconfigure/expand ARP and SEN unit provision to meet future demand.
 - Establish a new Communication and Interaction (Autism) 8 place ARP in a mainstream primary school in the Aylesbury Vale area.
 - Develop a new Communication and Interaction (Autism) 10 place ARP in a mainstream secondary school in the Aylesbury Vale area.
 - Close 1 Primary Physical Disability ARP due to reduced demand.
 - Reduce ARP capacity where demand is reduced.
 - Develop a new SEN unit for primary pupils with Social Emotional and Mental Health needs.

Specialist Placements

3. Reconfigure/expand specialist provision for children with Communication and Interaction needs (Autism) and significant learning difficulties:
 - Develop the capacity of Chiltern Wood and Vale Federation schools to accommodate the rise in young people with complex Autism with Severe Learning Difficulties expected in the secondary specialist sector from September 2022.

- Consider, alongside social care and health partners in the local area, the need for residential schooling provision linked to a current special school for Autism and complex learning difficulties.
 - Develop satellite classrooms in the north of the county (primary and secondary) for children with Autism enabling pupils to gradually integrate into the mainstream setting over a 2-year period in line with their needs being met. This will also broaden the GCSE offer to these pupils. Approx. 25 places across primary and secondary, linked to Furze Down School.
 - Increase capacity at Stony Dean and Pebble Brook Schools (subject to building works) to enable the school to support children with Moderate Learning Difficulties and Speech, Language and Communication Needs for whom it is evidenced will need long term support and preparation for independent adult living. This will increase placements by 16 places.
 - Close the residential provision at Alfriston School (following a needs analysis) and examine the possibility of converting to day places which are currently oversubscribed.
4. Review and expand the capacity of existing special schools to deliver a mainstream curriculum in a low arousal environment to cater for children with Communication and Interaction needs (Autism) for whom a mainstream curriculum offers the best possible foundation for their future. Approx. 80 places over the next four years.
5. Reconfigure/expand specialist provision for children with SEMH needs.
- Enable Special Schools that do not ordinarily cater for Social, Emotional and Mental Health needs to provide support for children who present challenging behaviours as a result of their underpinning SEN. Designated Social, Emotional and Mental Health schools to provide for children who have severe Social, Emotional and Mental Health needs as their primary area of need.
 - Develop Secondary Social, Emotional and Mental Health specialist provision to offer a wider/vocational curriculum options.
 - Develop a new Special School which can provide therapeutically for children with identified attachment disorders and Social, Emotional and Mental Health needs.

Post-16

6. Develop the offer at Buckinghamshire College Group to meet the demand. This may include developing the skills and knowledge of staff in the areas of SEMH and Autism, conducting a space analysis to ensure the site is fit for purpose (building on previous works and investment) and working in partnership to develop initiatives to meet the needs of particular groups.

6. Funding and Governance

Any new buildings will be funded through Capital Funds.

The new Banded Funding system will make the resourcing of additional places more transparent and equitable for revenue costs. This has been rolled out for use with special schools already in Buckinghamshire, since April 2021, is planned to be implemented with ARPs and PRUs from April 2022 and with mainstream schools from April 2023.

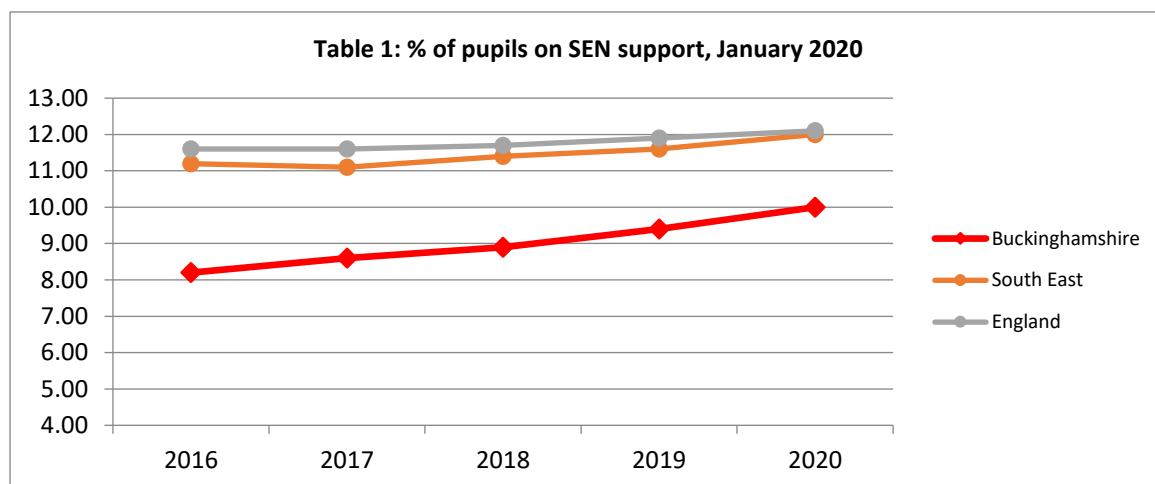
Governance of this strategy and sufficiency plan will be provided by the multi-agency SEND Integrated Services Board that oversees Buckinghamshire's overarching SEND and Inclusion Strategy and via the Special School Property Board. The Sufficiency, Autism and SEMH Impact Group will monitor operational progress as part of the SEND Improvement Plan.

7. Supporting Information

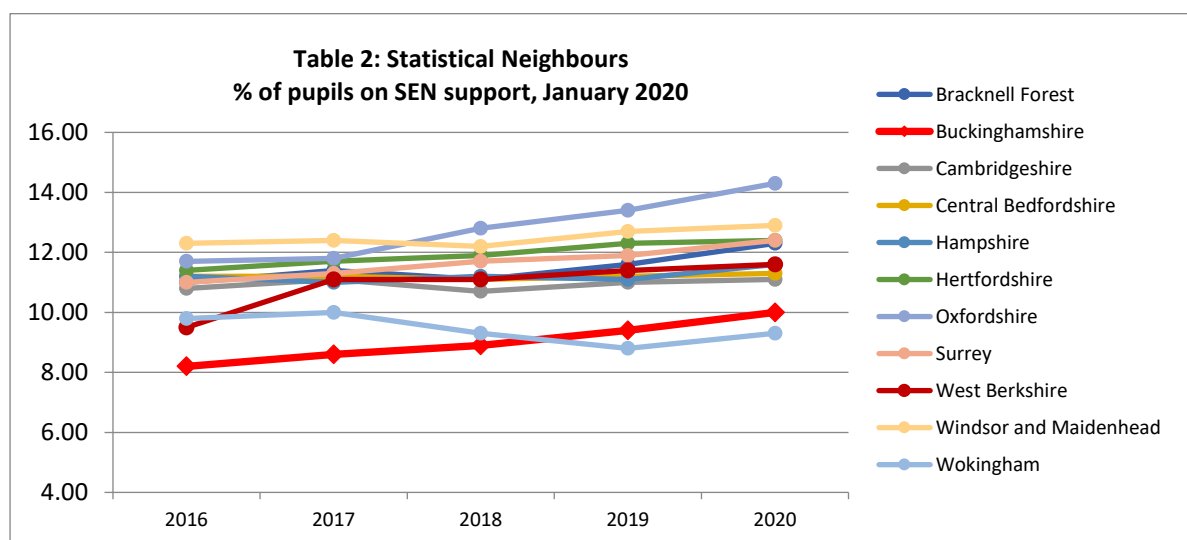
Appendix 1: Current Capacity

SEN Support

1.1 SEN Support is defined in the SEND Code of Practice, 0-25 years (Jan 2015): “All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.” This graduated approach aims to ensure that progress is regularly monitored and appropriate interventions are made to support the child or young person to achieve their goals.



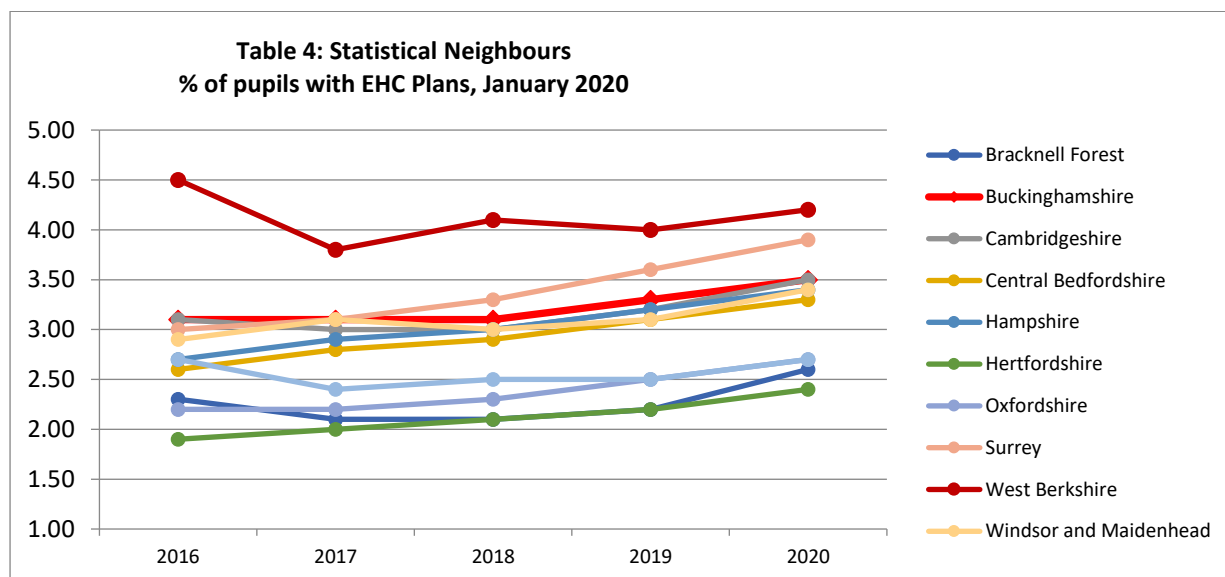
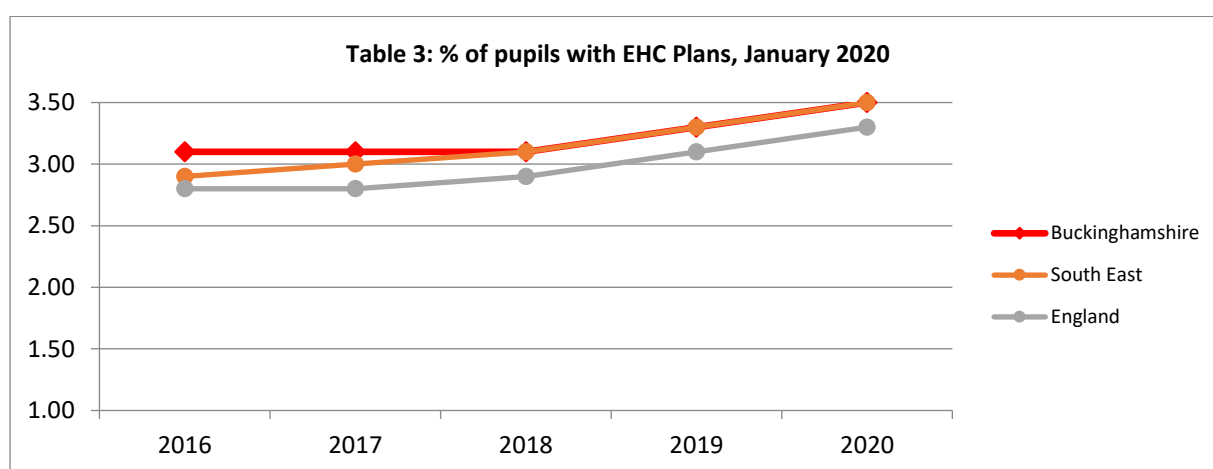
1.2 In Buckinghamshire the number of pupils who receive SEN support in a mainstream school has been consistently lower than national figures (Table 1). Whilst the gap is closing, it remains 2 percentage points below those nationally and in the south-eastern regions. At January 2020 Buckinghamshire had 10% of pupils registered as SEN Support, compared to 12% nationally and was significantly below levels registered by statistical neighbours (Table 2).



Pupils with Education, Health and Care Plans

1.3 As at January 2020 there were 4595 children and young people with EHCPs, an increase of 541 (13%) since January 2019 (SEN 2, Jan 2021). Since 2014, the number of Statements of Educational Need and EHCPs has increased by 45.3%, compared to 64.5% across England and 70.6 % within out statistical neighbour group, so while the overall number is higher in Buckinghamshire, the rate of increase is slowing in comparison to other local authority areas.

1.4 3.5% of children and young people in Buckinghamshire have an EHCP, compared to 3.3% nationally (Table 3 and 4) (School census).



1.5 Table 5 details the age profile of children and young people with EHCPs in Buckinghamshire

Children and young people with an EHC plan by age group
 Year: January 2021

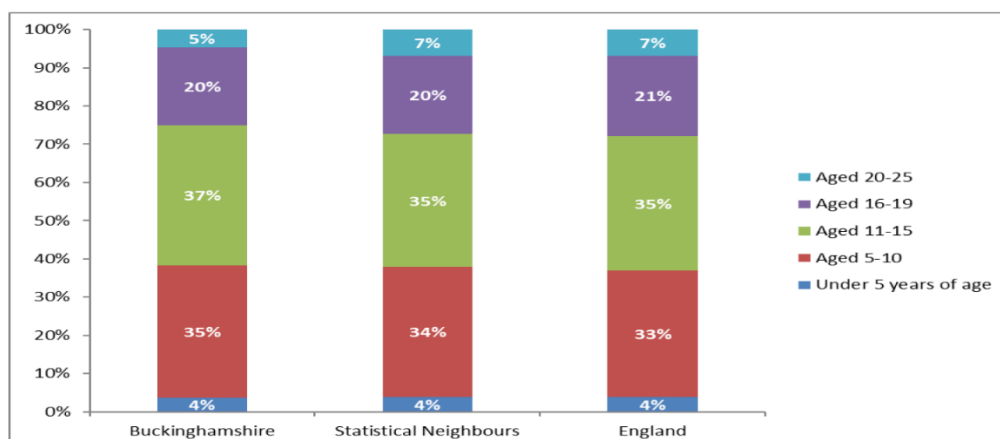


Table 5

Breakdown of Need

1.6 Children and young people in Buckinghamshire have a wide spectrum of Special Educational Need (SEN) and many have more than 1 need or inter-related needs. The SEND Code of Practice, 0-25 (January 2015) describes 4 broad areas of need.

1. Communication and interaction.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This area includes those children and young people with Autism who also are likely to have difficulties with social interaction, and with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication - through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse eating disorders or physical

symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided in a mainstream setting. This includes pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who are likely to require specialist support and/or equipment to access their learning or support. It also includes those with a severe physical disability (PD).

1.7 Table 6 details the breakdown of primary need by type since 2015. It is evident that the number of children and young people with EHCPs and a primary need of Autism has increased significantly (+116%) in Buckinghamshire over time. Those with social, emotional and mental health (SEMH) needs have also increased considerably (+57%). Whilst there has been a notable increase in the percentage of children and young people with multi-sensory impairment (+ 225%), the overall numbers remain very low. It is a similar picture regarding profound and multiple learning difficulties (+86%), however it is important to keep these areas of need in scope to ensure sufficient placements are available as part of this strategy.

Table 6: Primary Need	Nov 2015	Nov 2016	Nov 2017	Nov 2018	Nov 2019	Nov 2020	% change from 2015
Autism	686	798	940	1123	1316	1482	↑116%
Behaviour, Emotional and Social Development Needs/Social, Emotional and Mental Health (SEMH)	448	468	465	541	663	702	↑57%
Hearing Impairment (HI)	83	83	83	92	100	97	↑17%
Moderate Learning Difficulties (MLD)	639	633	627	699	777	711	↑11%
Multi-Sensory Impairment (MSI)	8	11	12	20	22	26	↑225%
Physical Difficulties (PD)	263	270	267	272	299	277	↑5%
Profound and Multiple (PMLD)	42	42	44	50	56	78	↑86%
Severe Learning Difficulties (SLD)	120	123	143	152	169	151	↑26%
Specific Learning Difficulties (SpLD)	149	125	118	133	173	181	↑21%
Speech, Language and Communication Needs (SLCN)	841	838	813	844	968	1015	↑21%
Visual Impairment (VI)	58	57	60	66	71	84	↑45%
Not recorded /Other	41	51	27	1	15	26	↓37%
Total	3378	3499	3599	3993	4629	4830	↑43%

Placement type and capacity

1.8 Children and young people with SEND in Buckinghamshire are educated in a range of settings. Table 7 details the type of provision children and young people with EHCPs were attending as at Nov 2020, compared with the national data collection in 2019 (SEN 2).

Table 7: Type of provision: Children and young people with EHCPs	Aylesbury Vale	South Buckinghamshire	Buckinghamshire	England (2019)
Mainstream Schools	38%	36%	37%	34%
Additionally Resourced Provisions and SEN units	3%	5%	4%	5%
Special Schools	35%	31%	33%	32%
Non maintained Special Schools and Independent Special Schools	4%	5%	4%	5%
Hospital and Alternative Provisions	2%	2%	2%	1%
Post 16 & Further Education	14%	14%	14%	17%
Other	4%	7%	6%	6%

1.9 In mainstream settings (maintained and academy) the number of children and young people with EHCPs is increasing each year (Table 8), with most having Autism, Speech, Language and Communication Needs (SLCN) or Social Emotional and Mental Health Needs (SEMH) (Table 9).

Table 8: Mainstream Pupil numbers (headcount)	2017-18	2018-19	2019-20	2020-21
Primary	727	858	1,054	1,071
Secondary	564	556	666	710
Other	23	21	22	24
Total	1,314	1,435	1,741	1,804
% increase from 2017-18	-	9%	33%	37%

Table 9: Primary Needs in Maintained and Academy Mainstream settings (November 2020)	No. Pupils
Autism	468
Hearing Impairment (HI)	32
Moderate Learning Difficulty (MLD)	239
Multi-Sensory Impairment (MSI)	9
Other	9
Physical Disability (PD)	86
Profound and Multiple Learning Difficulty (PMLD)	4
Speech Language and Communication Need (SLCN)	455
Severe Learning Difficulty (SLD)	32
Social Emotional and Mental Health (SEMH)	279
Specific Learning Difficulty (SpLD)	108
Visual Impairment (VI)	49
Other/unknown	34
Total	1804

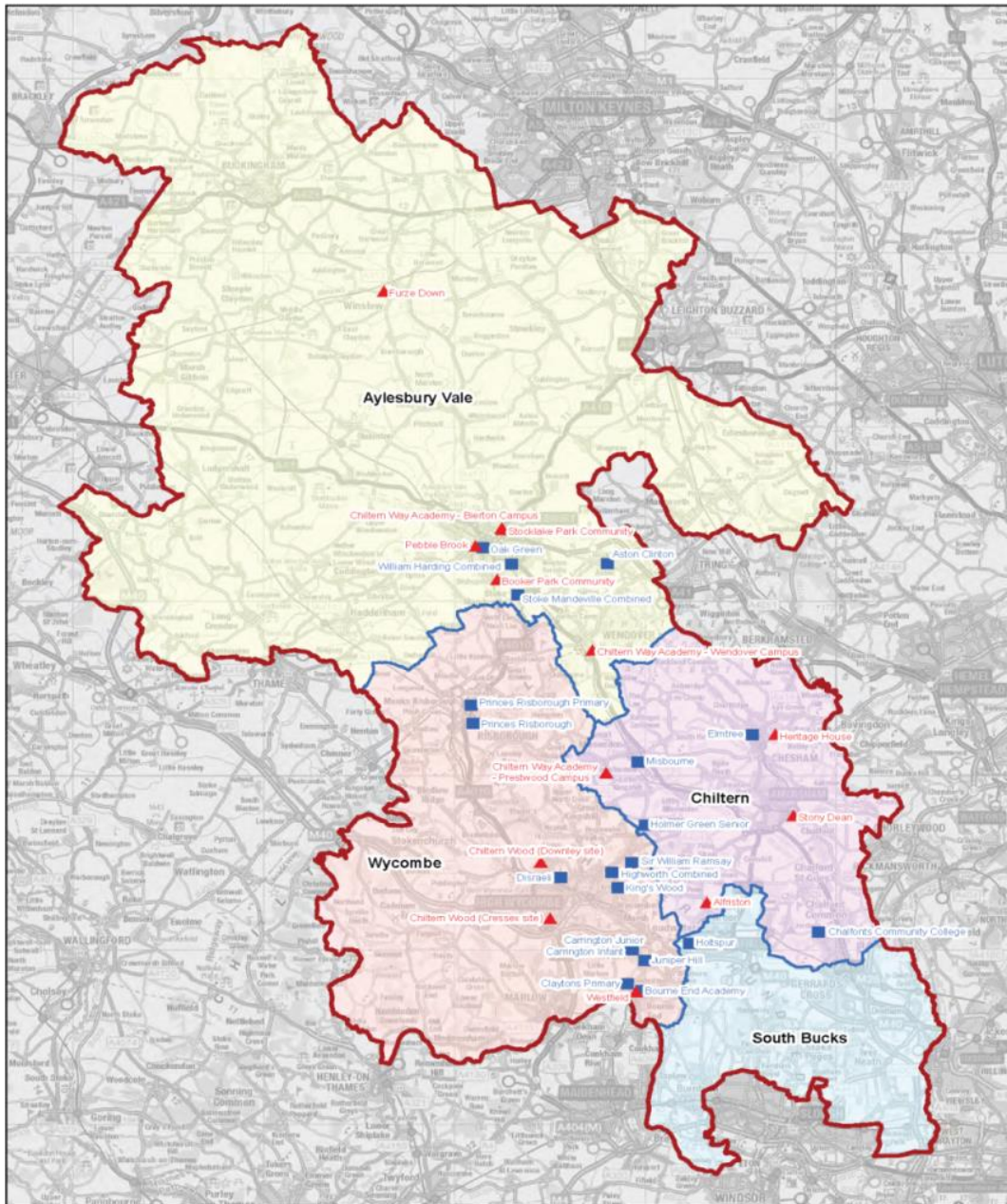
1.10 As at September 2020 there were 107 placements recorded in independent mainstream schools (i.e. those schools that charge fees instead of being government funded). This number includes private placements made by parents where top up funding is provided, in line with the value paid to a maintained mainstream or academy, as well as those funded directly by the Council. These schools do not have to follow the national curriculum but must be registered with the government and are inspected regularly.

1.11 34% of children and young people placed within independent mainstream schools have a primary need of Autism. Children and young people with a primary need of Autism or Speech, Language and Communication Needs account for 59% of placements.

1.12 In Buckinghamshire there are 15 primary and 7 secondary mainstream schools that have Additionally Resourced Provisions (ARPs) to cater for specific needs. Resourced provisions are places that are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school. Resourced provisions:

- are designated by the local authority specifically for making this kind of SEN provision
- receive funding of £6,000 or £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils
- cater for a specific area or areas of SEN (for example specific learning difficulties)
- are usually for pupils with an education, health and care (EHC) plan, but could include pupils with code 'K' (SEN support).

1.13 This map below indicates the locations of both special schools and ARPs. The majority of provision is located towards the centre and south of the county. There is limited access to specialist provision for children and young people living in the north of the county, which means they either have to travel long distances to access education which is costly and time consuming or they attend provision out of county.



Buckinghamshire Special Schools & Additionally Resourced Provision

Produced by
Business Intelligence and Insight, August 2020

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1.14 4% of children in Buckinghamshire with EHCPs are supported in a mainstream school with an ARPs compared with 5% nationally (SEN 2 Return, Jan 2020). In November 2020, there were 215 pupils attending mainstream schools with ARPs against an overall capacity of 243. 8.8% or 28 places within an ARP are not being utilised (predominantly PD and SLCN). Table 10 details the designation and capacity of each ARP.

Table 10: ARP designation and capacity (Nov 2020)	Primary Need							Total	Space
	Autism	HI	PD	SLCN	SLD	SEMH	SpLD		
Primary SLCN									
Aston Clinton School	x			x				5	1
Elmtree Infant				x				5	3
Holtspur School	x			x			x	10	0
Kings Wood School				x			x	15	0
William Harding School				x				5	3
Secondary SLCN									
Holmer Green Senior School	x			x				20	6
TOTAL								58	15
Primary Autism									
Carrington Infant School	x			x				6	0
Carrington Junior School	X			x		x		8	0
Claytons Primary School	X							11	1
Princes Risborough Primary	x			x	x			14	0
Disraeli School	x			x		x	x	18	0
Oak Green School	x							13	-1
Secondary Autism									
Bourne End Academy	x			x		x		15	3
Princes Risborough Secondary School	x			x		x		18	0
Misbourne	x			x		x		7	-1
TOTAL								108	2
Primary HI									
Highworth Combined School		x						13	-1
Stoke Mandeville School		x						7	1
Secondary HI									
Sir William Ramsay School		x						8	0
TOTAL								28	0
Primary PD									
Juniper Hill School			x	x				12	0
William Harding School			x					3	5
Secondary PD									
Chalfonts Community College			x					6	2
Sir William Ramsay School			x					5	3
TOTAL								21	11
OVERALL								215	28

1.15 Alternative provision is used for Buckinghamshire children and young people with SEND, usually as a temporary placement until they can return to mainstream education or move to specialist provision. For some pupils it may be a longer-term solution. The provision can be part time and be part of a broader curriculum delivered alongside education at a school, further education college or other provider (i.e. when specialist facilities are required for vocational courses).

1.16 The Pupil Referral Units (PRU) in Buckinghamshire are a type of alternative provision that cater for children and young people who are not able to attend a mainstream school and may not otherwise receive suitable education. This could be as a result of illness, or they may have been excluded or need more specialist intervention or support.

Table 11: Pupil Referral Unit Placements		No. placed
Aspire	Secondary	30
The Buckinghamshire PRU	Primary	Less than 5
Kite Ridge PRU	Special	10
Haybrook College (Slough)	Special	6

Table 12: Primary Needs	AUTISM	MLD	SLCN	SLD	SEMH
Aspire	x	x	x		x
The Buckinghamshire PRU			x		x
Kite Ridge PRU	x	x		x	x
Haybrook College (Slough)	x		x		x

1.17 Maintained and Free Special Schools and Special Academies: All children and young people attending special schools have Education, Health and Care (EHC) plans and their needs have been considered at a multi-agency SEND Placement Panel. This panel assesses the suitability of the placement in line with guidance outlined in the SEND Code of Practice (2015) and the suitability of specialist provision for the individual child or young person.

1.18 There are currently 10 maintained special schools and special academies in Buckinghamshire operating over 13 separate sites. The number of places in each school ranges from 58 pupils to 207 (Nov 2020). 33.1% of children and young people with an EHC plan maintained by Buckinghamshire are placed in state-funded special schools (LA maintained schools, academies and free schools). This is above the national average of 32.1% (SEN 2 data return, Jan 2020).

1.19 Special schools in Buckinghamshire have transitioned to a new Banded Funding model, to take effect from April 2021 for maintained schools, and September 2021 for academies. Development of the funding model over the past year, has created an opportunity for provision to be developed, and has led to greater clarity of the needs that are met within special schools. Special Schools have developed a continuum of specialist provision in Buckinghamshire linked to the broad areas of need within the SEND code of

practice, and the cognition range being met currently within the school. This information can be found on the Local Offer by following this link: [Buckinghamshire Special Schools](#)

1.20 The DfE defines an Independent Special School as a private school that specialises in teaching children with special educational needs. As at September 2020, there were 137 placements recorded in independent special schools over the course of the financial year 2020-21. 66% of those placed within these settings have a primary need of Autism or SEMH. 34% (47 out of the 137) are recorded as high functioning, 45 of which have a primary need of Autism or SEMH.

1.21 Non-maintained special schools are defined by the DfE as schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996. They are independent of the local authority and operate on a not-for-profit basis.

1.22 As at September 2020, there were 58 placements recorded in non-maintained special schools over the course of the financial year 2020-21. The proportion of children placed in non-maintained special schools is relatively evenly split by primary need. AUTISM accounts for 28% of placements, followed by HI and PD accounting for 12% each.

1.23 As of November 20, there were 32 students in early years settings or private nurseries with EHCPs. Primary needs are detailed in Table 13.

	AUTISM	MLD	PD	PMLD	SLCN	SLD	SPLD	Total
No. children	12	2	6	4	5	2	1	32

1.24 Post 16: Further Education and Independent Specialist Colleges: Young people can leave school at age 16 and progress to a further education setting. This can be a mainstream college or an independent specialist college. The numbers below show how attendance at these settings has grown over the past four years, for those with EHCPs that receive additional funding specifically to meet their needs in the further education setting. As at January 21, 58 young people were attending independent specialist colleges, all also accessing residential provision as part of a holistic package to meet their needs.

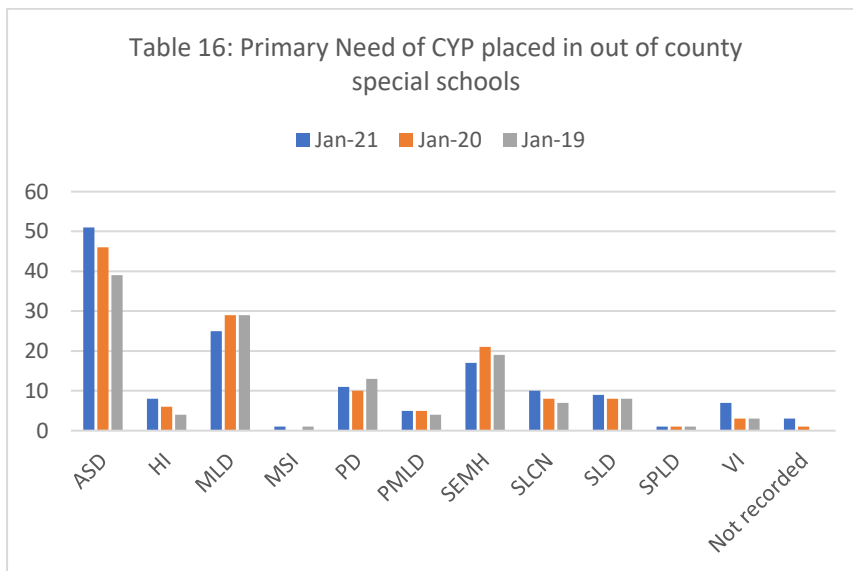
Provision Type	Actual			
	Sept 17	Sept 18	Sept 19	Sept 20
Post 16	304	362	408	450

1.25 Out of Authority Special Maintained and Academy schools. Currently, we do need to source Special School placements for children and young people that are outside of Buckinghamshire. These are predominantly in neighbouring authorities, where travel to

destinations is within reasonable limits. However, these can often come at a higher cost, and travel time can be longer. In some cases, for example the placements in Kent, the children and young people will be in the care of Buckinghamshire Council but living in Kent, making this the most appropriate placement for them. These placements provide predominantly for those with Autism, SEMH or MLD.

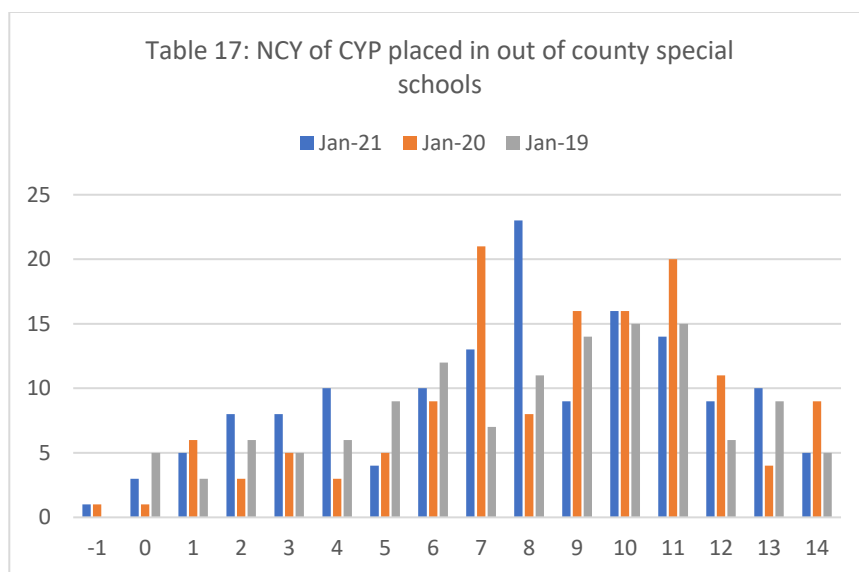
Table 15: Total Number of children attending Out of Authority Special Maintained and Academy schools

	Number	% of EHCP
Jan-21	148	3.0%
Jan-20	138	3.0%
Jan-19	128	3.2%



	Jan 21	Jan 20	Jan 19
ASD	51	46	39
HI	8	6	4
MLD	25	29	29
MSI	1	0	1
PD	11	10	13
PMLD	5	5	4
SEMH	17	21	19
SLCN	10	8	7
SLD	9	8	8
SPLD	1	1	1
VI	7	3	3
Not recorded	3	1	0

Table 17 and 18 show the distribution of these children and young people by year group and location.



NCY	Jan-21	Jan-20	Jan-19
-1	1	1	0
0	3	1	5
1	5	6	3
2	8	3	6
3	8	5	5
4	10	3	6
5	4	5	9
6	10	9	12
7	13	21	7
8	23	8	11
9	9	16	14
10	16	16	15
11	14	20	15
12	9	11	6
13	10	4	9
14	5	9	5

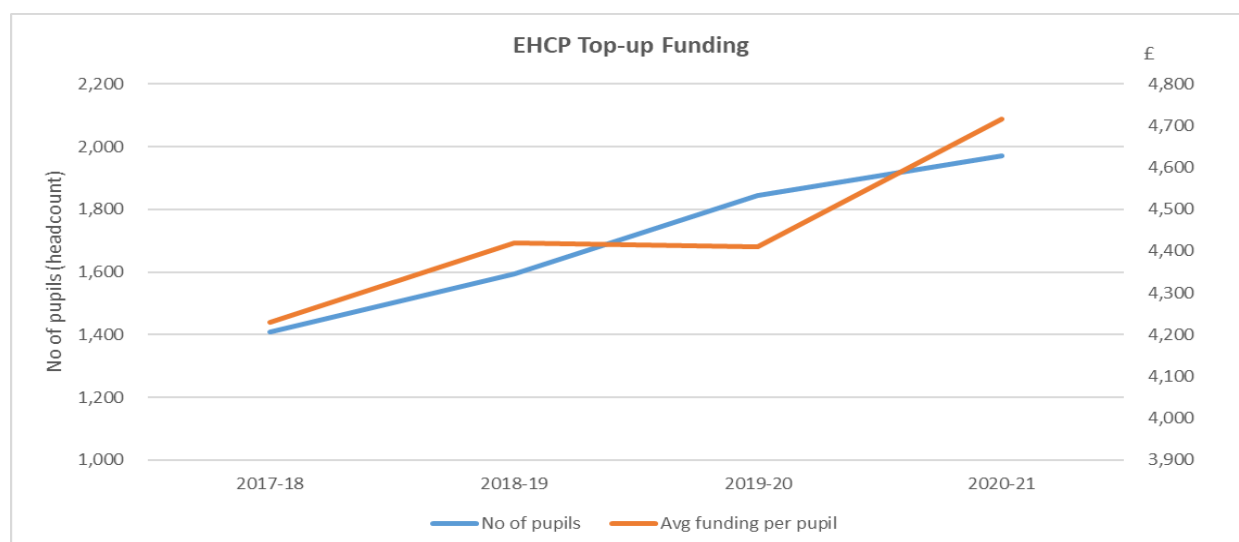
Table 18: Location of school by Local Authority area	Number of Children		
	Jan-21	Jan-20	Jan-19
Central Bedfordshire	10	9	5
Harrow	0	1	1
Havering	0	1	0
Hertfordshire	12	9	6
Hillingdon	16	13	9
Kent	2	1	0
Milton Keynes	21	19	18
Oxfordshire	8	9	8
Reading	1	1	1
Slough	17	20	18
South Gloucestershire	1	0	0
Surrey	3	3	3
Wandsworth	2	1	2
Windsor & Maidenhead	55	51	57

Placement cost

1.26 Outturn spend on the High Needs Block for the 2020-21 financial year was £90.03 million. This was an overspend of £4.072 million against the High Needs Block funding allocation for the year. Average funding per pupil is also increasing (Tables 19 and 20).

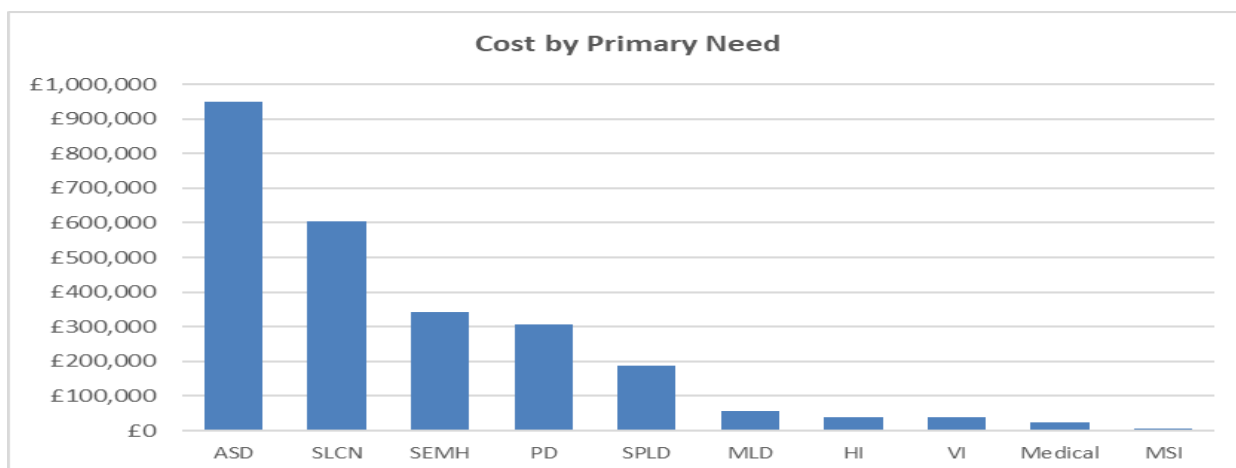
Table 19: Average funding £ per pupil (headcount)				
	2017-18	2018-19	2019-20	2020-21
Primary	4,459	4,578	4,571	4,932
Secondary	3,914	4,215	4,157	4,371
Other	4,271	3,218	3,811	4,093
Total	4,230	4,419	4,411	4,717
Increase from 2017-18		4%	4%	12%

Table 20



1.27 For children placed in independent mainstream schools, outturn spend for 2020-21 gives an average cost for these placements as £20,615 with an overall cost of £2,556,259. The highest overall cost by need is for Autism at £950,431 and the highest average cost per placement is for Social Emotional and Mental Health (SEMH) at £30,164 (Table 21).

Table 21

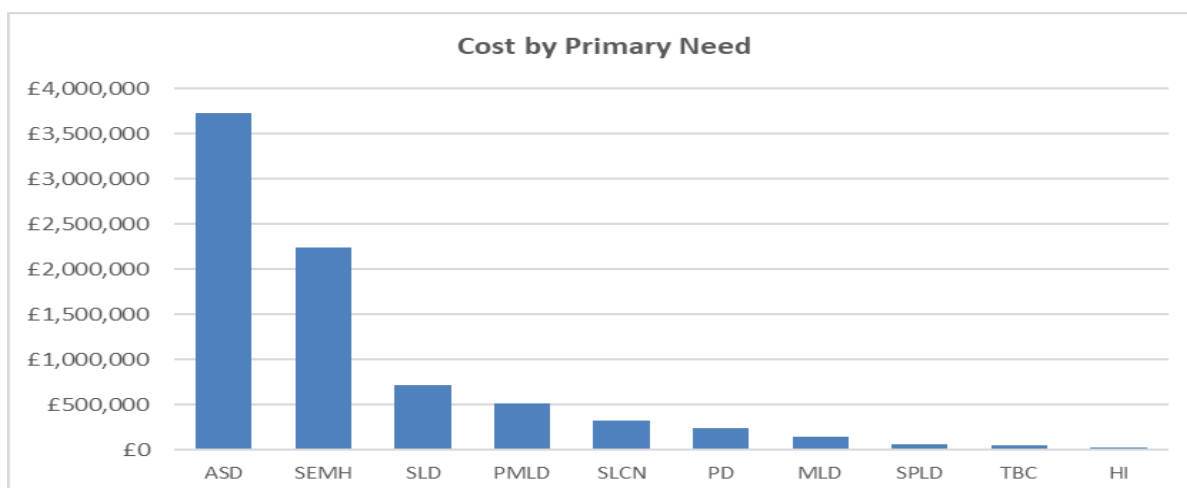


1.28 The outturn spend this financial year on our additionally resourced provisions is £3,439,385 (after academies recoupment) of which £2,494,385 is top-up funding.

1.29 The outturn spend this financial year on special schools is £31,738,409 (after academies recoupment) of which £20,030,075 is top-up funding. This makes up just over a third of the high needs block budget total.

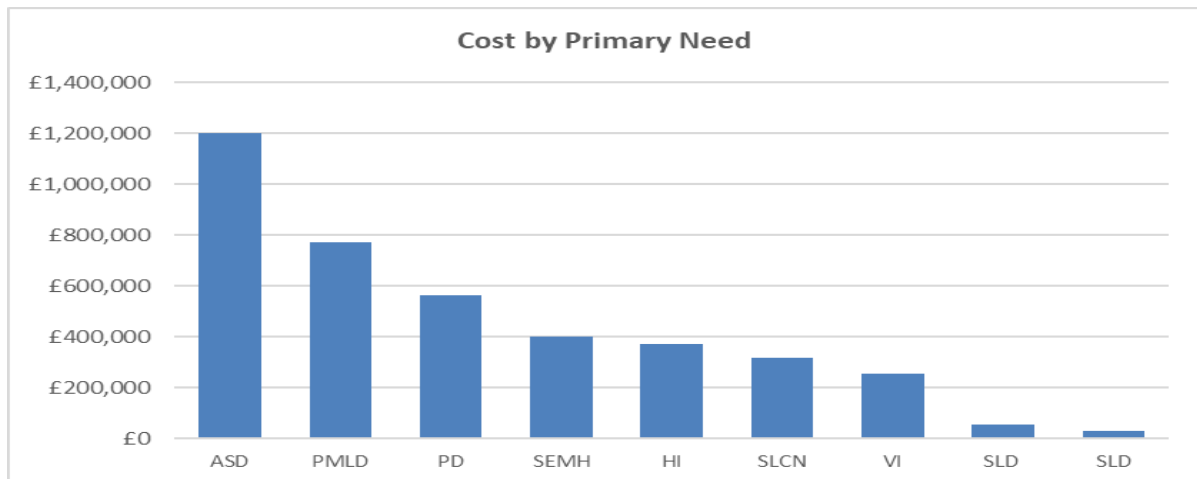
1.30 For children and young people placed in independent special schools the highest overall cost by need is for Autism at £3,722,366. The highest average cost per placement is for Severe Learning Difficulties (SLD) at £88,676. (Table 22)

Table 22



1.31 The outturn spend for 2020-21 for non- maintained special schools is £3,958,159, with an average placement cost of £70,681. The highest overall cost by need is for Autism at £1,198,229 and the highest average cost per placement is for PMLD at £128,285 (Table 23).

Table 23



1.32 The outturn spend in 2020-21 for Early Years settings is £80,845.

Appendix 2: Forecasts

1.1 Projections are for Buckinghamshire resident EHCP pupils attending any setting (including out of county and non- maintained/independent provision). Projections for future EHCP admissions into Reception are based on the latest year's intake - so remains constant over the projection period as there appears to be no clear link between EHCP pupils and the wider population/housing growth (as trends may also be influenced by changes in processes and local/national policy. Projections are based on historic trends in cohort transfer rates (which effectively incorporate new housing based on existing build rates).

Table 1: Total Number of EHCPs by age group.

Age	Actual				Projected				
	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Jan-23	Jan-24	Jan-25	Jan-26
0-3	35	59	78	43	43	43	43	43	43
4-10	1370	1559	1713	1840	1933	1985	2004	2028	2044
11-15	1420	1540	1695	1794	1910	2070	2268	2413	2541
16-18	614	677	794	869	898	849	829	835	844
19-25	172	219	315	364	398	461	504	543	563
Total	3611	4054	4595	4910	5181	5408	5648	5862	6035

Table 2: Total Number of EHCPs by primary need.

Need	Actual				Projected				
	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Jan-23	Jan-24	Jan-25	Jan-26
Autistic Spectrum Disorder	954	1140	1306	1510	1713	1893	2074	2250	2409
Speech, Language & Communication	808	859	960	1031	1091	1136	1181	1224	1258
Moderate Learning Difficulty	626	701	766	719	667	613	565	517	469
Social, Emotional & Mental Health	465	559	665	712	749	777	802	815	818
Physical Disability	265	274	293	277	261	243	227	210	192
Specific Learning Difficulty	115	134	169	187	205	221	237	252	267
Severe Learning Difficulty	146	153	171	155	138	122	111	100	95
Hearing Impairment	80	93	96	98	101	105	110	114	117
Visual Impairment	61	65	71	86	99	112	126	133	142
Profound & Multiple Learning Difficulty	44	51	57	77	86	102	116	130	138
Multi- Sensory Impairment	14	20	22	27	31	36	42	49	54
Other Difficulty/Disability	33	5	19	31	40	48	58	67	75
Total	3611	4054	4595	4910	5181	5408	5648	5862	6035

Table 3: Total Number of EHCPs by provision type.

Provision Type	Actual				Projected				
	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Jan-23	Jan-24	Jan-25	Jan-26
Mainstream	1195	1393	1634	1786	1939	2085	2252	2403	2531
Special	1399	1458	1520	1554	1590	1621	1649	1670	1696
Further Education	393	479	588	702	728	728	732	741	734
ARPs	222	217	208	224	239	250	260	271	283
Non-Maintained/Independent	183	212	223	232	234	238	245	252	254
Hospital/Alternative Provision	58	84	107	95	97	93	89	83	81
Other	161	211	315	317	355	393	420	442	457
Total	3611	4054	4595	4910	5181	5408	5648	5862	6035

1.2 An analysis of Special School capacity undertaken in 2020 using the BB104 government guidance identified scope for a potential increase in capacity in some schools. This work took into account the space available and the types of need catered for. As a result additional placements can be commissioned from April 2021, and further places may be available in future years in 4 schools, subject to identified spaces being developed. Table 4 details this capacity.

Table 4: Potential Capacity in Special Schools			
Special School	Current Number Attending	Physical Capacity of the School Site	Potential for additional students
Heritage House School	79	106	27
Pebble Brook School	136	140	4
Westfield School	55	70	15
Furze Down School	184	177 (Previous year funded at 165).	12

Appendix 3: Ordinarily Available provision

Information on Ordinarily Available Provision can be found at:

[Ordinarily Available Provision | SchoolsWeb \(buckscc.gov.uk\)](https://schoolsweb.buckscc.gov.uk/ordinarily-available-provision)

Glossary

Primary needs

ASD/ASC	Autism Spectrum Condition/Disorder/Autism
SEMH	Social, Emotional and Mental Health
HI	Hearing Impairment
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
PD	Physical Difficulties
PMLD	Profound and Multiple
SeLD/SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
SLCN	Speech, Language and Communication Needs
VI	Visual Impairment

Broad categories of SEND

Social, emotional and mental health difficulties (SEMH)	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs.	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided in a mainstream setting. This includes pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who are likely to require specialist support and/or equipment to access their learning or support. It also includes those with a severe physical disability (PD).
Cognition and learning.	Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication - through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction.	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This area includes those children and young people with Autism who also are likely to have difficulties with social interaction, and with language, communication and imagination, which can impact on how they relate to others.
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Other terms or acronyms

Academy	Schools controlled and funded directly by the Secretary of State for Education and include: Academies, Free schools, UTC Schools, Studio schools, Academy special schools, alternative provision Academies and Academy boarding schools.
Additionally Resourced Provision (ARPs)	Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.
Alternative provision	Alternative provision is usually a temporary placement for a child until they can return to mainstream education or move to specialist provision. For some pupils it may be a longer-term solution. The provision can be part time and be part of a broader curriculum delivered alongside education at a school, further education college or other provider (i.e. when specialist facilities are required for vocational courses).
Families and Carers Together (FACT) Bucks	The parent carer/forum in Buckinghamshire representing the voice of families of children and young people with SEND
Independent mainstream school	Schools that charge fees instead of being government funded.
Independent Special School	The DfE defines an Independent Special School as a private school that specialises in teaching children with special educational needs.
Mainstream school	School provision other than special schools, hospital schools, alternative provision i.e. mainstream community schools, voluntary-aided, trust, foundation, or grammar schools)
Maintained school	A school that is funded by a local education authority.
Non-maintained special school	Non-maintained special schools are defined by the DfE as schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996. They are independent of the local authority and operate on a not-for-profit basis.
ONS	Office for National Statistics
Pupil Referral Unit (PRU)	A type of alternative provision that caters for children and young people who are not able to attend a mainstream school and may not otherwise receive suitable education. This could be as a result

	of illness, or they may have been excluded or need more specialist intervention or support.
Satellite classrooms	A classroom, within a school, designed specifically to provide education for supported learners who cannot be accommodated within inclusive education.
SEND Information, Advise and Support (IAS)	All local authorities, by law, have to provide information, advice and support to children and young people with SEN or disabilities, and their parents/carers. Buckinghamshire SENDIAS Service is the information, advice and support service here. The service is free, confidential, impartial and at arm's length from Buckinghamshire Council.
SEN Support	SEN support is the approach that all education settings are required to provide for children with SEND. It has four stages of action: assess, plan, do and review. This graduated approach aims to ensure that progress is regularly monitored and appropriate interventions are made to support the child or young person to achieve their goals.
SEN Unit	SEN units are special provisions within a mainstream school where the children are taught mainly within separate classes.
Special School	A school which is specially organised to make special educational provision for pupils with SEN.