

# SEND Sufficiency Plan 2022-2025

## Table of Contents

1. Executive Summary .....	2
2. Introduction .....	3
3. Supply of Specialist Education Placements in Suffolk.....	4
Supply of Specialist Education for Early Years 0-4yrs.....	5
Outreach Provision to Support Children Attending Mainstream School.....	8
Supply of Specialist Education for School age Pupils 5-16yrs.....	10
Supply of Specialist Education for 16-25 year olds.....	15
4. Demand for learners with SEND .....	18
5. Key Findings.....	33
6. Recommendations.....	34
7. Appendix A: Statistical Nearest Neighbours for Suffolk.....	36
8. Appendix B: Data Source.....	37

## 1. Executive Summary

The SEND Sufficiency Plan is a strategic plan that sets out how Suffolk County Council (SCC) will develop future services for children and young people with special educational needs and disabilities (SEND) to ensure enough provision is available to meet future need. The Sufficiency Plan will cover specialist service development for education for children with SEND aged 0-25 years.

Data has been drawn together from across the system to provide the most accurate possible picture of the current supply of specialist education and the projected future demand for specialist education placements. This has provided the basis for the supply and demand sections.

The data tells us that in recent years there has been rapid growth in the demand for specialist education placements and despite the ongoing work undertaken as part of the SEND Capital Programme (Phase 1 and 2) Suffolk still will not have enough provision to meet need. Suffolk continues to rely heavily on independent, non-maintained special schools (INMSS), these settings are usually far from a child's home and extremely costly.

The demand projections indicate that by 2025 Suffolk could need at least 550 new specialist education places for school age children. The demand for new places is particularly strong for children with autism, severe learning difficulties, moderate learning difficulties, SEMH and speech, language, and communication needs. This paper explores in depth how Suffolk County Council could meet this increasing demand.

For provision for SEND learners aged 16 years and over it is proposed to continue to work with the existing post 16 provider network to grow specialist placements within their settings, in particular to develop and improve transition from pre to post 16 education and pathways to employment.

These proposals will be presented as part of a Cabinet Paper for Cabinet approval in October 2022, and close work will continue with social care colleagues to explore the mutual opportunities in this Strategy, and the Children in Care Sufficiency Strategy 2022-26. As part of an annual refresh of this document, it is intended that we bring together education, health and social care data to further improve our planning across the system.

## 2. Introduction

The SEND Sufficiency plan is a strategic plan that sets out how Suffolk County Council (SCC) will develop future services for children and young people with special educational needs and disabilities (SEND) so that we have enough provision to meet future needs. It is a refresh of the previous version written in 2019.

The SEND Sufficiency plan will guide how SCC commission specialist provision moving forward and make it clear what is required to meet future demand. This plan will be useful for both mainstream and specialist providers as it will support the development of their future provision. Children, young people and their families will be informed by this document with a clear view of the intentions of SCC's commissioning for the future.

Developing this plan has included an audit of existing provision, gathering of the local authority's internal data, analysis of the nationally published Census data and comparison to the data sets for our statistical neighbours as well as the England average.

Using both the supply and demand data we have been able to identify gaps in both the current and future provision, and plan how we will address these gaps moving forward. We will look to use the existing resources more efficiently including the services offered internally by SCC.

SCC acknowledges that, despite significant investment, the specialist provision and services available across the local offer are not presently meeting the needs of all children and young people with SEND. As the demand continues to grow the pressure on the system will continue to increase. Much work was undertaken as part of the SEND Capital programme, where 874 new specialist placements will be created. However, there is still much more to do if the special education needs of the children in Suffolk are to be met. The future plans will include educating more children and young people closer to home and generally increasing provision across Suffolk's local offer. An additional third phase will be recommended for the SEND Capital Programme to ensure specialist education provision can be provided as the demand rises.

### 3. Supply of Specialist Education Placements in Suffolk

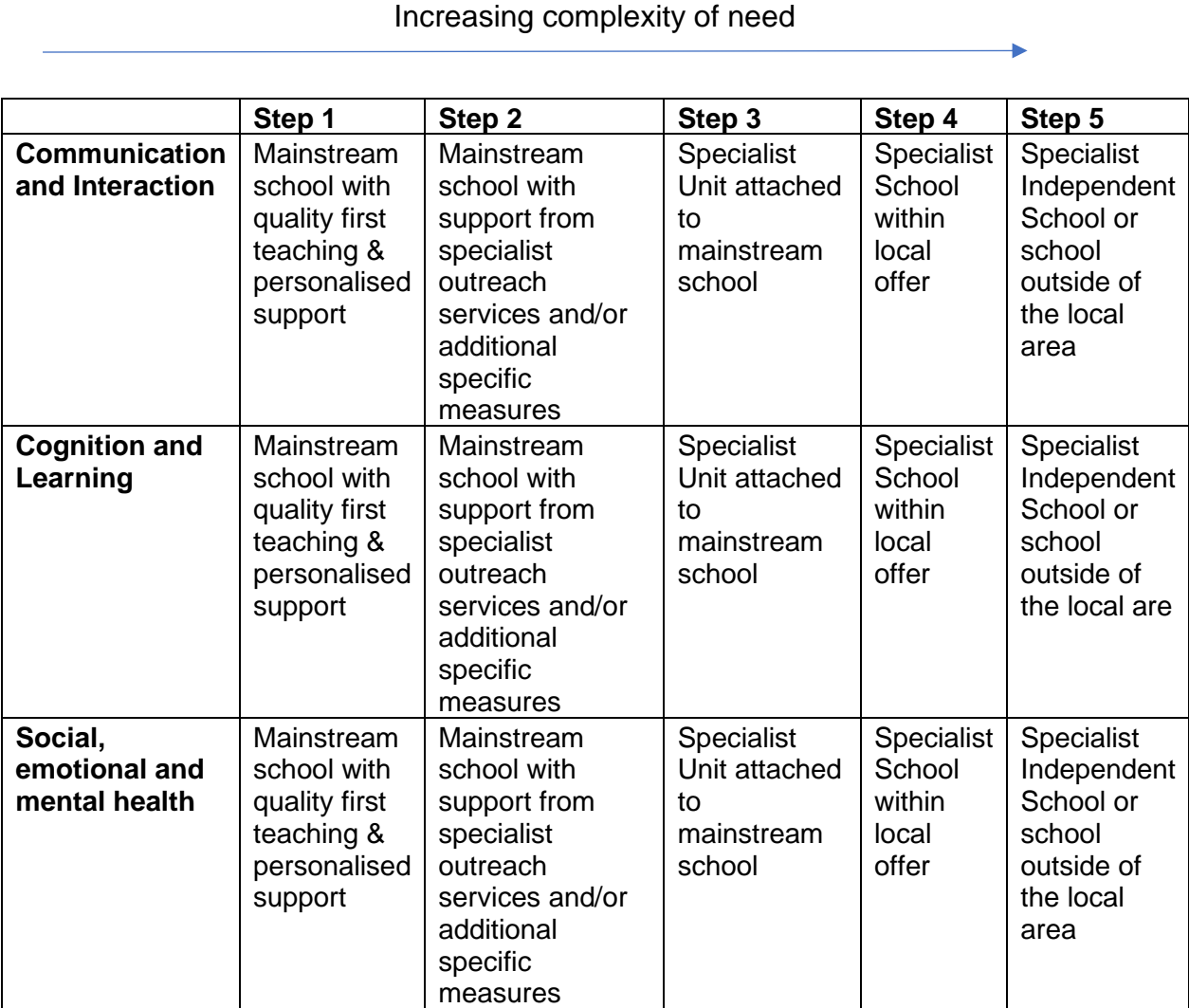
**Section summary**

This section gives a clear picture of the current specialist local offer of education places. It provides a summary of the current available supply of specialist education places in Suffolk and information about additional places the local authority commissions from independent providers outside of the government funded sector. This includes special schools, Pupil Referral Units (PRUs), Alternative Provision, Specialist Units on mainstream school sites, specialist FE placements, pre-school/nursery placements and independent specialist provision.

**Context**

Suffolk has a continuum of specialist support and provision as part of its Local Education Offer designed to meet a broad range of needs within the county. Suffolk has a pathway framework for specialist provision for those aged between 4 to 16 years, which provides a clear systematic approach to the provision of local specialist placements.

The pathway framework is represented in the below diagram: -



<b>Sensory</b>	Mainstream school with quality first teaching & personalised support	Mainstream school with support from specialist outreach services and/or additional specific measures	Specialist Unit attached to mainstream school	Specialist Independent School or school outside of the local area (Because of the very low incidence of need there is not a local special school offer catering for those with Visual or Sensory impairment and no other disability. Those children with sensory impairments alongside another primary SEND need would be catered for through other pathways.)
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**Supply of Specialist Education for Early Years 0-4 years**

The local authority has a statutory duty to ensure that there is sufficient early years (EY) provision available in the County. SCC publishes an annual childcare sufficiency assessment. The current assessment (2021-2022) demonstrates that at the time of the assessment there was a deficit of available places, which showed a deficit of 875 full-time equivalent places across Suffolk. Work continues with the early years sector in order to try and address the deficit, however with the current recruitment and retention pressures being experienced within this area, this is likely to increase.

The term 'Early Years Provision' means the provision of a combination of early learning, care and development for a young child. Early years providers are registered with Ofsted and subject to Ofsted inspections. They all follow the Early Years Foundation Stage curriculum. Early years providers do not have to be on the Suffolk List of Providers but only those who are on the list can offer the Government’s funded entitlements to children and their families. In total there are 722 Ofsted registered childcare providers in Suffolk. Of these 576 deliver the funded early education entitlements.

All early year’s providers, approved by Suffolk County Council to deliver the Governments early education funded entitlements, are required to be inclusive and to offer funded places to all eligible children. Additional funding is available to enable the needs of children with SEND to be met. These funding streams include:

**High Needs Funding**

Where it is identified that a child or young person has significant special educational needs which cannot be met through reasonable adjustments within the existing resources to provide for their early education, it is possible to apply for additional funding. The High Needs process applies to all eligible 2, 3 and 4-year-old Suffolk children in receipt of the funded entitlement. For funded 2-year olds this will be up to 15 hours and for eligible 3 and 4 year olds this will be up to 30 hours. Funding follows children as near to ‘real time’ as possible, therefore it is necessary to assess every eligible child each term

to ensure that providers are properly funded for each child they have with clearly evidenced high needs. The High Needs funding (HNF) is available for those Suffolk children whose special educational needs are significant and complex, and comes from the HNF block.

The below table shows the number of children receiving High Needs Funding over the last 3 years: -

**Figure 1: EY High Needs Funding**

Number of successfully paid EY HNF applications	2019/20	2020/21	2021/22
Summer Term	333	312	368
Autumn Term	223	210	279
Spring Term	313	258	432
<b>Total per financial year</b>	<b>869</b>	<b>780</b>	<b>1079</b>
<b>Change Since Previous Year</b>		<b>-89</b>	<b>+299</b>

Providers are reporting a higher incident of children presenting with significant additional needs now, despite the decrease seen in 20-21 which was due to the pandemic and setting and service closures that were experienced. An increase is now being seen and the pandemic may have contributed to developmental delays and emotional and behavioural difficulties, but more time is needed to fully understand the impact. The increase is spread fairly evenly across the County. Heath visitors are also reporting an increase in the number of children undergoing assessment for ASD. This needs to be considered when looking at statutory school provision as these children move through the system.

**Inclusion funding:**

Inclusion Funding is available via the early years national funding formula, for children who meet the following criteria:

- 2-year olds, 3 and 4-year olds with emerging or suspected Special Education Needs (SEN) whose parents/carers are taking the funded entitlement at a Suffolk List of Provider Member Childcare Provision, school nursery class or at Highfield nursery school.
- The child **does not** qualify for High Needs funding
- The child **does not** qualify for the Disabled Access Fund (DAF)
- The provider can evidence what they have put in place to meet the child’s needs
- A targeted plan is in place which identifies the additional provision to be put in place and will detail the impact of the inclusion fund and the progress of the child.
- Any additional funding awarded will usually be for a maximum of 2 terms. This will enable the child’s needs to be better understood and support approaches trialled.
- The Early Years SEN Inclusion Fund will support providers in the short term. If a child requires longer term support, providers will be advised to make an application for High needs funding and, where appropriate, to apply for an Education, Health and Care Plan.

The below table shows how many children received Inclusion funding in the past 3 years:

**Figure 2: EY Inclusion Funding**

<b>Number of successfully paid EY Inclusion Fund applications</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>
Summer Term	47	28	166
Autumn Term	77	108	218
Spring Term	41	110	184
Total per financial year	165	246	568
<b>Change Since Previous Year</b>		<b>+ 81</b>	<b>+ 322</b>

### **Disability Access Fund:**

The Disability Access Fund (DAF) was introduced in April 2017 to support disabled children's access to the funded entitlements for three and four year olds. This funding is received via the DfE. Providers receive £1,000 per eligible child per year. The funds could be used, for example, to support providers in making reasonable adjustments to their settings and/or helping with building capacity, be that for the child in question or for the benefit of children as a whole attending the setting. Three and four year olds will be eligible for the DAF if they meet the following criteria:

- the child is in receipt of Disability Living Allowance (DLA)
- the child receives the universal 15 hours or the extended 30 hours entitlement

The table below details how many children have received DAF over the last 3 years:

**Figure 3: Disability Access Fund**

<b>Financial Year</b>	<b>Number of Children Receiving Funding</b>	<b>Change Since Previous Year</b>
2021-22	154	+76
2020-21	78	-41
2019-20	119	-10

All providers in Suffolk are supported by an early years and childcare advisor or worker. As part of their role, they act as an area SENCo offering advice, support and challenge to providers around the inclusion of all children and ensuring all children's needs are met. Providers request support for individual children as they identify a need, and the Early Years and Childcare Service (EYCS) respond to this request.

The EYCS has a comprehensive training offer available to providers.

This includes:

- Condition specific information
- How to be an inclusive provision
- SCC processes to enable children's needs to be supported
- Makaton
- Behaviour support
- Use of the Wellcomm speech and language screening tool

The EYCS also offer a NASEN course for setting SENCos to achieve a recognised level 3 qualification.

## **Outreach Provision to Support Statutory School age Children Attending Mainstream Schools**

Where a school has a child or young person who is not managing to access the curriculum through quality first teaching and in-house expertise, they can ask for support from Suffolk County Council Specialist Education Services (SES), and their universal offer.

The SES Core offer can be accessed via the Inclusion Referral Form (IRF) and a school can refer for the service of their choice according to primary area of need for the learner. Support is co-ordinated across services, without the need for the school to refer into multiple services. This is known as a Single Point of Access or a centralised referral system. The core offer includes the services of the following teams: -

- Cognition and Learning, incorporating Specific Learning Difficulties Team (SpLD) (formerly DOT).
- Communication and Interaction, incorporating the SLCN Outreach.
- Social Emotional and Mental health.
- Physical, Sensory: incorporating HI, VI, MSI and the SpLSA service.
- Whole School Inclusion, supporting whole school approaches to SEND and Inclusion.
- The Alternative Tuition Service – ATS, working with CYP permanently excluded or medically unfit to attend school.

The SES universal offer aims to support early discussion and early intervention. The time and resource invested early on will mean: fewer inappropriate / declined referrals for the core offer; greater accessibility to the services and to the specialists within those services; greater levels of confidence from schools in meeting need and even greater partnership working in supporting Suffolk children and young people. The universal offer is open to all children and young people with SEND without the need for a referral.

The universal offer is stage 1 and 2 of the Graduated Response and includes the following: -

- SENCo support line: 3.30pm to 4.30pm every day during term time. The support line is for 'quick queries or questions', signposting to services etc. From 2022/23 the SENCo support line has been developed into the Inclusion Support Line with 2 LA officers on the line for queries from education settings all day during term time.
- SES Inclusion Support Meetings (ISMs): Once a week on Monday afternoons or Thursday mornings. Rotas are established with Specialist Teachers from each of our service areas. Mainstream schools can book a 20-minute slot with the service of their choice. They can seek support for up to 2 pupils and/or a whole school inclusion issue. ISMs are all about early intervention, without the need for referral. From September 2022 ISMs will be available for Post 16 settings too.
- SEND Support Consultations / Solution Circles: 10 days per term. Schools email to request. Open to mainstream schools currently, but this is to be reviewed. Support is offered across a range of teams and services for a joint response in supporting around individual learners or whole school issues.



Where stage 1 and 2 of the Graduated Response has been exhausted and the learner is highly vulnerable to non-participation, non-engagement or significant underachievement stage 3 of the Graduated response is instigated.

The Whole School Inclusion Team work to gather all the information required and capture all views – the child/young person, the family and the education setting (where a learner is on roll). The Inclusion Practitioners then work directly with the child or young person, the family and the setting to promote inclusion and to facilitate next steps, liaising with wider teams and services as appropriate. Where multi-agency support is needed, an MDT (Multi-Disciplinary Team) takes place monthly to secure joined up support across education, health and social care.

## **Supply of Specialist Education for School age Pupils 5-16yrs**

If a child or young person's needs cannot be met within mainstream with outreach support, then specialist provision may be required. Suffolk's Local Offer of specialist provision for 5- to 16-year-olds comprises of special schools, Specialist units and Pupil Referral Units. However, where we cannot meet a child's needs within the Local Offer the local authority does commission a number of placements in independent specialist provision.

In total Suffolk has 2,668 specialist placements for children and young people for this age range within the Local Offer, which includes the existing provision and the developments completed and underway as part of Phase 1 of the SEND Capital Programme. In addition to this there are a further 228 pupils being educated within the independent sector.

**Figure 4: Specialist Provision**

<b>Type of Provision</b>	<b>Number of Places</b>
Specialist Unit	520
Hearing Impaired Unit	67
Special Schools	1543
Pupil Referral Units (PRU)	394
Short Term Specialist Groups	78
Independent Alternative Provision	66
<b>TOTAL</b>	<b>2,668</b>

## **Specialist Units attached to Mainstream Schools**

Suffolk have 32 specialist units attached to mainstream school. There are 520 places in these units overall and admissions are managed by the Local Authority. The aim of the Specialist Units is to provide a small group teaching and learning environment in a specialist class within a mainstream school. The children who attend will all have an Education, Health and Care plan (except for those in R/KS1) and are deemed not to be able to make sufficient progress in a mainstream environment.

**Figure 5: Specialist Units in Suffolk**

<b>Name of School</b>	<b>Location</b>	<b>Unit Type</b>	<b>2022/23</b>
Beccles High School	Beccles	KS3/4 Cognition and Learning Unit	18
St Edmunds Primary	Bury St Eds	R/KS1 Specialist Unit	12
St Edmunds Primary	Bury St Eds	KS2 Cognition and Learning Unit	18
Maidstone Infant School	Felixstowe	R/KS1 Specialist Unit	12
Causton Junior School	Felixstowe	KS2 Communication and Interaction Unit	18
Causton Junior School	Felixstowe	KS2 Cognition and Learning Unit	18
Burton End Primary School	Haverhill	R/KS1 Specialist Unit	12
Castle manor School	Haverhill	KS3/4 Cognition and Learning Unit	22
Clements Primary School	Haverhill	KS2 Cognition and Learning Unit	18
Rushmere Primary School	Ipswich	R/KS1 Specialist Unit with expertise in C&I	15
Sidegate Primary School	Ipswich	R/KS1 Specialist Unit	12
Castle Hill Primary School	Ipswich	R/KS1 Specialist Unit	12
Pipers Vale Primary School	Ipswich	R/KS1 Specialist Unit	12
Copleston High School	Ipswich	KS3/4 Communication and Interaction Unit	18
Chantry High School	Ipswich	KS3/4 Cognition and Learning Unit	24

Murrayfield Primary	Ipswich	KS2 Communication and Interaction Unit	18
Sidegate Primary School	Ipswich	KS2 Cognition and Learning Unit	13
Castle Hill Primary School	Ipswich	KS2 Cognition and Learning Unit	18
Ixworth Free School	Ixworth	KS3/4 Communication and Interaction Unit	20
Gorseland Primary School	Kesgrave	R/KS1 Specialist Unit	12
Gorseland Primary School	Kesgrave	KS2 Cognition and Learning Unit	18
Mendlesham Primary	Mendlesham	KS2 Cognition and Learning Unit	18
Exning Primary School	Newmarket	R/KS1 Specialist Unit	12
Newmarket Academy	Newmarket	KS3/4 Communication and Interaction Unit	19
Houldsworth Valley School	Newmarket	KS2 Communication and Interaction Unit	18
Oulton Broad Primary	Oulton Broad	R/KS1 Specialist Unit	12
Saxmundham Free School	Saxmundham	KS3/4 Communication and Interaction Unit	18
Saxmundham Free School	Saxmundham	KS3/4 Cognition and Learning Unit	21
Stowupland High School	Stowupland	KS3/4 Cognition and Learning Unit	24
St Gregory's Primary	Sudbury	R/KS1 Specialist Unit	10
Woodhall Primary School	Sudbury	KS2 Communication and Interaction Unit	18
St Gregory's Primary	Sudbury	KS2 Cognition and Learning Unit	10
<b>Total</b>			<b>520</b>

### Resource Bases for Children with Hearing Loss

Suffolk's resource bases for children with hearing loss help children access the same curriculum as their peers in mainstream education for most subjects. As well as learning in the resource base the students also take part in classes with the rest of their peers, assisted by a support worker who can help them communicate with fellow pupils and teachers.

Hearing loss occurs when children and young people lose part or all of their ability to hear. Hearing impairments are classified based on the severity and type of hearing loss. The severity of hearing loss can be mild, moderate, severe, or profound.

Suffolk has 5 resource bases for children with hearing loss, based in both primary and secondary schools across the county.

*Figure 6: Resource bases for children with hearing loss in Suffolk*

Name of School	Location	Unit Type	Number of Places
Bungay High School	Bungay	KS3/4 Resource Bases	15
Elm Tree Primary School	Lowestoft	KS1/2 Resource Bases	9
King Edwards Grammar School	Bury St Edmunds	KS3/4 Resource Bases	15
Rushmere Primary School	Ipswich	KS1/2 Resource Bases	13
Westgate Primary School	Bury St Edmunds	KS1/2 Resource Bases	15
<b>Total</b>			<b>67</b>

### Additional Short-Term Groups

Although Suffolk has developed and extended the specialist provision across the county, there has been a continued need for temporary small groups to be commissioned due to the demand for places. Although reduced since these were introduced in 2018 currently 78 specialist places will be provided in 2022/23 through short term arrangements that have been brokered with providers in particular geographical areas where there is a high demand for an immediate specific need. Due to demand, and to ensure consistency for

the CYP who access them, these short-term groups will continue for two academic years until August 2024.

**Special schools**

Suffolk has 14 special schools providing 1,543 places offering provision for children aged 4-16.

Each pupil that attends a special school will have an Education, Health and Care plan (EHCP) and admission to each of the provisions is through the Local Authority.

All of Suffolk’s special schools have a specialist designation such as Communication and Interaction, Cognition and Learning or Social Emotional and Mental Health. However, these designations do not necessarily reflect the range of primary needs that each school supports. Pupils accessing specialist settings may have SEND needs which cover more than one of the designations as outlined above. This results in settings being required to have the ability to support a wide and sometimes complex range of needs.

Cognition and Learning Schools

In total Suffolk has 8 Cognition and Learning special schools and currently 4 have an expertise in Severe Learning Difficulties (SLD). Pupils with SLD will usually have significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile. This has a major effect on their ability to participate in the school curriculum without support.

Learners with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will require support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority remain dependent on adults for all aspects of their care.

Suffolk has 3 Cognition and Learning Schools with an expertise in moderate learning difficulties. Two of these special schools Priory School based in Bury St Edmunds and The Ashley School in Lowestoft also provide a residential facility for pupils who attend their school.

The general level of academic attainment of these learners will be significantly lower than that of their peers. Their cognitive ability and/or attainment levels will be at or below the second percentile. They will usually have difficulty acquiring literacy and numeracy skills. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Additionally, one of our Cognition and Learning Schools has an expertise in PMLD based in Ipswich. A child or young person with profound and multiple learning disability (PMLD) usually has more than one disability, with the most significant being a learning disability. Many children diagnosed with PMLD will also have a sensory or physical disability, complex health needs, or mental health difficulties.

**Figure 7: Cognition and Learning Special Schools in Suffolk**

Name of Special School	Age Range	Location	2022/23
The Bridge (expertise in SLD)	YR1 - YR11	Ipswich	160
Riverwalk (expertise in SLD)	NY - YR14	Bury St Eds	210
Thomas Wolsey (expertise in PMLD)	NY - YR11	Ipswich	105

Hillside (expertise in SLD)	YR1 - YR14	Sudbury	86
Warren (expertise in SLD)	YR1 - YR14	Lowestoft	115
Priory (expertise in MLD)	YR3 - YR14	Bury St Eds	204
Stone lodge (expertise in MLD)	YR1 - YR11	Ipswich	181
Ashley (expertise in MLD)	YR3 - YR11	Lowestoft	164
<b>Total</b>			<b>1225</b>

### Social, Emotional and Mental Health Special School (SEMH)

Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. However, their cognitive ability may range from being quite able to having some difficulty with their learning. This means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in mainstream education. Children with SEMH will often feel anxious, scared and misunderstood.

Suffolk has 3 special school for Social, Emotional and Mental Health needs.

**Figure 8: SEMH Special Schools in Suffolk**

Name of Special School	Age Range	Location	2022/23
Sunrise	YR5 - YR11	Lowestoft	52
Sir Bobby Robson	YR4 - YR11	Ipswich	60
Sir Peter Hall	KS2 - KS4	Bury St Eds	40
<b>Total</b>			<b>152</b>

### Communication and Interaction Schools

Suffolk has 3 communication and interaction special schools.

Children and young people with communication and interaction needs often have ongoing social problems that include difficulty communicating and interacting with others. They may express repetitive behaviours as well as have limited interests or activities. Some children are mildly impaired by their symptoms, while others are severely disabled.

**Figure 9: Communication and Interaction Special Schools in Suffolk**

Name of Special School	Age Range	Location	2022/23
Churchill	YR4 - YR13	Haverhill	70
Castle East	YR5 - YR11	Bungay	80
Woodbridge Road Academy	YR5 - YR11	Ipswich	16
<b>Total</b>			<b>166</b>

### **Independent Specialist Provision**

In addition to special school places within the local offer as described above Suffolk currently has 228 pupils between the ages of 5 and 16 attending independent specialist provision. The range of schools varies greatly from non-specialist independents to highly specialist schools educating children with highly complex needs.

### Bespoke Packages

In addition to the provision outlined above, Suffolk County Council currently commission 146 bespoke packages for children of statutory school age. In most cases this is our most expensive provision for those with the highest level of need. Bespoke packages are commissioned outside of the local offer and are individually tailored to meet the needs of the individuals. Bespoke packages are put in place for children when there are difficulties in identifying a suitable permanent education provision for the child. Bespoke provision is used as an interim measure to ensure CYP continue to receive education and support whilst a more permanent placement is identified. These may also be put in place at the request for the families. There has been a significant increase in the requirement to put Bespoke packages in place for the last academic year.

*Figure 10: Number of pupils of statutory school age receiving education via a bespoke package*

Year	2019/20	2020/21	2021/22
Number of pupils	47	38	146

### Provision for those with Sight Loss

Suffolk does not have any specialist units for children and young people with sight loss. Pupils with this disability have their needs met within mainstream schools and through additional outreach support from the Sensory and Physical needs team. The number of children and young people whose needs cannot be met within this local offer is very small and where this is the case these children attend a highly specialist independent provider. At present 2% of the CYP accessing independent provision are within a setting that specialises in supporting those with a sight loss.

### Alternative Provision - Pupil referral units (PRU)

Suffolk currently has 10 Pupil Referral Units offering 394 places for CYP between the ages of 5 and 16.

Pupils attending a PRU are not required to have an Education, Health and Care Plan as placement at a PRU is viewed as a short-term intervention and not a permanent specialist placement. There are occasions when a pupil attends a PRU who has an EHCP, but this is to support them to overcome temporary barriers to learners as opposed to being the setting to meet the needs outlined in an EHCP. The main criteria for admission being that the child or young person being referred is at risk of exclusion from school and has the potential to be reintegrated back into mainstream. Usually the pupil will have social, emotional and mental health difficulties as referenced earlier in the section.

Applications for PRU placements are accepted from schools at any time and considered on a rolling basis and it is therefore possible to apply for a placement at any point during the academic year with no cut off dates. Applications are made using the Inclusion Referral Form and once received, applications (from schools or Family Services Teams) are first considered at the LA's Alternative Provision Panel, which meets weekly, to ensure that they are appropriate referrals and that the applying school has taken other appropriate steps to support the pupil before making an application for an PRU placement.

The majority of pupils who are supported in Key Stage 1 provision do so as a fractional placement, so on a part time basis at the PRU and the remaining time at the referring

school, with a small number of children attending full time. PRUs who support Key Stage 2 and 3 offer two/three term placements to provide short term intensive intervention with regards to helping pupils manage their own behaviour and self-regulate to prepare them to reintegrate back into mainstream school. Pupils who attend Key Stage 4 PRUs tend to stay longer and those in Year 11 will complete their academic qualifications and be supported into post-16 provision.

Chalk Hill PRU based in Sudbury provides a residential facility for up to 12 boys. These residential spaces can be used by any pupil who attends the school and is viewed as a supportive respite option for those who need it. This option also supports those who may be required to travel longer distances. This is available term time mid-week only.

**Figure 11: Pupil Referral Units in Suffolk**

Name of School	Age Range	Location	Number of Places
Horizon School	KS1 – KS4	Lowestoft and Bungay	90
Chalk Hill	KS2 – KS3	Sudbury	24
Olive	KS2 – KS4	Stowmarket	54
The Albany	KS3 – KS4	Bury St Edmunds	46
Raedwald Trust	KS3 – KS4	Parkside - Ipswich	180
	KS4	Westbridge - Ipswich	
	KS2 – KS3	Alderwood - Ipswich	
	KS1	First Base - Ipswich	
	KS2 – KS4	St Christophers - Ipswich	
	KS1	First Base - Bury St Edmunds	
<b>Total</b>			<b>394</b>

### **Independent Alternative Provision**

In addition to the above, Suffolk have a contract with an independent provider to deliver 66 alternative provision places for Key Stages 1 and 2 for children in Ipswich, Bury St Edmunds and Lowestoft. The children who attend this provision have social, emotional and mental health difficulties and usually require longer than two terms of support before being reintegrated back into mainstream school.

**Figure 12: Independent Alternative Provision Places purchased by Suffolk County Council**

Independent Provider	Age Range	Location	Number of Places
Include (Catch 22)	KS1 – KS2	Ipswich	22
Include (Catch 22)	KS1 – KS2	Bury St Edmunds	22
Include (Catch 22)	KS1 – KS2	Lowestoft	22
<b>Total</b>			<b>66</b>

### **Supply of Specialist Education for 16–25-year-olds**

Post 16 students in Suffolk with SEND frequently have their needs met within the Local Offer in mainstream further education, and through the delivery of bespoke learning packages. A small number access post-16 specialist provision in specialist colleges around the country when their needs, or choice of specialist course require this.

For Key Stage 5 the local authority commissions 744 places from a range of local Further

Education providers based in Suffolk and neighbouring local authorities. In addition to this, for the small number of young people who require placement at a specialist college the authority commissions 93 places with independent specialist providers.

The local authority policy is to meet the needs of young people moving into adulthood through the local offer where possible and we continue to work to develop the local offer to support this. We expect our local colleges and providers to make reasonable adjustment to ensure they meet the needs of all students, regardless of learning difficulty or disability.

Students access their courses in a range of ways, the majority attending a college-based course which may also support vocational learning and work experience. The local authority also commissions independent FE providers, such as WS Training to deliver individualised learning. Any commissioned provider must be registered with DfE to provide post-16 learning.

Where a student has an EHC Plan, they will apply for an FE course in the usual way supported by the SEND Family Services team who ensure the support set out in the EHC plan is delivered. A full-time offer is delivered through 540 guided learning hours a year, which is most commonly delivered on a 3 day a week attendance pattern. All students must be following a meaningful pathway of learning within which they make measurable progress. Course length is generally between 1 and 3 years dependent on the level of qualification. A student supported by an Education, Health and Care plan may need to continue with a package of learning beyond the age of 19 years. The EHC Plan has the potential to be in place to support a student up to the age of 25 years, as long as there continues to be an educational need identified as a meaningful learning programme with measurable progression.

The following table sets out the number of places the local authority commissions from local providers for Post 16 provision.

**Figure 13: Post-16 FE Providers**

<b>Name of College/Training Provider</b>	<b>Location</b>	<b>Number of Places</b>
City College Norwich (including Easton College)	Norfolk	16
East Coast College	Suffolk	88
One Sixth Form	Suffolk	114
Suffolk New College	Suffolk	266
West Suffolk College	Suffolk	154
WS Training	Suffolk	66
Other	Various	22
<b>Total</b>		<b>726</b>

In addition to the post 16 places, Suffolk County Council also commission three post-16 transition programmes across the county. These are currently commissioned on a temporary basis for between 18 – 36 young people but will be extended if required moving forward.



**Figure 14: Post-16 Transition Programmes**

Name of Training Provider	Location	Number of Places
New Skill Centre (Post 16 SEMH Group)	South Suffolk	6-12
Lapwing (Post 16 SEMH Group)	North Suffolk	6-12
Lapwing (Post 16 SEMH Group)	West Suffolk	6-12
<b>Total</b>		<b>18-36</b>

**Post 16 Bespoke Packages**

There are some young people who find that they are unable to access further education at mainstream colleges, or other registered post 16 providers. When this is the case and if the young person continues to have an EHCP once they leave school, then SCC may put in place a bespoke package to enable the YP. For the academic year 2021/22, 75 young people have accessed a bespoke package for their education and training. There has been an increase seen in the number of learners accessing bespoke post 16 provision.

Year	2019/20	2020/21	2021/22
Number of learners	31	50	75

**Assisted Employment**

Post 16 providers also offer supported traineeships or internships as part of their offer with an overall capacity of 56 in Suffolk. Predominantly these are part of a wider SEND FE offer at an FE College. Other independent providers are offering some form of supported work experience usually as an enhancement to their core programmes.

The availability of suitable opportunities for assisted employment was cited as a limiting factor a combination of providing the necessary support in a fragmented labour market i.e., rurality and lack of larger employers in centres of population density to make an offer viable.

A range of other supported employment opportunities exist for young people after the age of 19 through the county adult learning and employment support offer such as Realise Futures and Workwell Suffolk. These may not always be applicable or suitable for all young people.

# 4. Demand for learners with SEND between 4 and 25 years of age

## Section summary

This section looks at the current data available to identify where the demand for Special Education provision is in Suffolk. It looks at trends in the data over the last 5 years to establish what type of need has increased and where in Suffolk demand is greater than the supply.

To develop this section of the plan we have gathered the local authority’s internal data, analysed the nationally published Census data and compared data sets for our statistical neighbours as well as the England average.

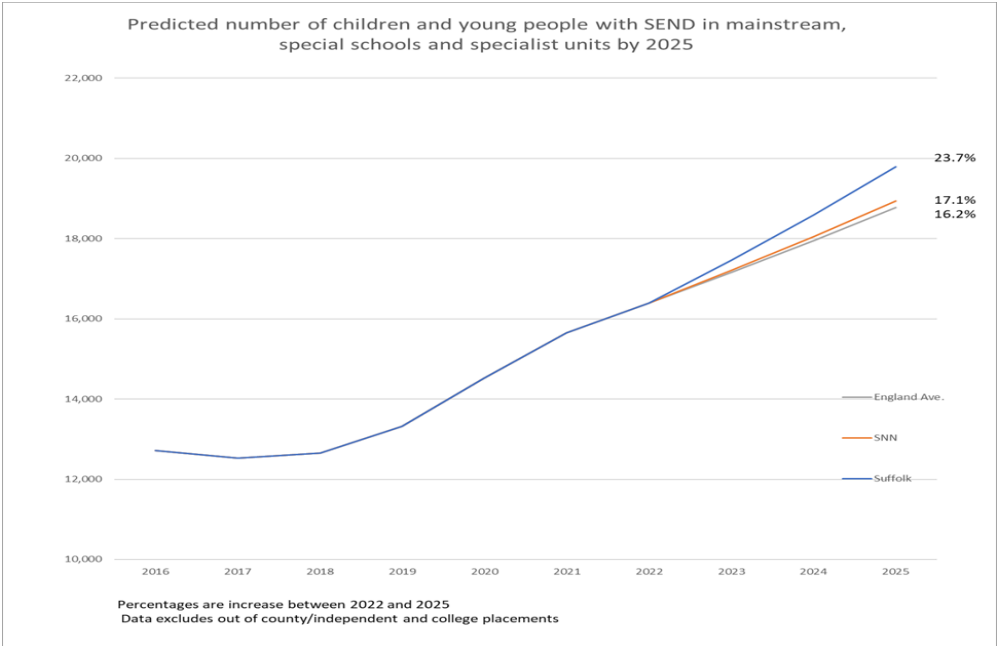
## Education Data

The number of children and young people in Suffolk who will require some form of specialist input through education or health, whether in mainstream or specialist provision, is projected to grow over the next three years.

By projecting forward the overall SEND population data (includes all pupils in mainstream or specialist provision) Suffolk is predicting an 23.7% increase in SEND by 2025 compared to a 16.2% average increase across England and 17.1% increase reported by our SNN. In the previous SEND Sufficiency Plan an 18% increase was predicted, and therefore this revised prediction sees this increase by an additional 5.7%.

This difference is due to the fact that Suffolk’s recent increases have been greater than for those of England and SNN, therefore projecting this position has made the gap greater. In addition, the increases by need differ, and Suffolk has seen greater increases in some of the more common needs. Projecting this forward will also make the gap between Suffolk and others greater.

Figure 15: Trends in predicted number of Suffolk children aged 5-16 with SEND to 2025



## The rise in demand for each profile of need

The below table shows the increase in number of children by their primary need from 2018 to 2022. Although there is an overall rise in SEND prevalence over the next few years and most of the categories of primary need are showing an increase, a rise that we haven't seen in such significant number before is Social, Emotion and Mental Health (SEMH).

**Figure 16: Numbers of Suffolk children with SEND by Primary need 2018 – 2022**

Number of Children by primary need category						% Change
Primary Need	2018	2019	2020	2021	2022	2018-22
Austistic Spectrum Disorder (ASD)	1,547	1,696	1,891	2,036	2,109	36.3%
Hearing Impairment (HI) ★	226	233	242	276	294	30.1%
Moderate Learning Difficulty (MLD)	2,241	2,107	2,035	2,139	2,025	-9.6%
Multi-Sensory Impairment (MSI) ★	47	39	46	52	61	29.8%
Other Difficulty/Disability ★	538	599	1,127	1,090	968	79.9%
Physical Disability	468	499	482	488	520	11.1%
Profound & Multiple Learning Difficulty (PMLD)	79	74	73	74	74	-6.3%
SEN Support no specialist assessment ★	485	498	519	694	757	56.1%
Severe Learning Difficulty (SLD)	418	481	485	533	518	23.9%
Social, Emotional and Mental Health (SEMH)	2,047	2,282	2,559	2,792	3,058	49.4%
Speech, Language or Communication Needs (SLCN)	2,450	2,598	2,703	2,988	3,245	32.4%
Specific Learning Difficulty (SpLD) e.g Dyslexia, Dyspraxia	1,920	2,024	2,181	2,287	2,567	33.7%
Visual Impairment (VI)	187	185	179	208	200	7.0%
<b>Grand Total</b>	<b>12,653</b>	<b>13,315</b>	<b>14,522</b>	<b>15,657</b>	<b>16,396</b>	<b>29.6%</b>

★ *Not considered – please see below for reasons*

In predicting the demand for future specialist placements four of the categories Multi-Sensory Impairment, SEN support no specialist assessment, Other Difficulty/Disability and Hearing Impairment are not considered likely to have significant impact on future place planning. This is for the following reasons:

- Multi-Sensory Impairment – very small numbers of children and young people with this primary need across ages and geographical locations. Therefore, it is believed that these needs could be met through the current local offer and where necessary individual bespoke packages of support.
- SEN support no specialist assessment and Other Difficulty/Disability represent low level additional needs within mainstream schools and therefore would not be used when forecasting additional specialist placements.
- Hearing Impairment – the needs of children and young people with hearing impairment are generally met within mainstream school, and within the existing units within the system.

However, the increase in demand for ASD, SLD, SEMH, SpLD and SLCN is highly significant and consequently all of these figures have been included in the forecast. The outcome of the data was not unexpected as there has been considerable demand for specialist provision that meets these five profiles of need.

**Suffolk levels of primary need compared to our SNN and England Average.**

It would be a risk if we were to only use Suffolk’s data to project future need as we could not be sure that any errors in recording and reporting would be identified. Therefore to ‘sense check’ Suffolk’s data and to make sure there were no errors that could skew the data and therefore the projected forecast, we compare our figures with our Statistical Nearest Neighbours (SNN) and the England Average. The following table sets out the annual % increase for each need for Suffolk our SNN and the England Ave for comparative purposes.

*Figure 17: Percentage annual increase by primary need – Suffolk, SNN and England Average*

	Autistic Spectrum Disorder	Hearing Impairment	Moderate Learning Difficulty	Multi-Sensory Impairment	Other Difficulty/Disability	Physical Disability	Profound & Multiple Learn Diff	SEN supp no specialist assess	Severe Learning Difficulty	Soc, Em and Mental Health	Speech,Lang or Comm Needs	SpL Learning Diff(Dyslexia)	Visual Impairment	Total annual change	Total Change (2022 - 2025)
Suffolk	7.6%	8.1%	-1.2%	16.1%	24.6%	1.5%	0.0%	15.7%	2.6%	10.3%	7.7%	8.3%	3.0%	7.2%	27.5%
SNN	10.6%	-0.4%	-1.2%	6.9%	2.2%	0.4%	-2.1%	9.7%	-0.5%	5.7%	5.3%	0.3%	1.3%	3.4%	11.9%
England Average	10.6%	1.8%	-2.6%	6.8%	-0.7%	1.2%	-0.3%	2.7%	1.3%	6.1%	5.5%	1.8%	2.4%	3.5%	12.3%

Where there were clear outliers between Suffolk, SNN and England Average figures for each profile of need, it was decided that we would discount the outlier in our calculations. We believe that this will provide a more accurate forecast and prevent unusually high or low figures creating a skewed picture of what is required. It is important to remove these outliers so that the data we are using accurately reflects the increase in demand across Suffolk.

When predicting future values for education purposes, to ensure the data is accurate and statistically significant the following primary needs: HI, MSI, Other, SpLD will not be based on all the three values. Therefore, the forecast minimum and maximum numbers of places required will only reflect two of the data sets whereas the forecasts for ASD, MLD, PD, PMLD, SLD, SEMH and VI will use all three.

**Figure 18: Data sets used for predictive purposes for each profile of need to address outliers**

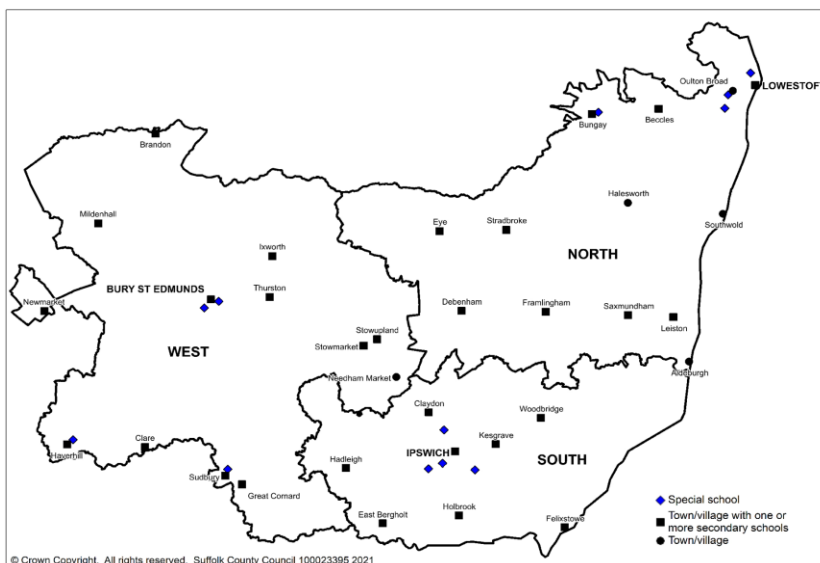
Primary Need	Data used for prediction
Autistic Spectrum Disorder	Suffolk, Statistical nearest neighbour, England average
Hearing Impairment	Statistical nearest neighbour, England average
Moderate Learning Difficulty	Suffolk, Statistical nearest neighbour, England average
Multi-Sensory Impairment	Statistical nearest neighbour, England average
Other Difficulty/Disability	Statistical nearest neighbour, England average
Physical Disability	Suffolk, Statistical nearest neighbour, England average
Profound & Multiple Learn Diff	Suffolk, Statistical nearest neighbour, England average
SEN supp no specialist assess	Suffolk, Statistical nearest neighbour, England average
Severe Learning Difficulty	Suffolk, Statistical nearest neighbour, England average
Soc, Em and Mental Health	Suffolk, Statistical nearest neighbour, England average
Speech,Lang or Comm Needs	Suffolk, Statistical nearest neighbour, England average
Spl Learning Diff(Dyslexia)	Suffolk, Statistical nearest neighbour
Visual Impairment	Suffolk, Statistical nearest neighbour, England average
<b>Two data sets used</b>	
<b>Three data sets used</b>	

**Overall number and type of additional educational places that will be required.**

The following data illustrates the geographical areas used to identify where in Suffolk we will require additional specialist placements, it will also demonstrate how the additional need will translate into actual numbers of children and young people who are attending both mainstream and specialist provision. The figures have then been distilled further to show the actual number of specialist educational placements required for each area of Suffolk by 2025.

Due to historical boundaries used for data recording purposes by schools and the Local Authority, geographical references to the North, South and West localities of Suffolk have been employed. Please see map below:

**Figure 19: Map showing boundaries for west, south and north localities within Suffolk**



The table below sets out the ranges of minimum and maximum numbers of children or

young people that will require a level of additional specialist support either within mainstream, special schools or alternative provision within each locality by 2025. The figures for 2022 was taken from the most recent Census data.

**Figure 20: Places (mainstream and specialist) by Primary Need and Area for 2025 excluding outliers.**

	North			South			West		
	2022	Min 2025	Max 2025	2022	Min 2025	Max 2025	2022	Min 2025	Max 2025
	Autistic Spectrum Disorder	580	722.2	783.8	835	1039.7	1128.4	694	864.2
Hearing Impairment	77	76.1	81.3	96	94.8	101.4	121	119.5	119.5
Moderate Learning Difficulty	606	560.3	584.7	700	647.2	675.3	719	664.7	693.7
Multi-Sensory Impairment	13	15.8	15.9	16	19.5	19.6	32	39.0	39.1
Other Difficulty/Disability	277	271.5	295.6	484	474.4	516.5	207	202.9	220.9
Physical Disability	88	91.3	91.9	238	240.8	248.6	194	196.3	202.7
Profound & Multiple Learn Diff	10	9.9	10.0	25	23.4	25.0	39	36.5	39.0
SEN supp no specialist assess	220	238.2	340.5	237	256.6	366.8	300	324.8	464.3
Severe Learning Difficulty	97	100.7	104.9	154	151.6	166.5	267	262.8	288.7
Soc, Em and Mental Health	942	1126.2	1262.6	1125	1326.8	1507.9	991	1168.7	1328.3
Speech,Lang or Comm Needs	665	780.6	831.4	1368	1596.1	1710.3	1212	1414.1	1515.3
Spl Learning Diff(Dyslexia)	670	706.8	706.8	978	986.5	1031.7	919	926.9	926.9
Visual Impairment	26	27.9	28.4	122	126.9	133.5	52	54.1	56.9
<b>Total</b>	<b>4271</b>	<b>4727.39</b>	<b>5137.79</b>	<b>6378</b>	<b>6984.3</b>	<b>7631.48</b>	<b>5747</b>	<b>6274.62</b>	<b>6833.14</b>

It is very important to note that these projections relate to the whole population of children and young people with SEND however many of these children will thrive in mainstream education settings. Only a small percentage of these children will require specialist school places. Due to the rise in Suffolk CYP with SEND, as the majority should be able to thrive in mainstream school it would be advantageous for there to be a focus on whole school training which links into the predominant needs showing the increase. The following table sets out how many specialist school places are likely to be required by 2025 for each of the profiles of need. The table includes the prediction based on the data we have for the cohort of children currently attending special schools and those children and young people attending independent specialist provision.

**Figure 21: The minimum and maximum of additional education specialist placements required for each area of Suffolk, excluding outliers, showing current Census data for 2022.**

	North			South			West		
	2022	Min	Max	2022	Min	Max	2022	Min	Max
Autistic Spectrum Disorder	172	44	63	314	80	115	315	81	117
Hearing Impairment	19	0	1	25	0	2	46	0	3
Moderate Learning Difficulty	98	-7	-3	198	-15	-6	256	-19	-8
Multi-Sensory Impairment	3	1	1	6	1	1	2	0	0
Other Difficulty/Disability	27	-1	2	89	-2	6	44	-1	3
Physical Disability	13	1	1	77	1	4	58	1	3
Profound & Multiple Learn Diff	8	-1	0	17	-1	0	32	-2	0
SEN Supp no specialist assess	36	3	20	23	2	13	34	3	19
Severe Learning Difficulty	86	-1	8	130	-2	11	252	-4	21
Soc, Em and Mental Health	171	29	57	312	47	99	341	55	111
Speech,Lang or Comm Needs	78	13	22	282	48	77	272	47	78
Spl Learning Diff(Dyslexia)	69	0	4	156	1	9	275	1	16
Visual Impairment	4	0	0	13	1	1	6	0	1
Not Known	6	0	0	4	0	0	0	0	0
<b>Grand Total (exc. NK)</b>	<b>790</b>	<b>81</b>	<b>176</b>	<b>1646</b>	<b>161</b>	<b>332</b>	<b>1933</b>	<b>162</b>	<b>363</b>

Even though these figures represent a small proportion of the total population of children with SEND, Suffolk will still need to generate additional special school places to accommodate the growing demand by 2025.

**Figure 22: Total minimum and maximum requirements in each area**

	Minimum requirement	Maximum Requirement
North	81	176
South	161	332
West	162	363
<b>TOTAL</b>	<b>404</b>	<b>871</b>

The majority of these placements will be needed for the following profiles of need:

- Autistic Spectrum Disorder
- Social Emotional and Mental Health
- Speech, Language and Communication

Current demand data also demonstrates that despite the trend analysis data above additional places are required in both MLD and SLD schools in Suffolk. The table below shows the number of consults received for September 2021 and September 2022 and the number of children unable to have a place offered due to oversubscription:

**Figure 23: Spaces required at existing SLD and MLD Special Schools**

School Type	Consults Received	Suitable No Space	Additional Provision Required
SLD Schools 2021/22	156	41	Equivalent to 5 – 7 classes
SLD Schools 2022/23	217	83	Equivalent to 10 - 14 classes
MLD Schools 2021/22	206	22	Equivalent to 3 classes
MLD Schools 2022/23	242	23	Equivalent to 3 classes

The table below summarises the numbers of specialist places that will be required for each profile of need by 2025 if Suffolk are to meet all the needs of all learners with SEND. These predictions have been made based on the data outlined on figure 21 and the current demand data that we have from referrals to our current provision

**Figure 24: Predictions for number of additional specialist placements needed by 2025**

Profile of need	North		South		West		Total in Suffolk	
	Min	Max	Min	Max	Min	Max	Min	Max
ASD	44	63	80	115	81	117	205	295
SEMH	29	57	47	99	55	111	131	267
SLCN	13	22	48	77	47	78	108	177
MLD	5	5	12	12	6	6	23	23
SLD	10	20	50	100	23	46	83	166
<b>TOTAL</b>	<b>101</b>	<b>167</b>	<b>237</b>	<b>403</b>	<b>212</b>	<b>358</b>	<b>550</b>	<b>928</b>

## Location

If Suffolk decides to develop more specialist provision to meet this additional need, then we need to identify where in the county they should be located. The best locations for future provision were collated based on the number of pupils travelling 45 minutes or more to their specialist provision. Although most of the provision is best placed within the three key towns of Suffolk, i.e., Ipswich, Lowestoft and Bury St Edmunds, because of transport links, it is evident from the data that specialist provision is required throughout Suffolk.

**Figure 25: Number of special school pupils travelling 45 minutes or longer to school by primary need**

	ASD	SLD	MLD	SLCN
Hadleigh				
Ipswich	2	5	2	2
Stowmarket	4			
Leiston	3	2	3	
Haverhill	2	2		6
Saxmundham		2		2
<b>Total</b>	<b>11</b>	<b>11</b>	<b>5</b>	<b>10</b>

We are expecting the numbers for the coastal areas to increase over the next few years as two housing developments are being built over the next 5+ years. The developments will be on the Northern Fringe of Ipswich and Martlesham, Ipswich. This will add to the pocket of demand already identified in Suffolk.



## Post-16 Data

Overall, we expect a 23% growth in the number of young people with SEND aged 16-25 in Suffolk over the next four years. This growth does not indicate that they will all require specialist provision, as many will thrive and be able to access mainstream college and training providers whilst having their SEND needs met.

**Figure 26: Predictions for numbers of post-16 students 2022 to 2025 with SEND need**

NCY	Year in 'Post-16' Provision	Number of Year 12 & 13 students	Number of Year 14+ students	Total number of Post-16 students
10	2022	2450	1188	3638
9	2023	2528	1340	3868
8	2024	2771	1431	4202
7	2025	3032	1601	4633

Tracking the current destinations of young people who were recorded with SEND in secondary school, we know that the majority now access Further Education at Post-16 (56%). A significant group of young people also access school sixth form and sixth form college (27%), and a small group of young people access learning through a training provider (5%) with a further small group in employment (6%).

**Figure 27: Predicted additional numbers by potential destination**

Post-16 Destinations	Current Destinations for Y12s with SEND		Predicted number of young people by future destination		
	No. of YP	%	2022	2025	Change
Employment	75	6.1	73	98	25
Further Education	692	56.3	669	902	233
NEET	65	5.3	63	85	22
Other	2	0.2	2	3	1
School/Sixth Form College	330	26.8	318	428	110
Training	65	5.3	63	85	22
Unknown	32	2.5			
<b>Grand Total</b>	<b>1262</b>		<b>1188</b>	<b>1601</b>	<b>413</b>
<b>Total exc. Unknown</b>	<b>1230</b>		<b>1188</b>	<b>1601</b>	

Using destinations information, we can predict the expected increase in demand for the differing types of post-16 provision over the next four years. The below projections add students in Year 14+ who still maintain their EHCP to the above growth in Year 12 & 13 students.

**Figure 28: Destination Data**

Post 16 Destinations for Year 14 +	Current destination for Year 14+ students with SEND	Predicted number of Year 14+, young people by future destination		
		2022/23	2025/26	Change
	%			
FE College	41.4%	492	663	171
Apprenticeship/Supported Internship	2.4%	29	38	10
Employment Total	3.1%	37	50	13
Foundation Learning	10.7%	127	171	44
6th Form	17.7%	210	283	73
Specialist post 16	4.1%	49	66	17
Other	20.6%	245	330	85
<b>Grand Total</b>	-	<b>1,188</b>	<b>1,601</b>	<b>413</b>

### Further Education (FE)

We know that the majority of young people with SEND move onto FE for Post-16 learning. 56% of Year 12s access FE provision and 41% of Year 14+ young people with SEND who maintain their EHCP.

We know there is significant variation by area with a 13% increase in Year 12 students with SEND predicted to access FE in the West, a 17% increase in the South and a 5% increase in the North.

**Figure 29: Summary of growth in numbers of post-16 young people with SEND by locality**

Total Predicted Numbers for Year 12: FE (56.3%)	Area	2022	2023	2024	2025	2022-2025 Growth
		North	213.9	198.7	220.1	225.2
	South	261.2	238.1	262.4	305.1	+43.9
	West	234.8	229.1	269.7	266.3	+31.5
	<b>Total</b>	<b>709.9</b>	<b>666.0</b>	<b>752.2</b>	<b>796.6</b>	<b>+86.7</b>

Understanding more about the characteristics of learners we expect will be looking for FE provision at post-16 (students currently at secondary school), we have identified their current primary need, as well as areas of expected growth during 2022-2025.

**Figure 30: Predicted growth in demand for post-16 places by primary need to 2023**

	2022				2023				2024				2025			
	North	South	West	Total	North	South	West	Total	North	South	West	Total	North	South	West	Total
Autistic Spectrum Disorder	26.8	32.8	29.4	89.0	24.9	29.9	28.7	83.5	27.6	32.9	33.8	94.3	28.2	38.3	33.4	99.9
Hearing Impairment	1.9	2.3	2.0	6.1	1.7	2.1	2.0	5.8	1.9	2.3	2.3	6.5	1.9	2.6	2.3	6.9
Moderate Learning Difficulty	33.1	40.5	36.4	109.9	30.8	36.9	35.5	103.1	34.1	40.6	41.8	116.5	34.9	47.3	41.2	123.4
Multi-sensory Impairment	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.7	0.2	0.3	0.2	0.7
Not Known	5.0	6.1	5.5	16.6	4.6	5.6	5.4	15.6	5.1	6.1	6.3	17.6	5.3	7.1	6.2	18.6
Other Difficulty/Disability	17.0	20.8	18.7	56.5	15.8	19.0	18.2	53.0	17.5	20.9	21.5	59.9	17.9	24.3	21.2	63.4
Physical Disability	5.4	6.6	5.9	17.8	5.0	6.0	5.7	16.7	5.5	6.6	6.8	18.9	5.6	7.7	6.7	20.0
Profound and multiple learning difficult	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.7	0.2	0.3	0.2	0.7
Soc, Em and Mental Health	48.1	58.8	52.8	159.7	44.7	53.6	51.5	149.8	49.5	59.0	60.7	169.2	50.7	68.6	59.9	179.2
Speech, Lang or Comm Needs	21.5	26.2	23.6	71.2	19.9	23.9	23.0	66.8	22.1	26.3	27.1	75.5	22.6	30.6	26.7	79.9
Severe Learning Difficulty	5.6	6.8	6.1	18.4	5.2	6.2	5.9	17.3	5.7	6.8	7.0	19.5	5.8	7.9	6.9	20.7
Spl Learning Diff(Dyslexia)	43.5	53.1	47.7	144.3	40.4	48.4	46.6	135.4	44.8	53.3	54.8	152.9	45.8	62.0	54.1	161.9
Visual Impairment	5.7	7.0	6.3	19.0	5.3	6.4	6.1	17.9	5.9	7.0	7.2	20.2	6.0	8.2	7.1	21.4
<b>Total</b>	<b>213.9</b>	<b>261.2</b>	<b>234.8</b>	<b>709.9</b>	<b>198.7</b>	<b>238.1</b>	<b>229.1</b>	<b>666.0</b>	<b>220.1</b>	<b>262.4</b>	<b>269.7</b>	<b>752.2</b>	<b>225.2</b>	<b>305.1</b>	<b>266.3</b>	<b>796.6</b>

We expect an increase in SEND young people accessing FE with the below primary needs.

**Autistic Spectrum Disorder** Expected growth in the South (+5 young people), a gradual growth in the West (+4 young people) and a small increase in the North of Suffolk (1 young people).

**Moderate Learning Difficulties** An increase in young people with MLD in the West (+5 young people) as well as an increase in the South (+7 young people) and in the North (+2 young people).

**Social, Emotional & Mental Health** An increase in young people with SEMH in the West (+7 young people) as well as an increase in the South (+10 young people) and in the North (+3 young people).

**Speech, Language or Communication Needs** An increase in young people in the West (+3 young people) as well as an increase in the South (+4 young people) and in the North (+1 young people).

**Spl Learning Difficulties (Dyslexia)** Growth in young people across the South area (+9 young people), the West (+6 young people) and the North (+2 young people)

It should be noted that the majority of these needs should be met in a mainstream post 16 setting and specific specialist provision is not necessarily required.

### **School Sixth Form/Sixth Form College, including specialist placements**

We know that currently 27% of young people with SEND in secondary school go onto school sixth form or sixth form college at post-16 (including those placed at a special school with a post-16 offer).

Of this group, currently 57 young people are accessing specialist provision in years 12,13 and 14 and an additional 109 young people are accessing independent specialist provision. We are expecting a growth of 12% which demonstrates a need for 185 more specialist places within post 16.

Understanding the cohort of young people who attend a special school in Year 11 we know that currently 22% of the group have a primary need of Moderate Learning Difficulty (MLD), 16% with Autistic Spectrum Disorder (ASD) 13% with a Severe Learning Difficulty, and 21% of young people with SEMH needs. Of these young people we expect around a quarter to look for a specialist post-16 placement within a special school, with the remainder likely to access learning in an alternate environment (e.g., FE college or training provider).

**Figure 31: Changes in Post-16 cohort who have previously been attending a special school, 2020-23, by primary need.**

<b>Post 16 - Special School</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>% of 2022</b>
Autistic Spectrum Disorder	25	29	34	37	16%
Moderate Learning Difficulty	33	34	23	18	22%
Multi-Sensory Impairment			1		0%
Physical Disability	3	12	5	5	2%
Profound & Multiple Learn Diff	1	6	2	5	1%
Severe Learning Difficulty	20	29	19	29	13%
Soc, Em and Mental Health	32	17	22	18	21%
Speech,Lang or Comm Needs	21	23	25	21	14%
Spl Learning Diff(Dyslexia)	18	9	3	4	12%
<b>Total</b>	<b>153</b>	<b>159</b>	<b>134</b>	<b>137</b>	<b>100%</b>

### **Training and Work**

Looking at the current data, as outlined in the below table this demonstrates that we sufficient level of places within our current training providers to meet future demand.

**Figure 32: Growth in demand for post-16 places at training providers by 2023, by primary need**

<b>Post 16 -Training</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2022-2025 Change</b>
Autistic Spectrum Disorder	10.7	10.0	9.5	10.2	-0.5
Beh, Emotional and Social Diff	0.0	0.0	0.0	0.0	0.0
Hearing Impairment	1.1	1.1	1.1	1.1	0.0
Moderate Learning Difficulty	15.6	15.6	15.2	15.9	0.3
Not Known	2.2	2.2	2.2	2.3	0.0
Other Difficulty/Disability	0.0	0.0	0.0	0.0	0.0
Physical Disability	2.2	2.2	2.2	2.3	0.0
Severe Learning Difficulty	1.1	1.1	1.1	1.1	0.0
Soc, Em and Mental Health	16.8	16.7	16.3	17.1	0.3
Speech,Lang or Comm Needs	5.6	5.6	5.4	5.7	0.1
Spl Learning Diff(Dyslexia)	4.5	4.5	4.3	4.5	0.1
Visual Impairment	0.0	0.0	0.0	0.0	0.0
<b>Total</b>	<b>59.9</b>	<b>59.2</b>	<b>57.2</b>	<b>60.3</b>	<b>0.4</b>

Many young people with SEND tell us they want to work, but currently few have this opportunity. The continued development of supported internships has provided new work opportunities for young people aged 16-25.

### **NEET Young People with SEND**

We know that already there is a group of young people with SEND who are not accessing appropriate post-16 provision and are currently recorded as Not in Education, Employment or Training (NEET).

**Figure 33: Data indicating the numbers of young people who have become NEET**

<b>Average Dec-Feb (SEND)</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
In Learning	85.13%	86.30%	83.22%
NEET	8.41%	10.40%	11.27%
NEET number	55	73	88
Unknown	2.15%	1.10%	0.51%
Total number on Core+	650	697	781
<b>Whole cohort comparison</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
In Learning	91.10%	92.54%	91.18%
NEET	3.50%	3.72%	3.63%
Unknown	2.10%	1.30%	1.37%

With dedicated support and provision, we expect this group could access appropriate post-16 provision. This group currently equates to 88 young people in Year 12 and 13, which has increased by 33 young people in the last two years. Assuming the proportion of young people who are NEET in Year 12 & 13 remains in future years we would expect an additional 66 young people to be NEET by 2024, however there is a determination to reduce this figure and this needs to be considered in line with the requirements for future post 16 provision.

Last year Suffolk County Council commissioned three post 16 SEMH groups (see fig 14) which was sought due to the increase in young people struggling to access mainstream college or post 16 providers. The remit for these groups is as a transitional placement for 1 year, to support them with behaviours that challenge and/or high anxieties that prevent them from accessing learning. This has just come to the end of the first year and they are in place for a total of two years with the potential to extend. Each group was commissioned for 6 places with the potential to increase up to 12. These three groups are not full, and we have not been required to increase these numbers as yet.

**Figure 34 – Breakdown of Post 16 SEMH Groups**

<b>Group</b>	<b>Numbers placed 2021/22</b>	<b>Numbers placed 2022/23</b>
West	3	1
South	4	5
North	3	1

Consideration needs to take place around the usage of these groups and how we can increase take up of these placements to support those who result in becoming NEET.

**Other relevant demand indicators**

**0-4 Year Olds**

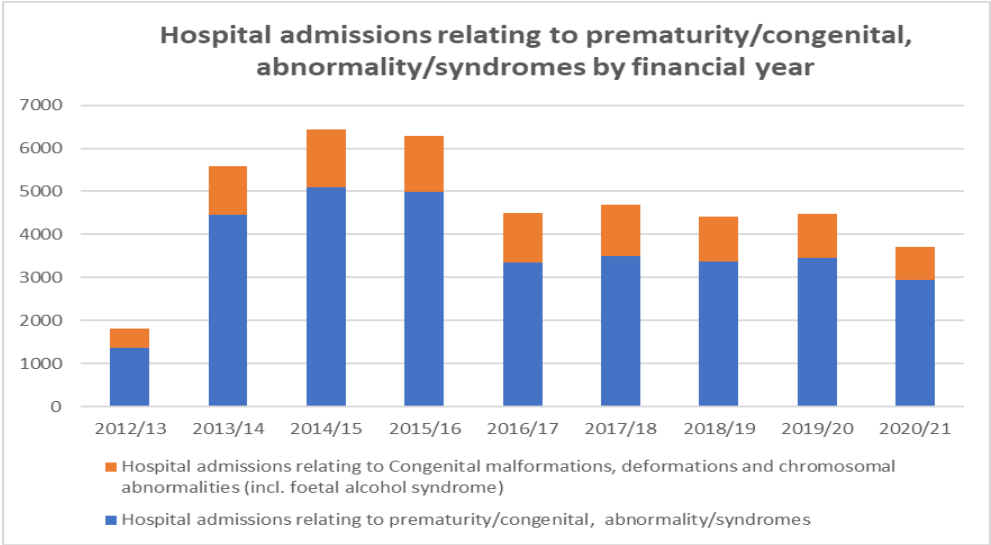
It is difficult to put together a comprehensive data set for 0-5-year olds as early years settings do not have the same reporting procedures to the DfE as schools. In addition, many special educational needs are not identified until the child starts formal schooling. However, the request for HNF from early years settings has increased significantly this year with a total of 1079 applications, in comparison to 780 in the previous year as outlined in Fig 1.

Health data is available which helps to support some basic assumptions regarding SEND

for 0-4 year olds. The first assumption is that special educational needs in 0-4 year olds will continue to rise. Although the data is not at an individual level, we were able to extract data for admissions of new-born babies with specific diagnosis (see below). The data has been provided by Ipswich Hospital, James Paget Hospital, West Suffolk Hospital and some smaller Suffolk Hospital Trusts. The bar chart below gives an indication of the number of babies born with serious health problems. These babies are likely to be requiring specialist education over the next couple of years. This data shows a significant increase in new-born babies with additional needs particularly between 2013 and 2016, we do however see this reduce slightly as we move towards 2020/21.

Babies born in 2017/18 will begin school in the 2022/23 academic year (4680 children)  
 Babies born in 2018/19 will begin school in the 2023/24 academic year (4420 children)  
 Babies born in 2019/20 will begin school in the 2024/25 academic year (4475 children)  
 Babies born in 2020/21 will begin school in the 2025/26 academic year (3710 children)

**Figure 35: Hospital admissions for new-born babies with a specific diagnosis**



The table below shows SEND Suffolk doctor diagnosis by age for the period January 2021 to December 2021. Of the diagnoses made 29% are for autistic spectrum disorder. This further supports the increasing trend identified earlier in the paper where numbers of children and young people with a diagnosis of ASD continue to increase. 13% of children have received a diagnosis that has resulted in a Speech, Language and Communication need (SLCN) and an additional 15% have diagnosed hearing impairments, which could in turn result in a SLCN depending on the individual levels of need. The most predominant need that has been notified via Health are those linked to visual impairments, many of which are likely to have no adverse effects on their development as they grow up. Two of the children have diagnoses directly linked to Cognition and Learning, however for many children it will not be until they access statutory education that the full extent of their diagnosis and the effects that these have on their cognitively ability will be identified.

**Figure 36: Doctor diagnosis by age and primary SEND need for the period January 2021 to December 2021.**

	< 1yr	1 yrs	2 yrs	3 yrs	4 yrs	Total
[X]Other specified hearing loss		1			1	2
Amblyopia			2	5	7	14
Anisometropia	1	4	3	6	6	20
Anisometropic amblyopia			1			1
Astigmatism	1	2	7	21	19	50
Astigmatism NOS				1	2	3
Autistic spectrum disorder				36	78	114
Bilateral congenital sensorineural hearing loss		2	1	1		4
Childhood autism				5	13	18
Conductive hearing loss	1	7			5	13
Conductive hearing loss NOS					2	2
Conductive hearing loss, bilateral		2		1	1	4
Delayed visual maturation	2	1	1			4
Developmental speech articulation disorder					2	2
Fragile X syndrome	1					1
Hearing loss		1	5	7	10	23
Hypermetropia		5	12	22	25	64
Impaired vision		2		1	2	5
Kleefstra syndrome		1				1
Mild acquired hearing loss		1	1	1	2	5
Mild sensorineural hearing loss		2		1		3
Mixed conductive and sensorineural hearing loss		1				1
Mixed conductive and sensorineural hearing loss, bilateral					1	1
Monochromatism		1				1
Myopia			3	9	4	16
Partial deafness		1				1
Phonological disorder				7	46	53
Sensorineural hearing loss			1	2	2	5
Sensorineural hearing loss, bilateral			1	2	3	6
Severe sensorineural hearing loss	1					1
Simple hypermetropia					1	1
Speech and language disorder			3	2		5
Speech and phonology impairments					1	1
Vision problem	1	4	3	2	4	14
Visual disturbance					1	1
<b>Total</b>	<b>8</b>	<b>38</b>	<b>44</b>	<b>132</b>	<b>238</b>	<b>460</b>

## Housing Growth

In addition to using the percentage rise in need for SEND it is important that population growth is taken into account. There are 31,966 dwellings of varying sizes from approved applications which are expected to be built over the next 5+ years, with the largest and most significant housing growth occurring in East Suffolk, West Suffolk and Mid-Suffolk

**Figure 37: Number of housing completions from approved applications forecast to complete over the next 5+ years**

District	2021	2022	2023	2024	2025	2026 and beyond	Total
Babergh	487	484	578	588	458	1747	4342
Mid-Suffolk	841	1020	1062	1228	1098	2028	7277
Ipswich	58	243	341	350	302	1578	2872
East Suffolk	503	880	996	1089	803	4912	9181
West Suffolk	889	976	794	790	442	4403	8294
<b>Total</b>	<b>2778</b>	<b>3603</b>	<b>3771</b>	<b>4044</b>	<b>3103</b>	<b>14667</b>	<b>31966</b>

The information in the table above provides helpful indicators in terms of when we need to have provision in place.

As well as various expansions across schools in Suffolk, we are expecting to provide the following new schools to accommodate additional demand from some of the larger approved housing developments as follows:

**Figure 38: New mainstream schools due to open across Suffolk**

Provision	Location
Pre-School and Primary School	Stowmarket – Chilton Leys development
Pre-School and Primary School	Sudbury – Chilton Woods development
Pre-School and Primary School	Henley Gate Neighbourhood – Ipswich Garden Suburb development
Pre-School and Primary School	Fonnereau Neighbourhood – Ipswich Garden Suburb development
Pre-School, Primary School and Secondary School	Martlesham – Brightwell Lakes development
Pre-School and Primary School	Felixstowe – North Felixstowe Garden Neighbourhood development
Pre-School and Primary School	Bury St Edmunds – Abbots Vale development

The Suffolk County Council ‘Developer’s Guide’ is being consulted on. It sets out the County Council’s intention to secure developer contributions from each site and pool these to improve or enhance facilities at the most appropriate provision. This may not be the provision closest to the development as pupils with SEND are often transported (see school transport section) to the facility best able to provide for their needs, as confirmed in their EHCP. In addition, all new school sites within new developments will be considered for the provision of special needs facilities and appropriate bespoke contributions will be requested if a need is identified.

Any development of 10 or more dwellings will be assessed and the yield from a new development will be calculated as follows:

**Figure 39: SEND Pupil yield per school phase**

School Phase	SEND Pupil Yield per Dwelling	SEND Pupil Yield Calculation
Primary	0.015	1.5% of the primary yield
Secondary (age 11-16)	0.02	2% of the secondary yield
Sixth Form (age 16-18)	0.02	2% of the secondary yield
<b>SEND Pupil Yield</b>	<b>Pupils</b>	<b>Sum of the above calculations rounded to the nearest 0.01</b>

The cost of providing a SEND place is generally greater than that of a primary or secondary place depending on the type of need to be met. The average cost for SEN places according to National School Delivery Cost Benchmarking is £76,184 (2021).



## 5. Key Findings

There has been an unprecedented rise in requests for specialist placements, particularly over the last 12-18 months. Alongside this there has been a significant rise in the number of children within mainstream schools requiring high needs top up funding to support their education. Despite the increase in specialist placements, Suffolk continue to have a high reliance on the independent sector for education placements. There will always be a need for some children and young people to access independent provision, particularly those with the highest level of need.

All of the data available to Suffolk County Council has now been analysed as part of this plan and key findings can be drawn upon to identify the future need for Specialist provision across Suffolk. Below is a summary of these findings:

- Suffolk is predicting a 23.7% increase in SEND by 2025 compared to a 16.2% average increase across England and 17.1% increase reported by our SNN
- The increase in demand for ASD, SLD, SEMH, MLD and SLCN is highly significant which was not unexpected as there has been considerable demand for specialist provision that meets these five areas of need
- Suffolk will need to generate at least 550 additional specialist places to accommodate that growing demand by 2025
- The majority of these placements will be needed for the following profiles of need:
  - Autistic Spectrum Disorder
  - Social Emotional and Mental Health
  - Speech, Language and Communication
  - Severe Learning Difficulties
  - Moderate Learning Difficulties
- The geographical data shows that provision is required for all the 5 predominant profiles of need in all areas of Suffolk
- The existing post 16 offer needs to be developed to ensure that demand can be met as young people move through the system
- Requests for high needs funding applications for 0-4 have increased significantly in the last two years
- Doctor diagnosis confirms that there is a predicted increase in demand for ASD and SLCN

## 6. Recommendations

Taking into consideration all of the data and the key findings within this document, the following recommendations can be made. If these recommendations are implemented within Suffolk, over time savings will be seen by lowering the reliance on costly independent settings further, and also by increasing the inclusivity and early intervention to support those with SEND, a reduction in the demand for specialist provision should show a reduction:

- ASD – It would be assumed that many children and young people with ASD would fit within the Communication and Interaction profile, and the growth in Suffolk’s new C&I schools will support with this growing demand. We will see Castle EAST grow to 120 places and Woodbridge Road Academy grow to 60 places by 2023/24. Both of these schools are part of Phase 1 and 2 of the SEND Capital Programme.

Suffolk are exploring the possibility of having at least one Cullum Centre in Suffolk, these are provided by the National Autistic Society and help students on the autistic spectrum to thrive in a mainstream school setting. If successful, Suffolk County Council will contribute £50,000 capital funding per centre from the DfE High Needs Provision Capital Funding 22/23.

- SEMH – The new SEMH school in West Suffolk, Sir Peter Hall will grow to 80 places by 2024/25 and will therefore meet some of the growing demand. The possibility of Sunrise Academy in the North growing its provision will also be explored once the new Academy Trust responsible for the school has had time to develop the provision.

SEMH specialist units attached to mainstream schools have not previously been developed within Suffolk, therefore it is recommended that SEMH units are developed in all areas of Suffolk as outlined below:

SEMH Specialist Unit	North	South	West
KS2	1	2	1
KS3/4	1	2	1

It is also recommended that the current developments underway with the Alternative Provision sector, whilst working alongside SES, will build support within mainstream schools in being able to support more children with SEMH needs.

- SLCN – There is currently a R/KS specialist unit with expertise in Communication and Interaction in Ipswich. It is recommended that this duplicated in both the West and the North.
- SLD – Currently the SLD schools in Suffolk are oversubscribed, however sites have been identified to develop satellite provisions of one of the SLD schools in the South of Suffolk and another in the Southwest area. These will create approximately 30 places from 2023/24, however this will only meet the current need that already exists within the system and will ensure that temporary small groups can be replaced with more permanent provision.

To meet the future demand, Suffolk requires a new SLD special school, ideally located between North Ipswich and Waveney. This school would meet the growing demand in both the South and the North and if located correctly could

also be accessible from the West. A request has been made to DfE for free school funding however if this is unsuccessful the funding for this school would have to be sought from Cabinet. It is anticipated that this school will be for 126 places from Nursery to Year 11.

If Suffolk are unable to develop a new SLD school, this would bring significant pressures to mainstream schools as a high number of pupils would undoubtedly remain inappropriately placed within these settings. This may also result in many children who require SLD provision, needing to travel long distances to attend an independent setting out of Suffolk. Considering the current inability to place in many independent settings at present due to rising demand for these places, this option is one which SCC are unlikely to be able to utilise. The pressures that this will increase with families will also increase significantly. The result in CYP not being able to access local specialist provision, means that they will not be receiving the support that they require and will increase challenges within the home environment with the risk of an increasing number of children being placed in to care.

- MLD – The demand for MLD provision is less significant than the other areas of need, therefore it could be recommended that existing MLD provision is expanded in order to meet this growing need. If any building works are required, this can be funded from the DfE High Needs Provision Capital Funding. Suffolk are also developing three additional specialist units attached to mainstream schools for Cognition and Learning in the North, South and West of Suffolk as part of Phase 2 of the SEND Capital Programme. Funding for these additional units was approved by Cabinet in June 2022, and will cost in the region of £1m per unit to develop.
- Post-16 – Suffolk County Council to work with existing post-16 providers to look at additional ways to support those that are NEET to re-engage them within the system and to enhance their work experience and supported internship opportunities. Alongside this there should be an increase in the requirement and availability of training for schools and adults who work with CYP in ‘Preparing for Adulthood’ to ensure that post-16 plans for CYP are in place and supported as soon as possible. It may also be necessary existing post 16 providers to grow their provision in respect of the number of young people they can support. This is likely to be achievable for these providers due to their large and diverse sites.
- Early Years 0-4 – It has been recognised that nursery provision is required within Suffolk for those with complex SEND. It is currently being explored that this can be developed within current mainstream nursery provision, in partnership with Early Years colleagues and Health. If the above mentioned SLD school is agreed, then a nursery can be included within the provision.
- It would be considered advantageous that alongside the above provision growth being recommended, a whole school training approach should be expanded which could link in with the growth in demand in particular profiles of need. This should include ‘person centred approaches’ and would not only enable more CYP to be successfully supported within mainstream provision and fewer requests for specialist provision but could result in a reduction of requests for specialist health services if there is early intervention and more in-depth support provided by schools.

- The current SES offers support to mainstream schools to support them to work with children with SEND within the mainstream environment. It is necessary for this service to grow as the demand across the system grows specifically in SEMH. Within SES there has been a steep rise not only in the number of referrals for support relating to SEMH, but also in the complexity of the difficulties the CYP and their families are experiencing. This means schools are not always able to or confident in meeting the needs without significant support from external sources, including SES.
- Over the academic year 2021/22 the SES SEMH service has received 617 referrals. This service has 5 full-time teachers, and these high levels of referrals have resulted in the service only offering 'light touch' support where more regular and intensive support is needed. An additional 230 CYP have been discussed as part of the services Inclusion Support Meetings with schools.
- An increase in the number of teachers is needed to meet the demand in referrals and to meaningfully influence and promote whole school approaches for CYP with SEMH needs. With additional capacity the SEMH service could deliver a model where every school receives a visit to provide more bespoke and targeted intervention.
- Additional revenue funding is required to grow this service and approval is required from Cabinet for this injection of funding for additional 2 SES teachers, 2 early intervention staff and 2 Inclusion Facilitators. This would need to be approved from core funding at a cost of £250,000.
- Work is being undertaken with external consultations, to look at how there can be a reduction in the revenue costs associated with CYP being placed in specialist provision, receiving bespoke packages and placed within INMSS.

## **Appendix A: Statistical Nearest Neighbours for Suffolk (Children's Services)**

Somerset

Norfolk

Devon

Cornwall

Shropshire

Dorset

Lincolnshire

East Sussex

Gloucestershire

Worcestershire

**Further details on the methodology can be found on the National Foundation for Educational Research (NFER) website - <https://www.nfer.ac.uk/publications/SNB01>**

## **Appendix B: Data Source**

The below shows information on where the evidence and data was gathered from, in order to be able to reach the conclusions that have been made, and the subsequent recommendations.

### Individual level data

- School Census – data that identifies individual children and young people with SEND by primary and secondary need within Suffolk schools; mainstream, special, post 16 and alternative provision.
- SEND Cohort – A cohort based on children with an EHCP or receiving SEN Support
- Vulnerable Groups – a subset of the SEND cohort based on children that were children in need, children in care or child protection
- Independent school – pupil level data for those accessing independent provision
- Health Trust data – Individual level data of children from the SEND cohort that had contact with the health trust, included contact type and length of time
- Suffolk Family Focus – part of the troubled families’ initiative which brings together a range of public sector organisations (local councils, police, NHS etc.)
- Destination Figures – using the school census data to check young peoples’ current post 16 destinations

### Suffolk/National level data

- ONS Population data – Office for the National Statistics population estimates used in predicting future numbers of school children in Suffolk
- Hospital Admissions – using the data from the HES (Hospital Episode Statistics) for hospital admissions of new born babies with prematurity, congenital abnormality and syndromes
- GP Diagnosis – Suffolk doctor diagnosis of SEND conditions
- Statistical First Release (SFR) – This is the name given to the data published by the DfE. In this instance it refers to the school census data but it is an authority level rather than an individual level.