

Looked After Children with SEND



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	Total	Post 16	EYFS	SSA
All SEND	57%	23%	1%	76%
Send support	146	27	3	116
EHCP	123	34	0	89

- Compared to national CLA, there is less diagnosed SEND for Middlesbrough CLA
- More Middlesbrough CLA have a SEND support plan than an EHCP
- Nationally CLA with an EHCP is 54% Middlesbrough CLA are below with 22% of school age CLA with an EHCP.

‘Around 70% of looked after children have some form of SEN, and it is likely that a significant proportion of them will have an Education, Health and Care (EHC) plan.’

Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015 Statutory guidance.

NCY	Total	Male/Female		In Borough/ Out Borough	
		Male (M)	Female (F)	IB	OB
R	1	1	0	1	0
1	5	3	2	3	2
2	2	0	2	2	0
3	4	4	0	2	2
4	3	2	1	2	1
5	2	2	0	1	1
6	5	2	3	3	2
7 *	7	5	2	5	2
8	6	4	2	2	4
9 *	11	7	4	8	3
10*	19	12	7	6	13
11*	24	15	9	12	12
Total	89	57	32	47	42
%	100%	64%	36%	53%	47%

- 65% of EHCPs are for SEMH needs
- The second highest primary need is Cognition and Learning and Autistic Spectrum Continuum
- There are 28% more males than females with an EHCP.
- There are more CLA with an EHCP attending a school in Borough however the data shows that more young people in Years 8 and 10 attend an out of Borough school.
- KS4 have the highest number of CLA with an EHCP at 48% .

Current SEND CLA with no school roll

Number (%) of CME CLA	14 (3.5%)
Number (%) with an EHCP	10 (71%)
Number with SEND support	4 (29%)
Number (%) male	9 (64%)
KS3 students	4 (29%)
KS4 Students	10 (71%)
Unaccompanied Children Seeking Asylum (UCSA)	3 (21%)

- There are 19 CLA with SEND who are not receiving 25 hours of education, 15 with an EHCP and 4 with SEN support.
- There are 11 CLA with SEND that are not on a school roll, 10 with an EHCP and 1 with SEN support.
- Since the start of the academic year, from 1st September to 22nd November, 5 (23.8%) CLA who have an EHCP have been suspended, 12 (57.1%) with SEN support have been suspended and 4 (19%) with no SEN have been suspended.
- Post-16: 32 (52.5%) of the 61 young people with SEND are EET.

Less than 50% attendance	No. Children	%
No SEN	5	12.2%
SEN Support	15	36.6%
EHCP	21	51.2%
Total EHCP and SEN Support	36	87.8%

SEND and Inclusion Support

School Level

- Commissioning of Universal Health Services – SALT, OT, Physiotherapy
- Generic information, advice and guidance
- High Needs Funding for children and young people at SEN support
- Support from other LA services – Social Care, etc
- Schools have teams of support staff – TA'S, ELSA's, specialist interventions (eg- therapy programmes)

Inclusion and Outreach

- Targeted intervention to support Quality First Teaching and Ordinarily Available Provision
- Allocate and coordinate access to Outreach, Alternative Provision and other appropriate external agencies
- Multi – agency triage meetings to ensure collaborative approach to meeting the child's needs
- Ensure appropriate education by the 6th day following a permanent exclusion
- Monitor the progress of children in Alternative Provision to ensure provision is meeting the needs of the child and to identify mainstream readiness
- Support effective transition at key points within the child's education
- Access to Hospital School

EHCP

- Coordinate the statutory process for EHC assessments and annual review
- Ensure that children and young people with an EHCP receive appropriate provision and school placement to meet their SEN once identified through statutory assessment
- Work as part of a multi agency team to ensure a holistic approach to meeting children and young people's needs
- Coordinate the International New Arrivals Protocol for children and young people who move into Middlesbrough from outside of the UK

Case Studies Lola

- Attended a mainstream secondary school
- Due to her behaviour often being dysregulated she was placed within the school's Personalised Learning Centre
- Whilst in the PLC, further assessment of her needs were completed and through regular PEP meetings it was highlighted that she would benefit from a higher level of intensive support to meet her SEMH needs
- After 18 months of intensive support and assessment Lola was referred for an EHC assessment and transitioned into an intervention place at the local AP Academy which was able to offer a more nurturing educational environment
- Whilst in this provision a statutory EHC needs assessment was carried out and an EHCP was granted. The AP Academy was named in Section I as an appropriate setting to meet Lola's needs
- Effective and regular collaboration between the Virtual School, AP provider and LA SEND and Inclusion teams ensured that there was an effective and appropriate multi agency response to meeting her needs
- Lola is currently in Year 11 where she is making good academic progress
- The ongoing collaboration of multi-agency professionals will ensure that Lola achieves her aspirations which are to teach sport at primary school and own her own home.



SEND and Inclusion Priorities 2025



- Reduce suspensions and exclusions for children and young people with SEND
- Reintegration into mainstream for children and young people who have been permanently excluded
- Greater inclusion for children and young people with an EHC Plan in mainstream schools
- Implementation of the Ranges document to support appropriate identification of needs and timely interventions to support children and young people with SEND
- Full implementation of CAPITA Portal for the digitisation of EHC Plans
- Continue to transform Annual Review process for existing EHC Plans





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