

# Looked After Children with SEND



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 Middlesbrough  
moving forward

	Total	Post 16	EYFS	SSA
CLA Cohort	486	84	35	367
All SEND	273 (56%)	45 (53%)	5 (14%)	223 (61%)
Send support	148 (30%)	17 (20%)	5 (14%)	126 (34%)
EHCP	125 (26%)	28 (33%)	0	97 (27%)

- 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 27% 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	2	2	0	2	0
1	7	4	3	4	3
2	2	0	2	2	0
3	4	4	0	1	3
4	3	2	1	2	1
5	2	2	0	1	1
6	6	3	3	4	2
7	8	6	2	6	2
8	4	3	1	1	3
9	15	9	6	12	3
10	20	11	9	8	12
11	26	17	9	12	13
Total	99	63	36	55	43
%		63%	37%	56%	44%

- 62% of EHCPs are for SEMH needs
- The second highest primary need is Autistic spectrum disorder (ASD), followed by Cognition and Learning.
- There are 26% 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 3, 8, 10 and 11 attend an out of Borough school.
- KS4 have the highest number of CLA with an EHCP at 46% .

## Current SEND CLA with no school roll

Number (%) of CME CLA	19 (5.3%)
Number (%) with an EHCP	10 (52.6%)
Number with SEND support	4 (21.1%)
Number (%) male	7 (36.8%)
KS3 students	5 (26.3%)
KS4 Students	9 (47.4%)
Unaccompanied Children Seeking Asylum (UCSA)	0

- There are 12 CLA with SEND that are not on a school roll, 8 with an EHCP and 4 with SEN support.
- There are 23 CLA with SEND that are receiving under 25 hours, 17 have an EHCP and 6 have SEN support.
- Since the start of the academic year, from 1<sup>st</sup> September 2024 to 19<sup>th</sup> June 2025, 38 (71.7%) of CLA suspended had SEND - 15 (28.3%) had an EHCP and 23 (43.4%) had SEN support.
- Post-16: 25 (55.6%) of the 45 young people with SEND are EET.

Less than 50% attendance	No. Children	%
No SEN	15	25%
SEN Support	17	28.3%
EHCP	28	46.7%
Total EHCP and SEN Support	45	75%

## 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 6<sup>th</sup> 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 Macey

- Macey is currently in Year 10
- Attended a mainstream secondary school
- When feeling heighten and dysregulated the school offered Macey a Bridge pass where she could access a quiet area to regulate and complete work.
- After listening to Macey's voice, a change of tutor group and classes to support Macey with friendships was made, however, this was not successful, and Macey was placed within the school's Personalised Learning Centre. There Macey was taught within a small class setting with two staff members.
- Macey had a phrased transition back to mainstream with Macey 'rag rating' her timetable so staff could support Macey around times that may be triggering for her. After several suspensions, it was agreed through discussions at regular PEP meetings with the wider care team including the Virtual School it was agreed Macey would benefit from further assessment of her needs to support in identifying an alternative provision which would meet Macey's SEMH needs.
- After a period of seven months of bespoke tuition agreed by the Care Team and offered through Virtual School, support and assessment including Thrive, use of the PACE approach and emotional coaching, regulation breaks, Macey being included in the planning process of her timetable and highlighted interests that she would like to experience, and they have been incorporated in her learning. Opportunities to work and socialise with other young people were provided and 10-15 minutes were offered at the end of the day to discuss successes, any worries and concerns and the plan for the following day. An alternative provision was identified which would offer a nurturing environment and bespoke education.
- After a phrased transition into the Alternative Provision Macey, and "Assess, Plan, Do, Review" (APDR) cycle undertaken which is a structured approach used to provide support through a graduated response it was agreed a request for assessment would be made and this has been submitted to SEN.
- Through a multi-agency approach between the Virtual School, AP provider, School, SEND, Inclusion and Social Care and by having an effective and regular collaboration, have responded to meeting Macey's needs. This ongoing collaboration and shared vision will support Macey with her aspirations attending college and becoming an actress.



# SEND and Inclusion Priorities 2025



To develop **strategic leadership** across Education, Health and Social Care and identify and remove barriers to learning and support which have been a result of COVID.



To ensure **greater involvement of children, young people and families** to support coproduction and ensure that their voice is heard regarding the services and support they need.



To ensure greater analysis and use of information to ensure that there is sufficient **local educational provision** and to drive improvement in provision through the use of **data** and improve systems for capturing **outcomes** for children and young people who have special educational needs and/or disabilities.



To further improve strategic planning to support **jointly commissioning** services across Education, Health and Social Care.



To improve processes and opportunities for children and young people in **preparation for adulthood**.



To have a **trained and competent** workforce in understanding how to meet the needs of children and young people with SEND.

Work streams and task groups are in place to deliver on these priorities with regular reporting to the SEND Strategic Board.

Of particular importance is the Inclusion Partnership which is focussed on developing inclusion and reducing exclusion for children, with a focus on early identification and prevention.

