



# **Sufficiency Statement for Children and Young People with Special Educational Needs**



**July 2017-2018**

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## Executive Summary

As a partnership, Cheshire East is committed to providing the best quality education and support for all our children and young people to ensure they **achieve the best possible outcomes**. Having the right educational placement is key to supporting children and young people to achieve their potential and to develop the range of skills and experiences they need to equip them for adulthood.

We have completed this Sufficiency Statement of our educational provision for children and young people with special educational needs (SEN) to:

- o **Assess the needs** of our children and young people in Cheshire East
- o **Evaluate how well our current provision meets young people's needs**, and identify any gaps
- o **Support us to plan** how we will continue to develop our provision over a three year period starting in 2017-18 so that we can achieve the best outcomes for our children and young people.

Through developing our provision, we want to:

1. Achieve the **best possible outcomes for children and young people**
2. Ensure there are **the right number and type of places** to meet children and young people's needs
3. Ensure that children and young people can have their needs met **within their local community** wherever possible
4. Make the **best use of our resources**

From our needs analysis, we expect to see an increase in the number of children and young people we support over the next three years, and we expect most of this increase to be in SEN Support. We expect that:

- o We will see a **significant increase** in the need for support for children and young people with **moderate learning difficulties**
- o We will see a **large increase** in the need for support for **speech, language and communication needs, autistic spectrum condition** and **social, emotional and mental health needs**.
- o We will see **an increase** in the need for support for **profound and multiple learning difficulties**.

**We need to increase specialist provision in our borough** as the amount of provision we have doesn't match our needs. Too many pupils have very long journeys; one in five pupils attending specialist provision have a journey over 45 minutes each way. Half of those attending a special provision attend outside our borough. **We have more need for specialist provision at secondary school age, particularly around social, emotional and mental health needs.**

All of our children and young people who attend independent schools or non-maintained schools (more expensive placements) are attending specialist provision, so by increasing the capacity within our borough we can reduce placement and travel costs and make better use of our resources, as well as increasing choice for families, reducing journey times, and increasingly supporting pupils to be part of their local community.

In order to meet our needs, we are proposing the following main developments to improve SEN place capacity:

- 40 places for 4-18 year olds in Crewe and Nantwich (either a Special School or Resource Provision), and a new 56 place Special School in Macclesfield to support pupils with complex needs in relation to autistic spectrum condition
- A new 40 place Special School for 4-16 year olds in Crewe and Nantwich, and a 20 place Resource Provision for 11-16 year olds in the centre of the borough to support pupils with social, emotional and mental health needs
- A new 60 place Special School for 4-18 year olds in the centre of the borough to support pupils with moderate learning difficulties with secondary needs of speech, language and communication, and autistic spectrum condition.

We will be taking a phased approach to developing our provision which follows the strategic commissioning cycle of understand, plan, do, and review. This will ensure that we continually evaluate what we need and what difference our plans, changes and increased capacity is making.

Children, young people, parents, carers, schools, colleges and other settings are the people that are best placed to know what is needed and what works well and will be involved at all stages of the process. This Statement has been co-produced with these key stakeholders, and provides a clear picture of our needs which will form the basis of our ongoing conversations with these key people to develop our services for the future. Schools will be invited to workshops in summer 2017 to jointly plan how we develop our provision and increase capacity.

Achieving better outcomes for children is dependent upon having the right services available, but also ensuring services fit seamlessly together, have an inclusive culture, and the right structures that support them. We have taken a whole system approach to improving support for children and young people with special educational needs and disabilities (SEND) across Cheshire East. This work will continue to be driven by the **0-25 SEND Partnership Board**. Due to the energy, commitment and dedication of all parties involved in this work, we have already moved a long way towards achieving our aims, but we still have more to do to ensure that we achieve the best possible outcomes for our children and young people.

We will revisit and refresh this needs analysis annually to ensure we have an accurate and up to date understanding of our pupils' needs, and that we continue to evaluate our provision against what our pupils need. Next year, we will expand our assessment past age 19 to consider our further education, employment and training offer for young people up to 25.

## Introduction

As a partnership, Cheshire East is committed to providing the best quality education and support for all our children and young people. Cheshire East Council, as the Strategic Commissioner of school places, has a statutory duty to ensure that there are sufficient places in our schools to meet the demands of residents in our area.

Having the right educational placement is key to supporting children and young people to achieve their potential and to develop the range of skills and experiences they need to equip them for adulthood.

We have completed this Sufficiency Statement of our educational provision for children and young people with special educational needs (SEN) to:

- o **Assess the needs** of our children and young people in Cheshire East
- o **Evaluate how well our current provision meets young people's needs**, and identify any gaps
- o **Support us to plan** how we will continue to develop our provision over a three year period starting in 2017-18 so that we can achieve the best outcomes for our children and young people.

We are committed to working in partnership with our key stakeholders in planning and developing our provision. Children, young people, parents, carers, early years settings, schools and colleges are the people that are best placed to know what is needed and what works well. This Statement has been co-produced with these key stakeholders, and provides a clear picture of our needs which will form the basis of our ongoing conversations with these key people to develop our services for the future.

This is the first SEN Sufficiency Statement that we have produced, and it considers children and young people aged 0-19. The data included within this statement is from January 2017 unless stated otherwise. Next year we will refresh this statement to ensure we have an up to date picture of children and young people's needs, and we will also expand our assessment out to consider our further education, employment and training offer for young people up to age 25.

Achieving better outcomes for children is dependent upon having the right services available, but also ensuring services fit seamlessly together, have an inclusive culture, and the right structures that support them. We have taken a whole system approach to improving support for children and young people with special educational needs and disabilities (SEND) across Cheshire East. This work is being driven by the **0-25 SEND Partnership Board**. How we will continue to develop our services as a partnership is set out in our **Children and Young People's SEND Strategy**.

## What are Special Educational Needs?

Special educational needs and disabilities affect a child or young persons' ability to learn, making it harder for them to learn than most children and young people of the same age. They can affect their:

- o Behaviour or ability to socialise, for example they struggle to make friends
- o Reading and writing, for example because they have dyslexia
- o Ability to understand things
- o Concentration levels, for example because they have ADHD
- o Physical ability

A child or young person has a special educational need if they need special educational provision to be made for him or her.



# 1. What we want to Achieve

## Our Priorities

We want all our children and young people to be happy, healthy, and safe, and to be able to live a life that is full of opportunities to learn and develop. We want all our children and young people to achieve to their full potential, and go into adulthood equipped with the skills they need to enjoy their adult lives.

Our **Children and Young People's Plan** is based on what children and young people told us was most important to them. It has six priority areas that we are working to achieve across the partnership to ensure that Cheshire East is a great place to be young. We want to ensure that all our children and young people:

1. **Have a voice**, and are actively involved in decisions that affect their lives and communities
2. **Feel and are safe**
3. **Are happy and have good emotional and mental health**
4. **Are healthy and make positive choices**
5. Leave school with **the best skills and qualifications** they can achieve, and the life skills they need to thrive into adulthood
6. Children and young people with additional needs **have better chances in life**

Having the right educational placement and support is key to ensuring that children and young people experience the best outcomes. As such, this statement contributes to our work across all of these priorities, but it is particularly related to priority 6; ensuring

that children and young people with additional needs have better chances in life.

To achieve the best outcomes for children, we need to **plan and deliver our services with children and young people at the centre**, involve them in decisions, and base our services on what children and young people need and how they tell us they want to be supported. Children, young people, parents and carers have been involved in developing this statement and will continue to be involved in developing our provision going forward.

## What's Important to Children, Young People, Parents and Carers

Children, young people, parents and carers have told us they want:

- Services to be **centred around what's best for the child or young person**
- **All children and young people to get the support they need**
- **To be listened to**
- **To be included in decision making**, and developing how they will be supported
- **To have tailored support that meets their individual needs**
- For **professionals to be clear with them** about what is going to, or could happen, and what support is available
- For services to be **joined up**
- For services to be **open and transparent** about their basis for decision making, and arrangements for funding and support

## What we want to Achieve

We want to ensure that all our children and young people **achieve the best possible outcomes**.

We want all our children and young people to be able to access a mainstream setting if this is the best option for them. We want to have a **fully inclusive approach** within our schools, colleges and early years settings, and for every mainstream setting to make their best endeavours to meet children and young people's special educational needs.

We believe that every Cheshire East child and young person should have their needs met, as far as possible, **within their local community**. The advantages of this for children and young people, and their families are:

- They are **connected with their community and where they live**
- They can **build friendships with people who live close to them** that they can enjoy outside of school as well as within it
- They **spend less time travelling** – so have more time to do the things they enjoy
- There is **more choice** for families

It's also really important to us that we make the **very best use of our resources** so that we can provide the best quality service possible to all children and young people that need support. This means ensuring that we use our resources innovatively, match our services to the needs within our population, and also that we don't duplicate services. This also means reducing costs on any additional expenditure that doesn't contribute to children and young people's attainment or wellbeing, such as travel costs for long distance travel.

We want to:

1. Achieve the **best possible outcomes for children and young people**
2. Ensure there are **the right number and type of places** to meet children and young people's needs
3. Ensure that children and young people can have their needs met **within their local community** wherever possible
4. Make the **best use of our resources**



## Key Components to the Best Quality Support

Ensuring there are the right type and number of places to meet children and young people's needs is important in supporting us to achieve improved outcomes for children and young people. However, this is only one of a number of key components which will enable us to provide the best possible support.



We recognise this, and we are taking a whole system approach led by the work of the **0-25 SEND Partnership Board** to ensure that we have these other key components in place, which are that:

- All services have a **child-centred approach/ person centred approach**; children, young people and their parents/carers are at the centre of decision making so our support is tailored to their individual needs
- We have **strong assessments** so we accurately understand the individual needs of children and young people
- We have strong **outcome focused plans** which support us to meet those needs and achieve good outcomes
- We have a range of services available locally across the continuum of need with sufficient numbers of places that matches the needs of our population so we can offer a **graduated response**.
- **Services are integrated** and joined up offering a seamless service to families that addresses the need of the whole person
- We have **an inclusive culture**, and meet needs wherever possible within our mainstream provision – families have a range of choices available to them.

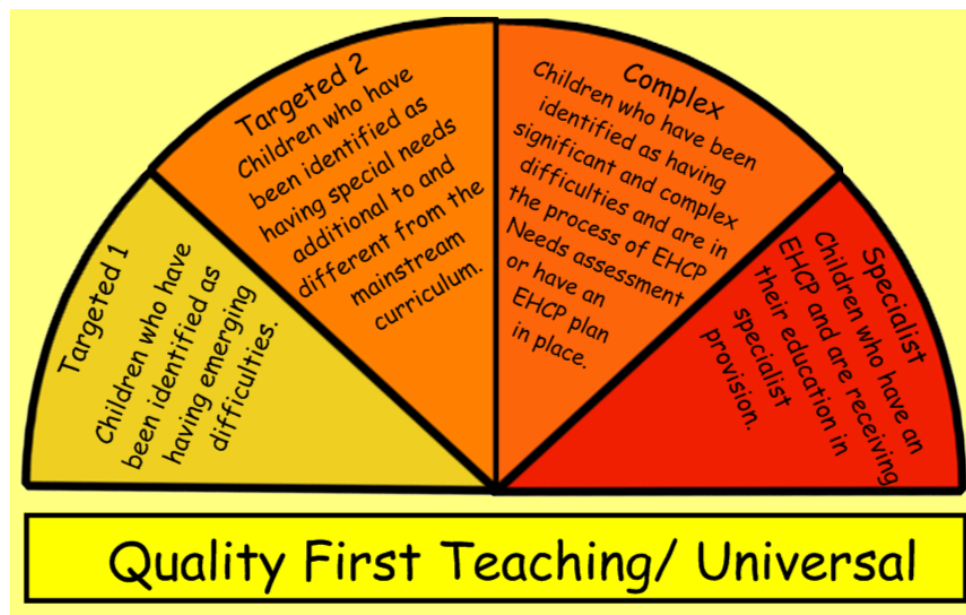
In order to achieve an inclusive offer, we need to ensure:

- **Schools have the right financial support** to make changes to meet children and young people's SEND needs
- **We have effective and sustainable support services** that are available to support young people and schools – for example, Speech and Language Therapy, Educational Psychology and Occupational Therapy



## Our Approach

As a partnership, Cheshire East is developing a **graduated response** to meeting the continuum of special educational needs which is illustrated in the diagram below. This recognises that needs are on a continuum and may go up and down over time.



A graduated response means that we expect reasonable adjustments to be made to ensure that the majority of children and young people with special educational needs are able to access and have their needs met within mainstream provision, so they enjoy the same opportunities as their peers wherever possible and are fully included within their communities.

Within the proposed graduated response, at the Universal Level, needs are met through **Quality First Teaching and Learning**. Quality First Teaching is provided to all children and young people, and

continues to be provided to children and young people with SEND who are also receiving additional support within the graduated response. This means all teachers are teachers of children and young people with special educational needs. Support at **First Concerns** may also include up to six hours of additional support.

At **SEN Support**, as well as Quality First Teaching and Learning, between six and twelve hours of additional support is given to meet children and young people's special educational needs.

Some children and young people's needs will be more complex in some contexts, and a graduated response includes more specialist support to meet these needs. Where children and young people may require specialist support above and beyond what support the setting can provide from within their delegated resources, we conduct a multi-agency assessment (Education, Health and Care needs assessment) to determine what additional support they need. If following assessment it is found that a child or young person will require special educational provision that is additional to or different from that made generally for other children or young people of the same age, an **Education, Health and Care Plan (EHCP)** will be written.

In Cheshire East, we have provided schools with sufficient funding to provide up to 12 hours of additional support and we will usually therefore only issue a EHCP where a child requires provision in excess of this. The EHCP sets out what support they need within these three areas. Education, Health and Care Plans replaced Statements of SEN and Learning Difficulty Assessments with the introduction of the Children and Families Act 2014.

In Cheshire East, the majority of children and young people's special educational needs are met within First Concerns and SEN Support in mainstream provision, with a small proportion requiring specialist level services. In order to have a successful graduated response we need services to have an **inclusive approach** and we need **a range of services available across the continuum of need**.

This Statement focuses on children and young people with specialist needs as they need additional or specialist provision.



## 2. Analysing Need

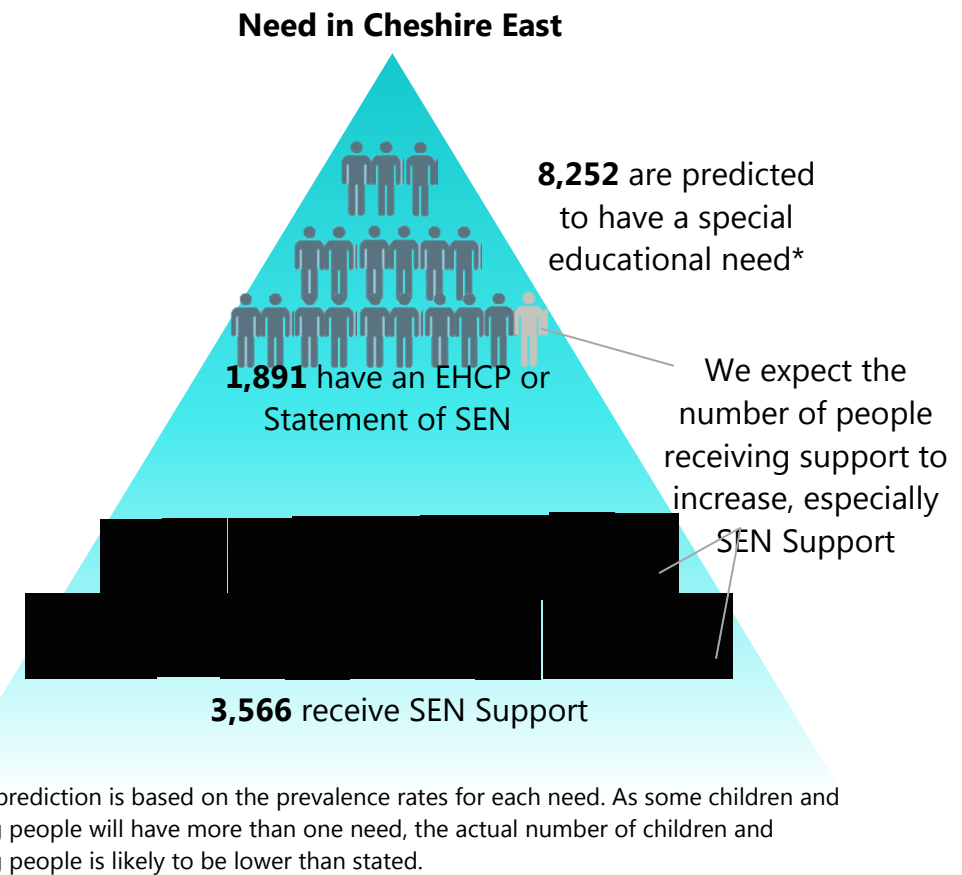
### Need in Cheshire East

There are approximately **79,423** children and young people under 19 in Cheshire East, which is 21% of our population.

There is a comprehensive **Joint Strategic Needs Assessment (JSNA)** for children and young people with special educational needs and disabilities. Our JSNA, which reviews the health and social care needs of our population, estimates that we should expect around **8,252** children and young people aged between 5 and 18 in Cheshire East to have a special educational need\*. That equates to 10% of all children and young people – or **one in ten**. This number is based on the prevalence of different needs within the national population and within research literature.

**3,566** children and young people receive SEN Support in Cheshire East, and **1,891** children and young people aged 0-25 in Cheshire East have specialist needs and have an Education, Health and Care Plan or a statement of SEN.

The Department for Education (DfE) has defined four broad areas of need to support local areas in assessing need and planning provision, which are outlined on the next page. In practice, individual children and young people often have needs that cut across all these areas and their needs may change over time.





## Communication and Interaction

This includes:



- **Speech, language and communication needs** (SLCN). Children and young people with SLCN have difficulty in communicating with others, this may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Autistic Spectrum Condition** (ASC), including Asperger's Syndrome and Autism.

## Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:



- **Moderate learning difficulties** (MLD)
- **Severe learning difficulties** (SLD), where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- **Profound and multiple learning difficulties** (PMLD), where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties** (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## Social, Emotional and Mental Difficulties (SEMH)

## Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder** or **attachment disorder**.

## Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:



- **Visual impairment** (VI),
- **Hearing impairment** (HI)
- **Multi-sensory impairment** (MSI) (a combination of vision and hearing difficulties)
- **Physical disability** (PD)



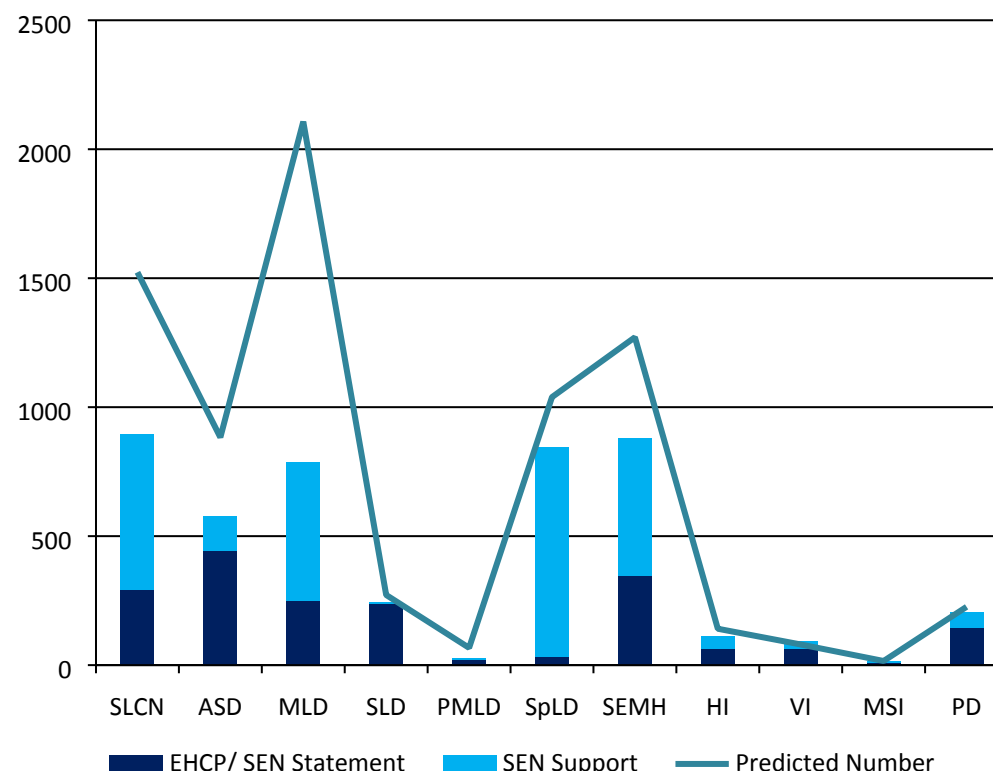
## Identifying Needs

Based on our prediction that **8,252** children and young people in our borough will have a special educational need, and the number of children and young people we know receive SEN Support or have an EHCP or SEN statement, we have **only identified about 63%** of children and young people with a special educational need. Not all pupils included in the estimated population numbers will necessarily have SEN and rates will vary across different need categories, for example higher functioning pupils with Autism Spectrum Condition and pupils with physical disabilities may not need additional educational support.

The SEN Team are working with schools to improve our data on the number of pupils receiving SEN Support to ensure that we are consistently and accurately capturing the number of children and young people we support. As a result of this joint work, we expect to see the number of pupils recorded as receiving SEN Support increase over the next year.

The JSNA shows that **a higher proportion of our children and young people with special educational needs receive support through Education, Health and Care Plans** or a SEN Statement rather than through SEN Support. This implies that we are better at identifying children and young people with more specialist needs and that the majority of the potential unidentified or currently unrecorded children and young people would need SEN Support. Having lower amounts of SEN Support compared to national levels may also be due to our strong Quality First Teaching and Learning offer, as if pupils' needs are fully met through Quality First Teaching and Learning, they will not require additional SEN Support despite having a special educational need.

## Number of Children Supported and Predicted Need



The graph above shows the number of children and young people receiving SEN Support, and those receiving support through an Education Health and Care Plan or SEN Statement against the predicted level for that need.

This, and the JSNA, highlights that we are better at identifying some types of needs than others. For example, we have identified 81% of all young people expected to have a specific learning difficulty, 69% of those expected to have social, emotional and mental health needs, but **only 37% of those expected to have profound or multiple**

**learning difficulties, and only 37% of those with a moderate learning difficulty.** Work is ongoing to continue to improve the categorisation of children and young people's needs within plans to ensure we have an accurate understanding of the need within our borough. Some children and young people will have a number of different needs, and in some cases this includes significant health needs, such as young people that are oxygen dependent or require gastrostomy feeds.

As some children and young people needing support may not yet have been identified we can expect **the number of children and young people receiving support to increase over the next few years.** We expect most of this increase to be in SEN Support, but some will also be to the number of children and young people with Education, Health and Care plans. As shown in the graph overleaf, we expect to see a significant increase in support for moderate learning difficulties, and a large increase in support for speech, language and communication needs, autistic spectrum condition and social, emotional and mental health needs.

This Statement will be refreshed next year to evaluate the changes over time and ensure we have an accurate picture of our needs to inform how we continue to shape our provision.

**"I think the service in our school is excellent, but this is often down to the individuals involved, the Head and the SENCO, who are able to provide the necessary adjustments through their own efforts, even though they don't have any funding for my daughters"**

Parent



**"There's not enough suitable provision available locally (especially for autism)"**

Parent

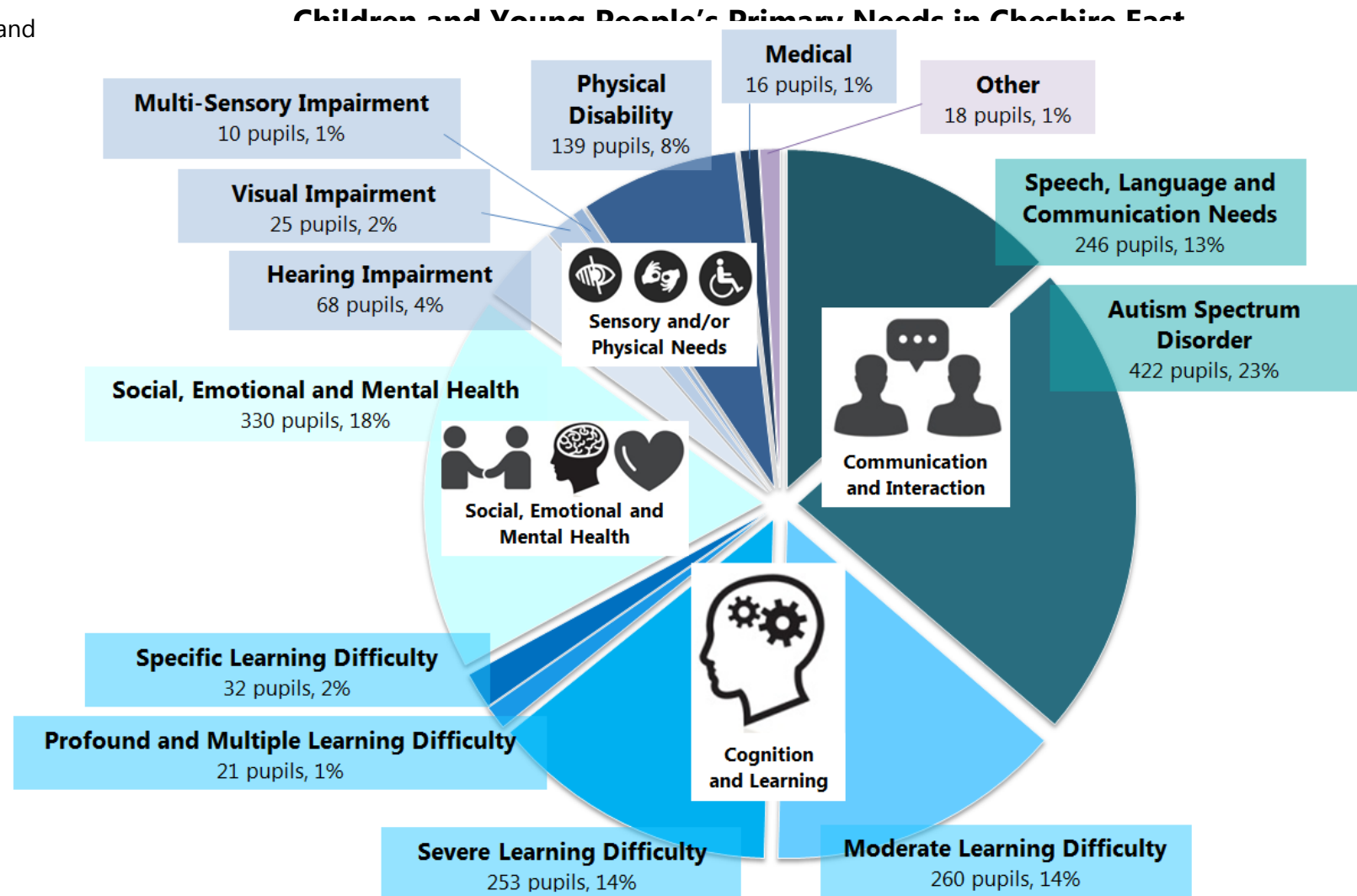
## Specialist Needs

The following sections consider the needs of children and young people with an **Education, Health and Care Plan or SEN Statement**.

The primary needs of children and young people are shown in the chart. This shows that in Cheshire East, the majority of children and young people have specialist needs around **communication and interaction** (36%), and **cognition and learning** (31%).

18% primarily had social, emotional and mental health needs and 14% primarily had physical or sensory needs.

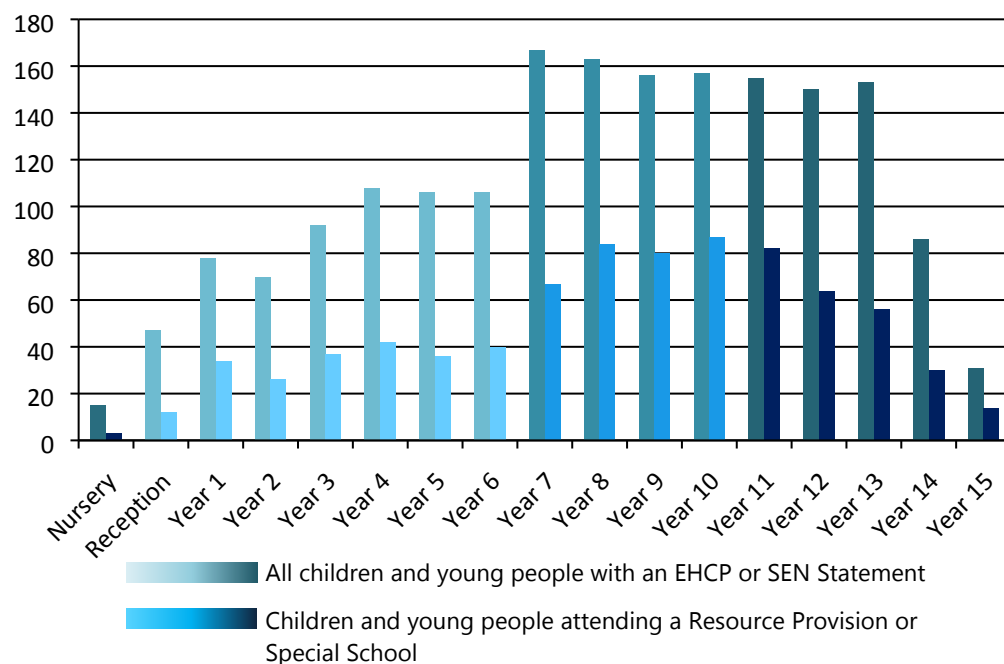
Needs due to Autistic Spectrum Condition (ASC) accounted for **23% of primary needs**.





As can be seen from the graph below, there **are more pupils with specialist needs at secondary school age** (797, 43%) than primary school age (607, 33%). 23% (420) are in post 16 provision. There are almost equal number of pupils with an EHCP plan or SEN Statement within mainstream primary and secondary schools (448 and 476 respectively), with more pupils attending special schools being at secondary age. This shows that there is an increased need for specialist provision at secondary level. This needs to be a key consideration when planning any new provision. In addition, **most children and young people with specialist needs in relation to social, emotional and mental health needs are in the secondary age group (84%).**

**Number of Pupils in Each Year Group**





There are four main types of educational provision for children and young people with special education needs:

- **Mainstream provision**
- **A resource provision attached to a mainstream school/ setting**
- **Special Provision**
- **Independent or non-maintained provision.**

This Statement considers children and young people aged 0-19 so this provision includes schools, early years settings, colleges, and training.



### **Mainstream Provision**

Wherever possible, children and young people should be supported to have their needs met within their local mainstream provision. All

educational settings are expected to have an **inclusive approach**, and are required by law to make reasonable adaptations or adjustments to the premises and provision to ensure pupil's needs are met.

In Cheshire East we have **124 mainstream primary schools and 23 mainstream secondary schools.**

### **Resource Provision**

Resource provision is a specialist education provision within a mainstream setting. Resource provisions have one or more dedicated classrooms for pupils with SEN, and provide specialist individual learning packages for pupils, taking into account their whole life needs. A key advantage of resource provision is that pupils attend mainstream classes as well and therefore have the opportunity to spend time with their mainstream peers. This approach better enables pupils to experience a full and typical life in their community, whilst also meeting their specialist needs.

We have 8 primary resource provisions offering 78 planned places and 2 secondary resource provisions offering 40 planned places. The specialisms and capacity of these are shown in table 1 in the appendix.

### **Special Provision**

A Special School or provision is a setting catering for students who have special educational needs due to severe learning difficulties, profound and multiple learning difficulties, physical disabilities, or social emotional and mental health problems. Special schools/ provisions are specifically designed, staffed and resourced to provide appropriate special education for children and young people with additional needs who's needs cannot be met in mainstream provision.

Cheshire East has not had the amount of specialist provision that we need in relation to our population since our formation in 2009 when Cheshire County Council was split into two unitary authorities. The boundaries of the two new Councils resulted in an uneven distribution of specialist provision for children and young people with special educational needs and disabilities, with Cheshire West and Chester containing ten special schools and Cheshire East containing just four. As a result, pupils and families have to cope with the inconvenience and stress of long travel times to out of borough placements.

In order to expand our capacity to meet the special educational needs of our population, a new special school supporting children and young people's needs in relation to autistic spectrum condition (Church Lawton School) opened in January 2015.

We are currently developing an additional special school in Crewe, which is an important step to expand our range of provision, which will increase the number of special schools in our borough to six. The schools, their specialisms and capacity are given in table 1 in the appendix.

### Out of Borough Placements

Where children and young people's needs cannot be met in the local area, children and young people can access another local authority's provision. This is known as an out of borough placement.

Wherever possible, **we want to ensure that children and young people's needs can be met locally.**

Out of borough placements also **tend to be more expensive**, as they often have to be purchased from commercial profit-making providers,

and the increased travel is not only stressful and inconvenient for families, but also involves an increased travel cost.

In some cases, out of borough places are **more than twice as expensive** as in-borough places. Although the use of these is necessary in some instances, the number attending these settings currently is not an effective use of our limited resources in the long term.



## How We Are Meeting Needs

### Mainstream Provision

**The majority of children and young people with an Education, Health and Care Plan or SEN Statement attend to mainstream provision (54%).** This is positive and is in line with Cheshire East's and national policy that pupils should be supported to remain within mainstream education wherever possible.

Although the overall percentage of children and young people with an Education, Health and Care Plans or SEN Statements attending mainstream provision (excluding those in resource provision) is positive there is a **difference between schools** in the numbers they support.

**"SEN provision varies wildly from school to school depending on the Head's attitude and spending priorities"**

Parent

The percentage of these pupils supported in relation to the whole pupil population of the school within primary schools ranges from 0% to 5%, with 23 primary schools not supporting any pupils with SEN at this level.

All secondary schools are supporting pupils at this level, and this ranges from 0.7% to 5% of the school's total pupil population.

As part of our drive to develop Cheshire East as a fully inclusive borough and support schools to be able to support children and young people with more specialist needs, we will be piloting a change to schools' funding which will increase the funding available for

schools supporting high numbers of pupils with Education, Health and Care Plans or SEN Statements.

A small percentage of parents elected to educate their children and young people at home. A table detailing where children and young people are educated is given in Table 6 in the appendix.

### Resource Provision

**5% children and young people with an Education, Health and Care Plan or SEN Statements attend resource provision.**

**Almost all (98%)** children and young people accessing resource provision attend this within Cheshire East.

### Special Provision

For some children and young people, their needs are best met within specialist provision. There are a high proportion of children and young people accessing specialist provision in Cheshire East; **40% (709) attend Special Schools.**

However, there are **more children and young people travelling outside of our borough to attend a special school than those who attend within Cheshire East** (365 pupils compared to 344, 51%). This demonstrates that there is a significant need for more specialist provision within Cheshire East alongside our mainstream offer.

Adelaide Link is a bespoke provision for young people of school age and occasionally above who have an EHCP plan or SEN statement for social, emotional mental health difficulties. Pupils may have been out of school for periods of time or may have difficulties which have prevented them from attending. Each pupil has an individualised plan and timetable for their education. All are currently accessing some

home and alternative provision or work experience. There are currently 26 pupils accessing Adelaide Link.

## Types of Schools

The majority (79%) of pupils attend a maintained school or an academy (note this includes both mainstream provision, resource provision and special provision).

**151 pupils (9%) attend an independent special school or non-maintained school, which are more expensive placements.** All of these children and young people attend specialist provision, and 92% of these pupils are attending outside of Cheshire East. Although the percentage for this is relatively small, the costs of these placements are significant. 127 of these pupils (84%) are at secondary age, which reflects our increased need for specialist placements at secondary level.

## Out of Borough Placements

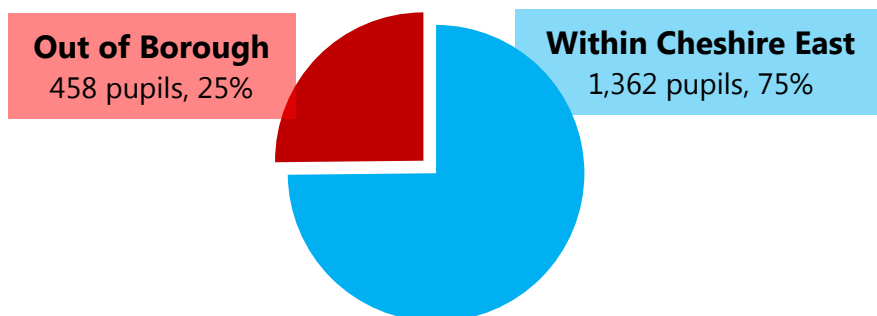
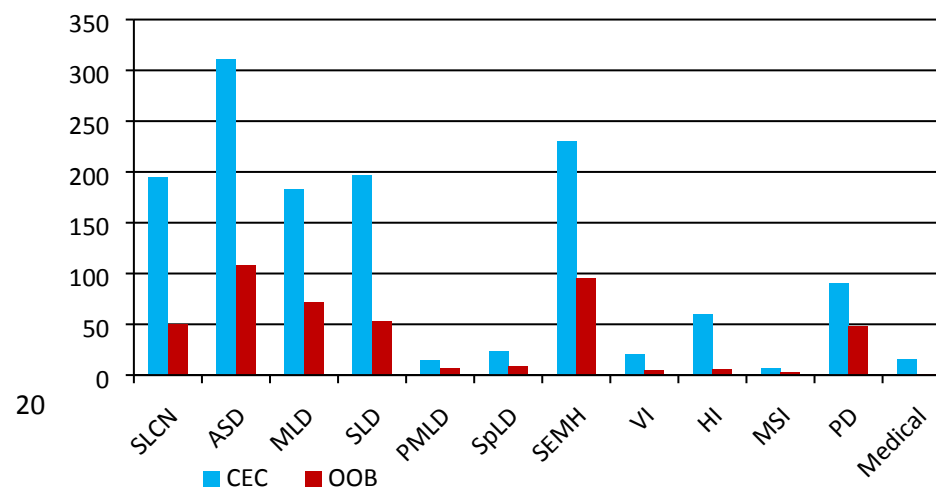
A disproportionate number of children and young people are unable to access appropriate local provision, resulting in **458** children and young people attending out of borough placements. This can make it more difficult for these children and young people to feel and be part of their local communities, and to build a peer group of friends that will help to sustain them into adulthood.

**75% of these pupils attending out of borough attend a resource provision or special school.** The graph on the right indicates where we may have gaps in our provision or lack capacity to meet needs. This is explored further in the later sections for children and young people who access specialist provision.

For pupils with an EHCP or SEN Statement, when considered by primary need, the following pupils go out of the borough:

- **35% of pupils with physical disabilities** (48 out of 139 pupils)
- **29% of pupils with social, emotional and mental health needs** (95 out of 330 pupils)
- **28% of pupils with a moderate learning difficulty** (72 out of 260 pupils)
- **26% of pupils with autistic spectrum condition** (108 out of 422 pupils)
- **20% of pupils with speech, language and communication needs** (50 out of 246 pupils)

**Pupils attending Cheshire East Provision and Out of Borough Placements**





## Travel

Some children and young people travel significant distances. This can have an impact on their emotional wellbeing and can significantly lengthen the school day. For children and young people attending a special provision or resource provision, the average distance between pupils' settings and their home (as the crow flies) was 14km. However the average distance for those attending provision outside of the borough was 22km.

**22% pupils attending specialist provision travel for more than 45 minutes** each way to school each day, with **13% of these travelling for more than an hour** each way. The longest distance was 75km as the crow flies, a journey of at least 1 hour and 30 minutes each way.



**"School bus ride is very long for a 7 year old. First pick up at 7.55am, returns home at 4.15pm – very long day"**

Parent

**"Why do children have to travel to schools so far away to get help at school?"**

Parent

It is frightening to think that if you take all our children and young people attending a special school or resource provision, that **they travel 2.7 million miles a year** travelling to and from school

## Need for Specialist Provision in Local Areas

The data contained within this and the following sections relates to pupils who attend resource provision or special provision.

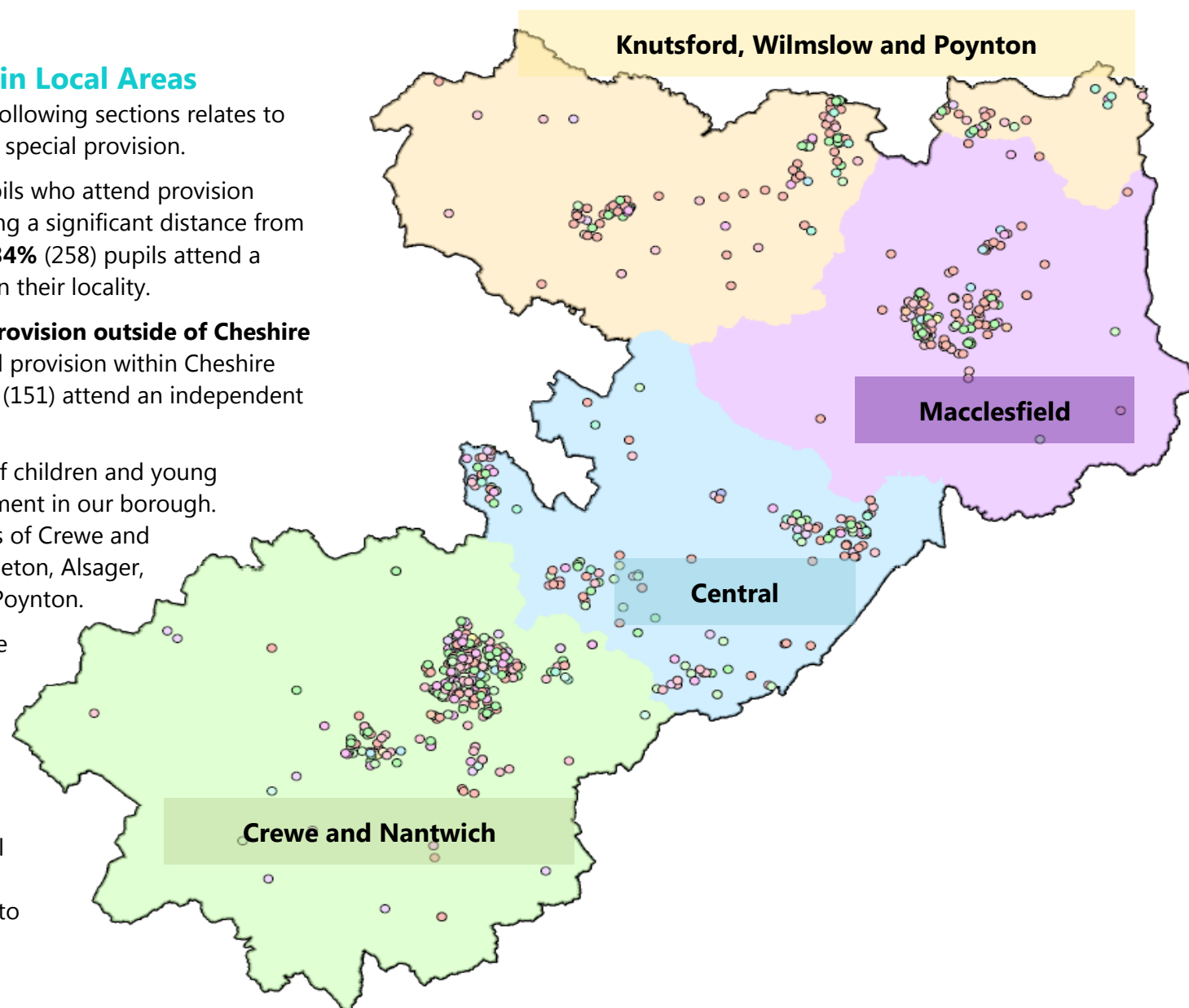
Cheshire East is a large borough, so pupils who attend provision within Cheshire East still may be travelling a significant distance from their home and local community. Only **34%** (258) pupils attend a special provision or resource provision in their locality.

**A large proportion of pupils attend provision outside of Cheshire East** (45%, 344 pupils). 21% (162) attend provision within Cheshire East but not within their local area. 20% (151) attend an independent or non-maintained placement.

The map to the right shows the needs of children and young people with an EHCP plan or SEN Statement in our borough. There are clear clusters within our towns of Crewe and Nantwich, Middlewich, Sandbach, Congleton, Alsager, Macclesfield, Knutsford, Wilmslow and Poynton.

The following section considers Cheshire East as four main areas, and reviews the specialist needs of children and young people within these areas, the provision available, and their current travelling distances.

A locality approach to meeting need will support more effective place planning and will help to prevent pupils needing to travel long distances.



## Knutsford, Wilmslow and Poynton

Knutsford, Wilmslow and Poynton has the following provision:

Establishment	Specialism	Capacity
<b>Resource Provision</b>		
Bexton Primary	Complex Learning Needs (speech, language and communication)	7
Lindow Community Primary	Hearing Impairment	12
Wilmslow Grange Primary	Autistic Spectrum Condition	7
Wilmslow High	Autistic Spectrum Condition	12
	Hearing Impairment	8
<b>Special School</b>		
St Johns Wood (11-16)	Social, Emotional and Mental Health	47

### Key Headlines

**A large proportion of pupils travel outside Cheshire East (44%, 58),** and their provision is on average 21km away (about 30 minutes)

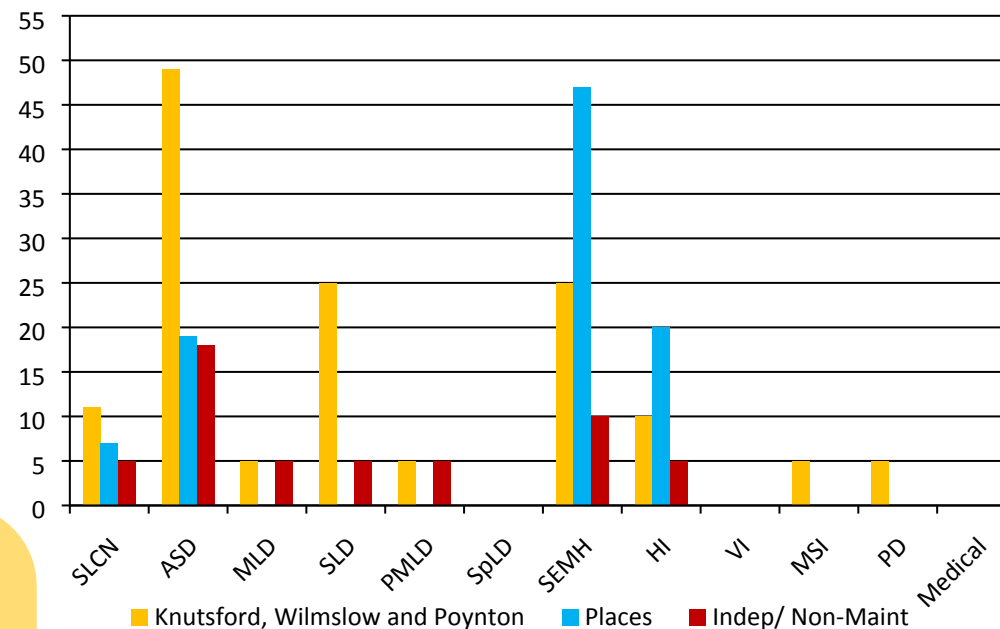
**32% (42) pupils attend school within their local area.** Their schools are on average 8km from their homes (about a 15 minute journey).

**25% (33) pupils attend school within another area of Cheshire East.** Their schools are on average 20km away, which is the same distance as those travelling outside of Cheshire East.

**25% pupils from this area attend independent and non-maintained placements.**

**21 pupils (16%) have more than a 45 minute journey,** 8% (11) travel for more than an hour.

## Primary Need, Number of Places Available, and Number of Pupils Attending Independent and Non-Maintained Settings



NB: Figures less than five are shown above as five to protect the anonymity of pupils.

The graph above shows the primary needs in the area against the number of places available to meet those needs, and the number of pupils attending independent and non-maintained settings. There is a clear **gap in the number of places available to support needs in relation to autistic spectrum condition and severe learning difficulties.**

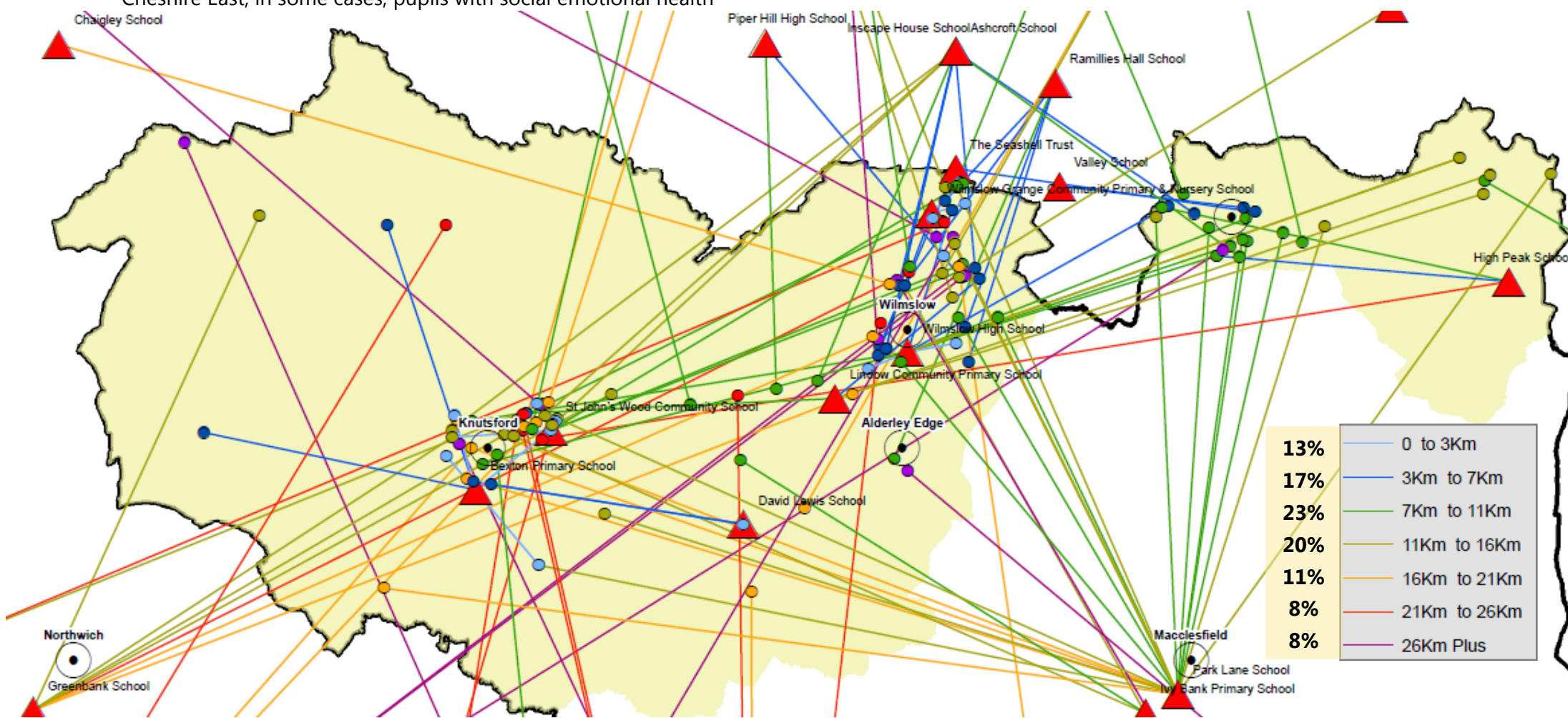
Despite there being more places available to support pupils with social, emotional and mental health needs that there are children and

young people with these needs living in this area; 40% children and young people with this need are attending an independent or non-maintained placement. Historically, some children and young people were not able to be placed within their local school due to the complexity of their needs and the ability of the school to meet these. Since then, the school has developed their provision so they can meet the needs of more children and young people in Knutsford, Wilmslow and Poynton, and across Cheshire East.

Due to this, and the limited number of specialist provision within Cheshire East, in some cases, pupils with social emotional health

needs living in Crewe are travelling to St Johns Wood in Knutsford, and pupils with the same needs are travelling to Adelaide in Crewe from their homes in Knutsford. The map below shows the distances from pupils' homes to their schools/ settings.

Increasing the number of places available to match the needs of our children and young people will support us to ensure that places will be available for pupils in their local area.





## Macclesfield

Macclesfield has the following provision:

Establishment	Specialism	Capacity
<b>Resource Provision</b>		
Ivy Bank Primary	Autistic Spectrum Condition	21
Puss Bank Primary	Autistic Spectrum Condition	7
<b>Special School</b>		
Park Lane (2-19)	Severe Learning Difficulties, and Profound and Multiple Learning Difficulties (2-19)	82*

### Key Headlines

**40% (55) attend provision within their local area.** Their settings are on average 4km from their homes (about a 10 minute journey).

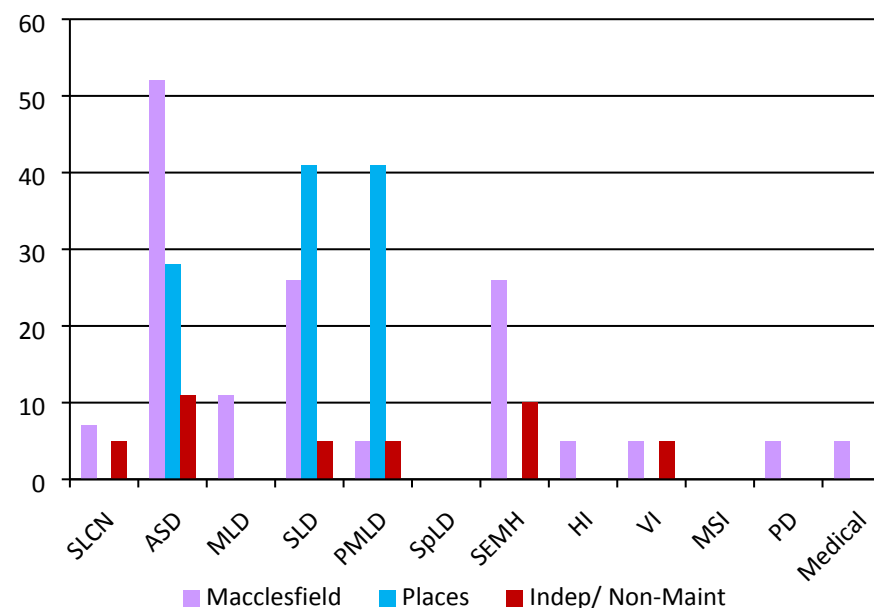
**39% (54) travel outside Cheshire East,** and their provision is on average 28km away, which over an hour's journey.

**20% (28) pupils attend provision within another area of Cheshire East.** Their provision is on average 21km away (about 30 minutes).

**20% pupils from this area attend independent and non-maintained placements.**

**31 pupils (23%) have more than a 45 minute journey,** 15% (20) travel for more than an hour.

## Primary Need, Number of Places Available, and Number of Pupils Attending Independent and Non-Maintained Settings

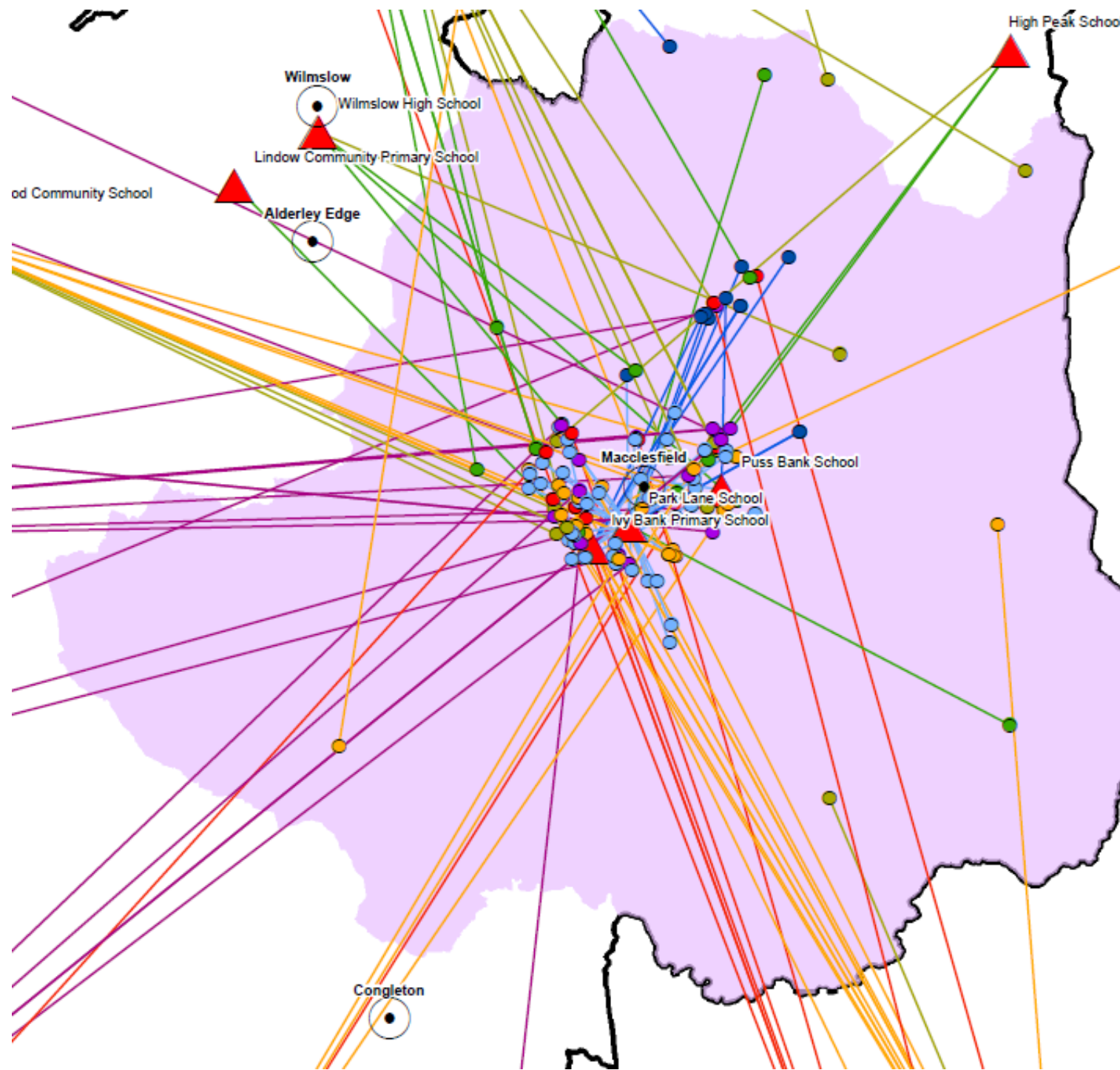
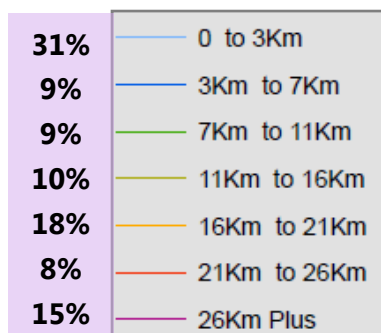


NB: Figures less than five are shown above as five to protect the anonymity of pupils.

\*For the purposes of the graph above the number of places available to support both severe and profound and multiple learning difficulties is split equally with 50% given to both needs.

The graph above shows that there is a clear **gap in the number of places available to support needs in relation to autistic spectrum condition, social, emotional and mental health needs, and moderate learning difficulties.**

The map shows the distances from pupils' homes to their schools/ settings.



## Central

The central area includes Sandbach, Holmes Chapel, Middlewich and Congleton, and has the following provision:

Establishment	Specialism	Capacity
Resource Provision		
Middlewich Primary	Hearing Impairment	10
Hermitage Primary	Autistic Spectrum Condition	7
Middlewich High	Autistic Spectrum Condition	12
	Hearing Impairment	8
Special School		
Church Lawton (5-19)	Autistic Spectrum Condition	60

## Key Headlines

**Most pupils travel outside Cheshire East, (51%, 82),** and their provision is on average 27km away, which is over an hour's journey.

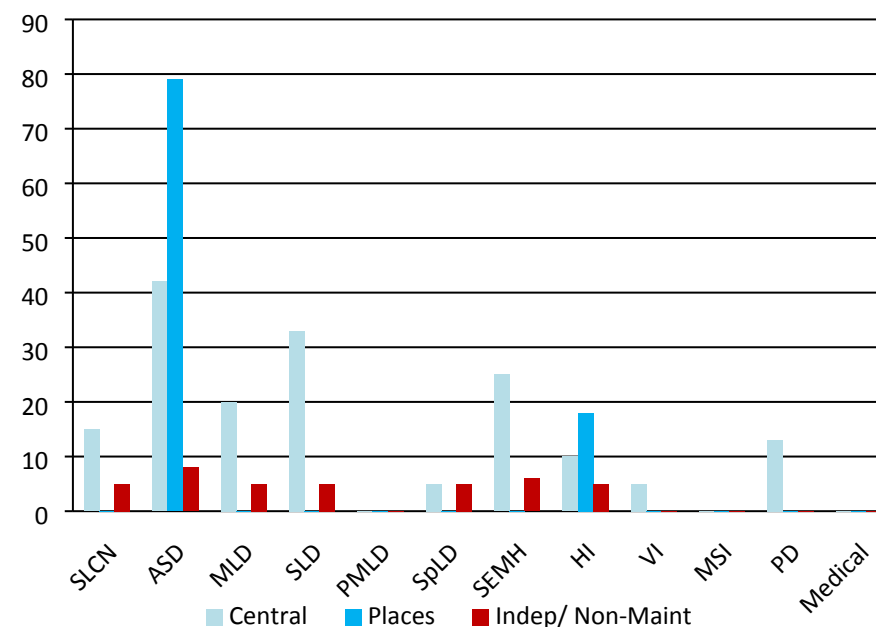
**37% (59) pupils attend provision within another area of Cheshire East.** Their provision is on average 15km away (about 20 minutes).

**Only 12% (20) pupils attend provision within their local area.** Their provision is on average 7km from their homes (about a 10 minute journey).

**16% pupils from this area attend independent and non-maintained placements.**

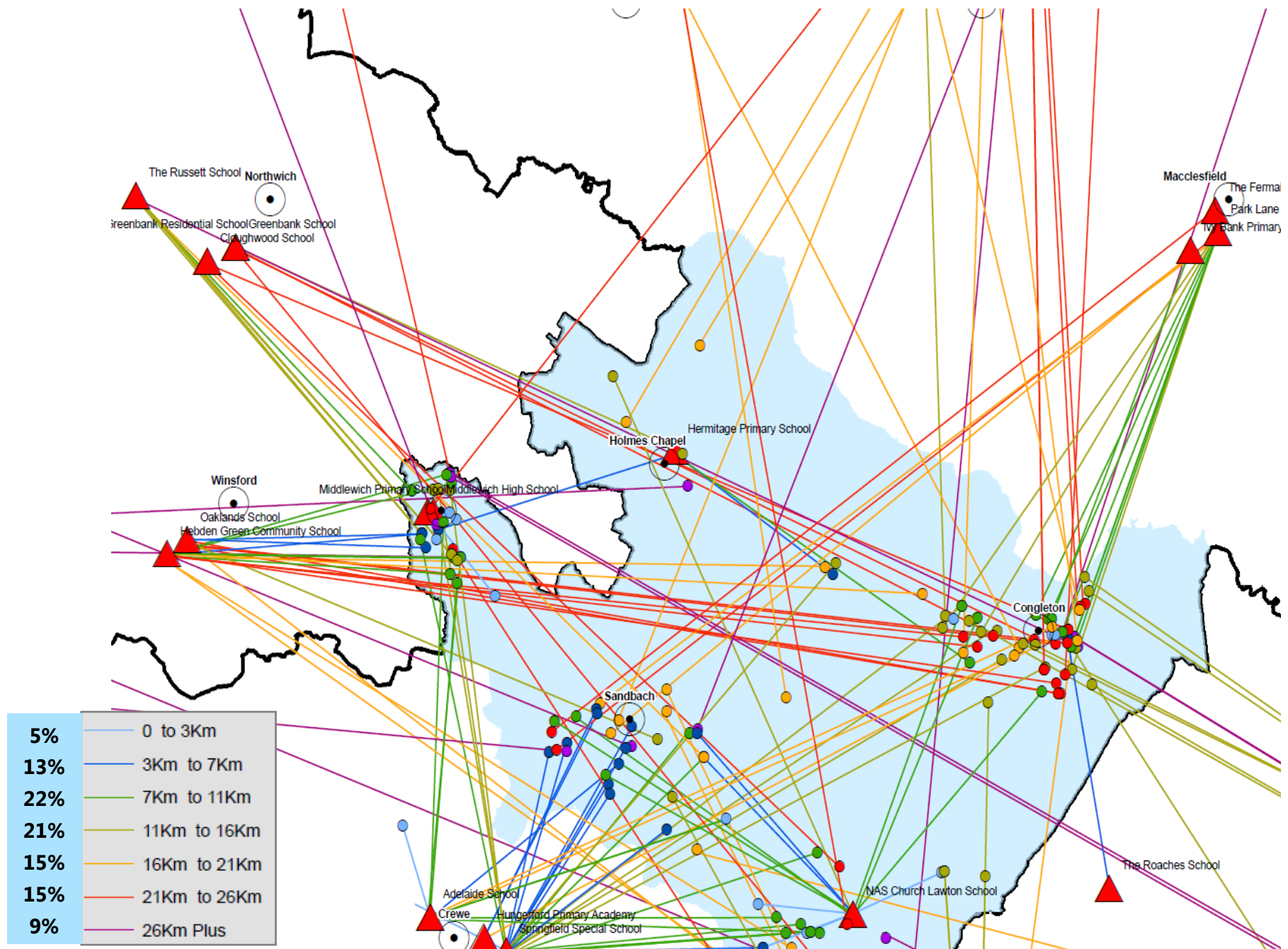
**Almost a quarter of pupils, (38, 24%) have more than a 45 minute journey,** 15 (9%) travel for more than an hour each way.

## Primary Need, Number of Places Available, and Number of Pupils Attending Independent and Non-Maintained Settings



NB: Figures less than five are shown above as five to protect the anonymity of pupils.

The graph above shows that there is a clear **gap in the number of places available to support needs in relation speech, language and communication, moderate and severe learning difficulties, social, emotional and mental health needs and physical disability.**





## Crewe and Nantwich

Crewe and Nantwich has the following provision:

Establishment	Specialism	Capacity
<b>Resource Provision</b>		
Hungerford Primary	Social, Emotional and Mental Health	7
<b>Special School</b>		
Adelaide (9-18)	Social, Emotional and Mental Health	48
Springfield (4-19)	Severe Learning Difficulties and Profound and Multiple Learning Difficulties	132*

## Key Headlines

**Most pupils travel outside Cheshire East, (45%, 150),** and their provision is on average 32km away, which is over an hour's journey.

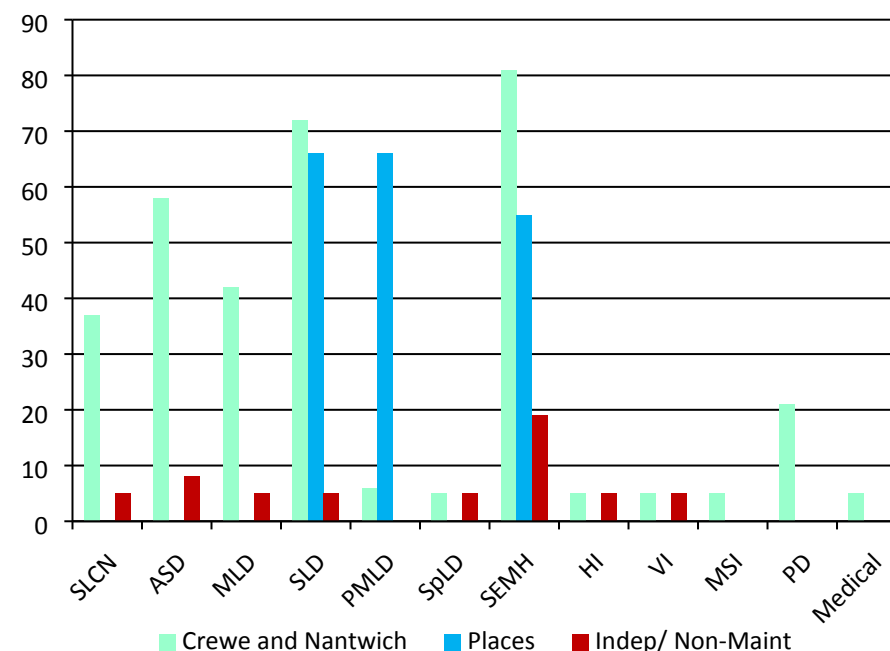
**42% (141) pupils attend provision within their local area.** Their provision is on average 4km from their homes (about a 7 minute journey).

**Only 13% (42) pupils attend provision within another area of Cheshire East.** Their provision is on average 23km away (about 35 minutes).

**13% (43) pupils from this area attend independent and non-maintained placements.**

**78 pupils (24%) have more than a 45 minute journey,** 16% (54) travel for more than an hour.

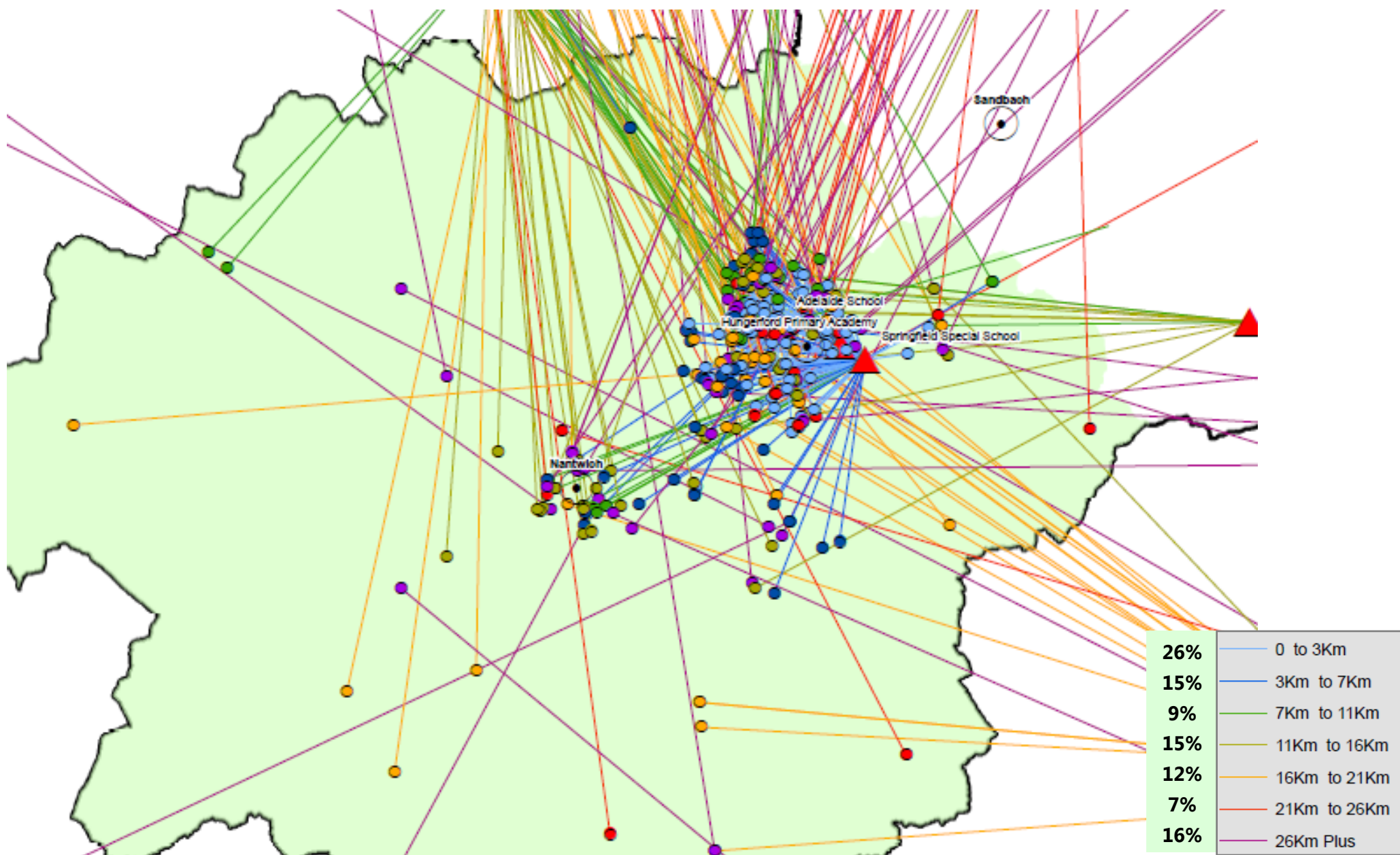
## Primary Need, Number of Places Available, and Number of Pupils Attending Independent and Non-Maintained Settings



NB: Figures less than five are shown above as five to protect the anonymity of pupils.

\*For the purposes of the graph above the number of places available to support both severe and profound and multiple learning difficulties is split equally with 50% given to both needs.

The graph above shows that there is a clear **gap in the number of places available to support needs in relation to speech, language and communication needs, autistic spectrum condition, moderate learning difficulties and social, emotional and mental health needs.**



## Predicting Future Need

We can estimate our future need for SEN provision, based on the number of children and young people in our schools, the percentage of children and young people with a special educational need and the trends in plans over previous years, and applying this to the forecast for the number of children and young people living in Cheshire East in 2020. The pupil forecast takes into account live birth data and the increase in housing within the borough, so we expect to see a rise in our children and young people population by 4.6% in 2020.

There has been a growth in the number of children and young people with SEN Statements and Education, Health and Care Plans over the last three years; we have seen a 10.7% rise from April 2014 to February 2017, 176 pupils. From our needs analysis and the JSNA, we predict that there are some children and young people in our borough that have not had their needs identified, and so we expect that the number of children and young people on EHCPs and receiving SEN Support will continue to increase. A continued increase has been factored in to the calculation of the number pupils we predict will have a SEN in 2020.

458 children and young people attend school out of the borough.

This number is currently very high due to the need to increase provision within our borough, although there will always be a number of children and young people living close to our borders where their nearest provision will always appropriately be within another local authority. Pupils from other local authorities also attend Cheshire East schools. In our predictions of future need, we have included the number of pupils attending out of borough placements as ideally we

would want to ensure we have the provision within our borough to meet the needs of our residents within their local communities.

	<b>Number of Pupils* 2017</b>	<b>Forecast of Pupils in 2020</b>	<b>Additional Pupils with SEN in 2020</b>
Crewe and Nantwich	16,791	16,856	188
Central	15,499	17,539	224
Macclesfield	9,776	10,308	119
Knutsford, Wilmslow and Poynton	11,215	11,010	122
Whole of Cheshire East	53,281	55,714	654

\*The number of pupils is taken from the Census (January 2017) and is the number of pupils attending schools in Cheshire East. The additional 458 children and young people with SEN we know currently attend out of borough provision have been added to the Census totals.

This further underlines the need to increase provision within our borough to ensure we can offer families provision which is within or close to their local community, prevent pupils needing to make long journeys to school, and maximise the use of our resources in the long term.

## 4. Planning our Provision

### What our Needs Analysis has Shown Us

From our needs analysis, we expect to see an increase in the number of children and young people we support over the next three years, and we expect most of this increase to be in SEN Support. We expect that:

- We will see a **significant increase** in the need for support for children and young people with **moderate learning difficulties**
- We will see a **large increase** in the need for support for **speech, language and communication needs, autistic spectrum condition** and **social, emotional and mental health needs**.
- **The number of pupils with profound and multiple learning difficulties will increase.**

**We need to increase specialist provision in our borough** as the amount of provision we have doesn't match our needs. Too many pupils have very long journeys; one in five pupils attending specialist provision have a journey over 45 minutes each way. Half of those attending a special provision attend outside our borough. **We have more need for specialist provision at secondary school age, particularly around social, emotional and mental health needs.**

All of our children and young people who attend independent schools or non-maintained schools (more expensive placements) are attending specialist provision, so by increasing the capacity within our borough we can reduce placement and travel costs and make better use of our resources, as well as increasing choice for families, reducing journey times, and increasingly supporting pupils to be part of their local community.

We have identified the gaps in our provision across within our local areas which are shown in the table below.

### Gaps in our Provision in Relation to the Need in Local Areas

Primary Need	KWP	Macc	Central	C&N	Total
SLCN	-4	-7	-15	-37	-65
ASD	-30	-24	37	-58	-75
MLD	-5	-11	-20	-42	-84
SLD	-25	51	-33	54	37
PMLD	S		-		
SpLD	-	-	S	S	-5
SEMH	22	-26	-25	-26	-69
HI	10	S	8	S	13
VI	-	S	S	S	-5
MSI	S	-	-	S	-5
PD	-5	-5	-13	-21	-44
Medical	-	S	-	S	S

\*S represents figures less than five which have been suppressed to protect pupils' anonymity

We need to increase provision to support:

- **Speech, language and communication needs across the borough**
- **Autistic spectrum condition in the north and south of the borough**
- **Moderate learning difficulties across the borough**
- **Social, emotional and mental health needs in the centre and south of the borough**
- **Physical disability in the south of the borough**



## Proposals to Meet Need

In order to meet the needs outlined above, we are proposing that we need the following provision. This is summarised in the table overleaf.

### Autistic Spectrum Condition

We have a significant need to increase provision for pupils with autistic. Pupils often have multiple and complex needs, and so we are proposing that we need provision that will support pupils with autism and associated moderate and severe learning difficulties.

We have a need in both the north and south of the borough, so we are proposing that we need two new specialist provisions for 4-18 year olds; one in Crewe and Nantwich, and one in the North in either Macclesfield, or Knutsford, Wilmslow and Poynton.



The Silk Academy Trust (supported by Park Lane Special School) are planning to submit a bid for a new Free Special School supporting pupils with these complex needs in the north of the borough in September 2017 which would meet this need in the north and in Macclesfield.

### Moderate Learning Difficulties with Secondary Needs of Speech, Language and Communication and Autistic Spectrum Condition

We are proposing that we need a new 60 place special provision in a central location to meet needs across the borough, supporting pupils with moderate learning difficulties and secondary needs around speech, communication and language, and autistic spectrum condition.

### Social, Emotional and Mental Health Needs

There is a significant need for provision around social, emotional and mental health needs, particularly in the south of the borough, and especially as the number of pupils with this need is expected to rise. In order to develop provision that meets this need, Cheshire East Council has submitted a bid for a Free Special School which would have 40 school places, and we have been successful in getting to the next stage.

Adelaide Special School in Crewe is looking at proposals to increase the physical space available and are also supportive of our plans to meet need in the area.

Adelaide Hub are also providing Key Stage 2 provision at St Johns Wood which will support increased capacity in the north of the borough.

To meet the need in the centre of the borough, particularly for secondary age pupils, we are proposing that we should develop a 20 place resource provision for 11-16 year olds.

### **Profound and multiple learning difficulties/ severe learning difficulties**

To meet the predicted **increase in need for support to pupils with profound and multiple learning difficulties / severe learning difficulties**, and the needs in neighbouring localities, two of our current Special Schools are looking to expand.

Springfield Special School in Crewe will be undergoing building work to expand their school to increase capacity and the space for current pupils. This will increase the provision for pupils with severe and profound and multiple learning difficulties by a minimum of eight school places. This will support the needs of residents in the central area of Cheshire East as well as within Crewe and Nantwich.

Options are also being explored for the physical accommodation for Park Lane in Macclesfield which may include expansion of places. This may increase coverage across the north of the borough.

### **Proposed Additional Provision and Planned Developments**

Area	Proposed Additional Provision	Planned Developments
<b>Complex Autistic Spectrum Condition</b> Meets need to increase provision to support: <ul style="list-style-type: none"> <li>Autistic spectrum condition in the north and south of the borough</li> </ul>		
Crewe and Nantwich	20 place resource provision for 4-11 year olds 20 place provision for 11-18 year olds  Or 1 special school for 40 pupils aged 4-18	To be determined
Macclesfield	56 place Special School for 4-18 year olds	A potential bid for a new Free School is being considered by the Silk Academy Trust. The bid would be submitted in September 2017
<b>Moderate Learning Difficulties (with secondary needs of speech, language and communication and autistic spectrum condition)</b> Meets need to increase provision to support: <ul style="list-style-type: none"> <li>Moderate learning difficulties across the borough</li> <li>Speech, language and communication needs across the borough</li> </ul>		
Central	60 place special school for 4-18 year olds	Potential to lease a school site in a central location and establish a new special school

<b>Social, Emotional and Mental Health</b> Meets need to increase provision to support: <ul style="list-style-type: none"> <li>o Social, emotional and mental health needs in the centre and south of the borough</li> </ul>		
Crewe and Nantwich	40 place Special School for 4-16 year olds	Cheshire East Council has been successful with an Expression of Interest to establish a new Special Free School.
Central	20 place resource provision for 11-16 year olds	To be determined (may be influenced by the new capacity proposed in Crewe and Nantwich)
Knutsford, Wilmslow and Poynton	To be determined	Considering possibilities for expanding Key Stage 2 provision through Adelaide Trust based at St. John's Wood Special School in Knutsford
<b>Profound and Multiple Learning Difficulties</b> Meets need to increase provision to support: <ul style="list-style-type: none"> <li>o The predicted increase in pupils with profound and multiple learning difficulties</li> </ul>		
Crewe and Nantwich	Minimum of 8 places across current age range	Springfield Special School will be undergoing building work to expand their school to increase capacity and the space for current pupils.
Macclesfield	To be determined	Options are also being explored for the physical accommodation for Park Lane which may include expansion of places.

## Investing to Save

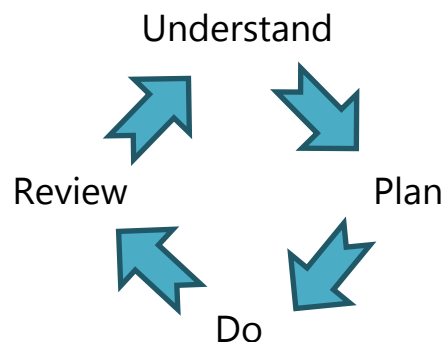
We continue to retain the ability to invest to save and have agreement in place to use prudential borrowing to secure £3.1m to develop new school places, and to make our existing places more effective, more suited to the needs of our young people, and sustainable in the long term. Investing in more provision in our borough will allow children and young people to be placed within their local communities, meaning they are connected with the place they live, and spend less time travelling, and will increase choice for families. It will also allow us to save in the long term, as out of borough placements in other local authorities are often high cost, with long distances to travel and increased travel costs.

This funding is complemented by Section 106 SEND contributions of approximately £1m and the Special Provision Fund (£190k for 3 years) that will allow us to increase SEN place capacity and also support schools to improve the physical environment of existing specialist provision.

The DFE capital investment that comes alongside any successful Free Special School application is an integral factor when considering the Council's application of funding detailed above.

## Developing our Provision - Next Steps

We will be taking a phased approach to develop our provision which follows this strategic commissioning cycle:



This will ensure that we continually evaluate what we need and what difference our plans, changes and increased capacity is making. Children, young people, parents, carers, schools, colleges and other settings are the people that are best placed to know what is needed and what works well and will be involved at all stages of the process. We are committed to being transparent, equitable, and inclusive in our approach and planning in order to develop our provision so we can meet pupils' needs within their local community, make the best use of our resources, and deliver the best possible outcomes for pupils.

### Understand

This needs analysis has helped us to gain a clear picture of our needs which will form the basis of our conversations with our key stakeholders to support us to develop our services for the future. Based on the needs analysis, the Statement outlines proposals for what provision we should plan to develop and increase.



### Plan

Schools will be invited to workshops in summer 2017 to discuss their views on these proposals, and to jointly plan the next steps for developing our provision and placement capacity. From this work, we will develop an action plan which will set out the steps we need to take, and this will allow us drive, track and evaluate our progress. This plan will be led and delivered by the school organisation and capital teams, and these teams will ensure that the special educational needs of pupils are considered within all placement planning activity.

### Do

We will be developing our provision over a three year period starting in 2017. Following the workshops, schools will be invited to express



an interest in working with the local authority to improve our placement sufficiency and re-shape our SEND services.

Achieving better outcomes for children and young people is dependent upon having the right services available, but also ensuring services fit seamlessly together, have an inclusive culture, and the right structures that support them. We have taken a whole system approach to improving support for children and young people with special educational needs and disabilities (SEND) across Cheshire East. This work will continue to be driven by the **0-25 SEND Partnership Board**. Due to the energy, commitment and dedication of all parties involved in this work, we have already moved a long way towards achieving our aims, but we still have more to do to ensure that we achieve the best possible outcomes for our children and young people.

### Review

We will revisit and refresh this needs analysis next year to ensure we have an accurate and up to date understanding of our pupils' needs, and that we continue to evaluate our provision against what our pupils need. Next year we will expand our assessment past age 19 to consider our further education, employment and training offer for young people up to 25.



## Appendix

A number of abbreviations are used in the Appendix:

SEN	Special Educational Needs
EHCP	Education, Health and Care Plan
RP	Resource Provision
CE	Cheshire East
OOB	Out of Borough
S	The figure is less than 5, and has been suppressed to protect pupils' identities
SLCN	Speech, Language and Communication Needs
ASC	Autistic Spectrum Condition, also known as Autistic Spectrum Disorder
ASD	Autistic Spectrum Disorder, also known as Autistic Spectrum Condition
MLD	Moderate Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SpLD	Specific Learning Difficulty
SEMH	Social, Emotional and Mental Health
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-sensory Impairment

The data is from January 2017. Information was not readily available for all 1840 pupils on all aspects of their attended establishment, so for some aspects the totals differ from the total for the whole cohort.

**Table 1: Resource Provision and Special Schools in Cheshire East**

Establishment	Age Range	Area	Specialism	Capacity
Resource Provision				
Bexton Primary	4-11	Knutsford, Wilmslow and Poynton	Complex Learning Needs (Speech, language and communication)	7
Hermitage Primary	4-11	Central	Autistic Spectrum Condition	7
Hungerford Primary	3-11	Crewe and Nantwich	Social, Emotional and Mental Health	7
Lindow Community Primary	4-11	Knutsford, Wilmslow and Poynton	Hearing Impairment	12
Middlewich Primary	4-11	Central	Hearing Impairment	10
Ivy Bank Primary	4-11	Macclesfield	Autistic Spectrum Condition	21
Puss Bank Primary	2-11	Macclesfield	Autistic Spectrum Condition	7
Wilmslow Grange Primary	3-11	Knutsford, Wilmslow and Poynton	Autistic Spectrum Condition	7
Middlewich High	11-16	Central	Autistic Spectrum Condition	12
			Hearing Impairment	8
Wilmslow High	11-18	Knutsford, Wilmslow and Poynton	Autistic Spectrum Condition	12
			Hearing Impairment	8
Special Schools				
Adelaide	9-18	Crewe and Nantwich	Social, Emotional and Mental Health	48
St Johns Wood	11-16	Knutsford, Wilmslow and Poynton	Social, Emotional and Mental Health	47
Park Lane	2-19	Macclesfield	Severe Learning Difficulties, and Profound and Multiple Learning Difficulties	82
Springfield	4-19	Crewe and Nantwich	Severe Learning Difficulties, and Profound and Multiple Learning Difficulties	132
Church Lawton	5-19	Central	Autistic Spectrum Condition	60

**Table 2: Children and Young People Receiving Support in Cheshire East and the Predicted Number for Each Need based on National Prevalence**

Need	Predicted Number*	EHCP/ SEN Statement	SEN Support	Total Receiving Support
SLCN	1523	292	603	895
ASD	883	443	134	577
MLD	2107	252	535	787
SLD	272	237	7	244
PMLD	67	21	5	25
SpLD	1039	32	811	843
SEMH	1271	345	534	879
HI	141	66	47	113
VI	80	64	30	94
MSI	16	11	5	15
PD	226	146	61	207
Medical	248	0	221	221
Other	379	6	279	285
<b>Total</b>	<b>8252</b>	<b>1915**</b>	<b>3270</b>	<b>5185**</b>

\*This prediction is based on the prevalence rates for each need. As some children and young people will have more than one need, the actual number of children and young people is likely to be lower than stated.

\*\*As we are looking against the national prevalence, this considers all the needs of pupils, not just their primary need, hence some pupils will be included more than once.



**Table 3: Primary Needs of Children and Young People aged 0-19 with an Education, Health and Care Plan or SEN Statement, and Location of Provision Attended**

Primary Need	All Children and Young People with an EHCP or SEN Statement			Children and Young People attending Resource Provision or a Special School			
	Number	% of Total	% with this Need Attending in CE	Number	% of Total	% with this Need Attending in CE	% with this Need Attending OOB
Speech, Language and Communication Needs	246	13%	79%	201	25%	54%	46%
Autistic Spectrum Condition	422	23%	74%	171	22%	60%	40%
Moderate Learning Difficulty	260	14%	70%	25	3%	80%	20%
Severe Learning Difficulty	253	14%	78%	5	1%	75%	25%
Profound and Multiple Learning Difficulty	21	1%	67%	84	11%	31%	69%
Specific Learning Difficulty	32	2%	72%	5	1%	60%	40%
Social, Emotional and Mental Health	330	18%	70%	5	0%	100%	0%
Hearing Impairment	68	4%	88%	44	6%	16%	84%
Visual Impairment	25	1%	80%	14	2%	50%	50%
Multi-Sensory Impairment	10	1%	70%	163	21%	70%	30%
Physical Disability	139	8%	65%	5	1%	20%	80%
Medical	16	1%	94%	72	9%	44%	56%
Other	18	1%	94%	5	1%	40%	60%
<b>Total</b>	<b>1840</b>	<b>100%</b>	<b>75%</b>	<b>794</b>	<b>100%</b>	<b>54%</b>	<b>46%</b>

**Table 4: Children and Young People with an Education, Health and Care Plan or SEN Statement by Year Group**

National Curriculum (NC) Year or Academic Age	All Pupils with an EHCP or SEN Statement		Pupils attending RP or a Special School	
Nursery	15	1%	5	0%
Reception	47	3%	12	2%
Year 1	78	4%	34	4%
Year 2	70	4%	26	3%
Year 3	92	5%	37	5%
Year 4	108	6%	42	5%
Year 5	106	6%	36	5%
Year 6	106	6%	40	5%
Year 7	167	9%	67	8%
Year 8	163	9%	84	11%
Year 9	156	8%	80	10%
Year 10	157	9%	87	11%
Year 11	155	8%	82	10%
Year 12	150	8%	64	8%
Year 13	153	8%	56	7%
Year 14	86	5%	30	4%
Year 15	31	2%	14	2%
<b>Total</b>	<b>1840</b>	<b>100%</b>	<b>794</b>	<b>100%</b>

**Table 5: Phase of Educational Establishment Attended by Pupils with an Education, Health and Care Plan or SEN Statement**

Phase of educational establishment attended	Number	%
Nursery	15	1%
Primary School	448	27%
Middle School	6	0%
Secondary School	476	28%
Special School	612	36%
Further Education	127	8%
<b>Total</b>	<b>1684</b>	<b>100%</b>

**Table 6: Provision Accessed for Pupils with an Education, Health and Care Plan or SEN Statement**

Provision	Pupils	Percentage
Mainstream school	962	54%
Special School	709	40%
Resource Provision	85	5%
Home Educated	18	<1%
Other	10	<1%
<b>Total</b>	<b>1784</b>	<b>100%</b>

**Table 7: Location of Provision Accessed for Children and Young People Attending Resource Provision and Special Schools**

	Number	%	Attending in CE		Attending OOB	
Resource Provision (RP)	85	11%	83	98%	5	2%
Special	709	89%	344	49%	365	51%
<b>Total</b>	<b>794</b>	<b>100%</b>	<b>427</b>	<b>54%</b>	<b>367</b>	<b>46%</b>

**Table 8: Type of Educational Establishment Attended by Pupils with an Education, Health and Care Plan or SEN Statement**

Type of Educational Establishment	All Pupils with an EHCP or SEN Statement		Pupils attending Resource Provision or a Special School			
	Total	%	Total	%	Within CE	OOB
Maintained	738	42%	401	51%	255	146
Academy	657	37%	203	26%	125	78
Free School	56	3%	35	4%	35	0
Independent (Non-special)	30	2%				
Independent Special	80	5%	80	10%	8	72
Non-maintained	71	4%	71	9%	5	67
Private, Voluntary and Independent Sector	15	1%				
Further Education	113	6%	5	1%		5
Work/Training	16	1%				
<b>Grand Total</b>	<b>1776</b>	<b>100%</b>	<b>794</b>	<b>100%</b>	<b>427</b>	<b>367</b>

**Table 9: Location of where Pupils Attend Resource Provision or Special Schools by Area**

	Cheshire East		Knutsford, Wilmslow and Poynton		Macclesfield		Central		Crewe and Nantwich	
Pupils	764		133		137		161		333	
Within local area	258	34%	42	32%	55	40%	20	12%	141	42%
Within Cheshire East	162	21%	33	25%	28	20%	59	37%	42	13%
Out of Borough	344	45%	58	44%	54	39%	82	51%	150	45%
Independent/ Non Maintained	151	20%	33	25%	28	20%	25	16%	43	13%



**Table 10: Distance Travelled for Pupils Attending Resource Provision or Special School**

Distance	Time	Cheshire East		Knutsford, Wilmslow and Poynton		Macclesfield		Central		Crewe and Nantwich	
0-3km	5 mins	153	20%	17	13%	43	31%	8	5%	85	26%
3km-7km	10 mins	104	14%	23	17%	12	9%	21	13%	48	15%
7km-11km	15 mins	109	14%	30	23%	13	9%	35	22%	31	9%
11km-16km	20 mins	122	16%	27	20%	14	10%	33	21%	48	15%
16km-21km	30 mins	102	13%	14	11%	24	18%	23	15%	41	12%
21km-26km	45 mins	68	9%	10	8%	11	8%	23	15%	24	7%
26km or above	1hr +	100	13%	11	8%	20	15%	15	9%	54	16%
<b>Total</b>		<b>758</b>	<b>100%</b>	<b>132</b>	<b>100%</b>	<b>137</b>	<b>100%</b>	<b>158</b>	<b>100%</b>	<b>331</b>	<b>100%</b>

**Table 11: Gap Analysis for Pupils Attending Resource Provision or Special Schools against the Number of Places Available in Cheshire East**

DfE Need Category	Primary Need	Pupils	Places	Gap	Out of Borough		Independent/ Non-Maintained	
Communication and Interaction	SLCN	72	7	-65	40	56%	10	14%
	ASD	201	126	-75	92	46%	47	23%
Cognition and Learning	MLD	84	-	-84	58	69%	10	12%
	SLD	163	214	37	49	30%	12	7%
	PMLD	14			7	50%	S	S
	SpLD	5	-	-5	S	S	S	S
Social, Emotional and Mental Health	SEMH	171	102	-69	69	40%	59	35%
Sensory and/or Physical Needs	HI	25	38	13	5	20%	5	20%
	VI	5	-	-5	S	S	S	S
	MSI	5	-	-5	S	S	-	-
	PD	44	-	-44	37	84%	-	-
	Medical	S	-	S	S	S	-	-
<b>Total</b>		<b>793</b>	<b>487</b>	<b>-306</b>	<b>367</b>	<b>46%</b>	<b>151</b>	<b>19%</b>

**Table 12: Gap Analysis for Pupils Attending Resource Provision or Special Schools against the Number of Places Available in each Locality Area**

	Knutsford, Wilmslow and Poynton				Macclesfield				Central				Crewe and Nantwich			
Primary Need	Pupils	Places	Gaps	Indep/ Non-Maint	Pupils	Places	Gaps	Indep/ Non-Maint	Pupils	Places	Gaps	Indep/ Non-Maint	Pupils	Places	Gaps	Indep/ Non-Maint
SLCN	11	7	-4	S	7	-	-7	S	15	-	-15	S	37	-	-37	S
ASD	49	19	-30	18	52	28	-24	11	42	79	37	8	58	-	-58	8
MLD	5	-	-5	S	11	-	-11	-	20	-	-20	S	42	-	-42	S
SLD	25	-	-25	S	26	82	51	S	33	-	-33	S	72	132	54	S
PMLD	S	-	S	S	5			S	-	-	-	-	6			-
SpLD	-	-	-	-	-	-	-	-	S	-	S	S	S	-	S	S
SEMH	25	47	22	10	26	-	-26	10	25	-	-25	6	81	55	-26	19
HI	10	20	10	S	S	-	S	-	10	18	8	S	S	-	S	S
VI	-	-	-	-	S	-	S	S	S	-	S	-	S	-	S	S
MSI	S	-	S	-	-	-	-	-	-	-	-	-	S	-	S	-
PD	5	-	-5	-	5	-	-5	-	13	-	-13	-	21	-	-21	-
Medical	-	-	-	-	S	-	S	-	-	-	-	-	S	-	S	-
<b>Total</b>	<b>133</b>	<b>93</b>	<b>-40</b>	<b>33</b>	<b>137</b>	<b>110</b>	<b>-27</b>	<b>28</b>	<b>160</b>	<b>97</b>	<b>-63</b>	<b>25</b>	<b>333</b>	<b>187</b>	<b>-146</b>	<b>43</b>



# Your thoughts matter

If you have any views on this Sufficiency Statement,  
or how we can develop our provision,  
please do contact us at **[SENDPartnerships@cheshireeast.gov.uk](mailto:SENDPartnerships@cheshireeast.gov.uk)**