



## Report to Policy Committee

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**Report of:** *Director of Integrated Commissioning*

**Report to:** *Education Children and Families Policy Committee*

**Date of Decision:** *N/A – Policy Development*

**Subject:** *Special Educational Needs and Disability Sufficiency Briefing*

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, what EIA reference number has it been given? <i>(Insert reference number)</i>				
Has appropriate consultation taken place?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<p><i>“The (<b>report/appendix</b>) is not for publication because it contains exempt information under Paragraph (<b>insert relevant paragraph number</b>) of Schedule 12A of the Local Government Act 1972 (as amended).”</i></p>				

**Purpose of Report:**

Provide committee with a briefing on special educational needs and disability sufficiency.

The briefing and subsequent discussion will inform the refresh of the special educational needs and disability sufficiency plan.

The refreshed plan will then be published an appendix to the Sheffield Inclusion Strategy.

*As no decision is being sought, impact assessments have not been completed.*

## Special Educational Needs and Disability Sufficiency Briefing

**The purpose of this report is to outline Sheffield's special educational needs and disability (SEND) sufficiency position and strategic intentions in this area.**

Included in this report is an overview of the strategic position and intent in relation to special educational needs and disability (SEND) sufficiency.

This report is not seeking a decision from committee, it is providing an overview to highlight intentions in this area, enabling committee discussion on priorities in this area.

This will then inform the refreshed SEND sufficiency plan.

As this report is not seeking a decision, the usual impact assessments have not been completed – they will be in future for any report recommending a decision.

Specific areas of SEND sufficiency which require committee decisions, will also be brought as appropriate in future.

**SEND sufficiency is a statutory duty under part 3 of the Children and Families Act 2014.**

The focus of this duty is on ensuring access to education, for children and young people up to the age of 25 with an Education, Health, and Care Plan.

This means sufficiency covers all educational settings, from mainstream through to independent settings. Activity must therefore take place across the whole of education to deliver sufficiency.

SEND Sufficiency activity is linked to, and part of, the wider co-produced Sheffield Inclusion Strategy. This provides a co-produced basis for our activity and focus in this area.

Regular discussions and engagement also take place with Parent Carer Forum, education sector and wider partners.

**SEND sufficiency is an area under high pressure, and there is a need to further grow SEND places in both mainstream and special, on top of what has already been delivered.**

Demand for SEND places has been rising for the last decade and is forecast to continue for the foreseeable future.

This rising demand is currently continuing, despite wider population shifts (such as falling birth-rate).

To respond to this demand, the number of special school places in Sheffield has been increased by 20% since 2018.

A new special school, Discovery, has been opened (September 2022) and a second special school is under construction, due to open in 2024.

There has also been investment into mainstream schools via increasing locality funding, and an increase in the number of integrated resource places in the city – 6 new provisions in the last two years, an approx. 30% increase.

Looking ahead an additional 300 special school places are likely to be required in the next five years (there are currently approx. 1500).

The bid recently submitted for a new special free school is part of the response to this, other areas of response are covered later in the briefing.

Alongside development of special school places, there is a need to support more mainstream inclusion.

In Sheffield, 49% of children with an Education Health Care Plan are in special school, versus a national average of 34%. We need to work with the schools' sector and partners to change this position.

**The areas of need creating the greatest pressure are autism spectrum condition and social, emotional mental health.**

Sheffield has very high rate of need in autism, approximately 40% of Education Health Care Plans are in this area of need

We have the highest rate of autism in secondary and special schools amongst our statistical neighbours.

We also have the highest rate amongst the core cities for autism in special school.

Following autism, the second highest area of need is social, emotional mental health need.

As with autism, this is a complex area of need with many different presentations and nuances for children and young people with these needs.

Sufficiency activity is therefore primarily focusing on meeting and managing these two complex areas of need.

Without the pressure from these two areas of growing need, it is unlikely that a significant increase in specialist places would be needed.

**To respond to this, a strategic intent has been developed, guided by three principles, which aim to put inclusion at the forefront of our activity.**

To ensure that our strategic intentions are focusing in the right areas, three guiding principles have been developed with partners and stakeholders:

- Children with SEND should be able to be as much a part of their local community as any other child, with their friends and peers.
- We need to support more mainstream inclusion by being innovative, recognising the challenges and working in partnership with our schools, localities, Academy Trusts, and other partners such as health.
- We need to deliver a controlled growth in special school places, which is sustainable and appropriately utilised.

These principles will be further tested and refined with stakeholders as sufficiency work continues.

The purpose of these principles is to ensure that we are putting improving family's experiences, supporting more inclusion, and meeting need at the forefront of our work.

**The strategic intentions are focused on mainstream growth, controlled development of special school places, and improvements to post 16 provision.**

To deliver sufficiency and uphold our principles, strategic intentions are focusing in supporting:

- Greater mainstream inclusion.
- Growing special school places in a controlled manner.
- Improving and growing post 16 provision.

For mainstream, this means we are aiming to develop more integrated resources – these provisions enable children with an Education Health Care Plan to access both mainstream and specialist support, in a mainstream setting.

As part of our sufficiency planning, we are setting an aspiration to double the number of integrated resource places (currently approx. 300) over the next five years. Increasing these places should enable need to be met earlier and deliver a better experience for families.

Work is also taking place with the sector to understand the issues and barriers to inclusion, to understand and resolve them.

Increasing mainstream will deliver cost benefits for the Local Authority.

As an example, an average integrated resource place costs (all per year) approx. £15,000 versus £25,000 (with all costs included) in special or £65,000 on average in an independent setting.

Through the recent special school bid, as well as the recent opening of Discovery, and the second new school due in 2024, we are aiming to deliver a controlled growth in special school places.

These places will be well defined and delivered through long-lasting capital solutions, providing places for future generations.

In post 16, we are seeking to improve the offer and the number of places available for young people with SEND.

We know this is an area of the system which requires improvement, as recognised by the Accelerated Progress Plan that is currently in place with the Department for Education and NHS England.

Plans to improve this offer are being developed, in doing this we are seeking to improve preparation, and transition into adulthood – giving young people the best chance to succeed as adults.

Improving the post 16 places available, should also release secondary aged special school places for younger year groups as young people move into this improved offer in year 12, rather than remaining in special school post 16.

Through all the areas above, we are seeking to work in strong partnerships across the education, health and care sector.

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**Different areas of sufficiency are being worked on and will be brought to committee for decision as required.**

There are many areas of activity taking place under the banner of sufficiency.

Key priorities are the development of integrated resources and improvements to post 16.

These areas will be captured presented to committee for decision making as required. The committee's approval in September 2022 of a new special school was an example of this.

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**A key next step will see the refresh of the sufficiency plan completed in 2020, this will sit as an appendix to the Sheffield Inclusion Strategy.**

As highlighted, the Sufficiency Plan is currently being refreshed, on-going activity is taking place with stakeholders such as the Parent Carer Forum to inform this.

The intention is to then publish the Sufficiency Plan as an appendix to the wider Sheffield Inclusion Strategy, which activity in this area is part of.

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**The Committee are asked to note the contents of this briefing, highlight any areas of clarity and lead decision making in specific areas as required in future.**

The Committee are asked to note the contents of the report and highlight any areas of clarity, concern, or priorities to be considered.

These areas will then be fed into sufficiency activity and the refresh of the plan as necessary.

Area of special educational needs and disability sufficiency which require Committee decision making, will be brought to committee as required in future.

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