

Appendix 4: Special Educational Needs Provision

1. Background

- 1.1. Key to the council's ability to meet the needs of all children and young people with SEND, in line with the Tower Hamlets SEND Strategy (2020-2024), is ensuring that we provide and plan for future provision that will meet our local needs.
- 1.2. Demand and resourcing pressures mean that the existing approach to specialist Special Educational Needs (SEN) educational placements is not financially sustainable in the long term. The key challenge for the Local Authority (LA) and stakeholders will be maintaining the positive outcomes for pupils whilst reviewing the funding levels in order to meet demand within the available budget. The LA strategy comprises of six key areas:
 - i. Build upon the already successful model of inclusion by expanding and developing the capacity of mainstream schools to meet the needs of more complex learners;
 - ii. Create the necessary capacity in the system at already high quality, well-established and 'outstanding' specialist provision. Ensuring the LA is able meet current and future demand and enabling SEND children to attend the most suitable local school.
 - iii. Reduce the reliance on out of borough special school places and schools in the independent sector, through an increase in local resource provision in mainstream, particularly for children with ASD and SEMH;
 - iv. Redesign the specialist system for children and young people with SEMH to ensure integration pathways for those learners who are able to be supported back into mainstream settings and ensure high quality learning and support for those whose needs require ongoing specialist support;
 - v. Extend the offer and range of Post 16 provision, to enable more young people with SEND to achieve Preparation for Adulthood outcomes: employment; independent living; health and community participation;
 - vi. Promote independence by providing independent travel training and personal travel budgets for eligible children and young people and their families.
- 1.3. Additional to these key principles is the need to reflect and understand the impact of the pandemic and other world events on levels of need and capacity within the system to support those children whose learning and development may be delayed in the shorter term but who may not have longer term special educational needs.
- 1.4. This work includes the need to understand and agree ordinarily available provision, a key understanding of high needs funding streams and the resource available at SEN Support as well as ensuring provision for those with the most complex needs.

2. Current Numbers of SEN and Projected Growth

- 2.1 There are currently 3464 Tower Hamlets resident children and young people with EHCPs in 2022, compared with 3016 in 2020.

Table 1- EHCPs in LBTH 2020-2022

EHCPs in LBTH by Age Category	2020	2021	2022
Under 5	165	76	54
Age 5 to 10	1136	1140	1179
Age 11 to 15	956	1049	1121
Age 16 to 19	589	681	698
Age 20 to 25	170	311	412
Total Number	3016	3257	3464

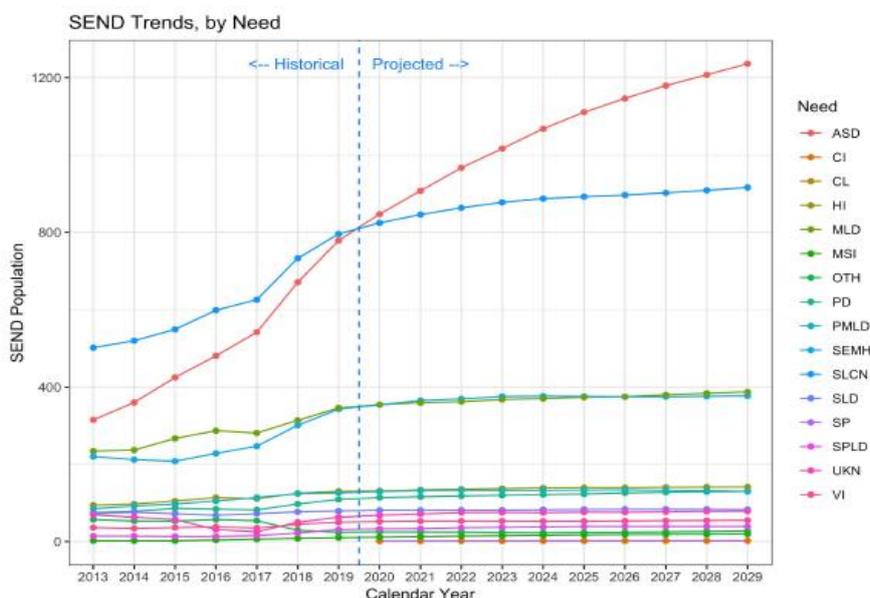
2.2 The last three year totals are broken down into the categories of primary need as follows:

Table 2 – EHCPs by Primary Need 2020-22

Categories of EHCP (Primary Need)	2020	2021	2022
Autistic Spectrum Disorder	846	937	1009
Hearing Impairment	133	137	154
Moderate Learning Difficulty	358	380	396
Multi- Sensory Impairment	14	18	22
Physical Disability	107	110	117
Profound & Multiple Learning Difficulty	133	140	138
Social, Emotional and Mental Health	347	360	383
Speech, Language and Communications needs	856	929	1021
Severe Learning Difficulty	78	76	89
Specific Learning Difficulty	33	38	45
Visual Impairment	51	54	59
Other Difficulty/Disability	60	78	31
Total number of EHCPs by primary need	3016	3257	3464

2.3 The Tower Hamlets 0-25 population is forecasted to grow by 3.75% bringing the total to 103,900 by 2026. It is therefore reasonable to assume that the number of SEND learners requiring specialist provision will also rise proportionately. The future place planning for children and young people with SEND takes account of this predicted population growth as well as seeking to address current gaps.

Fig 1 – Growth Trajectory of LBTH SEND population by need



2.4 The above diagram shows the anticipated growth in the categories of need with a rise in pupils with Autistic Spectrum Disorder (ASD) being most prevalent over the coming years, in line with the national trend. These projections commissioned in 2019 show that trends and growth are accurate when compared to the actual figures for the period 2019-2022. However, since the lockdown the rate of increase in ASD diagnosis and children and young people with Social Emotional and Mental Health (SEMh) needs has accelerated beyond the 2019 projections. We therefore expect to see a continued rise in pupils with Communication and Interaction needs such as ASD and Speech Language and Communication Needs (SLCN) and further increases in SEMh needs. The table below shows the actual growth (2020-2022) and the revised projections for 2023-2025.

Table 3 – Actual and revised projections by Primary Need 2020-2025

	2020	2021	2022	2023	2024	2025
Autistic Spectrum Disorder	846	937	1009	1274	1414	1585
Hearing Impairment	133	137	154	154	154	155
Moderate Learning Difficulty	358	380	396	418	438	438
Multi- Sensory Impairment	14	18	22	25	25	27
Physical Disability	107	110	117	121	130	134
Profound & Multiple Learning Difficulty	133	140	138	143	145	154
Social, Emotional and Mental Health	347	360	383	501	511	540
Speech, Language and Communications needs	856	929	1021	1197	1263	1335
Severe Learning Difficulty	78	76	89	89	91	93
Specific Learning Difficulty	33	38	45	45	46	49
Visual Impairment	51	54	59	59	59	62
Other Difficulty/Disability	60	78	31	32	32	33
Total	3016	3257	3464	4058	4308	4605

3. Pupils with SEN in Tower Hamlets Schools and their Settings

3.1 The current number of children and young people with EHCPs in Tower Hamlets Schools is 2647. This is an increase of 116 from the previous year (2021).

Table 4 – Breakdown of SEN within the School Population (SEN2 Data 2022)

Area	Total Pupils – school population only	Pupils with EHCPs	%	Pupils with SEN support	%	Total pupils with SEN	%
England	9,000,031	355,566	4.0	1,129,843	12.6	1,485,409	16.6
London	1,457,938	60,250	4.1	170,735	11.7	230,985	15.8
Tower Hamlets	49,026	2,647	5.4	5,697	11.6	8,344	17.0

3.2 The percentage of pupils with EHCPs in Tower Hamlets schools is significantly above the London and National average, and the percentage of pupils with SEN is also above the London and national average.

Table 5 - Numbers and Percentages of school age Pupils with EHCPs within each setting type in borough (SEN2 Data, 2022):

	Tower Hamlets		London		England	
	No.	%	No.	%	No.	%
Independent School	82	3.4	4287	2.9	25022	4.3
Non-Maintained Special School	N/A	N/A	252	100	3,890	98.1
Pupil Referral Unit(s)	17	14.4	405	20.1	3295	28.2
State Funded Nursery	18	3.8	147	1.8	535	1.4
State Funded Primary	952	3.7	20,979	3.0	105,756	2.3
State Funded Secondary	824	4.2	14,396	2.5	76,838	2.2
State Funded Special	755	99.8	19784	97.2	140,230	98.7
Total	2,647	5.4	60,250	4.1	355,566	4.0

- 3.3 The table below shows that 75.4% of children and young people with SEN are educated within state funded mainstream schools, special schools, or mainstream schools with resource provisions. The majority of this provision is Tower Hamlets provision – with very small numbers of children from Tower Hamlets accessing state funded education in other local authorities.
- 3.4 The highest growing provision type, in line with the numbers of EHCPs is within the post-16 provisions – these being a mix of FE Colleges, specialist provision such as Phoenix College for young people with ASD and other local providers.

Table 6 - Numbers and Percentages of TH CYP EHCPs in State Funded Provision

		Tower Hamlets				
		2019	2020	2021	2022	Trend
Special schools	Number of state-funded special schools	6	6	6	5	
	Number of pupils enrolled in state-funded special schools	621	686	724	755	
	Pupils living in LA attending state special schools in other LAs	9.8%	8.0%	8.8%	-	
	Pupils living in other LAs attending state special schools in LA	9.9%	10.1%	8.8%	-	
Provision for EHCP pupils	State-funded special school	19.9%	21.5%	21.0%	20.7%	
	State-funded mainstream (not resourced/unit)	53.9%	52.8%	51.9%	51.2%	
	State-funded mainstream (resourced/unit)	3.7%	3.6%	3.4%	3.5%	
	Post-16 institution	9.1%	13.9%	14.8%	15.8%	
	Other provision	6.9%	3.2%	3.1%	2.4%	
	Independent/non-maintained	3.5%	3.5%	3.6%	3.5%	
Resident population	Undertaking an apprenticeship - number	1	34	1	6	
	Undertaking an apprenticeship - % of 16-25 with EHCPs	0.2%	4.5%	0.1%	0.5%	
	Undertaking a traineeship - number	1	1	10	2	
	Undertaking a traineeship - % of 16-25 with EHCPs	0.2%	0.1%	1.0%	0.2%	
	Undertaking a supported internship - number	30	40	31	81	
	Undertaking a supported internship - % of 16-25 with EHCPs	4.5%	5.3%	3.1%	7.3%	

4. Current SEN Provision in the Borough and Future Commissioning Plans

- 4.1 The current range of SEN provision in the borough is shown below.
- 4.2 The council has reviewed its current resource provisions to inform its future commissioning intentions for this type of provision, ensuring it is relevant to and meets the needs of children and young people in the borough. In doing so and recognising the increase in demand for SEND provision overall, we have identified gaps in specialist resource places for children with needs, in the particular SEN categories of ASD and SEMH.
- 4.3 The council will therefore invite proposals from amongst its existing schools and MATs to submit bids to establish new resource provisions to meet identified need in the borough. The process for expressions of interest in both primary and secondary schools will begin later in the 2022-23 academic year, with a view to adding to the existing resource provision from September 2025, and with mitigation being put in place to support successful schools to start meeting the needs of these children prior to then.

Alternative Provision Free School

- 4.4 In addition to establishing new resource provisions for the categories of SEN need identified above, the council will also be partnering with an existing school provider(s) to submit a bid to set up a new Alternative Provision Free School, under the DfE's central free school wave. Should a bid be successful it will secure all of capital and revenue funding necessary to establish this new provision for the borough.

Primary

School Name	Type	LA School or MAT	Funded Places	Primary Need
Cyril Jackson	Resource	MAT	20	SCLN
Globe	Resource	LA	30	SCLN
Total SCLN		50		
Culloden	Resource	MAT	30	Hearing Impaired
Hague	Resource	LA	16	Hearing Impaired
Total HI			46	
Bangabandhu	Resource	LA	15	Complex Needs
Total CN			15	
Phoenix Satellite at Marnier School	Satellite	LA	20	ASD
Hermitage	Resource	LA	8**	ASD
Total ASD			28	
Ben Jonson	Resource	LA	8**	SEMH
Bowden House at Ben Jonson	Resource	LA	8**	SEMH
Total SEMH			16	
Primary Total			155	

** Growing provisions - number of places available in the 2022-23 academic year.

Secondary

School Name	Type	LA School or MAT	Funded Places	Primary Need
George Green's	Resource	LA	15*	Complex Needs*
St Paul's Way Trust	Resource	MAT	24	Hearing Impaired
Phoenix Satellite at Bow School	Satellite	LA	30	ASD
Secondary Total			69	

* Place numbers and need designation for the resource base at George Green's School are currently under review. Pupils currently in place at the provision will remain there with the appropriate support to meet their needs, regardless of the outcome of the review process.

Special

School Name	Type	LA School or MAT	Funded Places	Primary Need
Stephen Hawking School	Primary	LA	105	PMLD
Beatrice Tate School	Secondary	LA	110	PMLD
Bowden House School	Secondary	LA	50	SEMH
Phoenix School	All through	LA	470*	ASD
Ian Mikardo School	Secondary	MAT	55	SEMH
Special Total			790*	

*Includes Satellite classes at Bow and Marnier

Post 16

School Name	Type	LA School or MAT	Funded Places	Primary Need
New City College	Post 16 College	N/A	620*	All SEND
Phoenix College	Independent Specialist College	Charitable Trust	30	ASD
London East Alternative Provision Post 16	Alternative Provider	LA	25	SEMH
Tower Project	Employment Training		50	ALL SEND

*Across all campuses

5. SEN Policy Landscape

5.1 In September 2014, a new Special Educational Needs and Disability Code came into effect. The code proposed some changes aimed at putting children, young people and their families at the centre of any discussions about the support they are offered. The main changes are set out below:

- **Children & young people to be at the heart of the system**
- **Education, health and care plans to replace SEN statements** – Under the new rules, SEN statements and learning difficulty assessments (LDAs) were replaced with education, health and care (EHC) plans for children and young people up to age 25.
- **School Action and School Action Plus no longer exists** - Instead there is a single school-based category of SEN Support, for children who need extra specialist support but do not require an EHC.
- **Optional personal budgets for young people** - Young people and parents of pupils with an EHC plan can request to hold a personal budget to buy in some types of support identified. The council has a personal budget policy on its 'local offer' website.
- **Teachers must make sure every pupil makes progress** – there is an increased emphasis on the identification and support for pupils and students with SEN being implemented and progress monitored by class and subject teachers.
- **Local Offer website – provides** information at local authority and school level on what services children and young people and their families can expect from a range of local agencies, including education, health and social care.
- **Focus on preparing for adulthood from an early age** – introduction of supported internships and apprenticeships for young people with SEND

5.2 In 2021 the SEND Green Paper was released, mainly with the aim of addressing the areas where the SEN reforms of 2014 have not had the impact expected. The Green Paper consultation covered the following areas:

- Standardisation of some parts of the EHC assessment process and the inclusion of Alternative Provision within SEND;
- A new increased focus on ensuring Excellent Provision from Early Years to adulthood;
- A Reformed and Integrated role for Alternative Provision Settings;
- Increasing accountability and funding reform;
- Delivering real change across the system.