APPENDIX 1

SEND PROFILE DATA (JANUARY 2018)

This section includes:

1. an overview of current specialist provision, followed by
2. a compiled set of data showing :
   - the numbers of pupils identified with SEND within Plymouth schools
   - the types of need identified

1. Overview of specialist provision and Alternative Provision (AP) 2018:

Special School	Current number of pupils
Woodlands	87
Mill Ford	103.6
Cann Bridge	89
Longcause	107
Brook Green	97
Courtlands	80
Mount Tamar	110

Support Centre	Commissioned/ actual places
Mayflower (Primary ASC)	11
Keyham Barton (Primary ASC)	4
Goosewell (Primary ASC)	10
SDCC (Secondary ASC)	14
Plympton (Secondary ASC)	6
Tor Bridge Primary (F/Primary Language)	6
Thornbury (Primary Language)	13
Tor Bridge High (Secondary Language)	12
Eggbuckland Vale (Primary HI)	16
Eggbuckland CC (Secondary HI)	10

Alternative Provision	Current number of pupils
ACE	110

2. Data sets.

The Department for Education (DfE) collect and compile data each January. Each summer, the DfE publish and share the compiled, and verified, data as Statistical First Release national tables. These national tables include data from maintained schools, academies, free schools, special schools, PRUs and independent schools.

Plymouth LA-held data sets are compiled from the schools' January Census returns, via pupil level annual school census (PLASC) returns and exclude Independent school data;

All data sets are used to inform SEND planning.

The data sets described in this section have been separated into national and Plymouth-held data and the source is identified accordingly.

This data set refers to schools only.

Table 1. National data, showing percentages of pupils at SEN Support and with an EHCP.
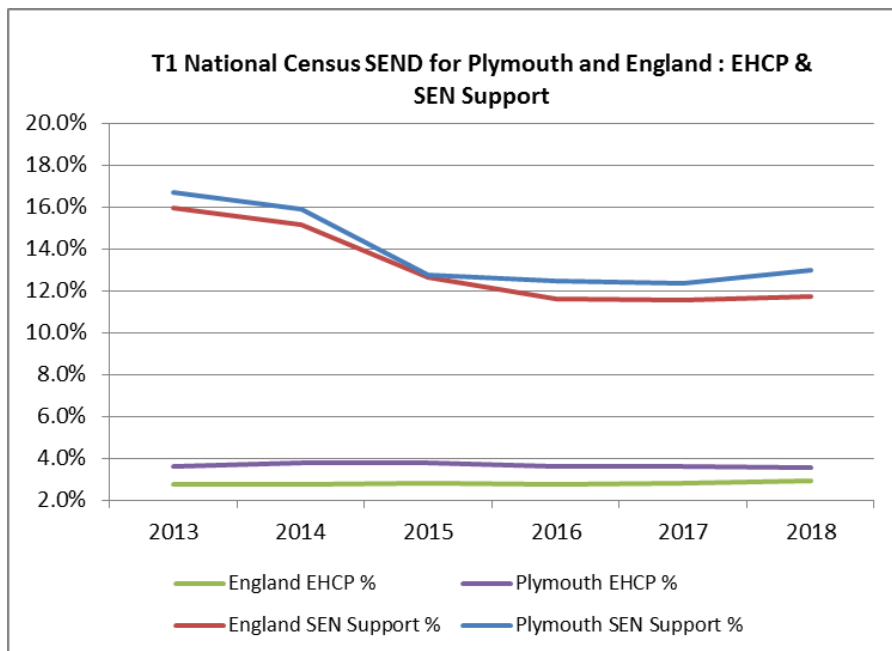

Table 2. Plymouth data, taken from the PLASC return, showing numbers of pupils at SEN Support and with an EHCP (listed as Formal SEN).
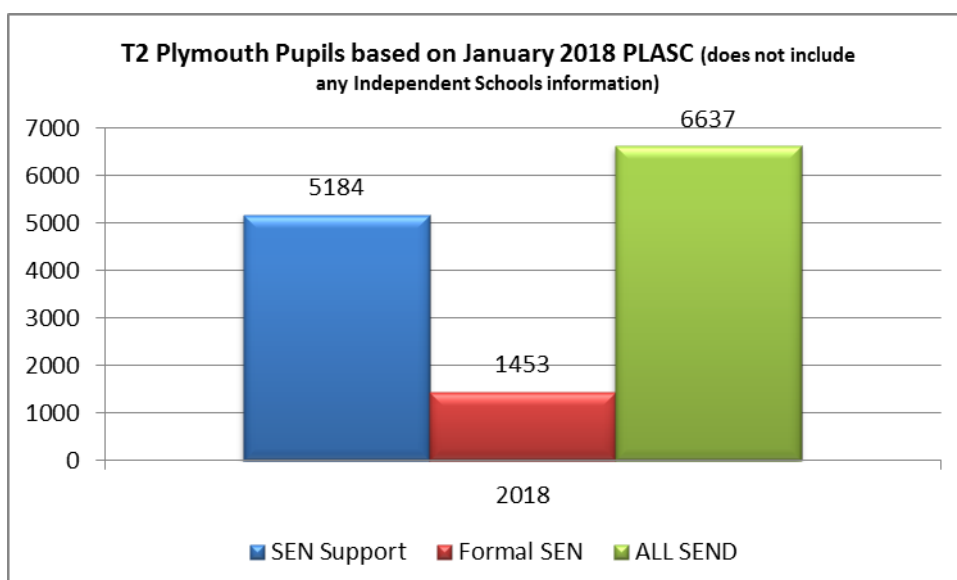
Table 3. Plymouth data, taken from the PLASC return, showing the number of pupils with SEND attending Plymouth schools from 2013 to 2018
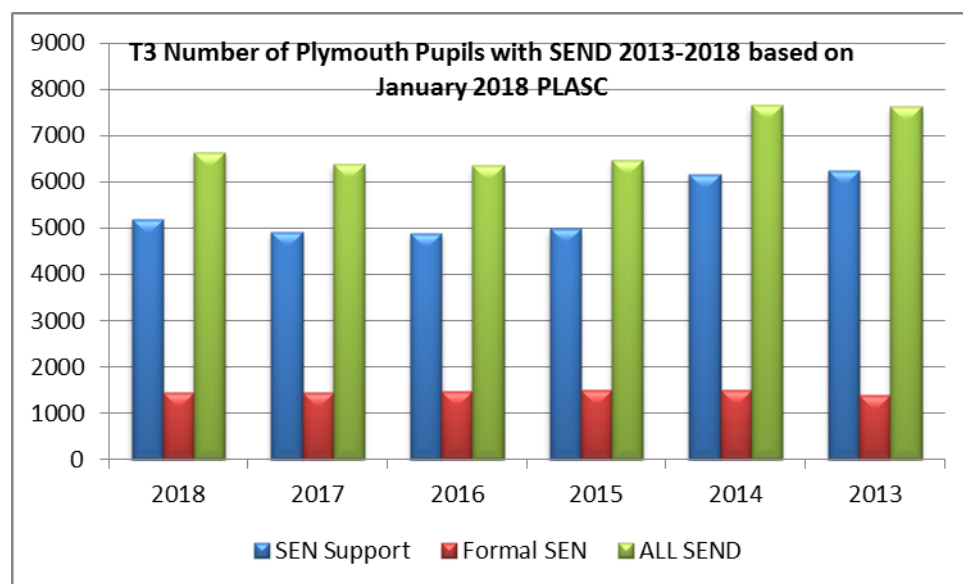

Table 4. Plymouth data, based on January 2018 PLASC showing the primary needs identified by each educational phase in Plymouth schools.

Total at phase		ASD	HI	MLD	MSI	NSA	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
45	NS	0	0	7	0	0	0	0	0	1	37	0	0	0
3515	PS	240	79	605	6	98	54	103	6	848	1268	13	160	35
213	AT	29	7	19	1	0	24	6	1	64	45	1	15	1
1933	SS	358	49	225	1	17	188	76	1	549	269	2	180	18
644	SP	109	3	72	7	0	7	78	11	125	55	166	5	6
287	PR	25	0	0	1	0	7	0	0	250	4	0	0	0

Legend:

Phase: NS = Nursery school;
PS = primary;
AT = all through;
SS = secondary school;
SP = special school;
PR = PRU (Alternative Provision)

Needs identified:
ASD   =   Autism Spectrum disorder;
HI   =   Hearing impairment;
MLD   =   Moderate learning difficulties;
MS 1 =   Multi-sensory impairment;
NSA   =   SEN support but no specialist assessment of type of need;
OTH   =   Other difficulty;
PD   =   Physical difficulty;

PMLD = Profound & multiple learning difficulty;
SEMH = Social, emotional and mental health difficulties;
SLCN = Speech, language and communication needs;
SLD = Severe learning difficulty;
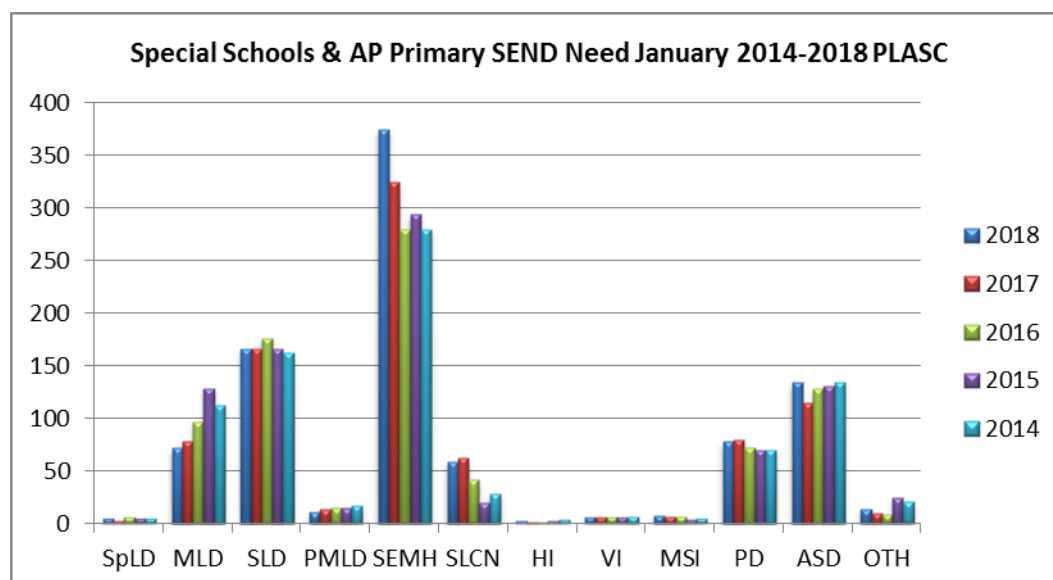SPLD = Specific learning difficulty;
VI = Visual impairment

Comment:

The categories "NSA" and 'other' within primary schools census return includes some anomalies, and needs further reviewing through discussions with the schools.

Table 5. Plymouth data (PLASC) showing primary needs of pupils with SEND attending Plymouth Special Schools and AP as at January 2018.

Special Schools & AP	January 2018 PLASC											
School	ASD	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	Grand Total
Woodlands School		2		6		73			2	1		2	86
Cann Bridge School	1		1			2	1		3	75	3		86
Courtlands School	5		28		1			10	29	1			74
Brook Green Centre for Learning	3		42	1	2	3	1	29	10		1	2	94
Mount Tamar School	10		1					86	6	1		1	105
Longcause Special Community	90	1			4				5		1	1	102
Mill Ford School							9			88			97
ACE	25	0	0	1	7	0	0	250	4	0	0	0	287
	134	3	72	8	14	78	11	375	59	166	5	6	931

Table 6. Plymouth data (PLASC) showing primary needs of pupils with SEND attending special schools and AP from 2014 to 2018

Early Years data

The child level early years census ensures that individual level data on 2, 3 and 4 year old children in early years settings is available in a similar manner to that collected on children in mainstream via the school census. This enables a more accurate distribution of funding to schools and local authorities, better demonstration of proper accountability of expenditure in this area and better evaluation and formulation of policy. However, better use of this data, and more effective communication on how this is used within planning SEND provision would be beneficial.