SEND Sufficiency Strategy

Background

The current SEND Sufficiency Strategy is detailed as part of the Safety Valve Agreement and implementation plan. This has been in operation since 2021 running until the end of 25/26.

A longer-term strategy is required to identify sufficiency requirements beyond Safety Valve from 01/04/26.

Engagement

- As part of the preparation of the SEND Sufficiency Strategy stakeholder discussion and feedback was completed with mainstream schools, special schools, post 16 providers, health colleagues, parents and carers and young people.

- SEND Sufficiency discussion took place with education leaders at Schools Forum, wider education and school improvement partners and at SENCO network events.
  Discussions focused on what's working well and areas for improvement across core areas including - SEND Provision, Graduated Approach and Outreach Services.

- Alongside engagement completed specifically for the development of the new SEND Sufficiency Strategy young people's and parent/carers views are captured as part of established quality assurance processes across SEND provision.

Introduction

- The Council has a responsibility to create enough education provision to meet the needs of all pupils, this is called sufficiency.

- This includes support to mainstream schools to meet a wider level of SEND need and also to provide sufficiency of education where it is determined specialist provision is required.

- This SEND Sufficiency Strategy identifies local needs and provision requirements so that all pupils across the SEND continuum are able to access appropriate education provision.

Vision

We have a strong clear vision. In Rotherham we are just as ambitious for children and young people with SEND as for every other child.

The SEND Sufficiency Strategy should be read in conjunction with the Rotherham SEND Strategy My Life My Rights 2024-2028..

Underpinned by Four Cornerstones

Progress during the last SEND Sufficiency Strategy (Safety Valve)

- Supporting more children to access education within or close to their local community

- Creating good and outstanding local provision

- The Graduated Response in Rotherham

- Development of SEND School Improvement Offer and Quality Assurance

- Specialist Inclusion Team (SIT)

- **<u>Creating good and outstanding local provision</u>**

- **<u>The Graduated Response in Rotherham</u>**

- **<u>Development of SEND School Improvement Offer and Quality Assurance</u>**

- **<u>Specialist Inclusion Team (SIT)</u>**

- **Children in Rotherham Schools**
- Rotherham has 57,453 children aged under 18 representing 21.7% of the local population (ONS, mid 2020). There are 45,763 children and young people attending Rotherham's schools as at January 2024 School Census. 465 children in a maintained nursery school, 24,661 pupils in primary schools, 19,303 pupils in secondary schools, 1,194 pupils in special schools and 140 pupils in Pupil Referral Units (PRUs).
- **Increasing demand for specialist provision**
- There are a growing number of requests for Education, Health, and Care Needs Assessment each year. Half of the special schools in Rotherham are regularly full or over their commissioned number and the alternative provision places at the Pupil Referral Units (PRUs) are close to capacity (January 2024).

Comparison to national

Increasing numbers of EHCP

Increasing demand for specialist provision

Specialist provision already over capacity

| School Types	% CYP in Rotherham as at SEN2 25	% CYP Nationally as at SEN2 25	Gap to National	% CYP in Rotherham as at SEN2 24	% CYP Nationally as at SEN2 24	Gap to National	% CYP in Rotherham as at SEN2 23	% CYP Nationally as at SEN2 23	Gap to National	% CYP in Rotherham as at SEN2 22	% CYP Nationally as at SEN2 22	Gap to National
*Special Schools	32.8%	25.0%	7.8%	32.8%	26.9%	5.9%	34.8%	28.2%	6.6%	32.8%	29.6%	-0.8%
*Resource Provision / SEN units	4.0%	3.8%	0.2%	2.9%	3.9%	-1.0%	1.2%	3.9%	-2.7%	3.2%	4.5%	-1.3%
Mainstream Schools	36.6%	39.7%	-3.1%	34.1%	39.2%	-5.1%	32.1%	37.4%	-5.3%	28.8%	36.0%	-7.2%
*Independent Non Maintained Special Schools	3.3%	5.3%	-2.0%	3.7%	5.2%	-1.5%	3.5%	5.0%	-1.5%	3.8%	5.2%	-1.4%
*Independent Specialist Provision	4.9%	1.5%	3.4%	3.4%	1.5%	1.8%	3.6%	1.6%	2.0%	4.3%	1.7%	2.6%
Post 16 / FE Colleges	13.7%	12.3%	1.4%	14.2%	11.7%	2.5%	13.5%	12.3%	1.2%	14.7%	14.8%	-0.1%
*All Specialist Provisons	45.0%	35.7%	9.3%	42.8%	37.5%	5.3%	43.2%	38.7%	4.5%	44.2%	41.0%	3.2%

Needs Analysis

Key Documents considered

- Safety Valve Monitoring dashboard
- SEND statutory returns information to identify current demand/place planning
- Local SEND provision map
- Performance monitoring analysis – Outreach Services
- EHCP trends and comparison to national picture
- National Strategy links where appropriate
- SEND Strategy and KPI dashboard.
- Partnership data – RPCF, health.

Key Areas identified

- EHCP Growth
- Prime Need understanding
- Place planning forecasting

Rotherham's EHCP totals and forecasting projections for Children and young people aged 0-25 yr olds.
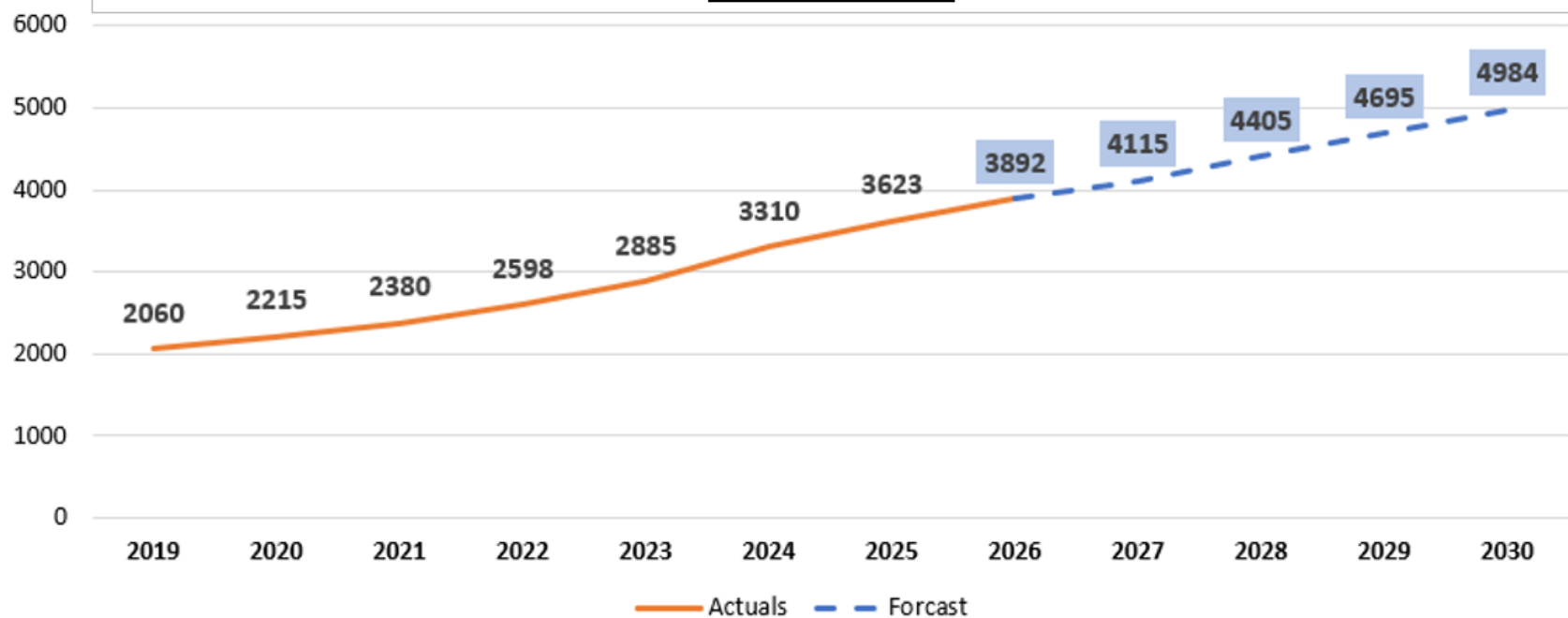
Primary Need Forecasting

EHCP NEEDS BY YEARS	Autism Spectrum Disorder	Hearing Impairment	Medical	Moderate Learning Difficulty	Multi-Sensory Impairment	Other Difficulty/ Disability	Physical Disability	Profound and Multi Learn Diff	Severe Learning Difficulty	Social, Emotional & MH	Specific Learning Difficulty	Speech, Lang, Comm Difficulty	Visual Impairment	EHCP forcasting numbers in line with Rotherham's 0-25 population estimates
2019	651	40	9	439	3	9	164	8	104	388	45	182	18	2060
2020	682	40	9	450	4	10	172	8	102	470	50	198	17	2212
2021	747	42	6	445	4	11	178	8	97	536	50	223	24	2371
2022	820	49	6	455	5	13	189	7	84	607	54	264	25	2578
2023	952	49	0	461	5	1	214	13	83	686	62	334	25	2885
2024	1142	47	0	476	6	0	216	16	63	783	71	460	30	3310
2025	1284	49	0	461	6	0	211	15	46	836	69	622	24	3623
2026	1367	54	1	488	7	0	235	17	46	945	74	630	28	3892
2027	1460	55	1	487	7	0	243	18	36	1009	81	686	32	4115
2028	1576	57	1	494	8	0	254	20	26	1091	86	760	34	4405
2029	1692	58	1	500	8	0	264	22	17	1172	91	834	35	4695
2030	1807	60	2	507	9	0	275	23	7	1253	96	908	37	4984

- The data shows the most prevalent primary needs for CYP with EHCPs are ASD (35%), SEMH (23%), SLCN (17%) and MLD (12.7%).
- Forecasting projections indicate by 2028 nearly 300 more children would make up the ASD primary need type and by 2030 this could potentially be over 500 more children than what we have now.
- SEMH forecasting projections show that by 2028, 255 more children could have a EHCP which could be over 400 + CYP by 2030

Place Planning Forecasting

Data reflected as of time period:	Alternative Provision (EOTAS, EHE, ASPIRE PRU)	ISP EHCP's - Includes Independent Special Schools / Non-maintained Specialist Schools	Mainstream Schools	Post 16 / FE Colleges	Resource Provisions	Special Schools	OTHER EHCP (NEET / SEN AWAITING PROV/ A&T NOT YET PLACED)	Blank recording	EHCP Totals
Mar-21	164	199	720	300	40	831	101	14	2369
Mar-22	151	211	792	402	81	856	148	0	2641
Mar-23	32	281	956	391	81	999	223	0	2963
Mar-24	22	303	1223	457	98	1062	180	0	3345
2025 - data from SEN2	77	302	1361	496	134	1168	85		3623
2026	80	340	1485	529	146	1215	97		3892
2027	81	357	1598	554	159	1258	109		4115
2028	83	381	1743	591	177	1329	102		4405
2029	86	406	1888	627	194	1400	94		4695
2030	89	430	2031	664	212	1470	88		4984

- 380 more places needed in mainstream schools by 2028 which would grow further by 2030 to be approx. around 670 more places than we currently have now. This would potentially be the equivalent of 40% of the cohort in mainstream schools by 2030.

- 161 more places needed in special schools by 2028, which could grow further by 2030 to be 300 more places needed than are provided now.

- Nearly 100 more Post 16 / FE places required by 2028 which could increase to nearly 170+ by 2030.

- Potentially if nothing changed then approximately 78 more places needed within our ISP settings by 2028 and this could grow up to 128+ more places needed by 2030. This ISP category is a combination of both independent specialist provisions (post 16), and Independent non maintained special schools.

Aspirations

1. More young people are able to be educated locally, in their communities with mainstream peers

2. More young people are able to start their education journey successfully with a plan for their next phase of education

3. We will work with our network of special schools to identify gaps in current provision and make best use of the places available across our special schools

4. Mainstream Schools are able to access a range of support and best practice guidance to create a more consistent offer to SEND pupils.

5. Our mainstream and special schools are more accessible places for SEND learners.

6. More young benefit from additional support to improve outcomes at post 16 and access employment

7. We will ensure that our network of local specialist provision is utilised to its fullest and continues to deliver good outcomes

Measuring success

- Combination of output measures (activity completion) and impact measures (outcomes for children and young people)
- Progress to be monitored through SEND Sufficiency Board and SEND Executive Partnership Board
- Annual Scrutiny and Cabinet update

Thank you and questions