



Nadhim Zahawi MP

Parliamentary Under-Secretary of State for Children and Families

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Rt Hon Robert Halfon MP
Chair of the Education Select Committee
House of Commons
London
SW1A 0AA

1 July 2019

Dear Robert,

At my Education Select Committee appearance on 21 May 2019, William Wragg and James Frith posed questions to which answers were not received, I am therefore writing to provide you with those answers. I apologise for the oversight.

Mr Wragg requested data relating to the measures that the Department was holding local authorities to account as stated in the 2015 Accountability Framework document.

The 2015 accountability framework sets out examples of the types of data and intelligence we use to measure the success of the SEND system, focussing initially on process data and widening to focus on outcomes. It outlined how we proposed to measure success at a national level through data on improved outcomes and user experience across three broad areas: positive experience of the SEND system for children, young people and their families; improved outcomes for children, young people and their families; and effective preparation for adulthood. The annex to this letter outlines a table with the indicators and updated data against them, as requested at the hearing

In addition to these specific indicators we use intelligence that we gather from a wide range of sources to understand where services are working well, where they could do better, and to focus our resources on where we can make a difference.

This includes activity the Government funds through our delivery support partners; research and surveys, including a large-scale survey of over 13,000 families who gained an Education, Health and Care (EHC) plan in 2015; feedback from our team of professional SEND advisers, who work directly with local authorities to improve the delivery of services; performance information and feedback from lead tribunal judges and parents; and, from May 2016, Ofsted and CQC inspections of the effectiveness of local area SEND services in identifying and meeting needs and improving outcomes.

To further support local and national accountability and improvement, analysis and data is available through a range of tools and resources. These include:

- Special educational needs: an analysis and summary of data sources: <https://www.gov.uk/government/publications/sen-analysis-and-summary-of-data-sources>
- LG Inform: an LGA hosted analytical tool providing key performance data for individual LAs https://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?mod-group=AllSingleTierAndCountyLainCountry_England&mod-area=E92000001&mod-type=namedComparisonGroup
- Local Authority Interactive Tool – The [Local Authority Interactive Tool](#) presents a wide range of local authority (LA) data that enables comparisons to be made over time and illustrates an LA's absolute performance and relative position against the national average, statistical neighbours and geographical groups for benchmarking purposes.
- The SEND Index - provides both a regional and a national analysis of SEND information relating to schools in England <https://www.sendgateway.org.uk/whole-school-send/send-research/>

James Frith asked if the estimation of the additional funding provided for the extension of support to 25 was equal to the numbers in post-19. When the high needs funding block was created in 2013-14, it included the extension to age 25. The expected additional cost to local authorities was expressly taken into account by:

- Moving all funds previously allocated to supporting young people aged 16-25 with high needs through the previous funding system into the high needs block of the DSG, and
- Increasing the high needs block further to reflect internal analysis of the likely increase in numbers of young people requiring high needs funding, (noting that the amount and cost of support made available to a young person with an Education, Health and Care Plan varies according to the child or young person's individual needs, and so the additional funds needed do not directly/only relate to an increase in numbers).

As outlined in our previous letter, £272 million was added to the high needs funding block of the dedicated schools grant (DSG) in the financial year 2013-14, and £390 million in 2014-15, to take account of the extended age range to 25 covered by the DSG. The difference between the two years was mainly because some of the changes post-16 started in August 2013 rather than at the start of the financial year.


These increases in the 2013-14 and 2014-15 financial years were consolidated into the funding baseline that informed the spending review settlement reached between the department and HM Treasury in 2015, and the subsequent allocations of high needs funding from the 2015-16 financial year onwards.

In January 2015 there were 25,540 young people aged 16-25 with a statement or EHC plan and 32,180 with a learning difficulty assessment, totalling 57,720. In May 2019 there were 96,347 young people aged 16-25 with an EHC plan (77,587

16-19 year olds, and 18,760 20-25 year olds).

Local authorities' increased spending, including on 16 to 25 year olds, has been taken into account in the allocation of high needs funding for the last two financial years (2017-18 and 2018-19) as well as the current financial year (2019-20).

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N. Zahawi', with a long, wavy horizontal line extending to the right.

Nadhim Zahawi MP
Parliamentary Under-Secretary of State for Children and Families

Annex

Latest data for the measures identified in table 1 of the 2015 SEND Accountability Framework

Positive experience of the SEND system for children, young people and their families	
<p><i>Education, Health and Care Plans (EHCPs) completed on time</i></p>	<ul style="list-style-type: none"> • There were 48,907 children and young people with new EHC plans made during the 2018 calendar year. • The number of children and young people with new EHC plans made during the 2018 calendar year has seen an increase of 6,745 (16.0%) when compared against the number of children and young people with new EHC plans made during 2017. • In 2018, 60.1% of new EHC plans were issued within 20 weeks. • This shows a decrease from 2017, when 64.9% of new EHC plans were issued within the 20 week time limit. This figure excludes exceptional cases where the local authority need not comply with the 20 week time limit if it is impractical to do so. <p>‘Statements of SEN and EHC plans: England 2019’ Next update due May 2020 (This publication includes data at local authority level)</p>
<p><i>SEN appeals and outcomes</i></p>	<ul style="list-style-type: none"> • In the calendar year 2018 HMCTS tribunals recorded 6,023 registered appeals in relation to SEND, an increase of 21% when compared to the prior year (4,988 appeals were registered to the SEND tribunal in 2017). • The new appeal rate shows that 1.6% of all appealable decisions subsequently resulted in an appeal to the SEND Tribunal. This is an increase from 1.5% in 2016 and is identical to the appeal rate in the first year of the reforms. <p>https://www.gov.uk/government/statistics/tribunal-statistics-quarterly-january-to-march-2019 (This publication includes data at local authority level)</p>
<p>Positive outcomes for children, young people and their families.</p>	

<p><i>Attainment data</i></p>	<ul style="list-style-type: none"> The average attainment 8 score for pupils with SEN in 2017/18 was 27.2 compared to 49.8 for those with no SEN. The average progress 8 score for pupils with SEN was -0.61 compared to 0.08 for those with no SEN. <p>'Key stage 4 and multi-academy trust performance 2018 (revised)' Next update due January 2020 (This publication includes data at local authority level)</p>
<p><i>Outcomes for looked after children</i></p>	<ul style="list-style-type: none"> The average attainment 8 score for looked after children with SEN in 2017/18 was 12.6 compared to a score of 25.3 for non-looked after children with SEN and 9.1 for children in need. The average progress 8 score for looked after children with SEN in 2017/18 was -1.42 compared to -0.77 for non-looked after children with SEN and -1.72 for children in need. <p>'Outcomes for children looked after by LAs: 31 March 2018' Next update due March 2020 'Characteristics of children in need: 2017 to 2018' Next update due March 2020</p>
<p><i>Destinations after Key Stage 4 & Key Stage 5</i></p>	<p>After Key Stage 4 - Young people at the end of compulsory schooling: 90% of pupils with a statement were in a sustained education or employment/ training destination six months after completing Key Stage 4, compared to 88% of pupils with SEN without statements and 95% of those without SEN (2016/17 destinations).</p> <p>After Key Stage 5 - Young people who took A levels/level 3 qualifications: 86% of pupils with SEN in mainstream schools progressed to a sustained education or employment/training destination six months after completing Key Stage 5, compared to 91% of those without SEN. 85% of those with Learning Difficulty or Disability (LDD) in colleges progressed to a sustained education or employment/ training destination compared to 88% of those without LDD (2016/17 destinations).</p> <p>'Destinations of key stage 4 and key stage 5 pupils: 2017' Next update due October 2019 (This publication includes data at local authority level)</p>
<p><i>School absence and exclusion rates</i></p>	<ul style="list-style-type: none"> 8.7% of sessions were missed for pupils with statements or EHC plans in 2017/18 compared to 6.5% for pupils on SEN support and 4.4% for pupils without SEN. 25.1% of pupils with statements or EHC plans were persistent absentees in 2017/18 compared to 18.3% for pupils on SEN support and 9.4% for pupils without SEN.

	<p>‘Pupil absence in schools in England: 2017 to 2018’ Next update due March 2020 (This publication includes data at local authority level)</p> <ul style="list-style-type: none"> • The permanent exclusion rate for pupils on SEN support in 2016/17 was 0.35%, compared to 0.16% for pupils with statements or EHC plans and 0.06% of pupils with no SEN. • 6.18% of pupils on SEN support received one or more fixed period exclusion in 2016/17 compared to 6.44% of pupils with statements or EHC plans and 1.63% of pupils with no SEN. <p>‘Permanent and fixed-period exclusions in England: 2016 to 2017’ Next update due July 2019 (This publication includes data at local authority level)</p>
<p>Effective preparation for adulthood</p>	
<p><i>Employment status for adults with learning difficulties and disabilities (LDD)</i></p>	<p>In the 2017-18 financial year, 6.0% of adults with learning disabilities aged 18-64 who were receiving support from social services were in paid employment, compared to 5.7% in the previous year.</p>
<p><i>Accommodation status for adults with LDD</i></p>	<p>In the 2017-18 financial year, 77.2% of adults with learning disabilities aged 18-64 who were receiving support from social services lived in their own home or with their families, compared to 76.2% in the previous year.</p> <p>‘Measures from the Adult Social Care Outcomes Framework, England - 2017-18’ Next update due October 2019 (This publication includes data at Clinical Commissioning Group (CCG) level)</p>



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