

Subject:	Special Educational Needs Annual Report		
Date:	2 June 2014	Version:	1
Report of:	Acting Assistant Director Children's Services		
Contact Officers:	Name:	Regan Delf	
	Email:	regan.delf@brighton-hove.gcsx.gov.uk	Tel: 01273 293504

CONTENTS

1. Background and context
2. Improving outcomes for children and young people with SEN.....
3. Identification and assessment.....
4. Quality of provision and value for money
5. Partnership with parents, children and families
6. Transition
7. Impending SEN reforms - SE7 SEN Pathfinder Project

APPENDICES

- Appendix 1 – Glossary of terms and abbreviations
- Appendix 2 – Outcomes for pupils in 2013
- Appendix 3 - Identification and assessment
- Appendix 4 – Characteristics of pupils identified with SEN
- Appendix 5 - Placement of pupils with SEN

1. Background and Context

- 1.1 **SEN Partnership Strategy** - The City has a five year SEN Partnership Strategy (2013-2017) which is steered by the multi-agency and widely representative SEN Partnership Board.
- 1.2 The Strategy integrates the work of the **SE7 SEN Pathfinder Project** introducing early the wide-ranging **SEN reforms** in the Children and Families Act which will be implemented nationally from September 2014
- 1.3 The Strategy has five priorities, each of which has a lead officer and a deputy lead. In addition there are two areas of SEN which have a special focus within the strategy, notably autistic spectrum condition (ASC) and behavioural, emotional and social needs (BESD)
- 1.4 This report outlines progress against the priorities and actions in the strategy. Supporting data is set out in the appendices as listed above.
- 1.5 Indicators at the end of Year 1 of the strategy show a positive direction of travel with a range of early successes.

- 1.6 Brighton and Hove has just taken on the lead for the SE7 Pathfinder Project from East Sussex and will now lead the new **national champion** role for the SE7. This will involve supporting and consulting to all LAs in the south-east and in south London as well as taking forward national support in key areas. Additional capacity can be resourced from the associated government grant.
- 1.7 **SEN and Disability Review** - the Director of Children's Services has appointed to a temporary Assistant Director post to bring together and lead a review of SEN and disability services in the City to conclude at the end of the year. The scope and remit of this review is being drafted currently as a Project Development Plan.

2. Improving Outcomes for Children and Young People with SEN

- 2.1 Attainment of SEN pupils overall against national benchmarks compared positively to the national average in 2013 at all Key Stages and very positively at Key Stage 2, where performance was in the top quartile of LAs. Gaps also closed at all Key Stages although at Key Stage 4 the gap in the City is still wider than the national average
- 2.2 SEN attainment improved and achievement gaps narrowed at all Key Stages within the context of a reducing percentage of pupils on school SEN registers
- 2.3 Although outcomes are showing strong improvement, there are statistical caveats to be borne in mind:
 - 2.3.1 Standards across the country are too low for pupils with SEN and gaps are the widest for any vulnerable group so there is much improvement needed still
 - 2.3.2 Brighton and Hove identifies more pupils with SEN than the national average. (BHCC = 23.4% , National = 18.7%)
 - 2.3.3 Pupils with Statements of SEN (984 SEN2 Jan 2014) do less well comparatively than pupils with SEN as a whole (ie 6431pupils at 'school action', 'school action plus' and with Statements of SEN) – performance for pupils with Statements of SEN overall is around the national
 - 2.3.4 Identification of SEN is not moderated locally or nationally and thus there are variations in practice, meaning it is not always possible to be sure that comparisons are 'like with like'
- 2.4 **At Key Stage 1**, SEN gaps narrowed further by 1.9% in maths, 6 % in reading and 8.3% in writing with all groups showing increase in attainment (see appendix 1 for tables)
- 2.5 **At Key Stage 2** outcomes for pupils with SEN against national benchmarks (Level 4+ in Reading, Writing and Maths) were good compared to national average and statistical neighbour (SN) average:
 - 2.5.1 Brighton and Hove results were 23rd highest out of 152 LAs
 - 2.5.2 Performance improved by 7% over that in 2012

- 2.5.3 Performance was 6% above the national average and 7% above the south east average
- 2.5.4 The SEN achievement gap closed by 4% over 2012 performance and is 3% below the national average gap

(see appendix 2 for tables)

2.6 **At Key Stage 4**, outcomes for pupils with SEN against the national benchmark (5+ A*-C including English and maths) were above the national average:

- 2.6.1 Brighton and Hove results were 47th highest out of 152 LAs
- 2.6.2 Performance improved by 7% over that in 2012
- 2.6.3 Performance was 2% above the national average and top of the south east table
- 2.6.4 The SEN achievement gap closed by 1% but is still 3% above the national average

(see appendix 2 for tables)

- 2.7 The LA's Closing the Gap Strategy has been compiled and launched in July 2013 with a focus on the SEN gap as well as gaps relating to socio-economic disadvantage
- 2.8 The LA has published data for all schools on the gaps for vulnerable groups in attainment and progress, including the new 'quadrant graphs' showing schools where they sit in terms of gaps and value added against national benchmarks

3. Identification and Assessment

- 3.1 For a number of years, Brighton and Hove has had higher identification of SEN across its schools than statistical neighbours
- 3.2 Since 2009 there has been a steady decrease in the percentage of pupils with a Statement of Special Educational Needs while over the same period the equivalent for England and or statistical neighbours remained constant.
- 3.3 However the percentage of statements of SEN in the City remains slightly higher than the national average, although it needs to be noted that this percentage includes a proportionately high number of pupils with Statements from neighbouring authorities in B&H schools and particularly certain special schools such as Downs View and Hillside
- 3.4 Decisions about whether to undertake a statutory assessment of pupils with SEN and whether or not to issue a Statement of SEN are taken at a widely representative SEN Panel, including a parent representative
- 3.5 The SEN Panel system was introduced in June 2012 to ensure a transparent, open and fair system for decision-making and has been very successful in improving the confidence of stakeholders in decisions made. One source of evidence for this is the continuing very substantial reduction in appeals to the SEN Tribunal

- 3.6 Current legislation requires us to complete statutory assessments within a 26 week timeframe. We continue our record of 100% completion within this timeframe (excluding permitted exceptions) which is above the national and statistical neighbour averages
- 3.7 New legislation coming into force from September 2014 will require completion of statutory assessments within 20 weeks as part of the more complex process of producing Education, Health and Care Plans (replacing Statements of SEN). This will be a challenge for capacity of the SEN team
- 3.8 As part of the SEN Pathfinder Project, Brighton and Hove has been involved in converting existing Statements of SEN to the new Education, Health and Care Plans (EHCPs) in an initiative involving a wide range of partners including parents and young people. Currently we have converted just over 10% of existing Statements to EHCPs
- 3.9 EHCPs are co-constructed by families and the LA in a much more personalised way with casework officers from the SEN team meeting parents to ascertain the family's view on the provision needed to meet those needs
- 3.10 A recent survey of the views of parents where EHCPs have been co-produced indicates high levels of satisfaction with the process
- 3.11 From September 2014, all new statutory assessments will result in an EHCP rather than a Statement of SEN and families will be offered a 'personalised budget' where schools receive 'top-up funding' from the LA for pupils with complex SEN

(see appendix 3 for tables)

4. Quality of Provision

- 4.1 For pupils with Statements of SEN, just over half (52%) are in mainstream schools and the rest in a variety of specialist provision
- 4.2 While exact numbers change throughout the year, there has been a fall in the numbers of pupils attending LA special schools over the years from 474 in September 2009 to 411 in September 2013. Percentages of pupils now in special schooling is around the national average, having been significantly above the national average in previous years
- 4.3 The number of pupils in independent and non-maintained schools has dropped to its lowest ever level with 54 pupils attending agency schools from September 2013 compared to 60 in September 2012. This has resulted in a continued substantial saving in associated costs. Savings have been used to provide additional funding for mainstream and specialist provision in the City
- 4.4 In terms of schools overall, Brighton and Hove has a higher percentage of provision rated good and outstanding in the Early Years at both primary and secondary phases than the national average. Although SEN is no longer given a separate judgment by Ofsted, this area is largely praised by inspection teams and if there is an issue raised, schools receive challenge and support from the LA to improve

- 4.5 All six LA special schools are rated good (50%) or outstanding (50%) currently in most recent Ofsted inspection.
- 4.6 In terms of special facilities, all are in schools rated 'good' in terms of most recent Ofsted inspection except for the Swan Centre in BACA (school requires improvement) and in West Blatchington Primary School (school requires improvement). However in both BACA and West Blatchington inspections, the special facility provision itself was praised by the inspection team as offering a good standard of education
- 4.7 A re-designated Special Facility at Hove Park School now offers provision for young people with a range of communication disorders including Autistic Spectrum Condition (formerly this was an under-used Facility for pupils with dyslexia). This provision replicates that offered in the Swan Centre in the east of the City and precludes the need for long journeys for pupils needing provision in the West
- 4.8 In terms of BESD provision, two new 'short stay schools' are in development in the East and West of the City to be run by the secondary school partnership with support from the LA. These will provide a resource aimed at early intervention and prevention for pupils referred by schools, aimed at reducing demand further down the line for Pupil Referral Unit (PRU) and special school provision for this group of young people
- 4.9 Progress for all pupils with Statements wherever educational provision is made is checked via the statutory annual review process
- 4.10 The publication of phase1 of the '**Local Offer**' this spring ahead of this becoming a national requirement has provided a single point of contact for families and professionals wishing to find out about all provision that could meet their child's needs. The Local Offer provides information on provision in all mainstream and special schools, all FE providers and all special facilities as well as specialist services in education, social work, health and the community and voluntary sector that exists to meet the needs of children and young people with additional needs
- 4.11 In relation to access for pupils with SEN to **music and the creative arts**, a strand of the SEN Partnership Strategy is working to improve this area with a range of projects for young people with SEN in mainstream and special schools using traditional and digital technology
- 4.12 The LA has continued to provide a programme of **continuing professional development** (training, support and advice) for teachers, school leaders (including governors) and SENCOs in relation to SEN and disabilities, including now provision for disability equality training. Some of this training and support is provided by the educational psychology service, by the SEN team more widely, by LA support services and by outreach provision from special schools. All training is evaluated and feedback used to improve future training
- 4.13 As part of the SEN Partnership Strategy, an **Autism Plan** has been produced to improve provision in this area and one action will be a re-launched tiered training offer to all schools ranging from short awareness sessions to intensive support for the most complex and challenging young people.

- 4.14 However capacity to provide sufficient training internally is stretched and a plan for the future is to improve the LA's commissioning and brokering role in relation to training for staff in SEN and disabilities

5. Partnership with Parents, Carers and Young People

- 5.1 Through strong links and partnership with the aMAZE Parent Partnership Service and the Parent and Carers Committee (PACC), parents are represented on the vast majority of strategic and operational policy and decision-making forums in the LA
- 5.2 Parents now represented on SEN Panel. The SEN Panel, which makes decisions on whether or not to start a statutory assessment and whether or not to make a Statement of SEN for young people, now has a trained parental representative member sourced through the aMAZE Parent Partnership Service
- 5.3 Co-construction with parents and carers of the new EHCPs in the SEN Pathfinder Project has been very successful with parental feedback in a recent survey suggesting improved confidence in the system and a positive experience
- 5.4 As part of the Pathfinder, personalised budgets have been trialled for 'home to school transport' as part of a small but successful pilot and two primary schools are now involved in a pilot to trial personalised budgets for the additional 'top-up' funding provided for schools to meet their children's SEN
- 5.5 The rate of appeals to the SEN Tribunal has shown a dramatic and continuing reduction from 39 registered in 2011/12 academic year to 15 in 2012/13 academic year and continuing to fall in 2013/14
- 5.6 As of April 2014, we have only 2 registered appeals.
- 5.7 The reduction in appeals is attributed to a positive and solution-focussed attitude to working with parents from an early stage and a more personalised and empathic system, combined with good local special provision and positive professional relationships with parent and carer groups locally
- 5.8 While young people have been extensively involved in the Pathfinder and have spoken at a range of public forums of their experience, an area for further development is an engagement strategy which brings the voice of the wide range of young people with SEN into the heart of policy and decision-making

6. Transition 16-25

- 6.1 The Children and Families Act will extend the life of EHCPs for young people in education or training up to 25 years where needed.
- 6.2 This is a considerable challenge as up until this point in time, the age limit for Statements has been 19 and as yet no further funding has been announced by the DfE to support LAs and FE providers to meet potential new demand

- 6.3 Very close links and partnership with all local FE providers was recently noted by a visiting HMI and the LA has already offered one training event on the SEN reforms to post 16 providers and a further event is in planning
- 6.4 A Transitions Steering Group with wide representation including from Adult Services and FE has established a series of meetings over the year with themes including health, housing, employment and training and independent travel
- 6.5 2012-2013 saw the successful merger of the SEN and Youth Employability Service Learning Difficulties and Disability (YES LDD) teams resulting in a more streamlined service for young people in this key transitional period. As a result of this merger we are better prepared to support all of our children and young people from 0-25
- 6.6 The LA is in discussion with Downs View School re proposals to extend provision at the Downs View Link College to meet the needs of a small number of pupils up to the age of 21

7. Impending SEN reforms – SE7 SEN Pathfinder Project

- 7.1 The key SEN reforms being trialled by the national SEN Pathfinder projects are:
 - 7.1.1 The requirement to publish a 'Local Offer'
 - 7.1.2 New Education, Health and Care Plans to replace Statements of SEN
 - 7.1.3 An extension of the remit for EHCPs from 0-25 years
 - 7.1.4 The introduction of 'personalised budgets' for parents and carers
 - 7.1.5 Joint commissioning arrangements between Children's Services and Health
 - 7.1.6 Associated workforce reforms
- 7.2 A recent HMI study in the City's preparation for the SEN reforms gave positive feedback and the detail of progress on all projects is set out in a self-evaluation tool provided by Ofsted
- 7.3 New legislation will be introduced in a phased manner we understand from September 2014
- 7.4 In April 2014 Brighton and Hove has agreed to become the lead LA for the SE7 National Champion Pathfinder role
- 7.5 This new and extensive regional and national remit will involve with partners from across the SE7 supporting all LAs in their preparations
- 7.6 Additional capacity for this work will be funded by an additional grant to the SEN team of £165,000 from now until March 2015
- 7.7 The Pathfinder Project is steered by the SEN Partnership Board which operates as the required 'Change Board'

8. Priorities for Future Development

- 8.1 Establishing the scope and remit for the SEN and Disability Review including governance arrangements
- 8.2 Bringing together services across SEN and the integrated disability service to improve our holistic support for children and families across all areas of children's lives
- 8.3 Taking the SE7 SEN National Champion Pathfinder project to the next stage of development in terms of introducing SEN reforms early and to a high standard both locally, regionally and nationally
- 8.4 Contributing to the development of the Early Help Hub with a focus on early help for young people with SEN
- 8.5 Post 16 transition and extension of EHCPs to 25. Nationally this has been one of the most challenging areas for the DfE. In this complex area with multiple stakeholders, joint leadership at the appropriate level from Adult Services is being sought to take the work of this group further forward.

Appendix 1

Glossary of Terms and Abbreviations

SEN Key	
ASC	Autistic Spectrum Condition.
BESD	Behaviour, emotional & social difficulties
HI	Hearing impaired
Med/PNI	Medical/Physical and Neurological Impairment
MLD	Moderate learning difficulty
PD	Physical disability
SLCN	Speech, Language and Communication Needs
SLD	Severe learning difficulty
SpLD	Specific learning difficulties
VI	Visual Impairment
0-19 Population (2001 Census)	52576
Total School Population (including Independent Schools)	34760
B&H Maintained Population (PLASC returns 2014)	31388

To be completed

Appendix 2

Data on Achievement and Standards in 2013

EYFSP

The Early Years Foundation Stage Profile was changed for 2013 so cannot be directly compared to data from previous years. 'GLD' stands for a good level of development. In order to achieve this, a pupil must be assessed as expected or exceeded in all the Prime Learning Goals plus expected or exceeded in all elements of Literacy and Maths.

EYFSP 2013	EYFSP Cohort	SEN Pupils	SEN GLD	% SEN GLD	Not SEN Pupils	Not SEN GLD	% Not SEN GLD	EYFSP SEN Gap
LA Level (Maintained Settings Only)	2831	415	51	12.3	2416	1203	49.8	-37.5

Key Stage 1

At key stage 1, the SEN gap is narrowing in all three key subjects and is lower than the statistical neighbour and England benchmarks. The largest gap is in writing, although there was a 7 percentage point reduction in this gap on the previous year.

Attainment of SEN pupils in all three subjects has risen with significant increases for reading and writing.

KS1 L2+ Reading	2010	2011	2012	2013
B&H SEN	52.7%	55.7%	60.9%	67.0%
B&H Non SEN	96.0%	96.3%	96.4%	97.8%
B&H SEN Gap	43.3%	40.6%	35.5%	30.8%
SN SEN Gap	41.8%	42.4%	40.2%	39.1%
England SEN Gap	42.8%	43.0%	40.1%	39.0%

KS1 L2+ Writing	2010	2011	2012	2013
B&H SEN	46.4%	49.1%	48.8%	57.0%
B&H Non SEN	93.0%	93.8%	94.3%	95.5%
B&H SEN Gap	46.6%	44.7%	45.5%	38.5%
SN SEN Gap	48.3%	48.3%	47.7%	46.1%
England SEN Gap	48.6%	49.0%	46.9%	47.0%

KS1 L2+ Maths	2010	2011	2012	2013
B&H SEN	68.9%	73.7%	75.0%	76.0%
B&H Non SEN	98.0%	98.4%	98.4%	98.8%
B&H SEN Gap	29.1%	24.7%	23.4%	22.8%
SN SEN Gap	32.9%	31.9%	30.6%	30.8%
England SEN Gap	32.8%	33.0%	31.0%	32.0%

Key Stage 2

In 2013 the Department for Education redefined the key stage performance accountability measure to level 4+ in reading, writing and maths combined. The new measure is more challenging than the former measure percentage English (combining reading & writing) and Maths at level 4+, and so cannot be compared. To indicate the trend from a baseline the 2012 figures have been calculated by applying the new measure to historical data. In 2012 writing became assessed by teachers and not standardised tests, as it was previously.

The gap is much wider at key stage 2 and the differential to the statistical neighbours and national benchmark is much smaller, however the SEN pupil attainment has increased by 7 percentage points on last year.

KS2 R, W & M	2012	2013
B&H SEN	33%	40%
B&H Non SEN	90%	93%
B&H SEN Gap	57%	53%
SN SEN Gap	No data	54%
England SEN Gap	55%	54%

A summary of the South East local authorities provides more detail. Whilst the performance gap for our SEN pupils is not the smallest, both our non-SEN and SEN pupil groups have the best performance in the South East LAs. Both groups have performed better than last year and the gap has narrowed by 4%.

The achievement of stated pupils is not proportionate however, with 9 local authorities performing better for this group. A factor for this could be that in Brighton and Hove we currently have 24.8% of our pupils with special educational needs, which is significantly above the National figure of 19.8% (source data School Census Jan 2013)

- 2.9% (906) of our pupils have a statement (National 2.8%)
- 13% of our pupils are on school action (National 12.1%)
- 8.9% of our pupils are on school action plus (National 6.6%)

	Pupils with no identified SEN	All SEN Pupils	SEN Gap	Pupils at School Action	Pupils at School Action Plus	Pupils with SEN but without a statement	Pupils with a statement of SEN
KS2 2013 Level 4+ Reading & Writing & Maths	% achieving level 4 or above	% achieving level 4 or above	% Gap	% achieving level 4 or above	% achieving level 4 or above	% achieving level 4 or above	% achieving level 4 or above
Southampton	90	x	x	44	26	39	x
Isle of Wight	85	x	x	31	24	28	x
Brighton and Hove	93	40	53	50	34	44	13
Windsor and Maidenhead	90	39	51	52	37	45	13
Bracknell Forest	90	39	51	46	38	43	20
Milton Keynes	89	39	50	54	32	44	16
Wokingham	91	38	53	42	37	40	23
Kent	87	37	50	42	39	41	10
Buckinghamshire	90	36	54	46	30	40	19
Medway	86	35	51	38	38	38	15
Slough	88	34	54	41	32	38	7
West Berkshire	90	33	57	43	32	38	16
Oxfordshire	91	32	59	45	21	35	9
East Sussex	85	30	55	38	23	33	14
Surrey	90	29	61	43	19	33	12
West Sussex	87	29	58	37	23	32	10
Hampshire	89	29	60	35	22	31	14
Reading	81	28	53	30	32	31	13
Portsmouth	85	28	57	33	27	30	15

England	88	34	54	42	31	38	14
South East	89	33	56	41	29	36	13

Key Stage 4

KS4 SEN Gap	2010	2011	2012	2013
B&H SEN	13%	22%	19%	25%
B&H Non SEN	62%	66%	69%	75%
B&H Gap	49	44	51	50
SN Gap	49	50	50	Not released
England SEN	21%	22%	22%	23%*
England Non SEN	67%	70%	70%	70%*
England Gap	46	48	48	47

In terms of attainment SEN pupils were above the national proxy, as were non SEN.

For progress, SEN pupils were below the national proxy in 3+ levels of progress but above in 4+ levels of progress. For SEN pupils some schools were above or in line but others were below the national proxy.

Further key stage 4 analysis produced in October 2013 using the provisional KS4 data and National proxy information, based on key stage 2 prior attainment. The National revised data is due to be released on 23rd January 2014 so this data is very provisional, but provides an idea of progress.

*The 2013 figures in the above table are based on a National proxy using early download data and is likely to change when the data is published on 23rd Jan.

Appendix 3

Identification of pupils with SEN

Table 5 The Prevalence of SEN in the city

	School Action	School Action Plus	Non Statemented %	Statemented Pupils in B&H Mainstream Schools	B&H maintained School Population
Jan-10	4464	2662	23.90%	521	30250
Jan-11	4200	2773	23.40%	484	29822
Jan-12	4308	2879	21.10%	506	30035
Jan-13	4021	2768	21.9%	494	31022
Jan-14	3639	2792	20.4	494	31388

PUPILS WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS

As at January each year: 2009-2013

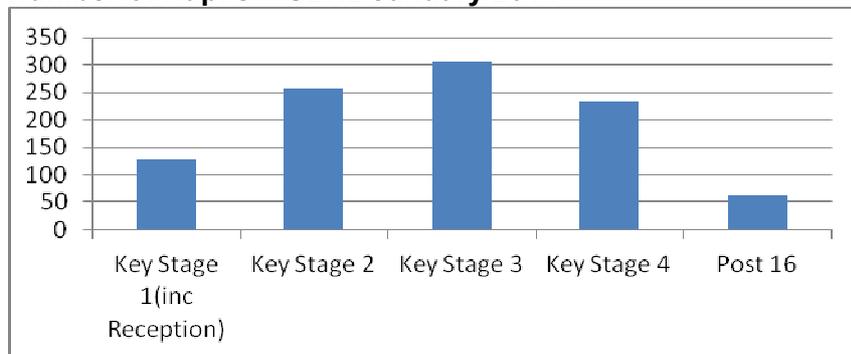
	2009	2013	2014 to be added
ENGLAND	2.8%	2.8%	N/A
Stat Neighbours	2.7%	2.7%	N/A
B & H	3.5%	3.0%	N/A

Appendix 4

Characteristics of pupils with SEN

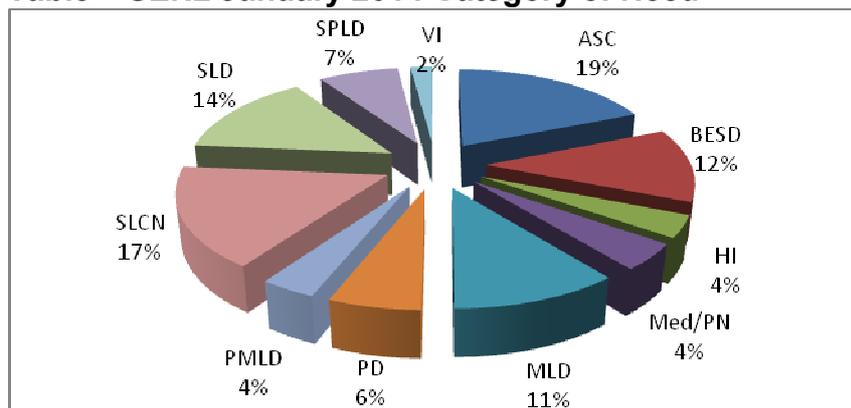
Data in the table below shows that almost two thirds of pupils with Statements of SEN are in the secondary phase

Number of Pupils - SEN2 January 2014



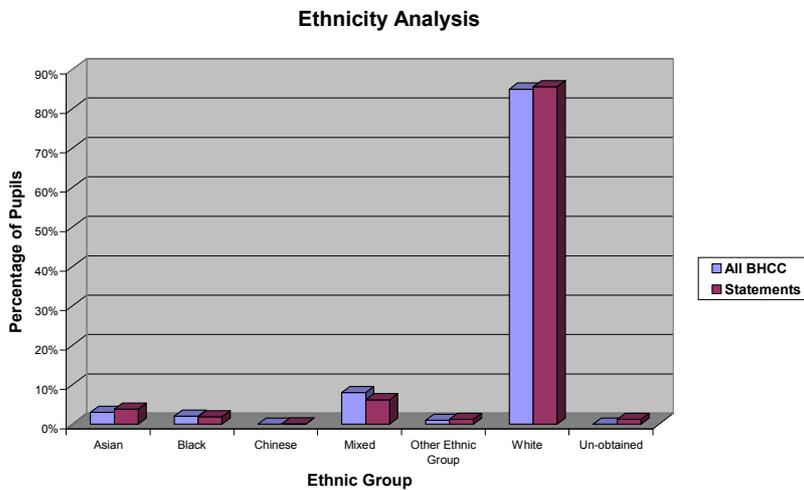
Data in the table below shows that the most frequently identified primary SEN for pupils in 2014 was ASC with SLCN and SLD second and third respectively.

Table – SEN2 January 2014 Category of Need



SEN Category Of Need	Percentage of Pupils in receipt of FSM
Autistic Spectrum Condition (ASC)	22%
Behaviour, Emotional and Social Difficulties (BESD)	51%
Hearing Impaired (HI)	47%
Medical (Med)	8%
Moderate Learning Difficulties (MLD)	45%
Physical Difficulties (PD)	33%
Profound and Multiple Learning Difficulties (PMLD)	22%
Speech, Language and Communication (SLSN)	34%
Severe learning Difficulties (SLD)	31%
Specific Learning Difficulties (SPLD)	36%

Ethnicity



Reviewing pupils with Statements by ethnic background, the table above shows that the distribution of statements is very similar to the distribution of ethnic groups overall and shows no particular bias in this regard.

In the January 2014 School Census, 23% of pupils were identified as part of the ethnic minority group, at the same time, 23% of those pupils on the SEN register were identified as being from the ethnic minority group.

Appendix 5

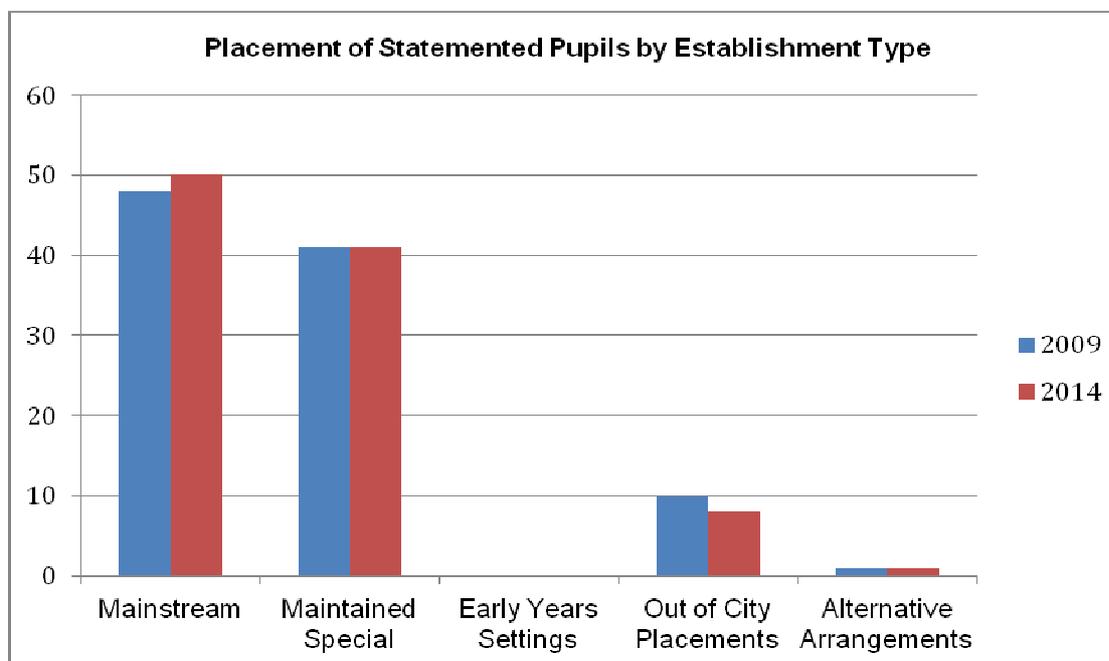
Placement of pupils with SEN

Maintained Special School Provision (School Census January 2013)

	2009	2010	2011	2012	2013
Cedar Centre	111	94	77	78	78
Downs Park	88	84	70	76	82
Patcham House	54	48	44	46	36
Hillside	50	54	60	60	57
Downs View	115	105	106	110	115
ACE	56	52	44	47	43
total	474	437	401	417	411

Placement of pupils with statements of SEN (SEN2 January 2014 Census) Please note, this only includes those statements that Brighton & Hove have to maintain

School Type	2009	2010	2011	2012	2013	2014
Mainstream	515 (48%)	533 (51%)	529 (52%)	507 (52%)	487 (51%)	488 (50%)
Maintained Special	435 (41%)	410 (39%)	386 (38%)	398 (40%)	398 (41%)	407 (41%)
Early Years Setting	5 (0%)	2 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0%)
Out of City Placements	102 (10%)	97 (9%)	88 (9%)	70 (7%)	71 (7%)	75 (8%)
Alternative Arrangements	10 (1%)	5 (0%)	6 (0%)	2 (0%)	6 (1%)	13 (1%)
Total	1067	1047	1009	977	962	984



Whilst the number of statements maintained by B&H has decreased over the years the proportion of those educated in a mainstream setting has increased. This reflects the progress of our inclusion agenda and brings us significantly closer to the national profile.

Agency/Out of Authority Placements

In line with national trends and targets, Brighton & Hove has continued to focus on reducing the overall number of Out of Authority Placements and the table below shows the achievements over the last five years. We report on the number of Agency Placements in two different ways. From a budgetary point of view we calculate the Full Time Equivalents (FTE) and this includes all pupils placed in that particular financial year. For census statistics we use the Numbers on

Roll (NOR) at a given point in time. When comparing year on year we use the SEN2 census which takes place in January each year.

	FTE	Agency Budget – Year End	unit cost
Apr-09	109	£3,761,167	£34,506
Apr-10	95	£3,452,942	£36,349
Apr-11	79	£3,002,159	£38,002
Apr-12	63	£2,422,871	£38,458
Apr-13	58	£2,242,987	£38,672
Apr-14	57	£2,044,770	£35,873

The SEN Team supported by our colleagues in schools and our partner agencies, has been very successful in bringing about this reduction and the impact on pupil numbers and the actual impact on the budget is very noticeable. The LA has worked very closely with the maintained sector, both mainstream and special, in order to bring about more appropriate local provision. We have not only been successful in our attempts to prevent pupils from going in to Out of Authority Placements, we have had some success in taking pupils out of these placements and re-integrating them in to maintained provision. One particular area of success has been in securing local provision in our mainstream schools for pupils with complex physical and medical needs.

Together ASC and BESD account for over 50% of Agency Placements, and pupils that fall in to these two categories have complex needs, including social or mental health issues, and appropriate local provision is hard to find. However, the number of placements needing to be made solely because our local school provision is at capacity has reduced this year.