

SEND FRAMEWORK

Framework name:	SEND Framework 2024 - 2027
Date:	March 2024
Author:	Vice Principal - Community & Student Services
Consultation group:	Vice Principal Curriculum & SEN Director of Learning Support Head of SEND and High Needs Curriculum Executive Director of IT
This framework is relevant to (tick as applicable):	Students <input checked="" type="checkbox"/> Governors <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Employers <input checked="" type="checkbox"/>
Copy located:	Policy Hub & College Website

Is SLT approval required?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Approved by:	
Date of approval:	
Date to be reviewed: (to be agreed at approval):	June 2027

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1. VISION

"Empowering Every Student, Fostering Inclusive Excellence"

At Education Partnership North East, we envision a future where every student, regardless of their background or abilities, has equal access to high-quality education and training. Our commitment is to foster an inclusive learning environment that recognises and celebrates diversity, providing each individual with the opportunity to thrive, achieve, and pursue their aspirations and secure a positive destination

The aim of this framework is to become a truly inclusive community that results in students with SEND successfully progressing into adulthood.

This framework links in with the strategic ambitions and core values of EPNE, in particular Strategic Ambitions two, four and five.

1. Shape and evolve a careers focussed curriculum
2. Create outstanding learning opportunities for our students
3. Unite our culture and empower our people
4. Strengthen our financial resilience and invest in our resources
5. Engage locally, regionally and nationally to build our reputation

Our core values and behaviours underpin everything that we do

Authentic - We are who we say we are, we do what we say we will do.

Respectful - We value the opinion of others and the contribution they make.

Innovative - We work hard to create a dynamic, forward-looking culture.

Ambitious - We are determined to achieve our vision and goals.

2. INTRODUCTION

From September 2014, the provisions in the Children and Families Bill, its associated regulations and the Special Education Needs (SEN) code of practice came into force. These provisions sought to join up SEND help across education, health and care, from birth to 25. It looked to bring together two different systems (the pre-16 SEN and the post-16 SEN systems) into one consistent system with the aim of help being offered at the earliest possible point, with children and young people with SEND and their parents or carers fully involved in decisions about their support and what they want to achieve. It is hoped that early help leads to better outcomes and more efficient ways of working.

The SEN code of practice (2014) is a single piece of statutory guidance that replaced the previous code of practice, the learning difficulties assessment guidance and the DfE's Inclusive Schooling Guidance. Within this guidance special educational needs and provision continues to fall under the four broad areas:

- Communication & Interaction
- Cognition & Learning
- Social Emotional & Mental Health difficulties
- Sensory and/or Physical needs

Statutory Duties

Under section 41 of the Children and Families Act 2014, the following specific statutory duties were placed on post-16 institutions:

- to co-operate with the local authority on arrangements for children and young people with SEN, and for them to co-operate in return;
- to admit a young person, if the institution is named in an EHC plan;
- to have regard to the 0-25 SEND Code of Practice;
- to use 'best endeavours' for all young people (up to the age of 25) with SEND, regardless of whether or not they have an EHC plan;

This framework provides insight into the immediate and longer term challenges that we currently face and the practical steps that we are taking to address them. The statistical analysis presented in the Context section provides the rationale for some priorities. Details of this work and the ways in which it supports the delivery of our goals are provided in the Strategic Aims and Implementation sections of the framework.

Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan: Right Support, Right Place, Right Time.

In March 2023, the government published its strategy to enhance the educational experience for individuals with special needs and disabilities, as well as those in alternative provision settings. The plan focuses on ensuring timely and appropriate support by addressing key challenges such as inclusivity, accessibility, and quality of education. It emphasises the importance of tailored interventions to meet the unique requirements of each young person, aiming to create an environment where every young person can thrive. The plan also highlights the significance of collaboration between educational institutions, parents, and relevant stakeholders to implement effective and sustainable improvements in the provision of special education and alternative support services.

3. EXPLANATION OF KEY TERMS

Defining Special Educational Needs (SEND Code of Practice)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or in mainstream post-16 institutions

Defining Disability

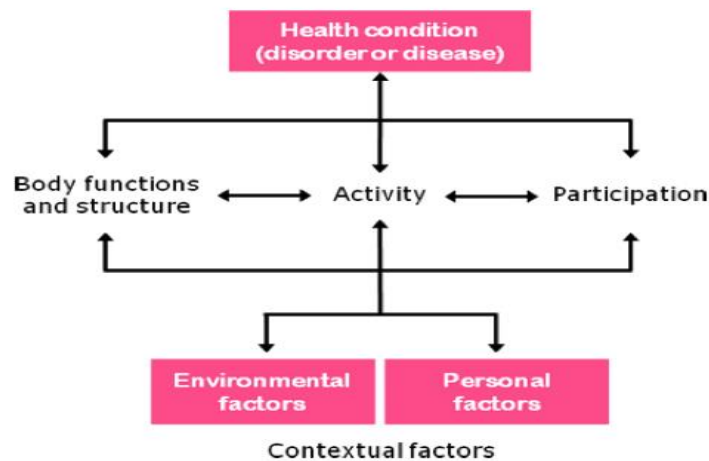
World Health Organisation 2013

Overall within health, the assumption is that the World Health Organization (WHO) 2013 definition is used that brings together the 'medical model' of disability, which considers health conditions, body structure and function, with the 'social model' of disability, which considers factors in the environment that can be disabling, such as physical factors and peoples' attitudes. Disability is defined as:

- an impairment is a problem in body function or structure;
- an activity limitation is a difficulty encountered by an individual in executing a task or action;
- a participation restriction is a problem experienced by an individual in involvement in life

Disability is thus something that can affect anyone at any time and can vary over time.

Disability is thus something that can affect anyone at any time and can vary over time. Using this definition of disability includes all children and young people with special educational needs as well and may be better understood as the interaction between different factors:



However different bodies use different definitions:

Disability Discrimination Act (DDA), 2005 describes disability as: “A physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

The Equality and Human Rights Commission (EHRC), 2007 describes disability as “A condition affecting the body, perhaps through sight or hearing loss, a mobility difficulty or a health condition”

The Equality Act (EA) 2010 defines a person as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long term’ negative effect on his or her ability to do normal daily activities:

- ‘substantial’ is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection.

There are a number of statutory definitions of disability used by central government, and no common definition is used across health, local authority or other relevant groups.

4. CONTEXT

National Context¹

Over 1.5 million pupils in England have special educational needs (SEN). An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support have increased:

- The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

¹ [Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

Since the introduction of SEND Code of practice, the total number of Education, Health and Care (EHC) plans has increased year on year. In 2023, the total number of EHC plans continued to increase, with 517,000 children and young people having plan, which is up by up by 9% from 2022.

The number of new EHC plans made in the calendar year has also continued to increase 66,700 new EHC plans were made during the 2022 calendar year, up by 7% from the previous year. The number of new EHC plans has increased each year since their introduction in 2014.

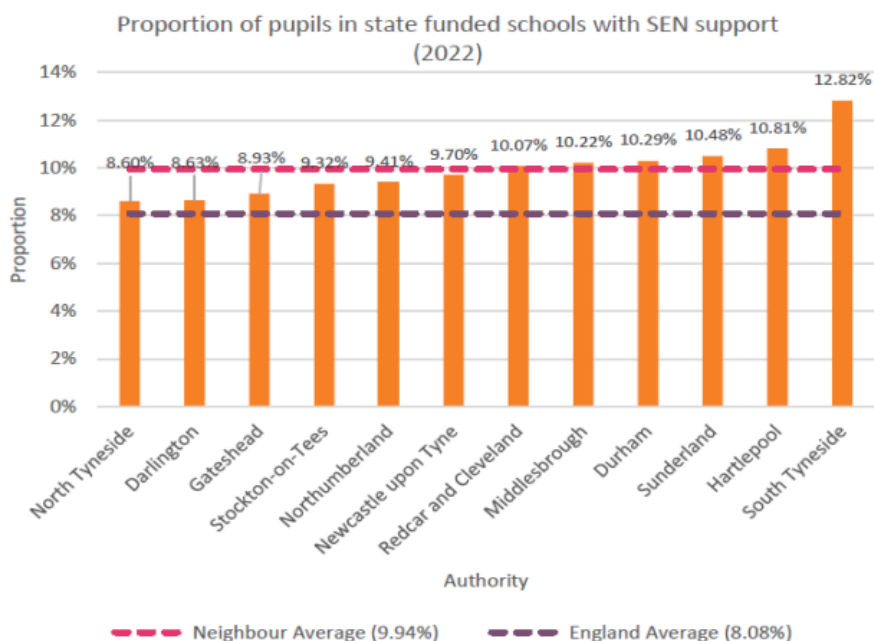
There were 114,500 initial requests for an EHC plan during 2022, up by 23% from 93,300 in 2021. Apart from a decrease in 2020, an atypical year when the pandemic was disrupting both education and local authority services, initial requests have increased each year since EHC plans were introduced.

The proportion of new plans issued within 20 weeks has decreased. In 2022, 49.2% of new EHC plans were issued within 20 weeks.

Whilst there has also been increases in the related ESFA funding, this has not kept pace with rising demands. Nationally, many authorities have been directed to the Safety Valve and Delivering Better Value in SEND Programmes managed by the ESFA.

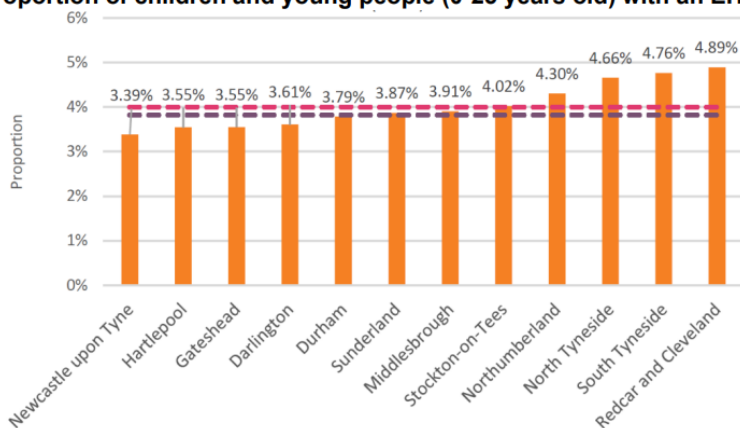
Regional Context

The proportion of pupils with SEN support across all local authorities in the North East is above the England average of 8.08%. South Tyneside is significantly higher at 12.82%, with Hartlepool at 10.81% Sunderland at 10.48% and Northumberland at 9.41%.



Whereas the proportion of children and young people with an EHCP, 50% of LAs are above the England average. Northumberland has 4.30%, compared to 3.87% in Sunderland and 3.55% in Hartlepool.

Proportion of children and young people (0-25 years old) with an EHCP



College Context

SEND disclosures

In the academic year 2022-23, the national EHCP rate rose to 4.3% from 4%, EPNE's EHCP rate is comparable at 4.2%

	LDD		EHCP		High Needs	
2023/2024	2,185	20.3%	379	4.2%	146	1.6%
2022/2023	2,719	18.3%	349	2.6%	111	0.8%
2021/2022	2,327	19.4%	345	2.7%	82	0.6%

20.3% of students in 2023/2024 identified as having SEN/LDD across EPNE in 2023-24, this is 3% higher than the national average of 17.3%. This evidences a 2% increase from the previous academic year in 2022-23. 5.7% of HE students disclosed that they have a learning difficulty or disability.

SEND disclosures by primary need

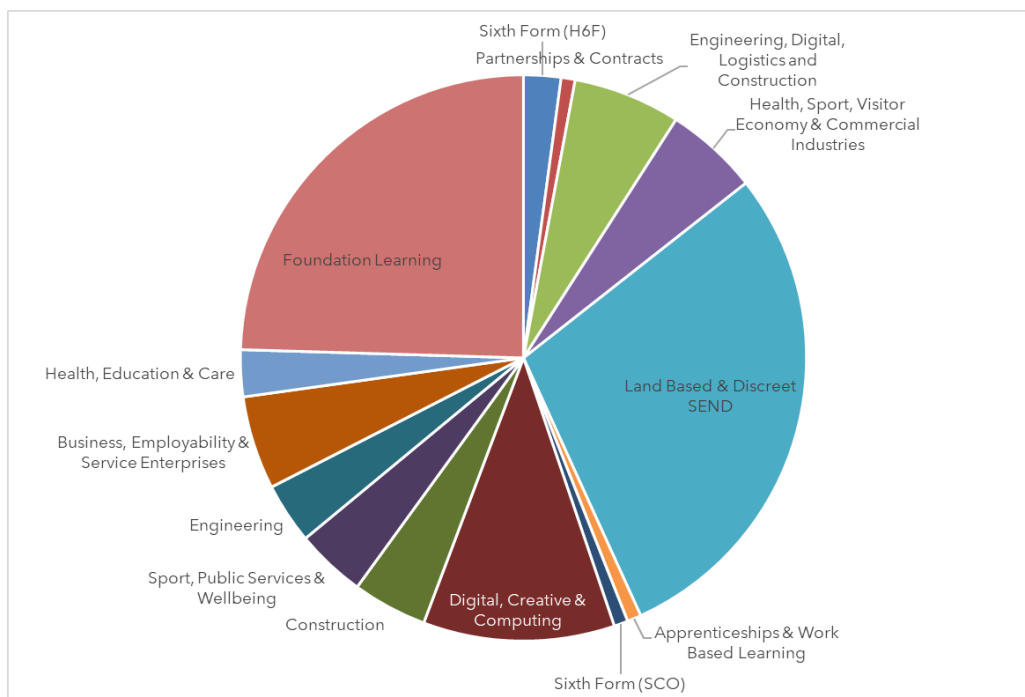
Over the past 3 years, the primary need disclosures have remained fairly static, with the exception of Autism Spectrum Disorder which has seen a 4.6% increase, Other Medical condition which has seen a reduction by 2.1% and Dyslexia which has reduced by 1.8%.

Primary Need	23/24	22/23	21/22
04 - Vision impairment	3.0%	4.0%	4.0%
05 - Hearing impairment	2.6%	2.8%	3.8%
06 - Disability affecting mobility	2.5%	2.8%	2.1%
07 - Profound complex disabilities	0.2%	0.4%	0.6%
08 - Social and emotional difficulties	5.4%	5.3%	6.0%
09 - Mental health difficulty	14.0%	12.9%	11.9%
10 - Moderate learning difficulty	3.9%	4.5%	4.1%
11 - Severe learning difficulty	0.9%	1.0%	1.0%
12 - Dyslexia	20.4%	22.2%	25.4%
13 - Dyscalculia	0.6%	0.6%	1.0%
14 - Autism spectrum disorder	18.0%	13.4%	11.6%
15 - Asperger's syndrome	1.3%	1.6%	2.0%

Primary Need	23/24	22/23	21/22
16 - Temporary disability after illness (for example post-viral) or accident	0.1%	0.2%	0.1%
17 - Speech, Language and Communication Needs	1.0%	1.0%	1.2%
93 - Other physical disability	1.6%	2.0%	2.1%
94 - Other specific learning difficulty (e.g. Dyspraxia)	1.5%	1.6%	2.2%
95 - Other medical condition (for example epilepsy, asthma, diabetes)	12.5%	14.6%	11.0%
96 - Other learning difficulty	5.4%	4.2%	5.2%
97 - Other disability	5.0%	4.8%	4.4%

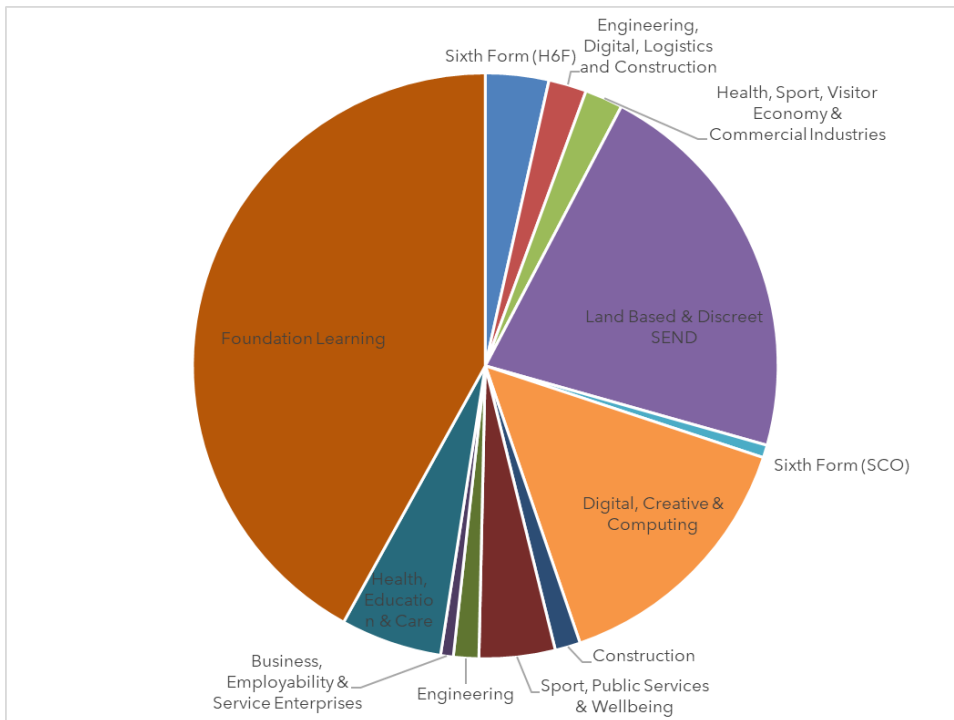
Proportions of students with EHCPs 2023/24

53% of students with EHCPs are studying within Pathways to Adulthood provision within Directions at Sunderland and Foundations & Land-based in Northumberland. Within vocational and technical provision 11% of students with an EHCP study within Digital, Creative and Computing and 6% within Business, Employability & Services Enterprises in Sunderland, and 6% studying with Engineering, Digital, Logistics & Construction and 6% in Health, Sport, Visitor Economy & Commercial Industries in Northumberland. The areas with the lowest number of students with an EHCP studying are Sunderland Sixth Form, Apprenticeship and Partnerships & Contracts.

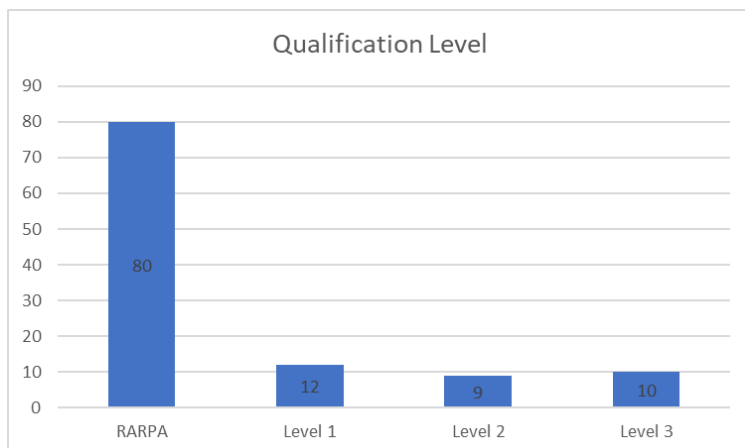


Proportions of high needs students - 2023/24

63.6% of high needs students are studying within Pathways to Adulthood provision within Directions at Sunderland and Foundations & Land-based in Northumberland. Within vocational and technical provision 21.7% of high needs students study within Digital, Creative and Computing in Sunderland, and 6% studying within Health, Education and Care in Northumberland.



The primary level of study for students with high needs is indicated in the table below, however, 85% of students with high needs, study towards accredited qualifications ensuring an ambitious curriculum is provided which is both personalised and destination focused.



High Needs Destination data

Positive destinations of high needs students has seen a significant improvement, 8% compared to 2021/22. Particular areas to note is the 21.6% increase in positive destinations linked to intended destination and 23% increase in positive destination into work/ internship / adult social care .

	2022/23	2021/22
Total positive destinations	98%	90%
Total students progressed internally to next level as planned	100%	100%
Total positive destination into work/ internship / adult social care	37.5%	14.5%

Total positive destination linked to intended destination	91.6% ²	70% ³
Total NEET / destination not known	2%	9.6%

In 22/23, 8 High Needs students were employed in part time work alongside study, compared to 3 in 21/22, which represents a 166% increase.

Of the 2 students who are NEET and without a positive destination from the 22/23 academic year, one student had their EHC plan ceased and is seeking work, and the other student has both physical and mental health issues.

Funding

The College receives funding to support students with SEND in two ways. For those with needs that have been assessed to be low level/cost/SEN Plus they are either funded through the College's disadvantage funding (16-18) or through our AEB allocations (19+).

For those students aged 16-25, who have been assessed to have high needs and would usually have an EHC plan, the first £6,000 of support costs are funded through the college's high cost funding allocation and the support costs above £6,000 are funded through the local authority in which the student lives. The College's allocation for high needs students in 2023/24 is 130, which equates to £780,00 of funding. The support costs above £6,000 funded through the local authority in which the student lives equates to £696,309. For academic year 2024/25 the College's allocation high needs students has increased to 150, which equates to £900,000.

Support for students with SEND studying on Higher Education programmes are funded through Disabled Students Allowance (DSA).

² 24 final year students only

³ 27 final year students only

5. SEND FRAMEWORK 2024 - 2027 : STRATEGIC AMBITIONS

The SEND priorities identified below are inclusive all funding streams (16-18 Study Programmes, Adult, Higher Education and Apprenticeships)

	2024-2025	2025-2026	2026-2027
1. To further enhance the curriculum offer to meet regional and local SEND need	<p>Implement strategic conversation approach with 3 primary local authorities to further develop the SEND offer so that it is informed by regional and local challenges and priorities.</p> <p>Develop curriculum offer for those students with neurodiversity / SEMH who require a structured and highly supported learning environment.</p> <p>Engage with the Northumberland based stakeholders in the development and implementation of neurodiversity / SEMH offer at Ashington Campus</p> <p>Collaborative work with Project Search to further develop the specialised curriculum offer and outcomes around employment and sustain work as a destination</p> <p>Reflect the neurodiversity / SEMH specialist curriculum within the Northumberland Local Offer</p>	<p>Implement strategic conversation approach with the remaining 6 local authorities to further develop the SEND offer so that it is informed by regional and local challenges and priorities.</p> <p>Develop curriculum offer for those NEET / SaLT students with SEND who require a personalised and highly supported learning environment.</p> <p>Work in partnership with new neurodiversity / SEMH free school in Blyth at strategic and operational levels to develop clear transition pathways.</p> <p>Develop an enhanced PSD model within the curriculum for students with neurodiversity moving from vocational and technical programmes into adulthood</p>	<p>Develop an enhanced PD offer to support students with neurodiversity to successfully progress in to HE/employment from vocational and technical programmes into adulthood</p>
2. To enhance transition approaches for YP with SEND to facilitate a positive experience and ensure progression into sustained destinations	<p>Implementation of revised Transition Policy and Procedures</p> <p>Embed and review the Transition Resource / structure</p> <p>Collaboration and review the revised transition approach with key internal stakeholder groups</p> <p>Collaboration and review the revised transition approach with key external stakeholder groups</p> <p>Update College website to reflect revised Transition Approach</p>	<p>Review and reflect on impact of revised transition approach via stakeholder engagement, data review and student experience / outcomes.</p> <p>Develop transition process for NEET, AP and Electively Home Schooled young people to access bespoke programmes.</p>	
3. Development and embedding of SEND pedagogical approaches	<p>Development of a EPNE SEND pedagogical approach across academic and inclusive learning.</p> <p>Review skills and qualification framework for inclusive practitioners in SEND</p> <ul style="list-style-type: none"> - Upskilling inclusive learning team including specialist support - Specialist SEND team are fully qualified. - Cross-college practitioners undertake SEND specific training/qualifications. <p>Development of SEND training & skills matrix</p>	<p>Implement SEND training & skills matrix across all colleges</p> <p>Develop qualifications and SEND specific resources to support skill and knowledge enhancement for SEND practitioners.</p> <p>Develop and validate of HE in SEND and Inclusive Practice</p>	<p>Reflective and review pedagogical approach and training & skills matrix</p> <p>Deliver first co-hort of HE in SEND and Inclusive Practice</p>

	2024-2025	2025-2026	2026-2027
	Targeted development for both academic and support staff to meet the needs of ASC and SEMH		
4. Strategic Resource Planning to meet the future and changing need of SEND education	<p>Review people resource informed by strategic conversations with 3 primary local authorities to ensure current and future levels of specialism meet local and regional need.</p> <p>Undertake a full review of specialist environments & resources informed by future need discussion and curriculum development.</p> <p>Undertake a full review of vocational and technical learning environments informed by future need discussion and curriculum development.</p> <p>Undertake Accessible audits and publish guides for Farm & Equine at Kirkley Hall</p>	<p>Implement revised people structure based upon strategic conversations.</p> <p>Undertake Accessible audits and publish guides for Ashington and HICSA</p> <p>Collaboratively plan with the college estates department to improve the estate for Specific SEND needs i.e. low sensory spaces within all campuses.</p> <p>Undertake Accessible audits and publish guides for Horticulture & Centre of Campus at Kirkley Hall</p> <p>Develop a strategic Estates plan for Directions</p> <p>Identify and apply for capital and other revenue streams to deliver physical resource improvements</p>	Implement improvements to physical environments pending approval of capital/revenue income
5. Plan and develop an Assistive Technology approach to provide an inclusive and accessible learning experience for all.	<p>Undertake a review of the assistive technology available and in use across each college.</p> <p>Forward planning the resource requirement of assistive technology for current and future students based on strategic conversations and personalised need.</p> <p>Research and networking strategies to ensure that we are at the forefront of technologies available to support people with SEND.</p>	<p>Develop and implement costed implementation plan to ensure the resources are in place to meet student need.</p> <p>Develop and implement dynamic programme of training to embed the use of specialist assistive technology.</p> <p>Review and forward planning the resource requirement of assistive technology for new students based on strategic conversations and personalised need.</p>	Review impact of training and implementation of assistive technologies across each college.
6. Stakeholder Engagement	<p>To develop & publish a stakeholder strategy, inclusive of all SEND stakeholders (Local Authority, School SENCOs, Parents/Carers, Employers)</p> <p>Engage with future and current parents/carers in the development and implementation of SEMH offer and strategies that we use to support appropriate progression.</p> <p>Raising awareness & promoting with employers of the benefits of an inclusive working environment, by sharing SEND strategies and adjustment approaches including assistive technology</p> <p>To continue to develop local approaches to integrated and multi-agency working and co-ordination of services for SEND.</p>	<p>Set up a SEND Employment Forum to engage with SEND positive employers with specific intent to promote SEND employment guidance and training opportunities.</p> <p>Implement SEND specific Careers Fairs at all campuses.</p>	Review and refine the approach to stakeholder engagement, employer focus training and SEND promise.

	2024-2025	2025-2026	2026-2027
	<p>Further embed the SEND Promise, ensuring cultural immersion across the whole organisation and with relevant stakeholder groups.</p> <p>Further develop employment links with local business through supported internships/ and apprenticeships</p>		
Measuring the impact			
	<ul style="list-style-type: none"> • Accessible and ambitious curriculum across all funding streams that is individualised. • Further improvements in sustained work as a destination • Increased number of Apprentices with SEND that is a representative proportion compared to whole college demographics. • Achievement of Disability Confident Leader (Level 3) employers 	<ul style="list-style-type: none"> • A developed coherent strategy to address regional priorities in relation to SEND NEET, EHS, and AP • Increased proportion of SEND positive employers who have received training, support & guidance in SEND • Increased levels of educated, skilled and confident of practitioners in SEND practice and pedagogy • Achievement of a specialist people resources that is fit for current and future SEND provision. • Increased number of SEN students, including increased income for high need students • Achieve autism accreditation at whole college level • An established resource bank of specialist assistive technology • Achievement of specialist SEMH curriculum and resource in Ashington. 	<ul style="list-style-type: none"> • Strengthened links with the local authority, parents, employers and other external stakeholders. • Improvement in stakeholder voice • Vocational & Technical learning environments are fully inclusive and meet the needs of the SEND student community • First co-hort intake of BEd in SEND and Inclusive Practice. • AccessAble guides in place for all campuses • Costed and developed plan for specialist SEND provision at Bede.

6. MONITORING EFFECTIVENESS

½ Termly: Operational Delivery Plan Monitoring Report to Inclusion and Vulnerable Students

Termly: Director of Learning Support will produce a SEND progress report to ELT

Bi-Annually: The Vice Principal Curriculum & SEND will produce a report that will be presented to the Curriculum Quality and Student Experience Committee.

7. LINKS COLLEGE POLICIES & PROCEDURES

- Diversity, Equity, Inclusion & Belonging Statement
- Diversity, Equity, Inclusion & Belonging Framework
- Transition Policy & Procedures
- Learning Support Policy inc Graduated Response
- Mental Health Policy
- Administration of Medication Policy
- Moving and Assisting Policy
- Behaviour for Success Policy
- Attendance
- Fitness to Study Policy
- EEA Procedures