



# Telford and Wrekin SEND JSNA

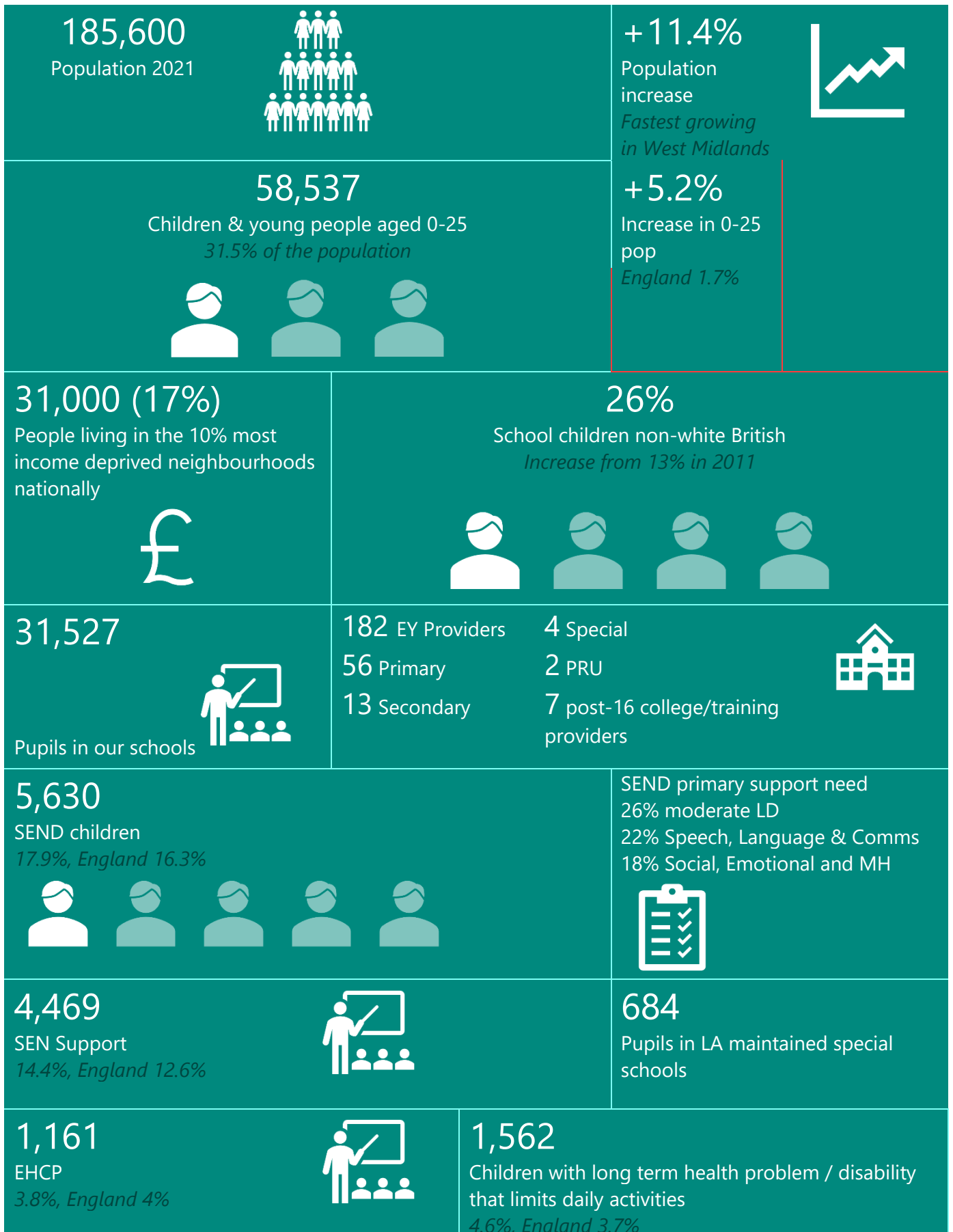
Review of Local Data  
February 2023



Protect, care and invest  
to create a better borough



## 1. Telford and Wrekin at a Glance



## 2. Telford and Wrekin SEND JSNA Headlines: Executive Summary

- There are 58,537 children and young people in the borough aged 0-25, 31.5% of the total population. Our population of young people continues to increase at above national rate, driven by expansion of the local economy and record housing growth.
- Telford and Wrekin is a place of contrasts, with some neighbourhoods and communities amongst the most deprived areas nationally, and young people face some significant health and socio-economic inequalities between the most and least deprived parts of the borough.
- As the population grows, it is also changing, becoming more ethnically diverse, with 22% of school pupils being of non-white ethnicity (increase from 13% in 2011).
- The population of the borough face some significant health challenges and inequalities. Life expectancy in the borough is significantly worse than national, and our young people have higher rates of long term health conditions and disabilities and higher rates of obesity.
- Since the last SEND JSNA, the Covid pandemic has had profound effect on people and services. Many of the long term impacts of this are only just starting to be seen in the data and will continue to impact some of our young people for many years to come.
- Both schools and health professionals report that our CYP are becoming more complex, increasing the need for more and longer periods of specialist support. Some families report frustration that they find it difficult to get support about their children's challenging behaviours.
- Prevalence of SEN in Telford and Wrekin has historically been higher than for England, but has remained broadly unchanged in recent years, with 17.9% of pupils SEND compared to 19.3% nationally.
- Around 1,161 school age children have an EHCP, 3.8% of the population, lower than the national rate of 4%. For the first time since 2016, the number of EHC plans is just below the national average and the trend is levelling out. However, requests for an EH&C assessment are double the national rate
- For CYP with SEND, the primary needs are higher in moderate LD, speech language & communication (SLCN) and in social emotional mental health – the latter 2 of which increased by 3% since 2020.
- The 2-2½ year old child review show lower levels of child development, and whilst many children catch up by the end of reception year, this has likely been impacted by the pandemic but nevertheless is an area for scrutiny and improvement
- Our children perform in line with national trend at Early Years foundation stage. Attainment at KS1 is generally similar to national levels for all pupils but is below average for SEN and EHCP pupils. For KS2, performance in SEN support is poorer for Maths and English, but for EHC plan support is broadly in line with national levels. Regarding KS4 data is a further mixed picture with a range of better and poorer performance across support levels and subject areas.
- Demand for special school places continue to increase each year and are over national average. Most SEN need is in primary age pupils, making a connection with the poorer child development performance, and whilst the situation is improved in

secondary school, this remains above average, although is levelling in contrast to the rising national rate.

- Telford & Wrekin has a continuing low level of Learning Disability diagnosis. This leads to disparity of access to services and poor performance regarding Annual Health checks.
- The demand for core CAMHS services are increasing, with referrals per month increasing significantly.
- Parents report significant dissatisfaction with mental health and ASD services. Data indicates poorer mental health of our children and young people. Parents report their own poor emotional and mental health
- There are ongoing concerns regarding the ASD assessment waiting time. There is also a lack of crisis support.
- Whilst there is no waiting list for an ADHD assessment, there is no local (or national) service provision available.
- The ongoing high levels of melatonin prescription rates and rates of hospitalisation for constipation continues from the last JSNA, both indicators of a lack of preventative services and whole system pathways of support.
- Early Years – Families going through assessment and receiving a diagnosis have limited support
- Tribunal rates in T&W have bucked the national trend with a reduction during 2021 and is below national average.
- 20% of young people with a service from Youth Justice, have an EHC plan. There is no available data to understand how this compares. Joint work between EHCP services and Youth Justice to identify issues and actions will be progressed.
- There is a relatively high number of children with social care support, compared with neighbouring Local Authorities. A lack of local care and support Short Breaks services are impacting family wellbeing and resilience. Families report frustration with criteria for social care assessment and lack of community support options.
- The system does not have a clear policy of sharing funding for placements relating to CYP with SEND although individual teams have clear resource allocation protocols.

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## 4. Introduction

The inaugural 2018 SEND JSNA brought focus to a shared understanding of the actions needed to improve the lives of children and young people with SEND in Telford & Wrekin. We have more to do with some issues having been addressed, some have not, and the impact of the Covid pandemic on the mental health and wellbeing of our children and young people is apparent. This refresh enables us to bring to the new Integrated Care System (ICS) evidence of our need and improvements required locally, enabling multi-agency joint commissioning to ensure best use of our collective resources and services covering all levels, with an aim of preventing escalation in need. Within this document is a collection of a wide range of data, information and lived experience from which to identify and implement the improvements needed within our collective ambition to achieve.

Locally, some of our children and young people (CYP) do not get off to the best start in life given lower indicators of overall healthy life expectancy. Professionals report that our CYP are becoming more complex, increasing the need for more and longer periods of specialist support.

Increasing demand and complexity, along with local 'hot spots' regarding autism assessment and support, speech and language support, social emotional and mental health services are apparent within the evidence. This requires a system to change and adjust HOW it responds - with embedded joint commissioning of services based on the 'i-Thrive' model, ensuring a whole system approach with a focus on prevention.

The SEND Partnership Board (previously Aiming High) is the strategic governance board for SEND in Telford & Wrekin. Joint Strategic needs assessments (JSNAs) provides the board with the means to understand the needs of local people and are the basis for the Council's SEND strategy, which sets the local priority actions.

This JSNA assesses the current and future health, care and support needs of children and young people with disabilities aged from birth to 25 years who have a special educational need or disability (SEND) and their families. The aim of the JSNA is to build evidence for local commissioning plans and services by collating and analysing a range of data, information, lived experience and feedback.

This JSNA is not a stand-alone document, but is linked with policies, strategies and programs of work.

This ensures it is a working document with a clear link between '**what we know**' and '**what we would like to see**', by indicating '**how we are going to get there.**'

- SEND/AP Strategy Working Together for Better Outcomes (Draft for Consultation)
- Belonging Strategy
- Children with Disabilities Transformation Plan
- Right Help, Right Time Strategy
- Children's Sufficiency Strategy

- SEND Commissioning 'Map'
- Carers Strategy
- Mental Health Strategy
- Adults with Learning Disabilities Transformation plan
- Telford and Wrekin Insight: The Telford and Wrekin JSNA
- Telford & Wrekin Annual Public Health Report 'Tackling inequalities – everyone's business'
- Supported and Specialist Housing Strategy
- Health and Wellbeing Board Priorities

## 5. Looking Back – What did the 2020 JSNA lead us to achieve?

- An improved understanding of the needs of local families, bringing together data sets that had not previously been joined, for example, understanding how the early years public health information may link to later service requirements. Bringing parental voice and user views into this process has enriched this understanding.
- The Moorhouse Learning Disability and Autism review of local services leading to a new strategy and resulting 3-year improvement plan.
- An introduction to the 'i-Thrive' model (see appendices) and how it can be used to review and improve service offers to ensure an appropriate service for all levels of need, and to bring together services and professionals from multiple agencies under a whole pathway approach.
- A focus on required improvements in local data collection to evidence service performance – this work continues.
- Creation of a 'Working Together' charter to embed co-production in how we work together – see Appendix
- Implementation of a Childrens Telford Autism hub for children and young people with an ASD diagnosis.
- Further investment in early help peer/Educational Psychologist 'Challenges at Home' sessions.
- Creation of a 'Sleep pathway', with acknowledged gaps at crisis support
- The connecting of SEND and Safeguarding data, enabling a sound understanding of SEND and Safeguarding status.
- A focus on Speech, Language and Communication services, with a recovery plan now being implemented.
- A refresh of the SEND Local Offer website, as a result of feedback.
- New keyworker roles to support families with the Care, Education and Treatment Review (CETR) processes.
- Investment in a Preparation for Adulthood (PFA) 'navigator' to support families and young people through transition to adulthood.
- A life skills programme offer to young people aged 16+ with a view to expanding to 14+ young people.
- Investment in a Short Breaks Co-ordinator role and improvements in the provision of information regarding community activities.
- Investment in a Short Breaks direct payment officer role to help support Direct Payment management, PA recruitment.



- SEN Mediation services are in place, enabling families to independently choose and engage a service.
- A Short Breaks consultation has been undertaken with feedback for service development and a forum for ongoing input.
- A Leisure Partnership supports more people with disabilities to access and benefit from leisure opportunities.
- Data relating to the future housing needs of young people with disabilities is fed into the council's housing strategy.

## 6. Local Context

### Our Population: Headlines from the JSNA

Telford and Wrekin is a place of contrasts, a distinctive blend of urban and rural areas, with green open spaces alongside contemporary housing developments and traditional market towns. On the face of it, Telford and Wrekin is a prosperous place but there are clear differences across the borough. Some neighbourhoods and communities in the borough are among the most deprived areas nationally, whereas equally some communities are amongst the more affluent in England.

In the Index of Multiple Deprivation 2019 Telford and Wrekin ranked as the 71<sup>st</sup> most deprived area out of 151 upper tier local authorities. Approximately 16% of the borough's population (29,100 people) live in areas that are amongst the 10% most deprived areas in England. At the other end of the scale some 7% of the population (12,600 people) live in areas that are amongst the 10% least deprived.

The scale of the contrast is reflected in significant health and socio-economic inequalities between the most and least deprived parts of Telford and Wrekin. Male children born and living in the least deprived parts of the borough can expect to live on average 8.8 years longer than those born and living in the most deprived parts of the borough. For female children, the gap is currently 6.4 years. Rates of overweight and obesity for children in Reception and Year 6 are higher than England rates, with T&W rates of 27.3 in reception and 40.8% in Year 6 (England 22.3% and 37.8%) (*source: PHE Fingertips 2021/22*)

As at August 2022 the proportion of the working age population claiming unemployment benefit (3.6%) similar to the England average (3.8%) and lower than the regional average (4.8%). Around 30.1% of secondary school pupils have been eligible for free school meals at any time during the past 6 years, higher than the England rate of 28.5% (*source: DfE LAIT tool*)

At the time of the 2021 Census the population of Telford and Wrekin was 185,600. The population of the Borough continues to grow at above national rates – driven by the expansion of the local economy and record levels of housing growth. Between 2011 and 2021 the rate of population growth was the highest of all Upper Tier Local Authorities in the West Midlands (11.4%).

Historically the population of the borough has been younger than our regional and national neighbours. However, between 2011 and 2021 the number of people aged 65+ grew by 35.7% whilst growth in the number of people aged 0-19 was significantly lower at 4.7%.

This means that the median age of the population is now the same as the average for the West Midlands.

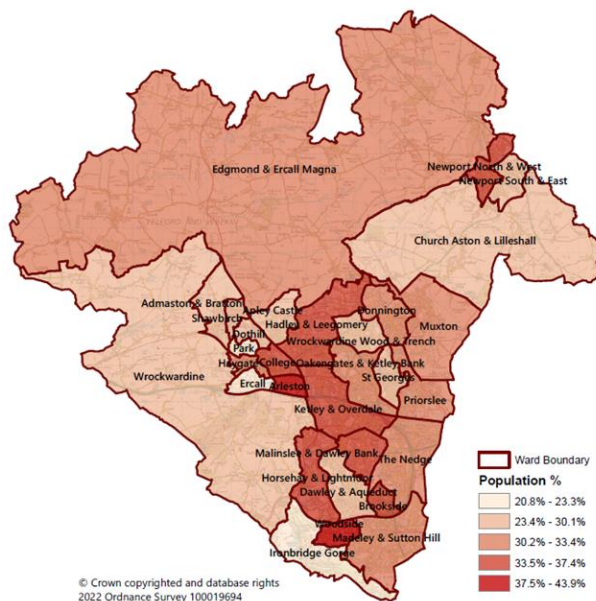
More information can be found in the [Telford and Wrekin JSNA](#)

### Our Population Aged 0-25: Headlines

There are 58,537 children and young people in the borough aged 0-25, 31.5% of the total population. This is a similar proportion of the population in this age bracket to the West Midlands average (31.4%) and the England average (30.3%)

The borough's younger people are concentrated in the south of the borough. 35% of the borough's young people live in The Nedge, Malinslee & Dawley Bank, Dawley & Aqueduct, Horsehay & Lightmoor, Brookside, Woodside and Madeley & Sutton Hill Wards. Woodside Ward has the greatest proportion of the total ward population aged 0-25 (43.9%). The proportion of 0-25 year olds in Edgmond & Ercall Magna and Newport North & West Wards is impacted by the presence of Harper Adams University in this area.

Ward	Number	Population %
Woodside	3,348	43.9
Arleston	1,438	39.4
Brookside	2,471	37.4
Horsehay & Lightmoor	2,814	36.3
Malinslee & Dawley Bank	2,454	35.4
Hadley & Leegomery	3,746	34.9
Ketley & Overdale	4,049	34.9
College	1,279	34.7
Newport North & West	2,315	34.1
Priorslee	2,397	33.4
Donnington	2,302	32.9
Edgmond & Ercall Magna	2,136	32.7
Muxton	2,368	32.5
Oakengates & Ketley Bank	3,123	32.4
The Nedge	3,265	32.0
Haygate	1,284	31.7
Madeley & Sutton Hill	3,274	30.6
Newport South & East	1,692	30.1
Shawbirch	881	29.8
Admaston & Bratton	871	29.6
Dawley & Aqueduct	2,744	29.5
St Georges	1,593	27.6
Wrockwardine	889	27.5
Church Aston & Lilleshall	892	27.5
Apley Castle	941	27.2
Wrockwardine Wood & Trench	1,667	27.2
Dothill	733	27.1
Park	541	23.3
Ironbridge Gorge	618	21.7
Ercall	587	20.8



### Our Population: Ethnicity

The population of Telford and Wrekin is becoming more ethnically diverse. In the 2011 school census, 13% of school age children were from a non-white British background. Data from the school census indicates that by 2021 the proportion of non-white British pupils had increased to 26% (of those with a recorded ethnicity)

73.7% of the borough's pupils in January 2021 were from a White British ethnic background.

At 5.8% of pupils, Any Other White Background was the next largest ethnic background reflecting the borough's growing population from Eastern Europe. This ethnic group increased from 1.9% of the school age population (440 pupils) in 2011.

The number of pupils from a Black African ethnic background has shown the greatest increase over the last 10 years, increasing by 1,138 pupils from 181 (0.8% of the pupil population) in 2011.

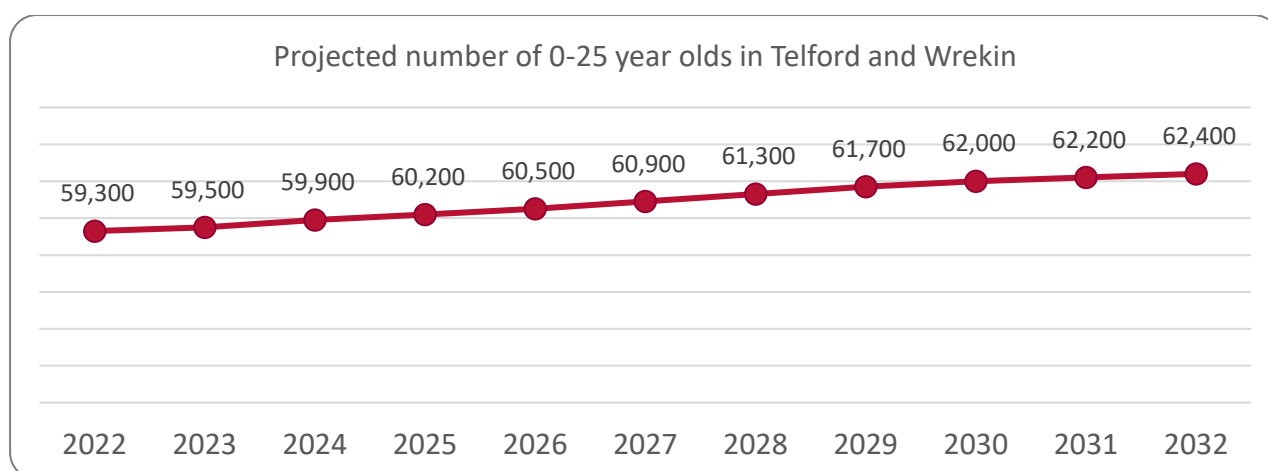
The proportion of pupils from an Indian background has increased from 2.3% in 2011 to 3.6% in 2021.

Pupils from a Pakistani background made up 3.2% of the pupil population in 2021 compared with 2.5% in 2011.

### Our Population aged 0-25: Growth

ONS population projections are based on latest mid-year population estimates together with assumptions of future levels of births, deaths and migration. ONS estimate an increase in the 0-25 population of 3,100 between 2022 and 2032.

Population growth rates are projected to remain above national and regional averages. The projected growth for Telford and Wrekin between 2022 and 2032 is 5.2% and compares to projected increase for England of 1.7% and 3.8% for the West Midlands

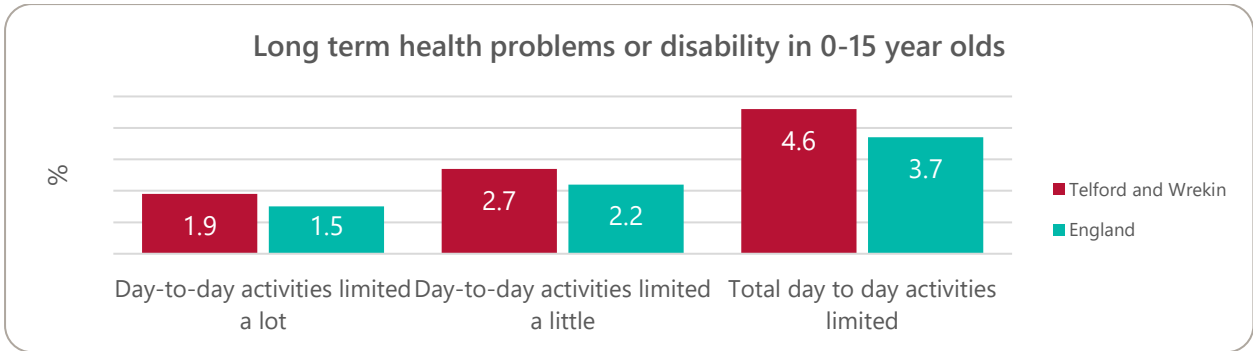


### Health problems and disabilities: Population Headlines

In the 2011 census the proportion of 0-15 year olds with a long term health problem or disability was higher than the England average.

4.6% (1,562 children) had a long term health problem or disability that limited their day to day activities compared to 3.7% for England. If the same proportion is applied to the latest population estimate this equates to 1,670 children.

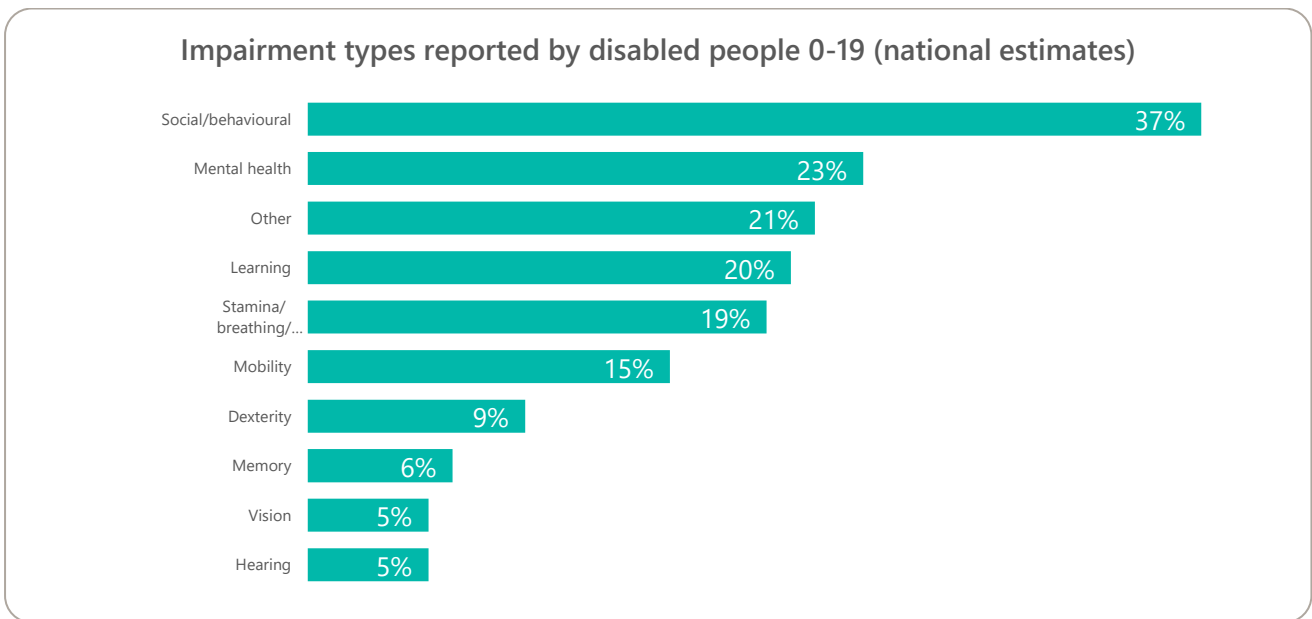
Day to day activities were limited a lot for 1.8% (638 children) and a limited a little for 2.7% (924 children).



The DWP family resources survey includes the types of impairment reported by disabled people aged 0-19.

Social or behavioural impairment (Autism, ADHD & Asperger's) accounts for 37% of impairment, followed by mental health (23%) and other (21%)

The chart below indicates the potential number of 0-19 year olds with these impairments in Telford and Wrekin if the national figures are applied to the latest Telford and Wrekin population estimates.



**Approx estimated number in T&W  
(based on national estimates)**

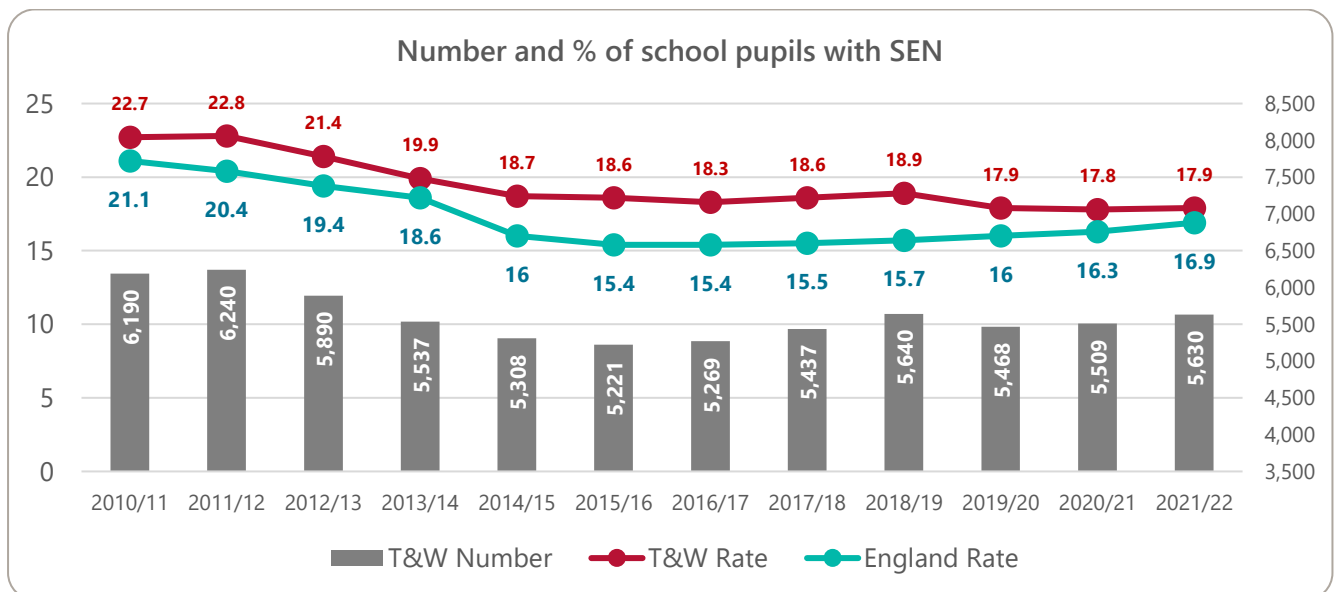
<b>Social / Behavioural</b>	1,300
<b>Mental Health</b>	850
<b>Other</b>	750
<b>Learning</b>	700
<b>Stamina / breathing</b>	700

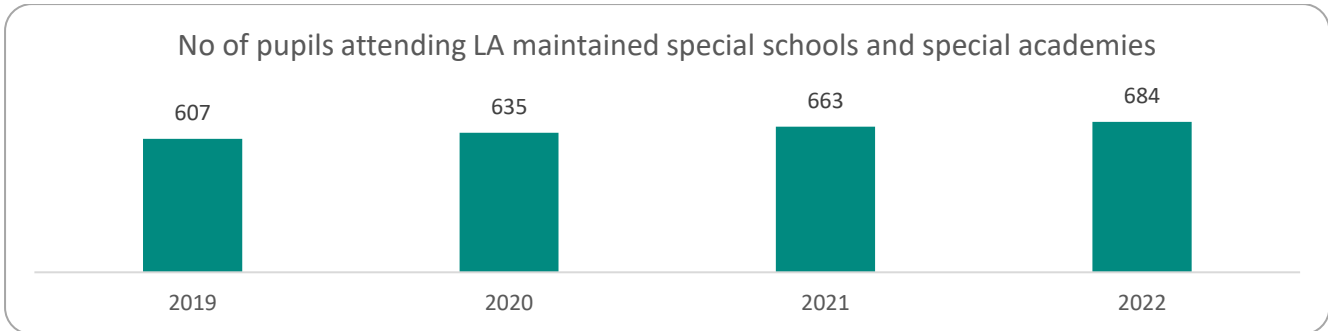
<b>Mobility</b>	550
<b>Dexterity</b>	300
<b>Memory</b>	200
<b>Vision</b>	200
<b>Hearing</b>	200

## 7. SEND and EHCP Rates

### The SEND Landscape

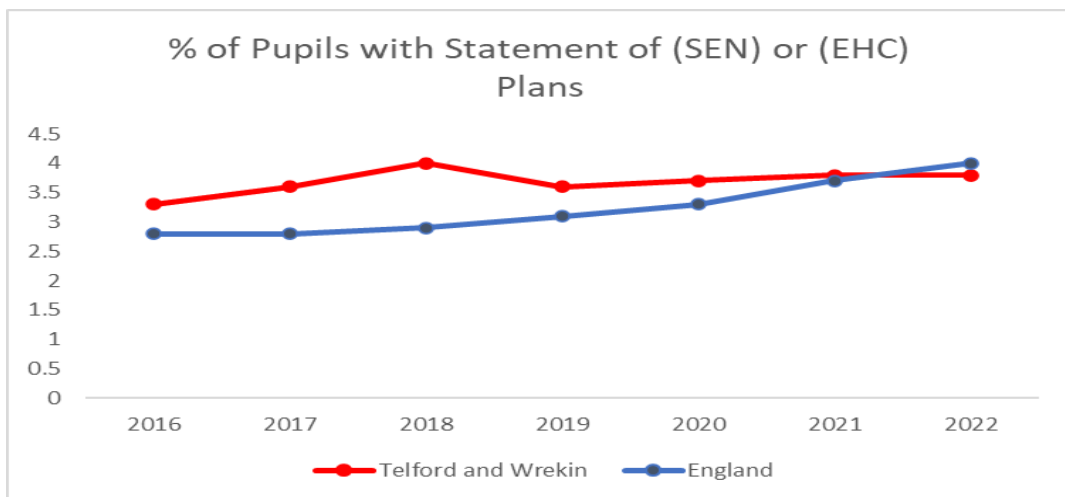
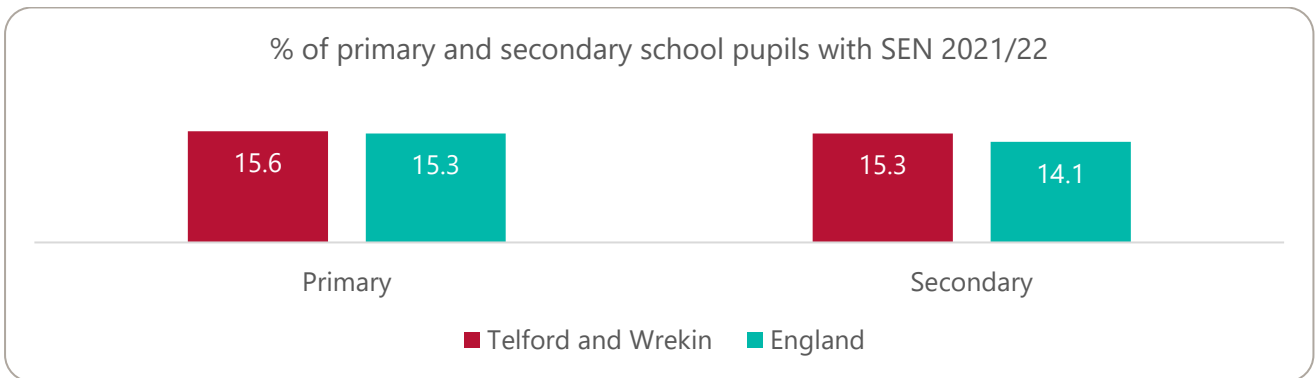
- There are 31,527 pupils in Telford and Wrekin schools.
- Education providers:
  - Early Years Providers – 182
  - Primary schools: 56
  - Secondary Schools - 13
  - Special Schools – 4
  - Pupil Referral Units – 2
  - Post 16 – 1 college, 6 training providers
- 1,161 school aged pupils have an ECHP, 3.8% of the school age population, compared to the national average of 4%
- 4,469 school age pupils receive SEN support, 14.4% of the pupil population, compared to the national average of 12.6%
- In 2021/22, 17.9% of pupils (5,630 children) in Telford and Wrekin were SEN. This compares to the average for England of 16.3%.
- Prevalence of SEN in Telford and Wrekin has historically been higher than for England.
- The percentage of pupils with SEN reduced between 2010/11 and 2016/17, albeit at a slower rate than for England, but has remained broadly unchanged since 2019/20.
- 684 pupils attended an LA maintained special school in 2022, an increase on the 607 in 2019. The percentage of LA pupils attending special schools in 2022 was 2.2%, higher than the national rate of 1.7%





### SEND by School Phase

In 2021/22, the prevalence of SEN was greater amongst primary school pupils (16.3%) than in secondary school pupils (15.3%). This matches the national pattern although for secondary pupils the proportion with SEN is greater in Telford and Wrekin than the national averages by 1.2 percentage points.



### Rates of SEND per ward

The highest proportions of children and young people (CYP) with SEND are found amongst the most deprived Wards in Telford & Wrekin. The two wards with over 25% SEND (Malinslee & Dawley Bank and Woodside) have more than three quarters of their young people living in areas ranked in the 10% most deprived nationally using the 2019 Index of Multiple Deprivation.



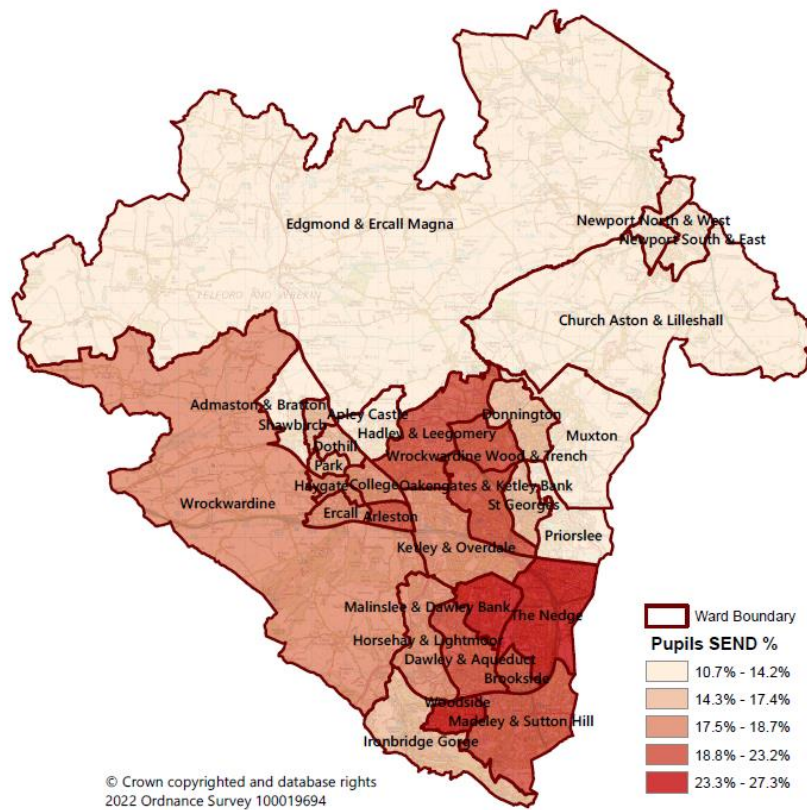
Since the last JSNA, the prevalence of SEND was still greatest in Malinslee & Dawley Bank where 27% of CYP (372) were SEND in 2022.

The lowest prevalence of SEND was previously, in Newport North & West with 9.9%. This has risen to 13.5%. The lowest prevalence is now Church Aston and Lilleshall with 10.7% CYP with SEND (41).

The highest number of SEND pupils are located in Woodside, where 483 pupils (26.4%) were SEND.

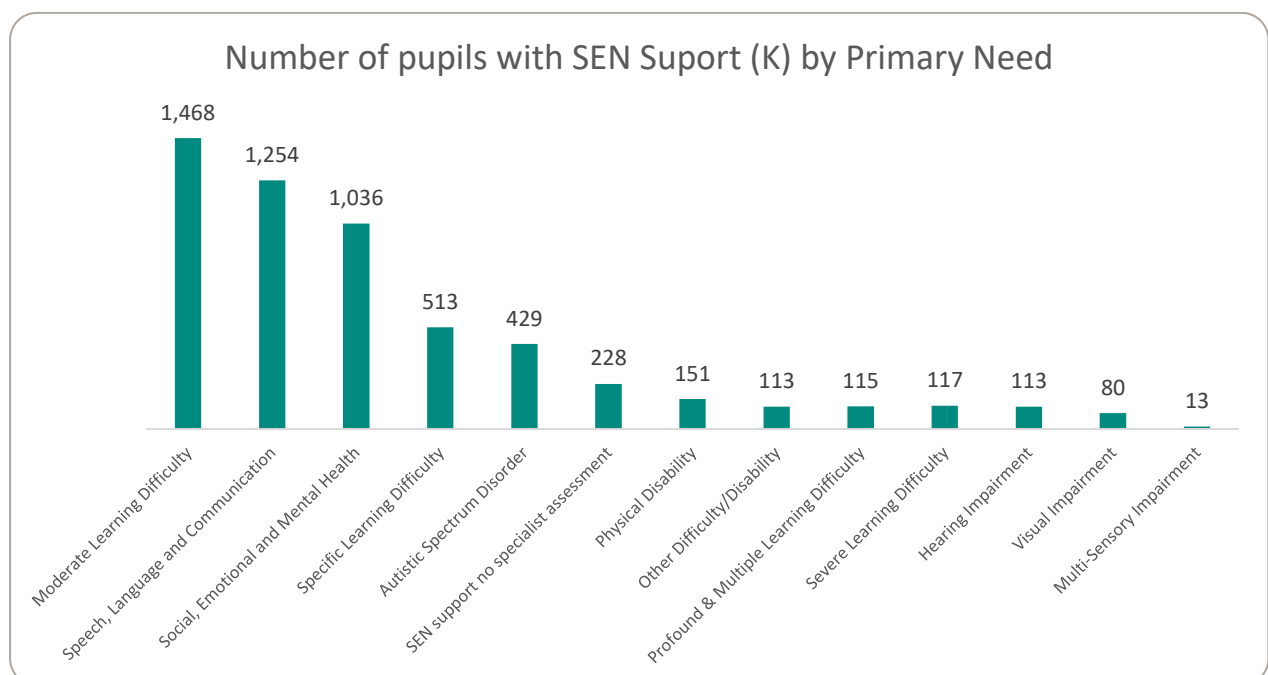
There were a total of 188 children living outside the borough, who attend a school in T&W who are subject to SEND

Ward	Number SEND	% Pupils SEND
Malinslee & Dawley Bank	372	27.3
Woodside	483	26.4
The Nedge	394	24.2
Brookside	308	23.2
Arleston	177	21.8
Madeley & Sutton Hill	355	21.1
Hadley & Leegomery	418	20.7
Oakengates & Ketley Bank	344	20.7
Dawley & Aqueduct	260	20.4
Wrockwardine Wood & Trench	170	20.0
Horsehay & Lightmoor	283	18.7
Ketley & Overdale	386	18.5
Ercall	75	18.3
College	82	18.1
Haygate	101	18.1
Wrockwardine	71	17.7
Dothill	64	17.4
Ironbridge Gorge	39	17.3
Donnington	221	17.1
St Georges	146	16.9
Shawbirch	63	16.4
Park	45	15.8
Priorslee	165	14.2
Muxton	149	14.2
Edgmond & Ercall Magna	75	13.5
Newport North & West	140	13.5
Newport South & East	105	13.2
Admaston & Bratton	47	13.2
Apley Castle	48	12.5
Church Aston & Lilleshall	41	10.7

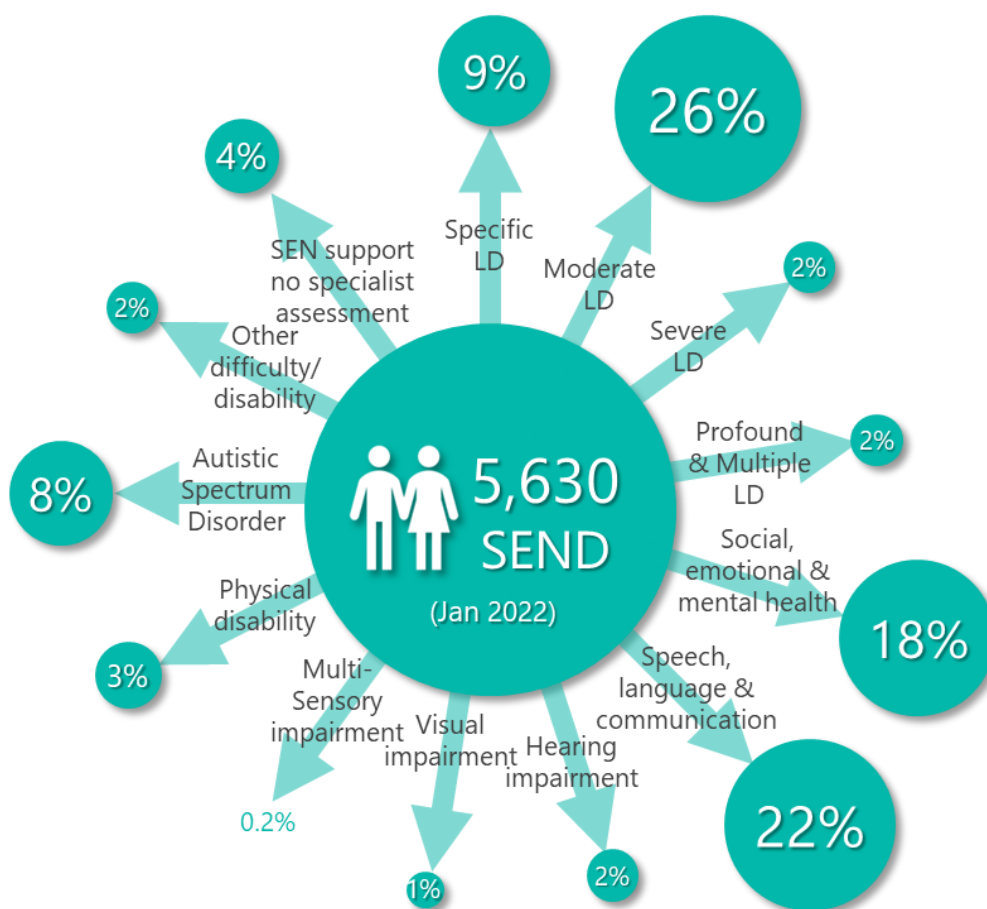


### SEN Support Primary Need

The main primary needs recorded for all pupils with SEN support (K) in 2022 (May) , across LA funded nursery, primary, secondary and special schools were: moderate learning difficulties, 28%, down 2% from previous JSNA. Speech language & communication up to 22% from 19%. Social emotional and mental health shows an increase of 3% to 18% and specific learning difficulties decreased 5% to 9%.







### Primary Need by School Type

Amongst primary school pupils with SEN the main primary need for is speech, language and communication needs (35.0%) followed by moderate learning difficulty (22.0%) and social, emotional & mental health (18.2%).

For secondary school pupils the principal primary need is moderate learning difficulty (29.4%) followed by social, emotional and mental health (19.4%) and specific learning difficulty (16.4%).

In pupils attending special schools the main primary need is moderate learning difficulty (35.1%), followed by severe learning difficulty (16.0%) and autistic spectrum disorder (15.7%).

<b>Primary Need - Primary School Pupils</b>	<b>Number</b>	<b>%</b>
Speech, Language and Communication Needs	987	35.0%
Moderate Learning Difficulties	620	22.0%
Social, Emotional and Mental Health	512	18.2%
SEN support but not specialist assessment of type of need	183	6.5%
Specific Learning Difficulties	175	6.2%
Autistic Spectrum Disorder	101	3.6%
Physical Disability	68	2.4%
Other Difficulty / Disability	64	2.3%
Hearing Impairment	60	2.1%
Visual Impairment	32	1.1%
Multi Sensory Impairment	6	0.2%
Profound & Multiple Learning Difficulty	6	0.2%
Severe Learning Difficulty	5	0.2%

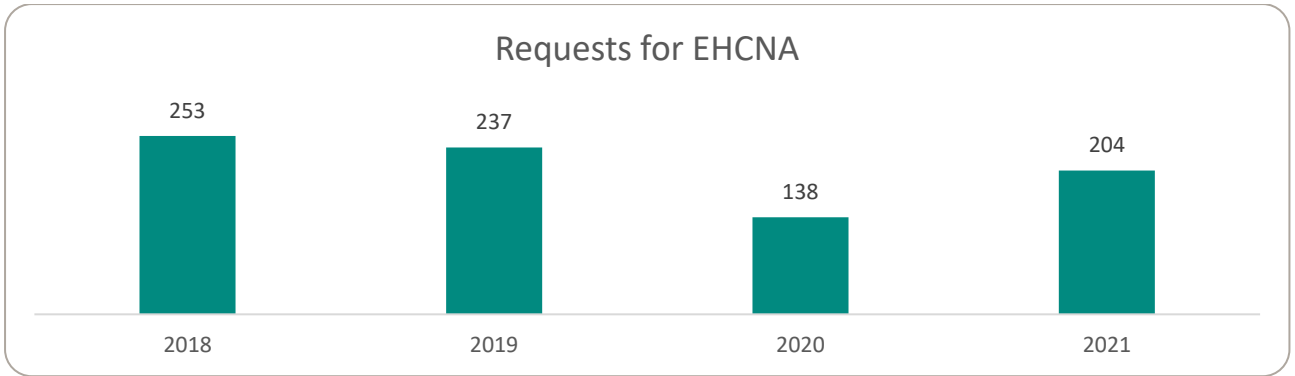
<b>Primary Need - Secondary School Pupils</b>	<b>Number</b>	<b>%</b>
Moderate Learning Difficulties	599	29.4%
Social, Emotional and Mental Health	396	19.4%
Specific Learning Difficulties	355	16.4%
Speech, Language and Communication Needs	219	10.7%
Autistic Spectrum Disorder	212	10.4%
Physical Disability	80	3.9%
Hearing Impairment	53	2.6%
Visual Impairment	47	2.3%
SEN support but not specialist assessment of type of need	44	2.2%
Other Difficulty / Disability	44	2.2%
Multi Sensory Impairment	6	0.3%
Profound & Multiple Learning Difficulty	2	0.1%
Severe Learning Difficulty	2	0.1%

### Requests for Education Health and Care Needs Assessments (EHCNA)

National data shows an increase of 23% in initial requests for assessment for an EHC plan during the calendar year 2021 compared with 2020.

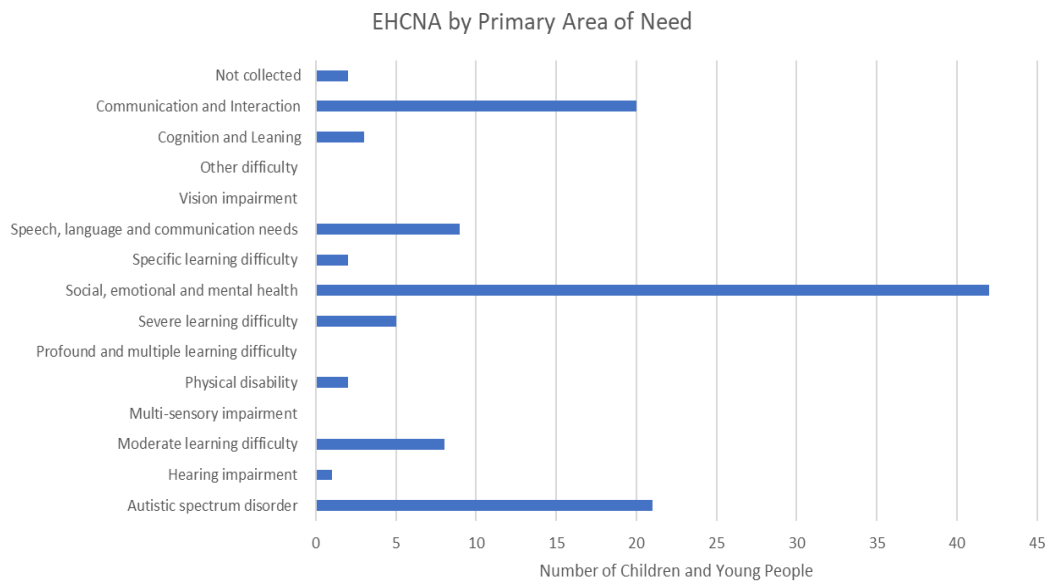
Local figures show an increase of 47.8% during the same period.

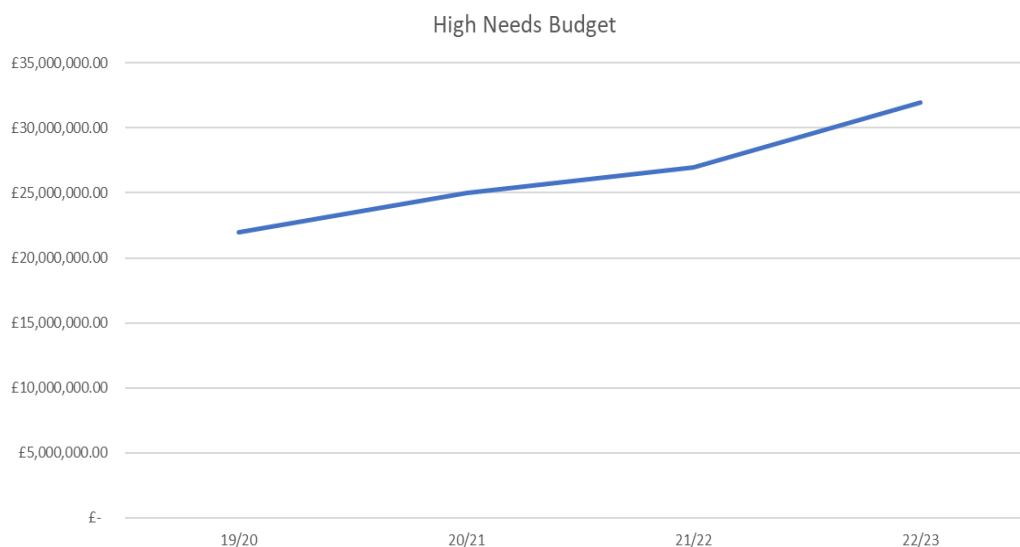
The majority of pupils with an EHC plan are male (73%) compared to female (27%)



### Children with an EHCP

Age	Number	%
Aged 0-5	55	2.9%
Aged 5 to 10	643	34.1%
Aged 11 to 15	653	34.6%
Aged 16 to 19	368	19.5%
Aged 20 to 25	168	8.9%
<b>Total</b>	<b>1887</b>	





### EHCP and SEN Support known to Social Care

22% of children with an EHCP are also known to Social Care, around 400 children.

5.3% of children with SEN Support are known to Social Care, around 230 children.

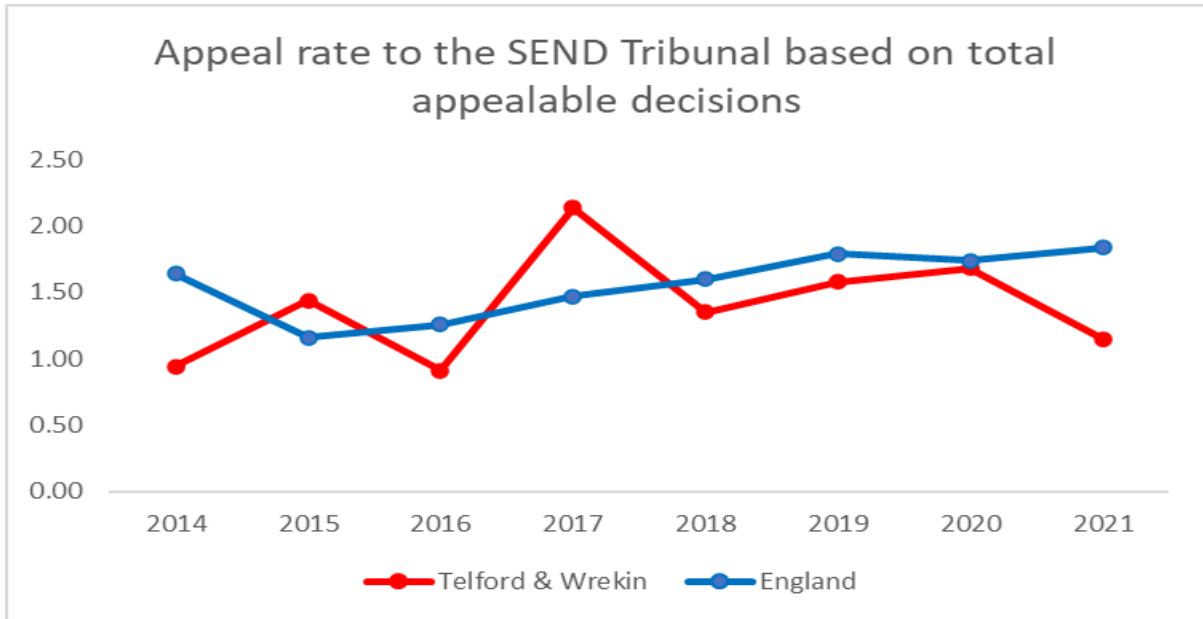
<b>EHCP known to Social Care</b>	<b>n</b>	<b>%</b>
Early Help	81	4.4%
CIN	250	13.4%
CP	18	1.0%
CLA	53	2.8%
Not known to Social Care	1459	78.4%

<b>SEN Support known to Social Care</b>	<b>n</b>	<b>%</b>
Early Help	64	1.4%
CIN	68	1.5%
CP	46	1.0%
CLA	55	1.2%
Not known to Social Care	4200	94.7%

### SEND Tribunals

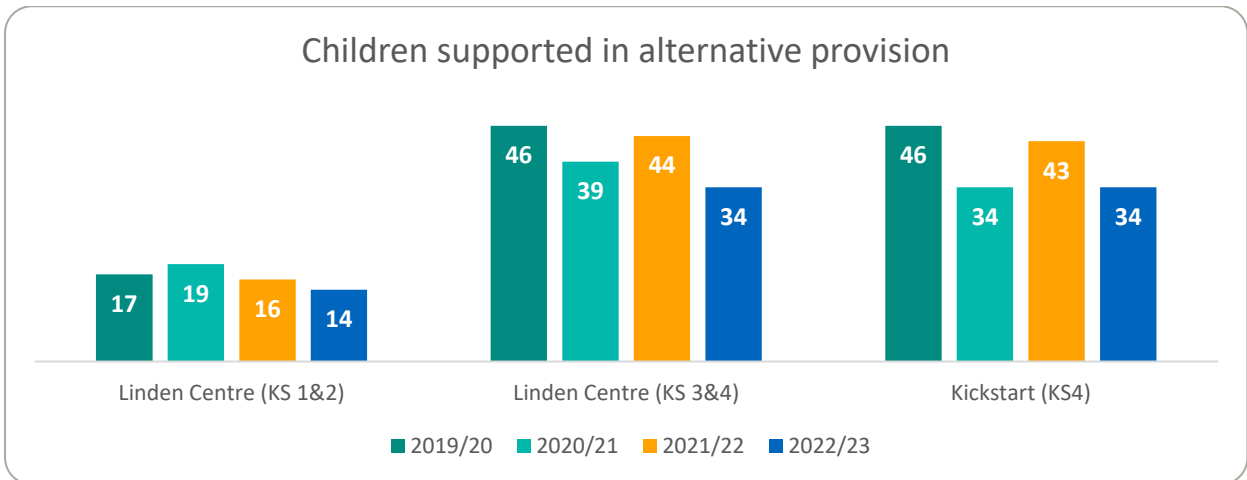
In 2021 the appeal rate to the SEND Tribunal in Telford & Wrekin fell to 1.15% a reduction of -0.53% from 2020.

The authority was ranked at Quartile Band B nationally.



### Alternative Provision

The total number of young people supported by Telford and Wrekin Council commissioned alternative provision has been between 90 and 110 each year. All young people have been either allocated a place at the provision by the Fair Access Panel or have been permanently excluded from their school.

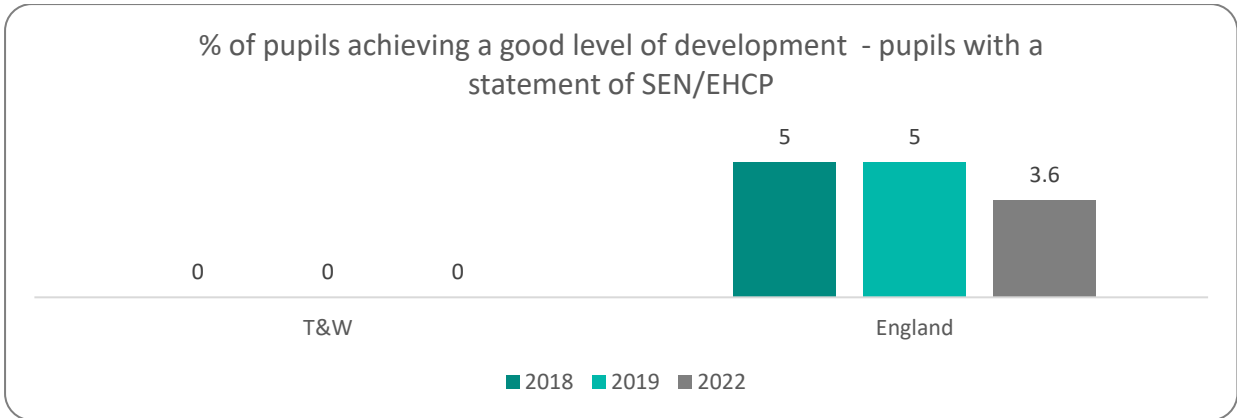


## 8. Educational attainment

Note that assessments of pupils were not undertaken during 2020 and 2021 due to the pandemic. The following data is from 2022.

### Early Years Foundation Stage

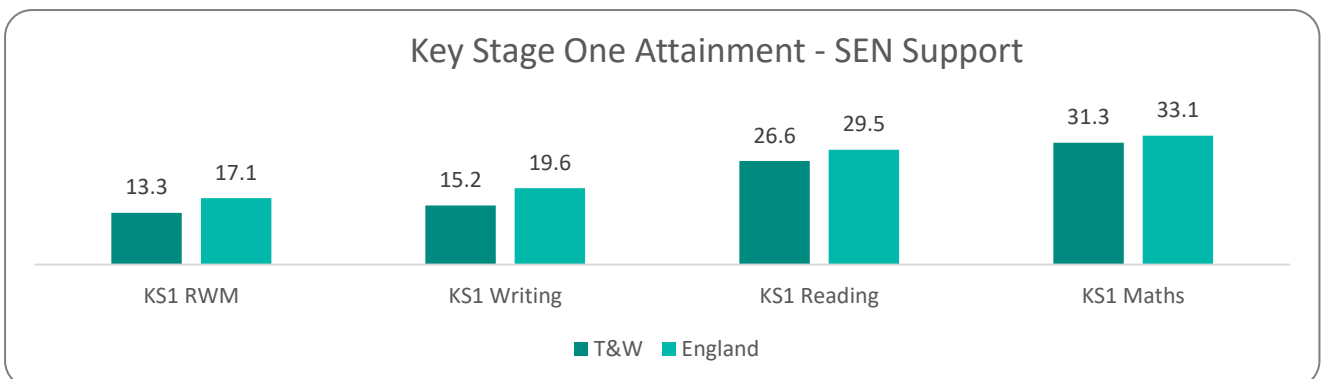
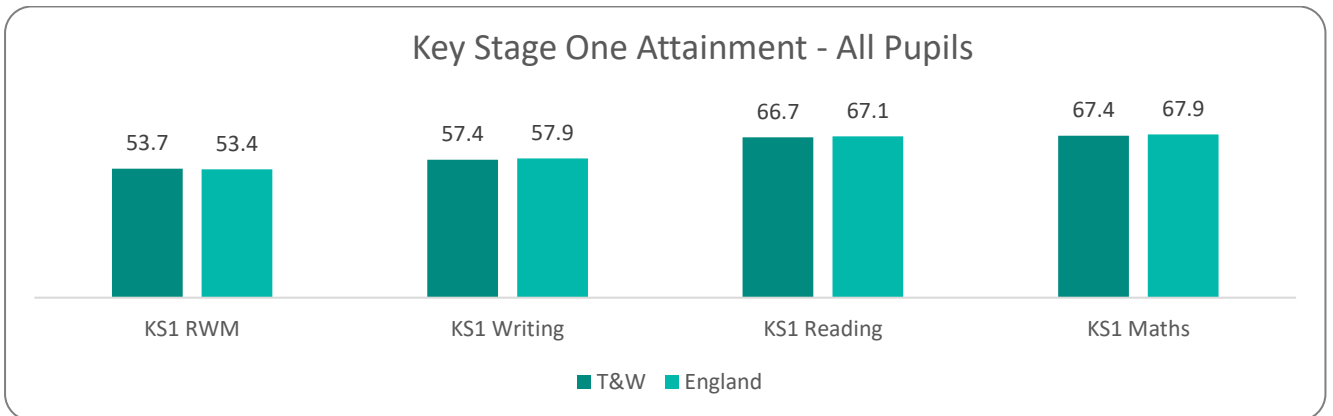
There are challenges around the performance of pupils in Reception with a statement of SEN/EHCP, with 0% achieving a good level of development, compared to 2.4% for statistical neighbours and 5% in England.



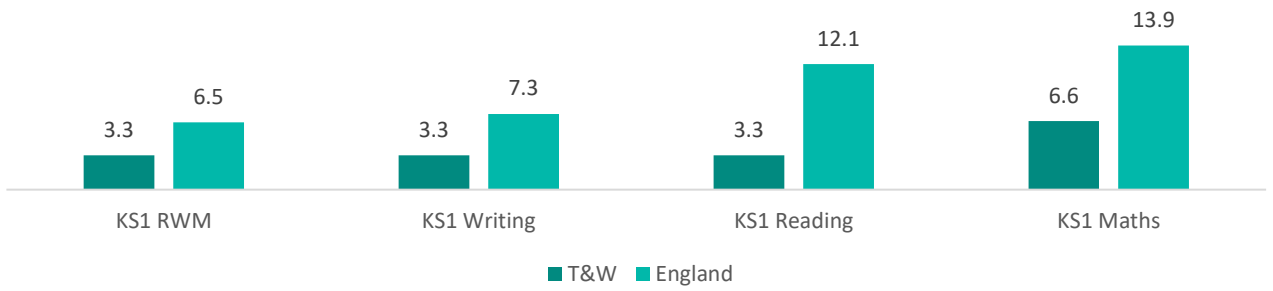
### Key Stage One

SEN Support – Telford & Wrekin pupils on SEN support, achieved slightly lower than national attainment levels in reading, writing and maths at KS1.

EHC Plans - Telford & Wrekin pupils with EHC plans, achieved lower than national attainment levels in reading, writing and maths at key stage 1.



### Key Stage One Attainment - SEND EHCP

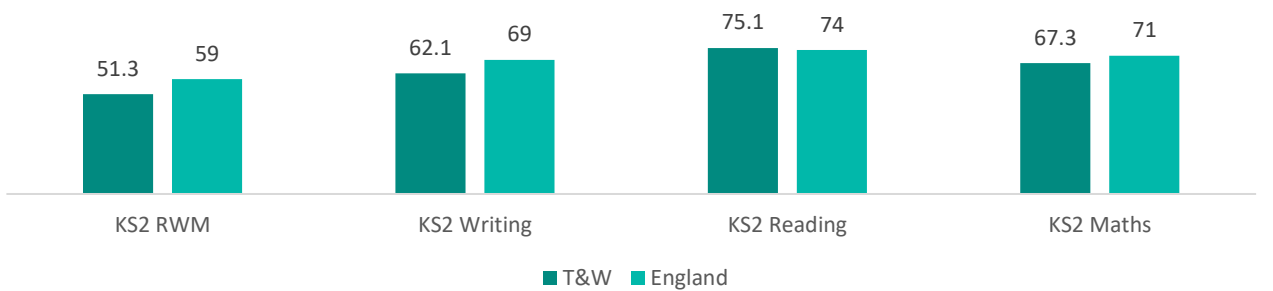


### Key Stage Two

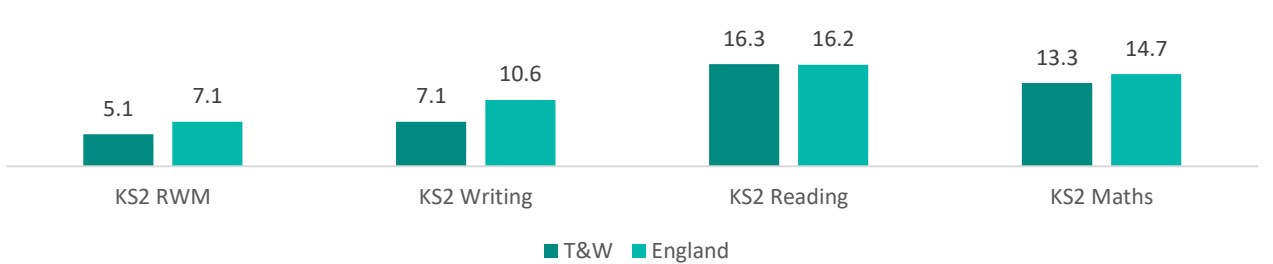
SEN Support – Telford & Wrekin pupils on SEN support, achieved in line with national attainment levels in reading, but lower for RWM, writing and maths at key stage 2.

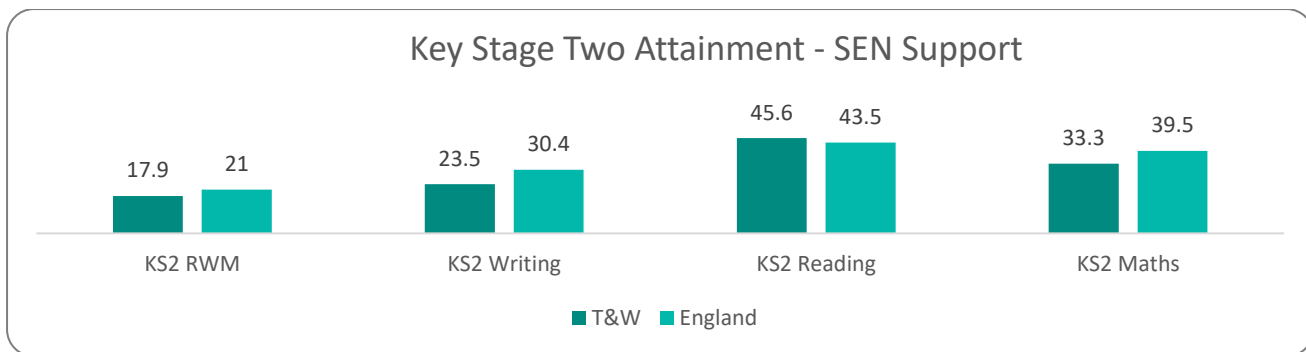
EHC Plans – Telford & Wrekin pupils with EHC plans, achieved in line with national attainment levels for Reading, but lower for RWM, writing and maths at key stage 2.

### Key Stage Two Attainment - All Pupils



### Key Stage Two Attainment - EHCP





#### Key Stage Four Progress Data

SEN Support - Telford & Wrekin pupils achieved in line with national levels at Attainment 8, but were weaker in Progress 8, English and Maths

EHC Plans - Attainment 8 achievement in Telford & Wrekin was higher than national levels, English, and maths progress 8 were in line with national data.

All SEND – Maths and English subject areas were below national average, for pupils in Telford & Wrekin

Current data shows that 43% of pupils in Telford & Wrekin achieved grades 5 or above in English and Maths GCSEs, compared to the national average of 50%

	Attainment 8		Progress 8		English Progress 8		Maths Progress 8	
	Telford	National	Telford	National	Telford	National	Telford	National
SEN Support	34.3	34.8	-0.7	-0.47	-0.75	-0.52	-0.81	-0.38
EHCP	14.9	14.3	-1.4	-1.33	-1.56	-1.55	-0.98	-0.9
All Send	29.6	29.3	-0.87	-0.68	-0.94	-0.78	-0.85	-0.52
All Pupils	47.2	48.9	-0.29	-0.02	-0.28	-0.04	-0.42	-0.02

#### Key Stage Four Destinations (2021)

A higher proportion of young people in Telford and Wrekin with SEN Support and with EHCPs remain in education, employment or training following Key Stage 4 compared to national.

A higher proportion of KS4 SEN are in education, employment or training at age 17 than nationally.

	Telford & Wrekin	England
% of Key Stage 4 cohort going to or remaining in education & employment/training (all pupils)	94.2%	93.9%



% of Key Stage 4 SEN Pupils with SEN Support going to or remaining in education & employment/training (incl special schools)	92.7%	89.1%
% of Key Stage 4 Pupils with EHCP going to or remaining in education & employment/training (incl special schools)	98.1%	90.5%
% of KS4 SEN Cohort in Education, Employment or Training at 17 (incl Special Schools)	94.0%	89.5%

### Qualified to Level 2 at age 19 (2021)

Whilst the proportion of 19 year olds with SEN or EHCPs is lower than the proportion of the general population, the rates are similar to those seen nationally.

	<b>Telford &amp; Wrekin</b>	<b>England</b>
% of 19 year olds qualified to Level 2 – Non SEN	85.4%	86.3%
% of 19 year olds qualified to Level 2 – without statement / EHCP	63.1%	62.1%
% 19 year olds qualified to Level 2 – with statement / EHCP	28.2%	28.8%

## 9. Health and SEND

### Public Health – Healthy Child programme

Note there are some concerns around data quality of data for 2021/22 due to the pandemic

	<b>Telford &amp; Wrekin</b>	<b>England</b>
% of children who received a 2-2½ review	79.0%	74.0%
% of children aged 2-2½ receiving ASQ-3 as part of the Healthy Child Programme or integrated review	66.2%	90.3%
Child Development: % of children achieving a good level of development at 2-2½ years	66.2%	81.2%
Child Development: % of children expected level in communication skills at 2-2½ years	74.0%	86.5%
Child Development: % of children expected level in gross motor skills at 2-2½ years	89.2%	93.5%
Child Development: % of children expected level in fine motor skills at 2-2½ years	83.5%	93.3%
Child Development: % of children expected level in problem solving skills at 2-2½ years	84.3%	92.7%

Child Development: % of children expected level in personal social skills at 2-2½ years      82.9%      91.2%

### Community Health Services Headlines

Community health services are commissioned with several providers. Our main community provider is Shropshire Community Health NHS Trust (SCHT) delivering services such as Community Nursing Service, Speech and language Therapies, Occupational Therapy, Physiotherapy, Special School Nursing and Child Development Centres. Midlands Partnership NHS Foundation Trust provide Mental Health services and ASD/ADHD diagnosis for children aged 5 - 18.

### Learning Disability Diagnosis

- In the Early Years Children are appropriately diagnosed with Early Childhood Development Disability rather than Learning Disability, but at point of this diagnosis the clinical team are flagging that the young child may be identified as having a Learning Disability in the future.
- In Telford & Wrekin we have 308 Children and Young People registered as having a Learning Disability with their GP.
- Specifically for the 18 – 24 age range there are 184 young people registered with Learning Disability at their GP. The national prevalence is around 2% , for us in TW 2% of our 18 – 25 population is around 300, therefore we anticipate more YP have Learning Disability than are registered with LD at their GP.

### Speech, Language and Communication Needs

- Nationally 10% of children will have some form of speech, language and communication need (SLCN) that they won't grow out of. These children's SLCN needs will be met by a range of professionals and a smaller proportion will require access to Speech and Language Therapy services at any one time. Locally we have an agreed vision that SLCN is everyone's business, and everyone can support SLCN.
- In October 2022, across Shropshire, Telford and Wrekin 2,054 CYP were accessing the SLT service, and an additional 910 were waiting to be seen by the SLT service. This 2,964 CYP makes up 3% of the STW population.
- We know across STW over 50% of children waiting for SLT are waiting for a general community pathway, a further 20% of those waiting are waiting for a more specialist SLT pathway such as Dysfluency, Voice, Selective Mutism or Speech.

### Continuing Healthcare

- Currently there are less than 5 children in T&W that meet the criteria to be classed as Continuing Healthcare; this gives us a similar rate to the national average.
- Across Shropshire, Telford and Wrekin there are 14 people who are Continuing Healthcare eligible aged 18 – 25.

## Community Mental Health Headlines

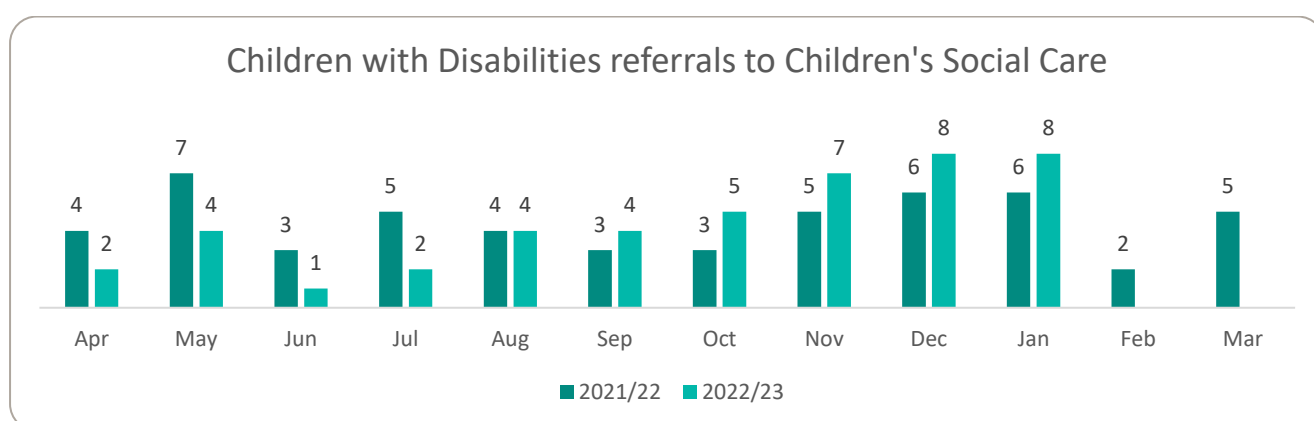
- The demand for core CAMHS services is increasing, referrals per month have increased from roughly 50 per month in August 2022 to 250 March 2023 across Shropshire, Telford and Wrekin
- NHS England have set out a single key performance indicator in their long term plan for children’s mental health services. This being the ‘number of CYP aged under 19 supported through NHS funded mental health with at least one contact, 12 month rolling period’
- Based on the STW population NHS England have anticipated that 7509 STW CYP should be seen by MH services 22 /23, this will be 8341 in 23/24. At present STW MH services including BeeU, Kooth, Beam, Healios see around 5500 CYP.
- Telford & Wrekin is a high prescriber of melatonin to children and young people aged 0-19

## 10. Social Care

### Children’s Social Care referrals

There were 53 referrals to Children’s Social Care for children with a disability. The data shows an average of 4.4 referrals per month last year and the same average of 4.5 so far for this year April to January

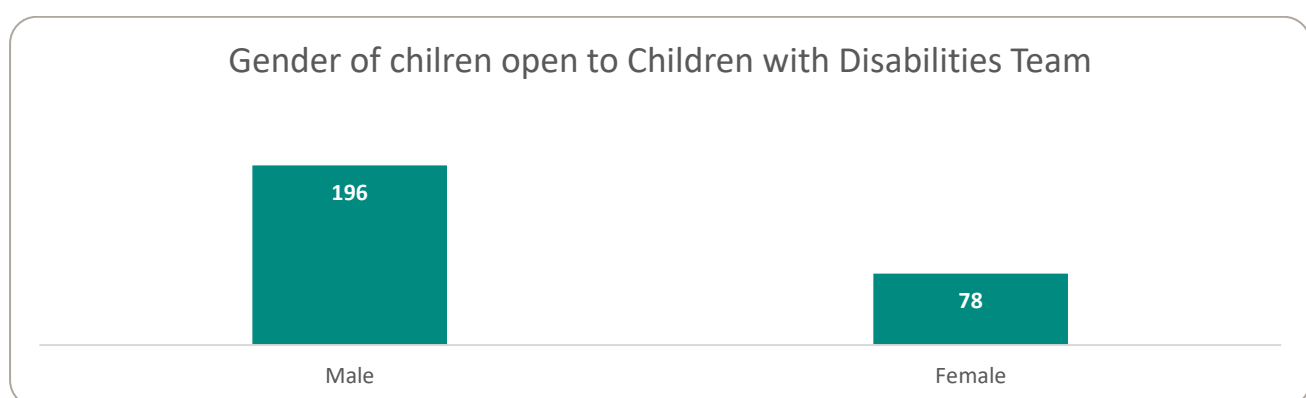
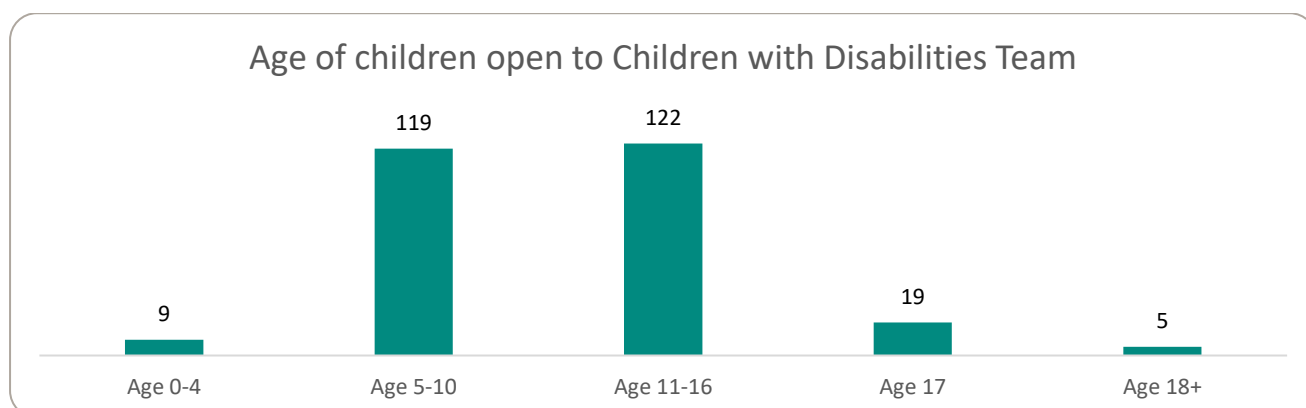
Over 30% are self-referrals from parent carers.



Source of referrals (CwD) 2022/23 (to date)	number	%
<b>1A - INDIVIDUAL - Family member/relative/carers</b>	14	31%
<b>2A - SCHOOLS</b>	10	22%
<b>6 - POLICE</b>	9	20%
<b>5A - LA SERVICES - Social Care</b>	4	9%
<b>2B - EDUCATION SERVICES</b>	2	4%
<b>3D - HEALTH SERVICES - Other primary health services</b>	2	4%
<b>5B - LA SERVICES - Other Internal</b>	2	4%
<b>7 - OTHER LEGAL AGENCY</b>	1	2%
<b>5C - LA SERVICES - External</b>	1	2%
	45	

## Children with Disabilities: Demographics

Children with an open referral to the Children with Disabilities team.



Ethnicity	Number	%
White British	205	74.8%
Pakistani	15	5.5%
African	12	4.4%
Indian	10	3.6%
Any other White background	9	3.3%
Any other mixed background	5	1.8%
White and Black Caribbean	3	1.1%
White and Black African	3	1.1%
Any other Black background	3	1.1%
Bangladeshi	2	0.7%
Any other Asian background	2	0.7%
Caribbean	2	0.7%
Any other ethnic group	2	0.7%
White and Asian	1	0.4%
	274	

## Children with Disabilities: Personal Budgets

Telford and Wrekin has a strong direct payment offer. Currently (as at 30.06.2022) there are 205 children and young people who have personal budgets.

Of these, 31 children/young people have a budget which is retained by the Local Authority who directly commission the support.

### Children with Disabilities: Child Protection and Looked After

- There are currently 5 children with disabilities subject to Child Protection Plans, 3 are under the category of neglect, 1 is under Sexual Abuse and 1 is Emotional Abuse.
- Nationally CWD are under-represented within child protection processes.

There are currently 21 children with disabilities in Local Authority Care through the Children with Disabilities Service

- 8 are in Residential care/Residential Schools
- 13 in foster care (combination of Internal and External carers)

### Local Market for Care and Support

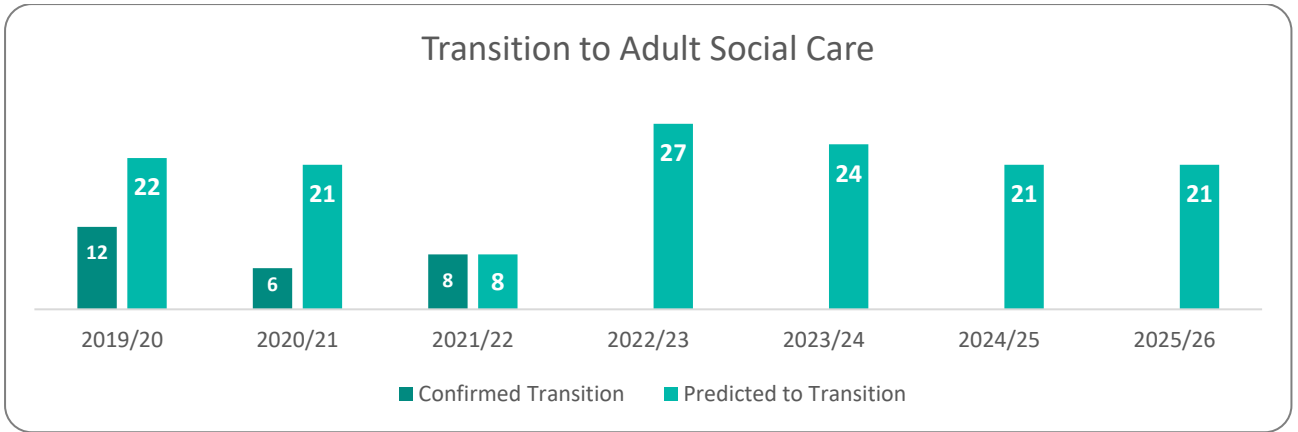
It is clear, in common with many areas across the UK, current market conditions and recruitment difficulties experienced by care providers means there is ongoing restriction on the sufficiency of local care and support available. This affects both overnight respite and community support and playscheme capacity. Commissioning Strategies are directed to address this shortfall.

Operational practice has been refocused to an individual outcomes and strength-based approach. This aims to support CYP to benefit from the breadth of community-based activities and services, enabling specialist services to be targeted to support CYP with high and complex needs.

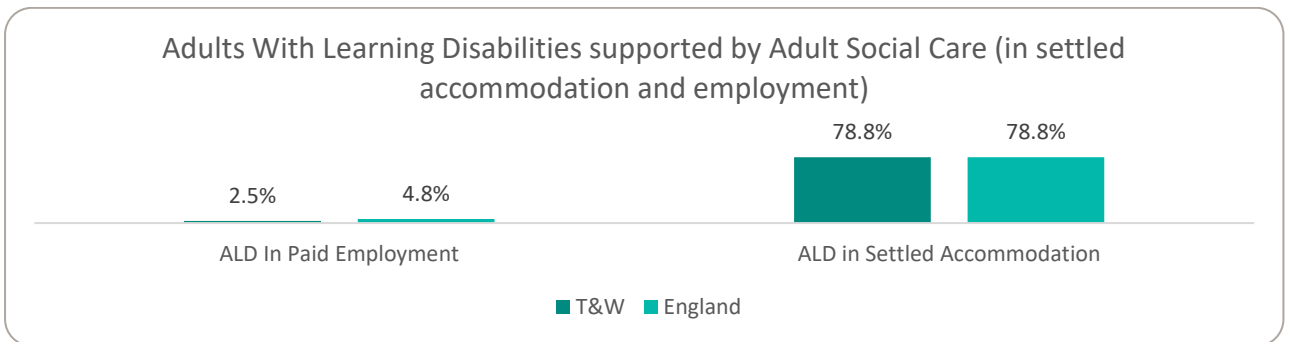
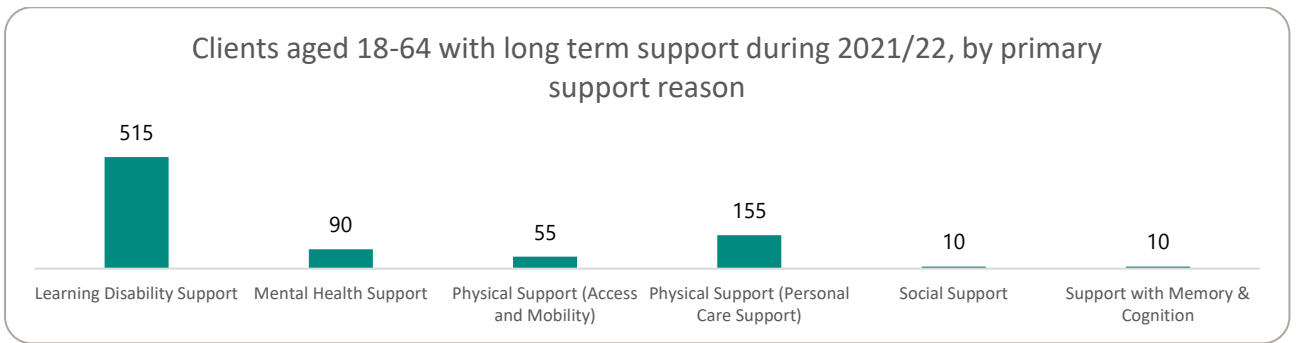
### Children with Disabilities: Preparation for Adulthood

Transition is described as a 'cliff edge' and an area of concern and anxiety for many young people and their parent carers. To lessen the impact of this change and support a seamless transition, the following has been introduced:

- Children with disabilities team refer young people to adult social care once they reach 14 years of age
- Adult social care are invited to attend any meetings where the young persons transition is discussed
- Monthly transition tracking meetings take place between CWD and adult social care
- Review of recent transitions to inform service improvements and pathways
- Commissioning activity for providers to support young people going through transition (14-18 years old)



### Adult Social Care: Support for Adults



### Supported and Specialist Housing Requirements

Telford & Wrekin’s **Supported and Specialist Housing Strategy** is a vision to secure the best quality of life for older and vulnerable citizens both now and in the future. This means delivering a range of housing that enables people to live independently

The Strategy sets out a projection of need for supported and specialist (units) to 2030/31, with the extraction below in relation to SEND:

<b>Year/ No. Of Housing Units</b>	<b>Young People in transition with learning disabilities/difficulties</b>	<b>Families with a disabled child(ren) or disabled parent with physical disabilities</b>
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<b>2020/21</b>	10	15
<b>2025/26</b>	20	25
<b>2030/31</b>	30	35

## 11. Additional Services and Information

### Early Years

The Early Years and childcare team offer services to support children with SEND and support, advice and guidance for Early years settings to ensure that they provide good early education and care for all children including those with SEND

We do this by:-

Responding to requests for involvement from Early Years settings/schools and Health Notifications:-

- 146 (2019/2020)
- 269 (2020/2021)
- 392( 2021/2022)

Where the team will conduct observations, meet with parents/carers, provide strategies, signpost and report writing. We have recently reviewed or report writing and allocation processes to target our service based on children's needs, prioritising those most in need of support. The team attends MDA meetings and the team leader co-leads the Early Years task and finish group that links into the Aiming Higher Board.

Support applications for settings to access Inclusion panel monies for individual children attending early years settings.

Work closely with the SEND team, Portage and Health services.

Provide support and recruit childminders who can offer high quality respite care. We target to increase the number of childminders to provide this service.

Support transitions into Early Years Provision and Reception classes for those children with SEND.

Promote 2 year old funded places for children with SEND with the target to link with Health Visitor service to identify and prioritise children with a low Ages and Stages Questionnaire score at age 2. To increase the number of children accessing a funded place to support early intervention and to improve outcomes for these children.

Provide a range of training and networking opportunities for early years practitioners working across all settings and schools who deliver the Early Years Foundation Stage curriculum to develop their SEND provision this includes. SENDCO 2 yearly update, AET

training, Listen with Lucy, Managing Children's Behaviour and working with children who have complex needs in an early years setting.

### Youth Justice Service

**Youth Offending Teams** were set up with the intention of reducing the risk of young people aged 11-18 from offending and re-offending, and to provide interventions and rehabilitation to those who do offend. This supervision and support of young people is either in the community or in the secure setting. The Youth Justice Service operates as a multi-agency team that is coordinated by a local authority, the Police Service and overseen by the [Youth Justice Board](#).

Young people can be subject to a variety of orders, all of which are time specific and Youth Justice Officers engage young offenders in a wide range of rehabilitative interventions. This could be putting something positive back into the local community through unpaid activities (known as Reparation). Interventions relevant to the offence such as knife awareness or road safety may be part of the order. When appropriate, practitioners (Victim Officers) organise meetings between offenders and victims to encourage apologies and mediation – known as Restorative Justice.

Whilst supporting the young person the service works closely and collaboratively with other agencies e.g., Children's Services, Housing, Mental Health Services, Social Services to name a few. Equally, within the team itself areas of expertise will exist such as the Police, Victim Support, Education, Substance Misuse and Mental Health.

West Mercia consists of four areas – Worcestershire, Herefordshire, Shropshire and Telford and Wrekin. From a Youth Justice perspective, figures from January-December 2021 show Telford and Wrekin has the second highest number of first time offenders that came into the service (109) and the lowest rate of re-offending (16.2%).

When a young person is referred to the Youth Justice Service the young person is allocated their own case manager who then completes an assessment. As part of this assessment an education profile is sought – requesting information from the young person's school/college/training provider and the local authority. This information is recorded on our internal system and assists the case manager in determining the professionals that will be key to supporting the young person. It is at this point that the case manager will be informed if an Education Health and Care Plan (EHCP) exists and a copy of such plan is shared and on our systems with reference also to the young persons allocated SEND officer.

Current figures (August 2022) show that 20% of our young people are supported by an EHC plan.

One of the key individuals in supporting a young person with an EHCP, within Youth Justice, is the Education Training and Employment (ETE) Specialist within the team. Case Managers will complete an ETE referral, and this referral will then trigger links to be made with the existing training provider and the Local Authority SEND officer.



As part of the young person’s support with Youth Justice, regular and statutory reviews are required – where panel members and the young person reflect on progress made with the order and areas still to be addressed. Education and any SEND information can form a pivotal topic at such reviews and the ETE officer and SEND officer, if relevant – will be part of the review process.

For more general queries, the ETE officer has a dedicated ‘single point of contact’ (SPOC) within the SEND team to ensure a speedy and efficient method of communication between the teams. The same mechanism has been implemented across all areas of West Mercia Youth Justice Service and quarterly meetings are held to discuss all pre-16 young people currently on an order.

### Information Advice and Support Service

The Information, Advice and Support Service (IASS) aims to increase the confidence of parents/carers of children with Special Educational Needs and Disability by offering independent and impartial information, advice and support, enabling them to make informed decisions.

The service provides accessible, impartial up to date information and resources relating to a wide range of SEND topics relevant parents/carers, children and young people living in Telford and Wrekin. IASS service reports from January – June 2022 are included in this JSNA as a source of information on need locally.

Source: Telford and Wrekin SENDIASS Contract Report Q1 Jan – June 2022. Since the start of 2022 we have seen an increase in contacts to the service and are slowly reintroducing face-to-face support through individual sessions and small face-to-face workshops.

During the period, the service received 105 contacts and referrals. the main source of referral remains self-referral 43%, with previous self-referral 30%

Parents and young people who have accessed the service are asked to provide feedback on their experience of the information, advice and support they have received.

Can you tell us how we made a difference for you?			
241 parents reported: <i>They have increased their confidence in SEND, as a result of accessing the service</i>	24 parents have had their issues resolved	Children and young people felt: <i>Listened to Happier and less worried</i>	Increased understanding of: <i>SEND support process EHCP process Options / rights</i>
Increased confidence to: <i>Make informed decisions Express views / wishes / feelings Participate in child's education</i>	They achieved: <i>Positive transition Build positive relationships Experienced effective communications with health and social care</i>	Had increased school attendance and reduced exclusion	Increased confidence to: <i>Make informed decisions Express their views / wishes / feelings Increased independence</i>



<i>Increased social / emotional wellbeing</i>			
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## Telford Children's Autism Hub

The Service has been operational since beginning January 22.

The hub provides peer support for families, activities for children and young people and their families, training workshops and opportunities for children and young people diagnosed with autism to aspire, develop and have access to community centred support.

We are working in partnership with other services to ensure children diagnosed with autism receive the best support available. Our adult's autism hub will work closely with the children's team to ensure transition from childhood to adult service provision is smooth and consistent.

We have seen a steady increase of families accessing information , advice and support from the children's autism hub. We have a strong social media presence, where we share events and promote our activities. We also ensure that our offer is shared on the Local Offer and to schools, colleges through the Education Notice Board.

Since opening in January 22 there have been 138 referrals. Receiving support 537 parents have attended There are 155 contacts registered on the database. Those contacts receive regular updates and information on what the hub provides through their service offer. Numbers in age of children and young people accessing the service:

As a newly launched service we are considering ways that we can measure our impact with families and in particular gaining feedback from children and young people on how they have benefited from receiving support from the hub. We have been looking at those specific areas based on the thrive model alongside our service impact measures. We will be developing opportunities for feedback as the service develops. Two children have been able to express that they are feeling more confident and are able to express their views since attending the hub.

Parents can access a regular workshop that is run to enable them to increase their understanding of Autism. If the need is to increase their confidence; provide peer support alongside others; and access to wider information, all parents are given the opportunity to attend the weekly Coffee and Chat sessions that are provided.

Regular family activity sessions are now starting to become established, with the Dug-Out Session for 11-18 year olds, and the Primary Sessions for 7-11 year olds.

The sessions are an opportunity for families to include all siblings to enjoy time together in a calm and welcoming environment. The activities will run with a theme to support areas of the children's needs, which may include areas of social development, supporting communication and interaction, confidence building and promoting positive shared experiences together.

Feedback from workshops included:

- *"It's helped with my Autistic children in the way of understanding them and their differences"*

- *Enjoyable course, easy to understand. Would be good to include 30 minutes or so questions amongst group to gain wider perspectives and real life scenarios. Also, would be useful to offer course on evenings or weekends for working parents. Well delivered thank you"*
- *"Useful session highlighting some of the challenges faced by individuals on the Autism Spectrum and ways and strategies to overcome these"*
- *"I have learnt from coming to the Autism workshop.*
- *It's given me new things to try with my son"*
- *"Lovely to meet other parents and hear their stories also. Great information & video clips helping to explain what an autistic person feels. Having the course run by those who are autistic gives greater confidence that what we are being told is accurate. Thanks!"*

## 12. Lived Experience

The JSNA process ensures a balance of evidence across multiple information and data sources., particularly the feedback and views of children, young people and their parent carers.

Among the partners are:

**Parent carer forum – PODS** "We collect parent carer voices in a number of ways through our core work and via our wider projects shown in the 'star' here"

**Young Persons 'Shout out for SEND'** group.

A parent carer forum is a group of parent carers of disabled children. Their aim is to make sure the services in their area meet the needs of disabled children and their families. They do this by gathering the views of local families and then working in partnership with local authorities, education settings, health providers and other providers to highlight where local services, processes and commissioners are working well, or challenge when changes or improvements need to be made.

### PODS Parent Carer Forum

Parent carer participation is when parents and professionals work together, recognising each other's expert knowledge, to design, develop and improve services for disabled children in the local area. PODS (Parents Opening Doors) is a peer led charity based in Telford & Wrekin, we involve and support families of children and young people (aged 0-25 years) who have an additional need, or a disability, or SEND.

Below is a summary of the headlines from the 2022 PODS survey.

### Overall Responses:

We received 118 responses to our 2022 survey. The majority of responses were from primary (34%) and secondary (35%) and wider experiences from early years (9%), college age (8%) and adults (14%).

### The 'NOT OK' Experiences of Families:

- Mental Health / Neuro Development Pathways: the issues around diagnosis and access to assessment services remains a significant barrier to families and will come as no surprise to hear comments. some families are involved in various different services which all have an impact on their lives and trying to manage and coordinate various appointments.
- BeeU delays, and the experiences speak for themselves, parents want to be trusted that they know their children best, and this is undermined by professionals and extended waiting times.
- Concerns around transition and moving into adulthood have been an issue for some of our families.
- Wider emotional health needs of families that also need the support
- There is a call for more holiday provision covering activities, PA support, respite and parent carers reporting significant issues around recruitment and retention
- Challenges in accessing social care provision or assessment is frustrating and where families have been told by national organisations but local policies determine differently
- We have had requests around more information for adults, for children who are physically disabled and for wider sibling and ensuring the right information is available at the right time. families are struggling with information, accessing information and need help with guidance around forms and are calling for a triage sort of system to support them with this, an easy to understand guide of what to expect and when a more coordinated approach when dealing with professionals.
- Some families still need support around education
- Some families need better links with professionals
- Throughout, the stressors are evident that families are facing struggles.

### **The 'OK experiences of families:**

- The difference it makes to a family to have support from a peer led group is very noteworthy in the responses we received.
- We've also had feedback from the 'new' Educational Psychologist sessions that were started, thanks to funding received. Routine and getting back to normal has features in some of the responses, mainly around schools.
- New ways of working for families have benefited some with hybrid split of home and office based working
- Where families have complex children, it's good to know there have been positives
- Activities coming back on line, especially those in the community, and where they have been inclusive have been welcomed.
- Health information is really important to our families and there have been some good experiences regarding more general health appointments and also wider services and organisations specialising in needs.
- It is well recorded the importance of diagnosis for families, and whilst there is a delay locally families are reaching out to private organisations
- It's important that families feel welcome and supported and one of the ways to do this is via our social media.

## Short Breaks Consultation Feedback

A consultation was undertaken Oct-Dec 2021 to ask local families about the Short Breaks statement and targeted activities. The full report is on the Local Offer: [Short Breaks Consultation Results Report FINAL - SEND - Local offer \(telfordsend.org.uk\)](#)

A summary of the messages from the consultation were:

- Continue to work in partnership with local families
- Publish the improved Short Breaks Statement
- Support further local universal plus services and improved offer by leisure and library services
- Improve access to information about SEND related community activities
- Promote childminders and nannies
- A life skills offer to our children and young people
- Buddy schemes to support inclusion in the community
- Improved transport offer
- Develop further the Short Breaks targeted activities regarding: waiting list policy, wheelchair and complex needs, accessible to BAME groups, sensory room availability, improve the arts offer, longer sessions and trips, more use of Arthog.
- Some really positive local things: Learn to bike scheme, brownies and scouts, Wrekin forest school, some leisure facilities, Arthog, high ropes, ice cream farm SEND sessions, SNAC development.
- Before and after school clubs are needed
- Small interest group development
- Use of the Independent Living Centre
- Improve the transition process
- Improved information on the 18-25 offer
- Clarity relating to the EHCP process

## 13. Priority Areas for Action

Area	Actions
Early Years	To evaluate the reasons for developmental challenge in young children in Telford & Wrekin. To improve rates for completing ASQ-3 in 2-2.5 year checks Enhance collaborative local action to give every child the best start in life.
Education	To improve attainment and progress outcomes across key stages for SEND pupils, with a particular focus on KS2 and KS4.
Mental Health Support	To review current mental health support services and implement a new Strategy with associated transformation plan
Autism Services	To address the long waiting list for assessment and review the ASD service in Telford & Wrekin, using the i-Thrive model by a multi-agency group.

Behaviour Support	To put in place a jointly commissioned Behaviour Support service, based on the British Institute of Disability PBS framework.
SALT	A whole system Speech, Language and Communication service review and joint commissioning of a new model across Shropshire, Telford and Wrekin
Community Nursing	To evaluate community nursing services, making recommendations for improvement and new ways of working
Physiotherapy	To review Physiotherapy services and agree new ways of working and clear provision available. To decide whether joint commissioning is a viable option.
Transition	To improve information and clarity of pathways for services and transitions from 14 years
Navigating the System	Support for families to navigate the system – peer support/buddy system/emotional support/'key worker' approach for parent carers.
Short Breaks Offer	Publish an updated Short Breaks Statement and associated detailed eligibility criteria and policies
Assistive Technology	Update the Assistive Technology Strategy for social care. Continue to explore alternative options to support independence via the use of technology
Housing	To support the Assisted Housing Strategy to meet the needs of individuals and families with SEND
LD Health	To support improvement in the health and wellbeing of people with Learning Disabilities, including improving diagnosis
Life Skills programme	To put in place a life skills/preparation for adulthood programme
Short Breaks	To secure overnight respite, community based support, PA availability for Short Breaks
After school clubs, holiday clubs	To make the case for development of after school clubs and holiday clubs.
Loneliness	To understand better the reasons for high levels of loneliness being reported by families and to improve community connection.