

Section A Appendices

Appendices: A1 Needs assessment process

Appendix A1 1 Gateshead Commissioning Framework

Appendices: A4 ii Needs assessment overall profile

A4 ii 1 Percentage of pupils with statements of special educational needs

A4 ii 2 Percentage of pupils with special educational needs without statements

Appendices: specific learning difficulties

Indigo

SpLD 1 Graphs showing comparative data over time against statistical neighbours

SpLD 2 Tables showing comparative data over time against statistical neighbours

Gateshead

SpLD 3 SpLD by provision type

SpLD 4 SpLD by National Curriculum year

SpLD 5 Eligibility criteria

SpLD 6 SENIT caseload summary

SpLD 7 Criteria for initiating a statutory assessment

National

SpLD 8 Definition of specific learning difficulties: Rose Report

SpLD 9 Definition of specific learning difficulties: British Dyslexia Association

Appendices: moderate learning difficulties

Indigo

MLD 1 Comparative tables of distribution of MLD needs (March 2013)

Gateshead

MLD 2 Criteria for initiating a statutory assessment

MLD 3 MLD maps

MLD 4 MLD by provision type

MLD 5 MLD by National Curriculum

Appendices: severe learning difficulties

Indigo

SLD 1 Comparative tables of distribution of SLD (March 2013)

Gateshead

SLD 2 Criteria for initiating a statutory assessment

SLD 3 Secondary needs

SLD 4 SLD by provision type

SLD 5 SLD by National Curriculum year

Appendices: profound and multiple learning difficulties

Indigo

PMLD 1 Comparative tables of distribution of PMLD (March 2013)

Gateshead

PMLD 2	Criteria for initiating a statutory assessment
PMLD 3	PMLD by provision type
PMLD 4	PMLD by National Curriculum year

Appendices: behaviour, emotional and social difficulties**Indigo**

BESD 1	Comparative tables of distribution of BESD (March 2013)
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Definitions

BESD 2	The Education of Children with Emotional and Social Difficulties as a Special Educational Need (DCSF 2008)
BESD 3	SEN Code of Practice
BESD 4	Pupil Behaviour in Schools in England, DfE Standard Analysis and Research Division (Research Report DfE RR218)

Gateshead

BESD 5	Criteria for initiating a statutory assessment
BESD 6	BESD maps
BESD 7	Progress of pupils with statements who left school in 2012
BESD 8	Progress of pupils with statements who left school in 2012; NEET destinations
BESD 9	BESD by provision type
BESD 10	BESD by National Curriculum year
BESD 11	Secondary needs

Appendices: speech, language and communication needs**Indigo**

SLCN 1	Comparative tables of distribution of SLCN (March 2013)
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Gateshead

SLCN 2	Criteria for initiating a statutory assessment
SLCN 3	SLCN by provision type
SLCN 4	SLCN by National Curriculum year

Appendices: hearing impairment**Indigo**

HI 1	Comparative tables of distribution of HI (March 2013)
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Gateshead

HI 2	Criteria for initiating a statutory assessment
HI 3	HI by provision type
HI 4	HI by National Curriculum year

Appendices: visual impairment**Indigo**

VI 1	Comparative tables of distribution of visual impairment needs (March 2013)
VI 2	VI by gender (March 2013)

Gateshead

VI 3	VI by provision type (March 2013)
VI 4	VI by National Curriculum year (March 2013)
VI 5	Eligibility Guidance for VI Team Intervention (2013)
VI 6	Criteria for initiating a statutory assessment

Information from Amanda Ross (qualified teacher of the visually impaired)

- VI 7 Background and Information re Visual Impairment Team (March 2013)
- VI 8 Comparative staffing levels of Local Authorities (July 2012)
- VI 9 Teaching intervention profile (March 2013)
- VI 10 Gateshead Visual Impairment Team: Information for Schools and Pre School Settings (undated)

Information from SENIT

- VI 11 Caseload and number of referrals

National publications

- VI 12 Quality Standards in Education Support Services for Children and Young People with Visual Impairment (DfES June 2002)
- VI 13 Quality standards: Resource provision for children and young people with visual impairment in mainstream schools (National Sensory Impaired Partnership)
- VI 14 RNIB position statement on specialist support for blind children
- VI 15 Definitions of blindness
- VI 16 Definition of disability under the Disability Discrimination Act (RNIB)

Appendices: multi-sensory impairment

Indigo

- MSI 1 Comparative tables of distribution of MSI needs (March 2013)

Appendices: physical disability

Indigo

- PD 1 Comparative tables of distribution of PD (March 2013)

Gateshead

- PD 2 Criteria for initiating a statutory assessment
- PD 3 PD by provision type
- PD 4 PD by National Curriculum year

Appendices: ASD

Indigo

- ASD 1 Comparative tables of distribution of ASD needs (March 2013)
- ASD 2 Pupils with Statements and on SA+ by school stage (March 2013)
- ASD 3 Secondary needs of pupils with ASD (March 2013)

Gateshead

- ASD 4 ASD by provision type (March 2013)
- ASD 5 ASD by National Curriculum year (March 2013)
- ASD 6 ASD eligibility criteria for ASC ARMS
- ASD 7 Gateshead matrix of SEN ASD
- ASD 8 Criteria for initiating a statutory assessment
- ASD 9 ASD maps

Information from SENIT

- ASD 10 Tabular summary of caseloads, referrals and referral pathways
- ASD 11 Issues and current caseload information

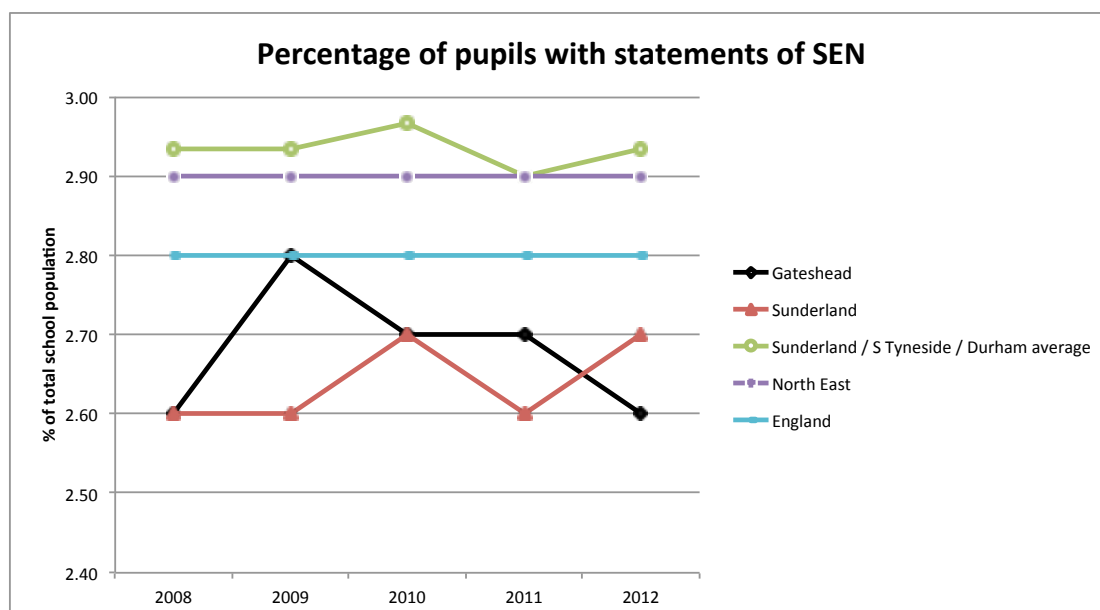
Appendix A1 1: Gateshead Commissioning Framework

<http://www.gateshead.gov.uk/DocumentLibrary/cyp/strategy/CommissioningFramework2011.pdf>

Appendices: A4 ii Needs assessment overall profile

- | | |
|---------|--|
| A4 ii 1 | Percentage of pupils with statements of special educational needs |
| A4 ii 2 | Percentage of pupils with special educational needs without statements |

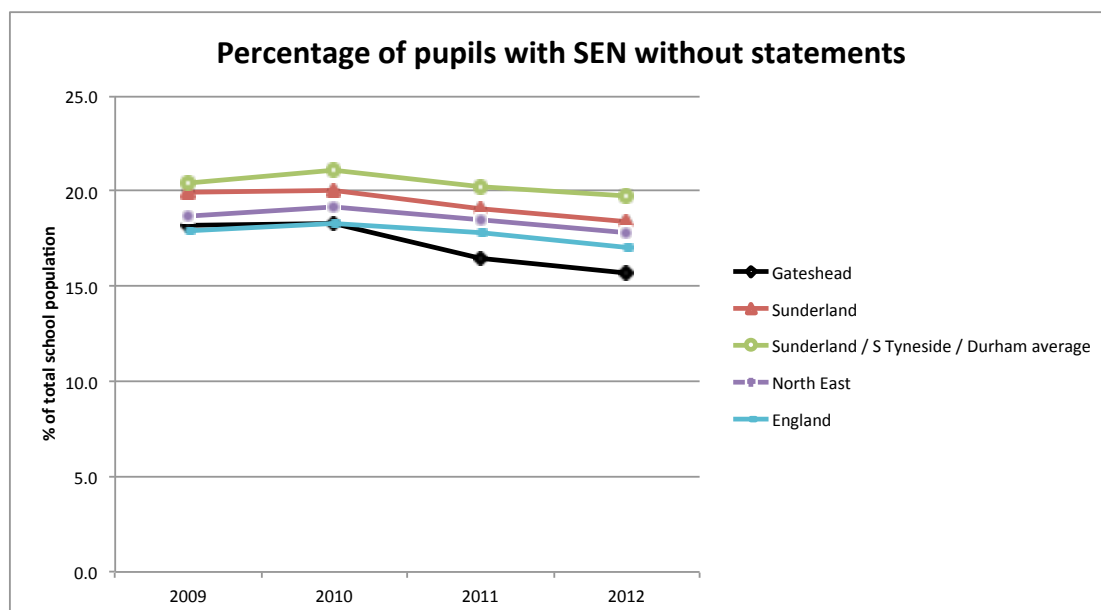
Appendix A4 ii 1: Percentage of pupils with statements of special educational needs



	2008	2009	2010	2011	2012
Gateshead	2.60 (785)	2.80 (821)	2.70 (788)	2.70 (787)	2.60 (753)
Sunderland	2.60	2.60	2.70	2.60	2.70
Sunderland / S Tyneside / Durham average	2.93	2.93	2.97	2.90	2.93
North East	2.90	2.90	2.90	2.90	2.90
England	2.80	2.80	2.80	2.80	2.80

Data source: DfE, Children with special educational needs: an analysis – 2012 (published 17 October 2012) – reference ID SFR24/2012

Appendix A4 ii 2: Percentage of pupils with special educational needs without statements



	2009	2010	2011	2012
Gateshead	18.2 (5,377)	18.3 (5,390)	16.5 (4,859)	15.7 (4,594)
Sunderland	19.9	20.0	19.1	18.4
Sunderland / S Tyneside / Durham average	20.4	21.1	20.2	19.7
North East	18.7	19.2	18.5	17.8
England	17.9	18.3	17.8	17.0

Data source: DfE, Children with special educational needs: an analysis – 2012 (published 17 October 2012) – reference ID SFR24/2012

Appendices: specific learning difficulties

Indigo

- SpLD 1 Graphs showing comparative data over time against statistical neighbours
- SpLD 2 Tables showing comparative data over time against statistical neighbours

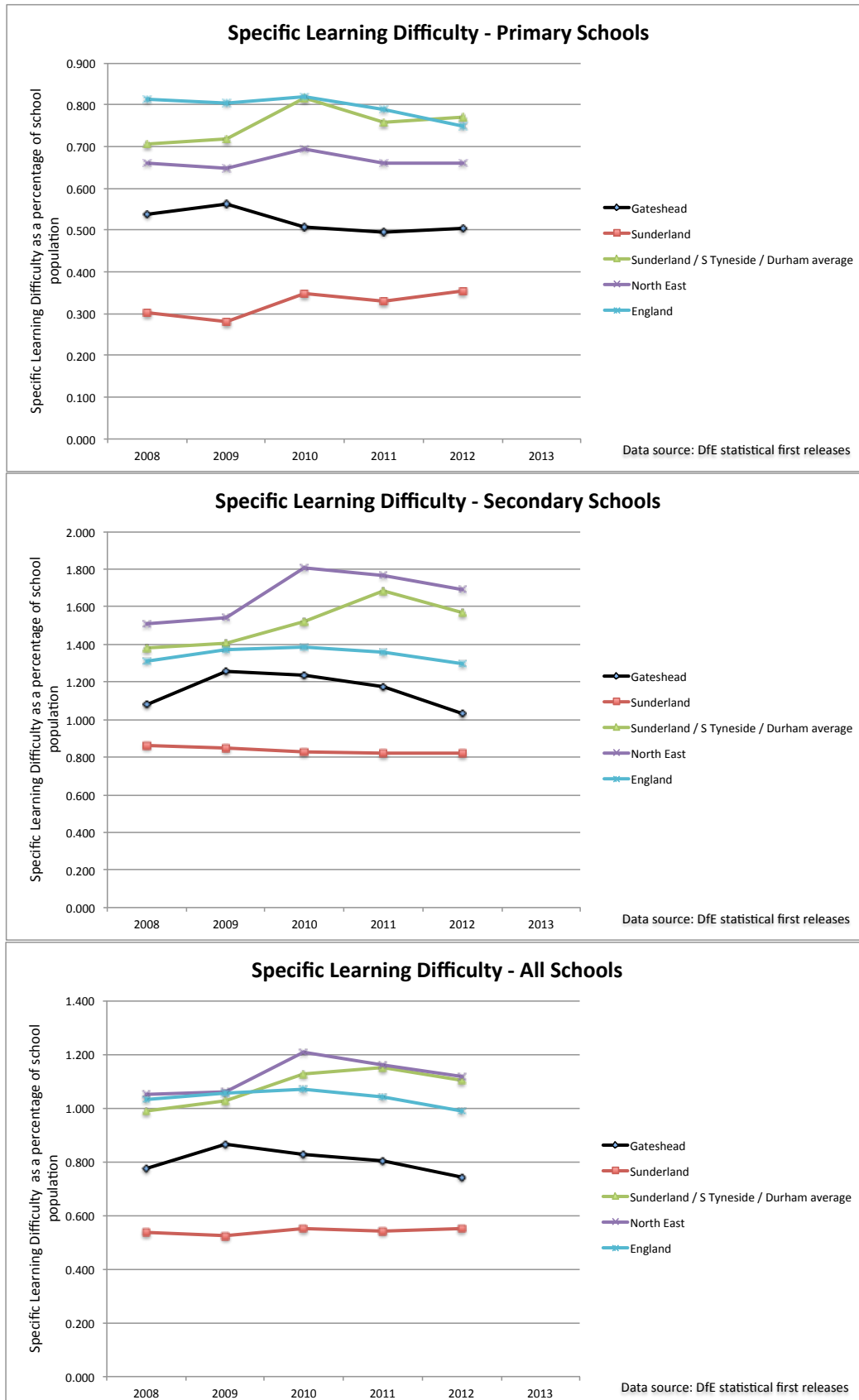
Gateshead

- SpLD 3 SpLD by provision type
- SpLD 4 SpLD by National Curriculum year
- SpLD 5 Eligibility criteria
- SpLD 6 SENIT caseload summary
- SpLD 7 Criteria for initiating a statutory assessment

National

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Appendix SpLD 1: Graphs showing comparative data over time against statistical neighbours



Appendix SpLD 2: Tables showing comparative data over time against statistical neighbours

Specific Learning Difficulty – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	77	0.503	15,302
	2011	75	0.493	15,198
	2010	77	0.508	15,170
	2009	86	0.562	15,304
	2008	83	0.537	15,447
Sunderland	2013			
	2012	81	0.356	22,770
	2011	74	0.329	22,495
	2010	78	0.348	22,440
	2009	63	0.280	22,504
	2008	70	0.303	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	192	0.770	24,879
	2011	187	0.758	24,658
	2010	201	0.816	24,597
	2009	177	0.717	24,688
	2008	177	0.705	25,168
North East	2013			
	2012	1,360	0.659	206,255
	2011	1,350	0.661	204,110
	2010	1,410	0.695	202,870
	2009	1,320	0.648	203,810
	2008	1,360	0.661	205,750
England	2013			
	2012	31,580	0.749	4,217,000
	2011	32,655	0.789	4,137,755
	2010	33,480	0.818	4,093,710
	2009	32,760	0.804	4,074,890
	2008	33,210	0.812	4,087,790

Specific Learning Difficulty – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	127	1.031	12,316
	2011	148	1.175	12,601
	2010	156	1.237	12,610
	2009	159	1.257	12,649
	2008	138	1.082	12,749
Sunderland	2013			
	2012	136	0.821	16,570
	2011	141	0.823	17,137
	2010	145	0.827	17,540
	2009	152	0.848	17,914
	2008	155	0.859	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	287	1.569	18,271
	2011	316	1.687	18,736
	2010	289	1.521	19,027
	2009	272	1.405	19,363
	2008	272	1.381	19,719
North East	2013			
	2012	2,755	1.688	163,205
	2011	2,950	1.768	166,850
	2010	3,060	1.808	169,220
	2009	2,630	1.541	170,720
	2008	2,620	1.510	173,550
England	2013			
	2012	41,940	1.296	3,234,875
	2011	44,370	1.360	3,262,635
	2010	45,130	1.388	3,252,140
	2009	44,800	1.370	3,271,090
	2008	43,020	1.308	3,289,000

Specific Learning Difficulty – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	208	0.743	28,008
	2011	227	0.805	28,199
	2010	233	0.827	28,160
	2009	245	0.865	28,323
	2008	221	0.774	28,565
Sunderland	2013			
	2012	220	0.551	39,915
	2011	218	0.542	40,207
	2010	223	0.550	40,540
	2009	215	0.525	40,968
	2008	225	0.539	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	484	1.103	43,871
	2011	507	1.149	44,109
	2010	499	1.125	44,337
	2009	460	1.027	44,768
	2008	451	0.988	45,619
North East	2013			
	2012	4,195	1.118	375,325
	2011	4,370	1.160	376,730
	2010	4,560	1.207	377,750
	2009	4,040	1.062	380,240
	2008	4,040	1.049	384,980
England	2013			
	2012	74,575	0.988	7,545,920
	2011	78,135	1.043	7,492,770
	2010	79,610	1.071	7,435,900
	2009	78,510	1.056	7,435,250
	2008	77,080	1.032	7,465,450

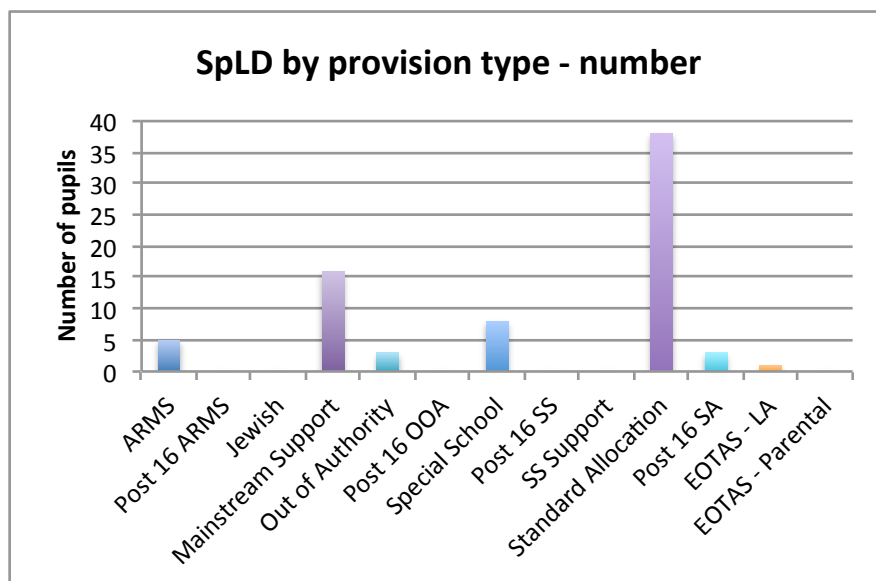
Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
 - For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
 - For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers
-
- For 2012 and 2011, totals have been rounded to the nearest 5
 - For 2010 and 2009, totals have been rounded to the nearest 10
 - For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix SpLD 3: SpLD by provision type



Provision type	Number	Percentage
ARMS	5	6.76
Post 16 ARMS	0	0.00
Jewish	0	0.00
Mainstream Support	16	21.62
Out of Authority	3	4.05
Post 16 OOA	0	0.00
Special School	8	10.81
Post 16 SS	0	0.00
SS Support	0	0.00
Standard Allocation	38	51.35
Post 16 SA	3	4.05
EOTAS - LA	1	1.35
EOTAS - Parental	0	0.00
Total	74	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

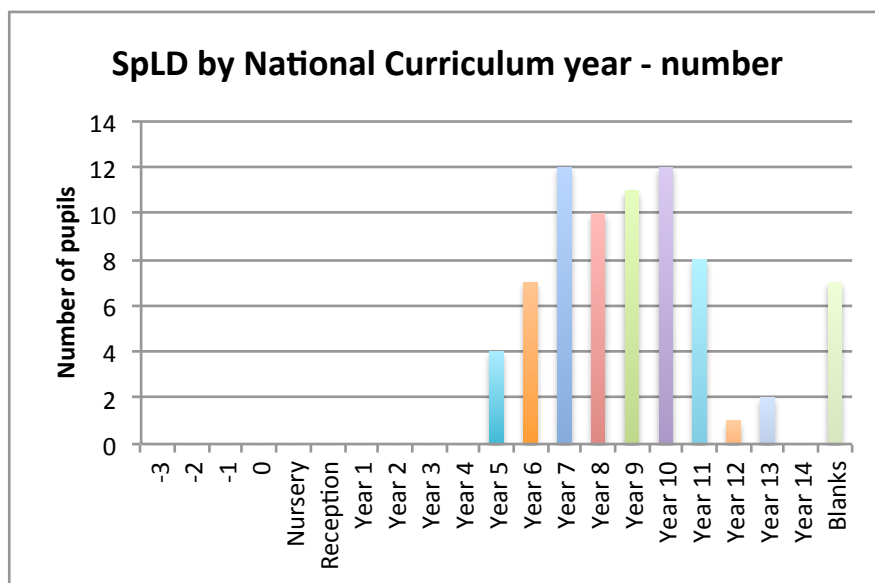
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 3; SEN stage - 3

Appendix SpLD 4: SpLD by National Curriculum year



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	0	0.00
Reception	0	0.00
Year 1	0	0.00
Year 2	0	0.00
Year 3	0	0.00
Year 4	0	0.00
Year 5	4	5.41
Year 6	7	9.46
Year 7	12	16.22
Year 8	10	13.51
Year 9	11	14.86
Year 10	12	16.22
Year 11	8	10.81
Year 12	1	1.35
Year 13	2	2.70
Year 14	0	0.00
Blanks	7	9.46
Total	74	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 3; SEN stage – 3

Appendix SpLD 5: Eligibility criteria

A In order for Statutory Assessment to be agreed one of the following two criteria must be met:

- A1. The child's attainments in reading and writing or numeracy are very much poorer than their attainments in other areas of the curriculum. (For example, there are discrepancies of more than two levels by the end of Key Stage 2.)
- A2. There is an unusually large discrepancy, unlikely to be found in more than 1% of the population, between the child's attainments on the written aspects of the core subjects and their reasoning and learning as shown in other contexts.

B In addition, all the following criteria must be met:

- B1. The child's access to the curriculum at a level appropriate to his or her knowledge and conceptual understanding is severely impeded by poor literacy or numeracy despite the use of appropriately differentiated teaching methods and resources. (NB. This criterion is unlikely to be met if a child has achieved Level 2 or above in the relevant subject at the end of Key Stage 2 or Level 3 or above at the end of Key Stage 3.)
- B2. The underachievement cannot be attributed to disaffection from school, poor school attendance, or behavioural, emotional or social difficulties. (NB. Emotional or behavioural difficulties may be secondary to the specific learning difficulties.)
- B3. The child has not made progress despite the school employing a range of appropriate strategies to aid learning, including the use of ICT and alternative methods for recording information.

C In addition to the criteria above, the LEA will take into account evidence of the following:

- C1. Phonological weaknesses, deficiencies in working memory or significant delays in language function.
- C2. Emotional and/or behavioural problems resulting from the specific learning difficulties.
- C3. Medical or physical problems that may be relevant to the child's learning difficulties.

Appendix SpLD 6: SENIT caseload summary

Caseload

2007/8	2009	2010	2011	2012
119	150	188	162	133

Waiting list

2007/8	2009	2010	2011	2012
45	41	30	12	10

Referrals

2007/8	2009	2010	2011	2012
69	78	49	43	32

In 2011/12, 31 of the 32 referrals to SENIT for SpLD came from primary schools.

Appendix SpLD 7: Criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

Cognition and learning - general learning difficulties

A. In order for Statutory Assessment to be agreed all the following criteria must be met:	<input checked="" type="checkbox"/>
A1 The child's attainments in mathematics and English are significantly below the attainments of most children of the same age. (i.e. within the poorest 1 or 2 % in both areas)	<input type="checkbox"/>
A2 While the child may have areas of success in other aspects of the curriculum, the general pattern of attainment is well below the attainments of most children of the same age. (i.e. within the poorest 4 or 5% in most areas of the curriculum)	<input type="checkbox"/>
A3 The child has great difficulty in working independently on well matched tasks for more than a short period (e.g. 4 minutes at Key Stage 1, 10 minutes by the end of Key Stage 2 and 15 minutes at the end of Key Stage 3) and requires frequent prompts and explanation to complete them.	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 Poor organisational skills.	<input type="checkbox"/>
C2 Difficulties with fine and gross motor control.	<input type="checkbox"/>
C3 Dependence on first hand, concrete experience for learning.	<input type="checkbox"/>
C4 Difficulty in understanding multiple stage instructions or explanations.	<input type="checkbox"/>

Decisions based on these criteria depend on up to date evidence of the child's attainments on the National or Foundation Curriculum. Evidence in terms of performance on standardised reading or mathematics tests may be used to corroborate, but should not substitute for, curriculum based evidence. Similarly, performance on standardised cognitive tests may be used to help clarify the nature of a child's difficulties (for example, identifying cognitive strengths and weaknesses) but it should be noted that the criteria do not define learning difficulties in terms of cognitive ability scores.

Appendix SpLD 8: Definition of specific learning difficulties: Rose Report

In June 2009 Sir Jim Rose completed an independent report to the Secretary of State on *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*¹.

The report defined dyslexia as follows:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed
- Dyslexia occurs across the range of intellectual abilities
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off point
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

¹ Rose, Sir Jim [DCSF, June 2009] *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*

Appendix SpLD 9: Definition of specific learning difficulties: British Dyslexia Association

The British Dyslexia Association website² answers the question “What are Specific Learning Difficulties?” as follows.

Specific Learning Difficulties (or SpLDs), affect the way information is learned and processed. They are neurological (rather than psychological), usually run in families and occur independently of intelligence. They can have significant impact on education and learning and on the acquisition of literacy skills.

SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly:

- Dyslexia
- Dyspraxia/DCD
- Dyscalculia
- A.D.D/A.D.H.D.
- Auditory Processing Disorder.

SpLDs can also co-occur with difficulties on the autistic spectrum such as Asperger Syndrome.

Be aware that similar terminology can lead to confusion. For example, the term ‘Learning Difficulties’ is generally applied to people with **global** (as opposed to **specific**) difficulties, indicating an overall impairment of intellect and function.

In general, a student may be diagnosed with a SpLD where there is a lack of achievement at age and ability level, or a large discrepancy between achievement and intellectual ability.

An untrained observer may conclude that a student with a SpLD is ‘lazy’, or ‘just not trying hard enough’. For example they may find it difficult understanding the large discrepancy between reading comprehension and proficiency in verbal ability, or between reading level and poor written work. The observer only sees the input and output, not the processing of the information. Deficiencies in the processing of information can make learning and expressing ideas difficult or impossible tasks.

Because of the high level of co-occurrence between different SpLDs, it is important to understand that each profile is unique to the individual and can appear in a variety of ways. The effects of a SpLD are manifested differently for different students and range from mild to severe. It may be difficult to diagnose, to determine impact, and to accommodate.

Unidentified and unsupported dyslexia and related conditions can lead to emotional distress, frustration and poor self-esteem. This can result in a child

² <http://www.bdadyslexia.org.uk>, What are Specific Learning Difficulties?

becoming withdrawn, or more commonly to develop behavioural issues. Rather than focusing on behavioural problems, schools would be advised instead to address the possible underlying causes, which in many cases may be previously undiagnosed specific learning difficulties.

Types of Specific Learning Difficulty

Dyslexia: Dyslexia is a hidden disability thought to affect around 10% of the population, 4% severely. It is the most common of the SpLDs. Dyslexia is usually hereditary.

A student with dyslexia may mix up letters within words and words within sentences while reading. They may also have difficulty with spelling words correctly while writing; letter reversals are common.

However Dyslexia is not only about literacy, although weaknesses in literacy are often the most visible sign. Dyslexia affects the way information is processed, stored and retrieved, with problems of memory, speed of processing, time perception, organisation and sequencing. Some may also have difficulty navigating a route, left and right and compass directions.

Dyspraxia/DCD: Developmental Coordination Disorder (DCD), also known as Dyspraxia in the UK, is a common disorder affecting fine and/or gross motor coordination in children and adults. This condition is formally recognised by international organisations including the World Health Organisation. DCD is distinct from other motor disorders such as cerebral palsy and stroke. The range of intellectual ability is in line with the general population. Individuals may vary in how their difficulties present; these may change over time depending on environmental demands and life experience, and will persist into adulthood.

An individual's coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment. Children may present with difficulties with self-care, writing, typing, riding a bike, play as well as other educational and recreational activities. In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY. There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social emotional difficulties as well as problems with time management, planning and organisation and these may impact an adult's education or employment experiences.

Dyscalculia: is a difficulty understanding maths concepts and symbols. It is characterised by an inability to understand simple number concepts and to master basic numeracy skills. There are likely to be difficulties dealing with numbers at very elementary levels; this includes learning number facts and procedures, telling the time, time keeping, understanding quantity, prices and money. Difficulties with numeracy and maths are also common with dyslexia.

A.D.H.D/A.D.D. Signs of Attention Deficit (Hyperactivity) Disorder include inattention, restlessness, impulsivity, erratic, unpredictable and inappropriate

behaviour, blurting out inappropriate comments or interrupting excessively. Some students come across unintentionally as aggressive. Most fail to make effective use of feedback.

If no hyperactivity is present, the term Attention Deficit Disorder should be used: these individuals have particular problems remaining focused so may appear 'dreamy' and not to be paying attention. Students with this condition are very easily distracted, lose track of what they are doing and have poor listening skills. By failing to pay attention to details, they may miss key points. Often co-occurs with dyslexia.

Auditory Processing Disorder: frequently associated with dyslexia, students may have difficulty understanding when listening, expressing themselves clearly using speech, reading, remembering instructions, understanding spoken messages and staying focused.

Autistic spectrum: autistic characteristics such as Asperger syndrome, can co-exist with the conditions described above. Those affected often demonstrate unusual behaviours due to inflexible thinking, over-reliance on routines, a lack of social and communication skills.

Some common characteristics of SpLDs

- Memory difficulties.
- Organisational difficulties.
- Writing difficulties.
- Visual processing difficulties.
- Reading difficulties.
- Auditory processing difficulties.
- Time management difficulties.
- Sensory distraction: an inability to screen out extraneous visual or auditory stimuli.

Appendices: moderate learning difficulties

Indigo

MLD 1 Comparative tables of distribution of MLD needs (March 2013)

Gateshead

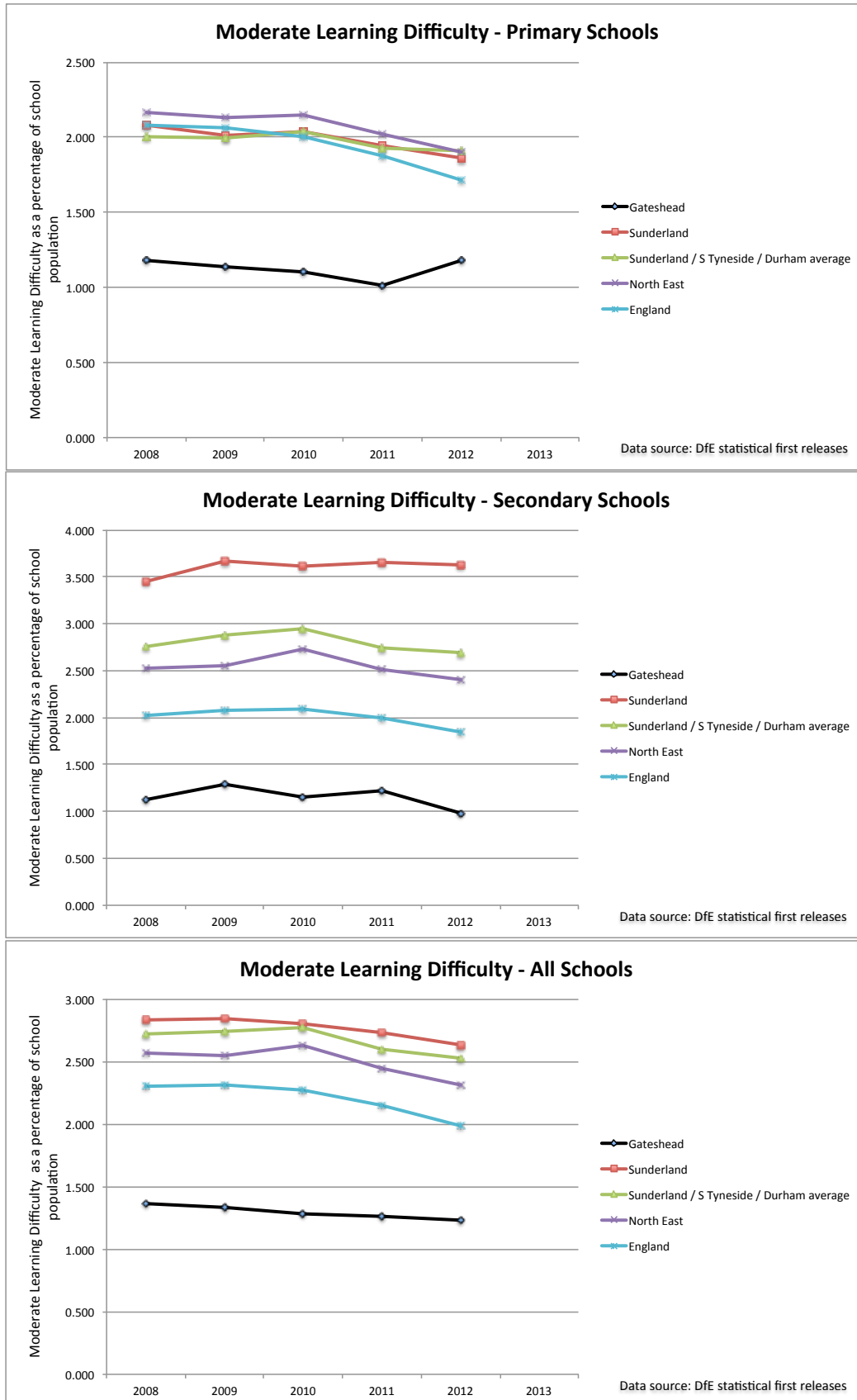
MLD 2 Criteria for initiating a statutory assessment

MLD 3 MLD maps

MLD 4 MLD by provision type

MLD 5 MLD by National Curriculum

Appendix MLD 1: Comparative tables of distribution of MLD needs (March 2013)



Moderate Learning Difficulty – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	180	1.176	15,302
	2011	154	1.013	15,198
	2010	167	1.101	15,170
	2009	174	1.137	15,304
	2008	182	1.178	15,447
Sunderland	2013			
	2012	424	1.862	22,770
	2011	438	1.947	22,495
	2010	457	2.037	22,440
	2009	453	2.013	22,504
	2008	482	2.083	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	475	1.908	24,879
	2011	474	1.924	24,658
	2010	502	2.041	24,597
	2009	492	1.993	24,688
	2008	504	2.001	25,168
North East	2013			
	2012	3,920	1.901	206,255
	2011	4,130	2.023	204,110
	2010	4,360	2.149	202,870
	2009	4,350	2.134	203,810
	2008	4,450	2.163	205,750
England	2013			
	2012	72,325	1.715	4,217,000
	2011	77,625	1.876	4,137,755
	2010	82,070	2.005	4,093,710
	2009	84,080	2.063	4,074,890
	2008	85,000	2.079	4,087,790

Moderate Learning Difficulty – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	121	0.982	12,316
	2011	154	1.222	12,601
	2010	145	1.150	12,610
	2009	163	1.289	12,649
	2008	144	1.130	12,749
Sunderland	2013			
	2012	601	3.627	16,570
	2011	626	3.653	17,137
	2010	635	3.620	17,540
	2009	658	3.673	17,914
	2008	622	3.447	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	492	2.693	18,271
	2011	514	2.743	18,736
	2010	562	2.952	19,027
	2009	558	2.883	19,363
	2008	544	2.760	19,719
North East	2013			
	2012	3,925	2.405	163,205
	2011	4,195	2.514	166,850
	2010	4,620	2.730	169,220
	2009	4,360	2.554	170,720
	2008	4,380	2.524	173,550
England	2013			
	2012	59,680	1.845	3,234,875
	2011	64,920	1.990	3,262,635
	2010	67,840	2.086	3,252,140
	2009	67,940	2.077	3,271,090
	2008	66,620	2.026	3,289,000

Moderate Learning Difficulty – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	345	1.232	28,008
	2011	356	1.262	28,199
	2010	362	1.286	28,160
	2009	379	1.338	28,323
	2008	391	1.369	28,565
Sunderland	2013			
	2012	1,051	2.633	39,915
	2011	1,100	2.736	40,207
	2010	1,135	2.800	40,540
	2009	1,166	2.846	40,968
	2008	1,181	2.828	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	1,108	2.525	43,871
	2011	1,145	2.597	44,109
	2010	1,228	2.770	44,337
	2009	1,227	2.741	44,768
	2008	1,243	2.724	45,619
North East	2013			
	2012	8,675	2.311	375,325
	2011	9,230	2.450	376,730
	2010	9,930	2.629	377,750
	2009	9,680	2.546	380,240
	2008	9,880	2.566	384,980
England	2013			
	2012	149,520	1.981	7,545,920
	2011	160,750	2.145	7,492,770
	2010	168,580	2.267	7,435,900
	2009	171,650	2.309	7,435,250
	2008	171,960	2.303	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
 - For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
 - For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers
-
- For 2012 and 2011, totals have been rounded to the nearest 5
 - For 2010 and 2009, totals have been rounded to the nearest 10
 - For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix MLD 2: Criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

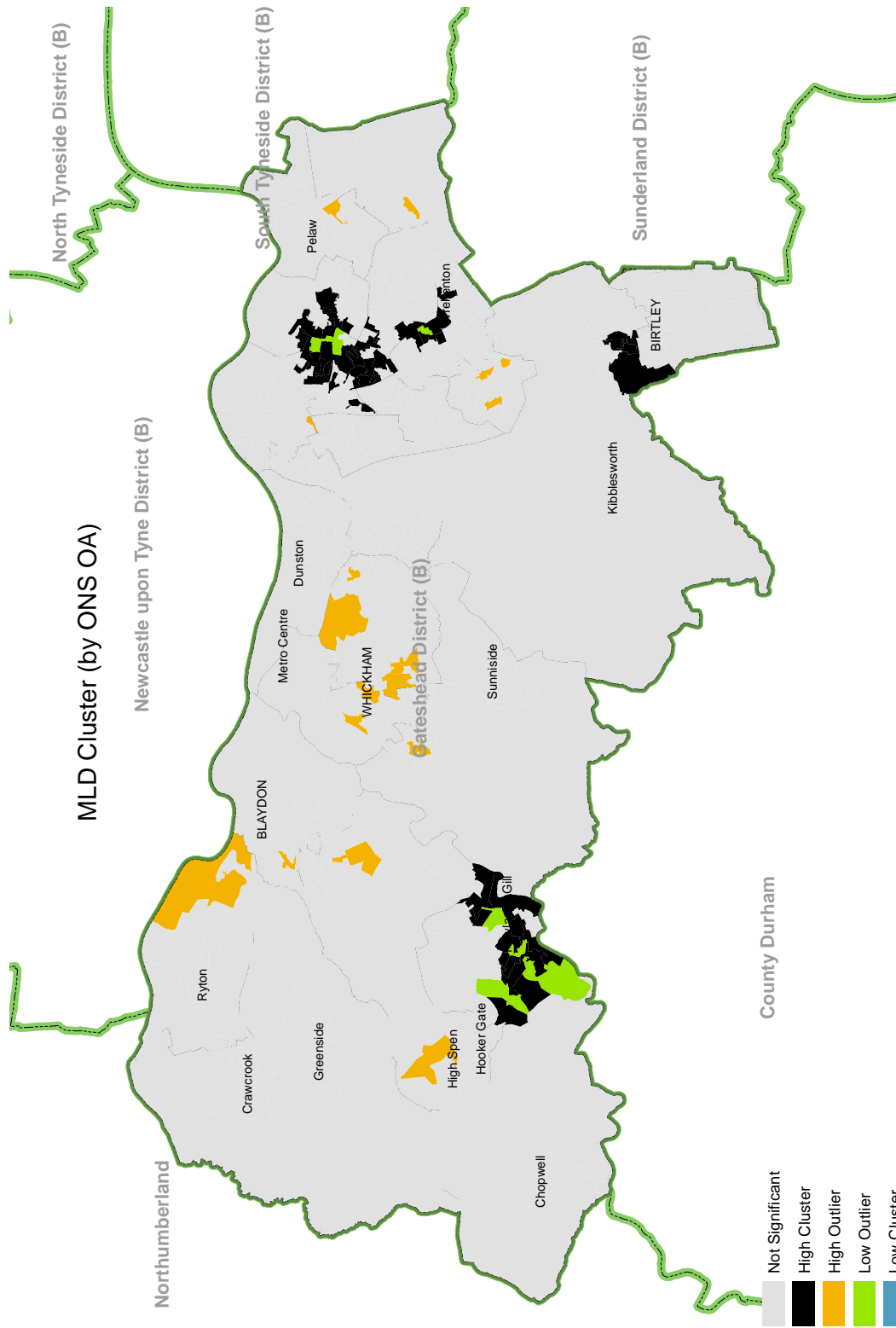
A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

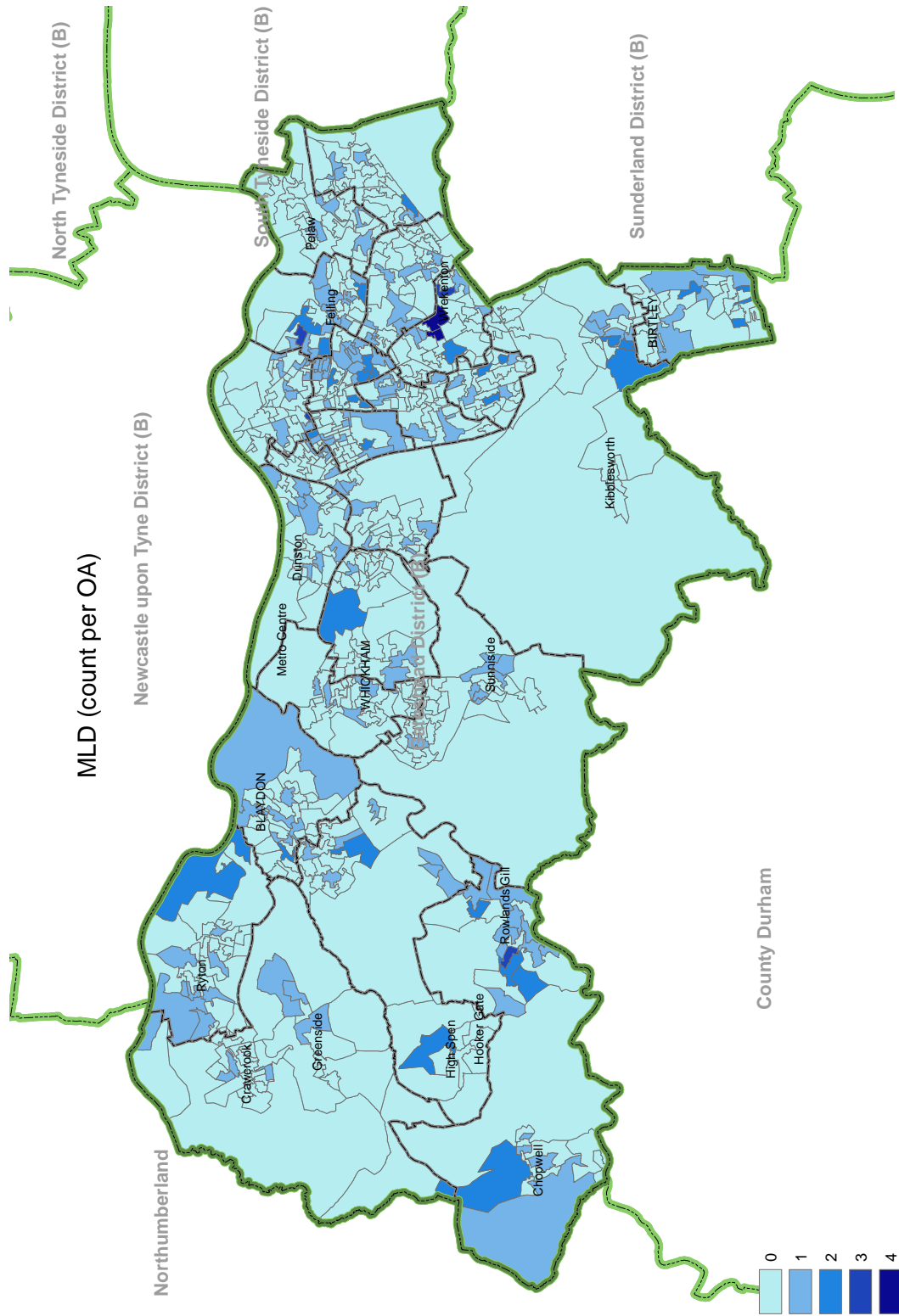
Cognition and learning - general learning difficulties

A. In order for Statutory Assessment to be agreed all the following criteria must be met:	<input checked="" type="checkbox"/>
A1 The child's attainments in mathematics and English are significantly below the attainments of most children of the same age. (i.e. within the poorest 1 or 2 % in both areas)	<input type="checkbox"/>
A2 While the child may have areas of success in other aspects of the curriculum, the general pattern of attainment is well below the attainments of most children of the same age. (i.e. within the poorest 4 or 5% in most areas of the curriculum)	<input type="checkbox"/>
A3 The child has great difficulty in working independently on well matched tasks for more than a short period (e.g. 4 minutes at Key Stage 1, 10 minutes by the end of Key Stage 2 and 15 minutes at the end of Key Stage 3) and requires frequent prompts and explanation to complete them.	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 Poor organisational skills.	<input type="checkbox"/>
C2 Difficulties with fine and gross motor control.	<input type="checkbox"/>
C3 Dependence on first hand, concrete experience for learning.	<input type="checkbox"/>
C4 Difficulty in understanding multiple stage instructions or explanations.	<input type="checkbox"/>

Decisions based on these criteria depend on up to date evidence of the child's attainments on the National or Foundation Curriculum. Evidence in terms of performance on standardised reading or mathematics tests may be used to corroborate, but should not substitute for, curriculum based evidence. Similarly, performance on standardised cognitive tests may be used to help clarify the nature of a child's difficulties (for example, identifying cognitive strengths and weaknesses) but it should be noted that the criteria do not define learning difficulties in terms of cognitive ability scores.

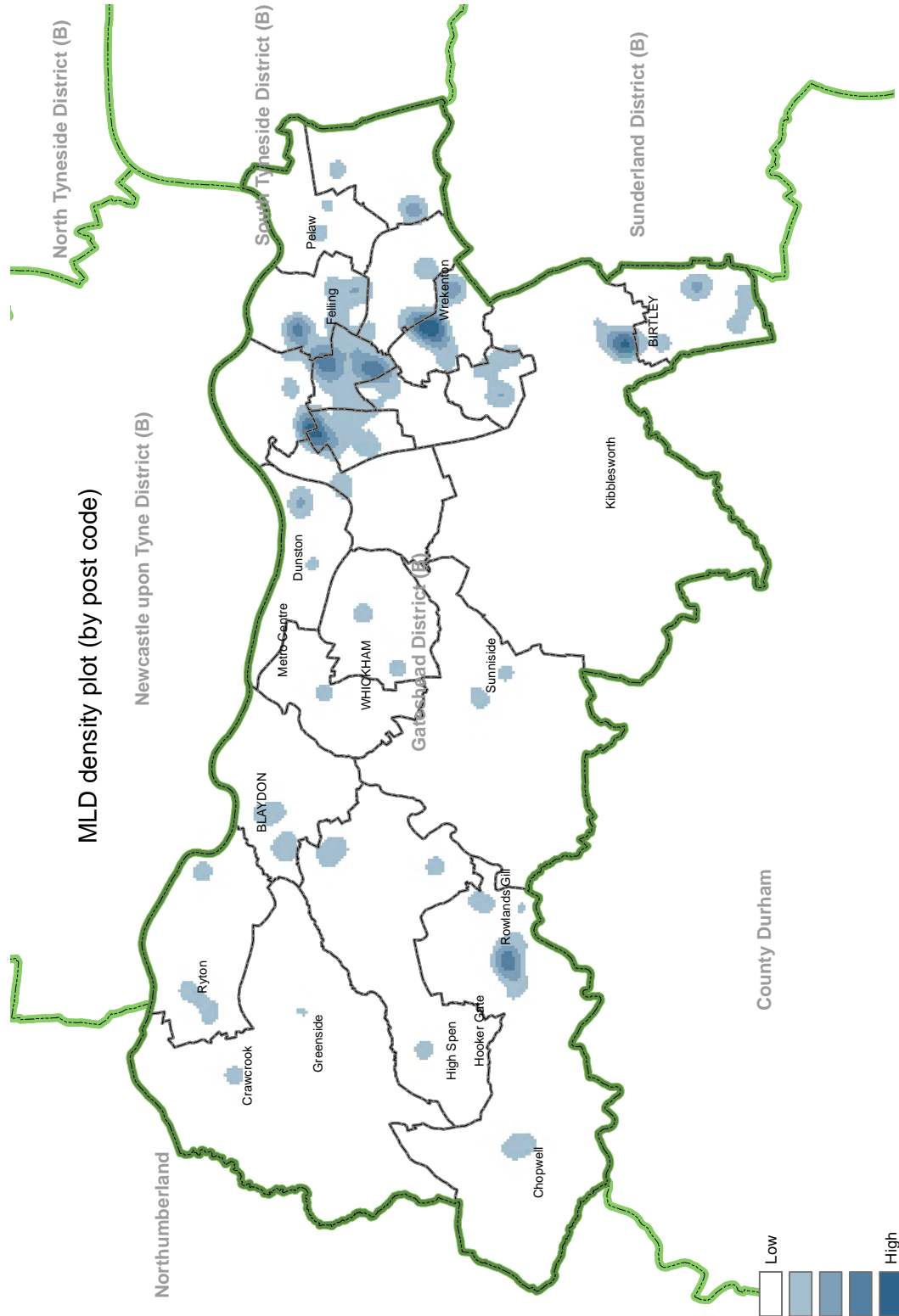
Appendix MLD 3: MLD maps

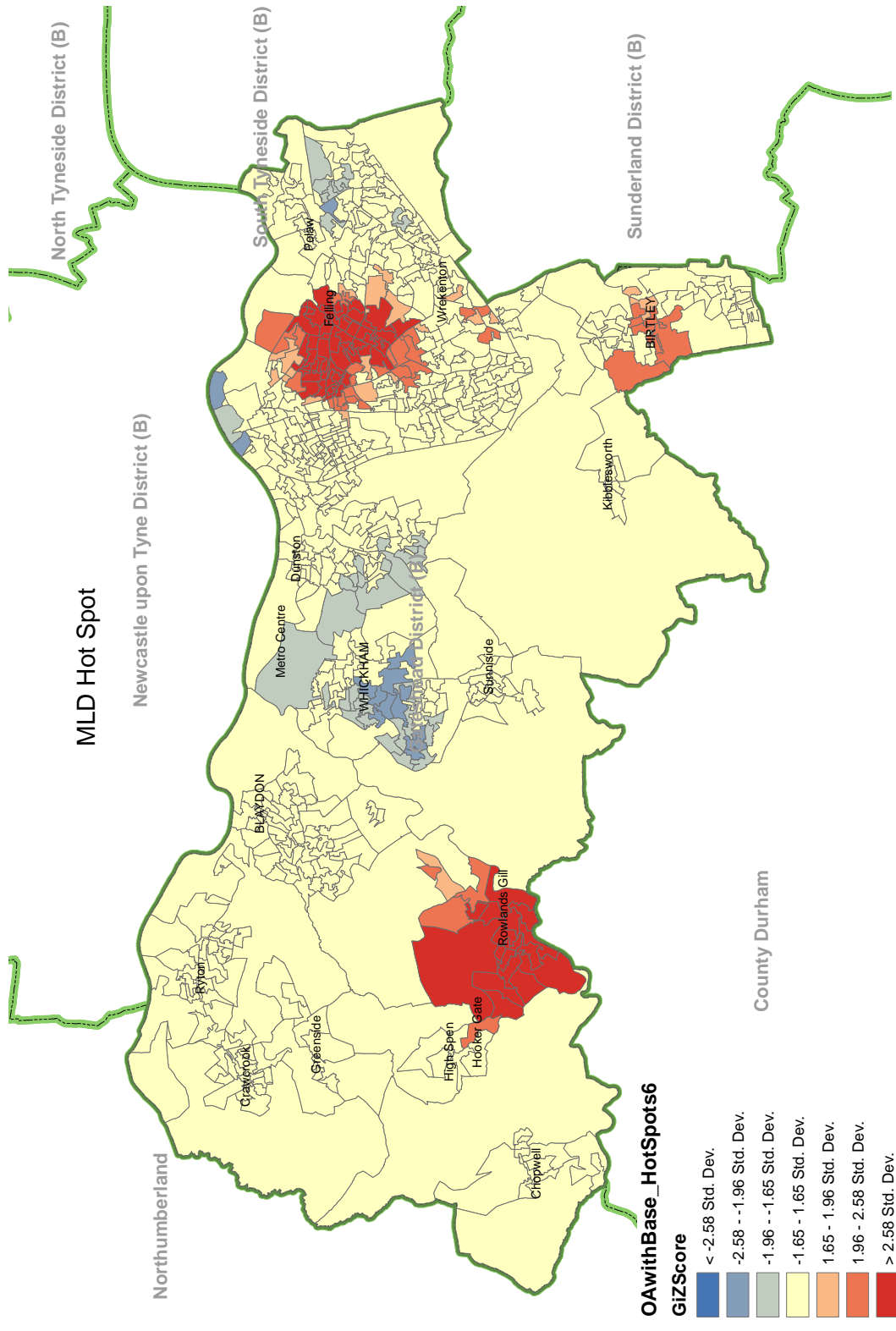


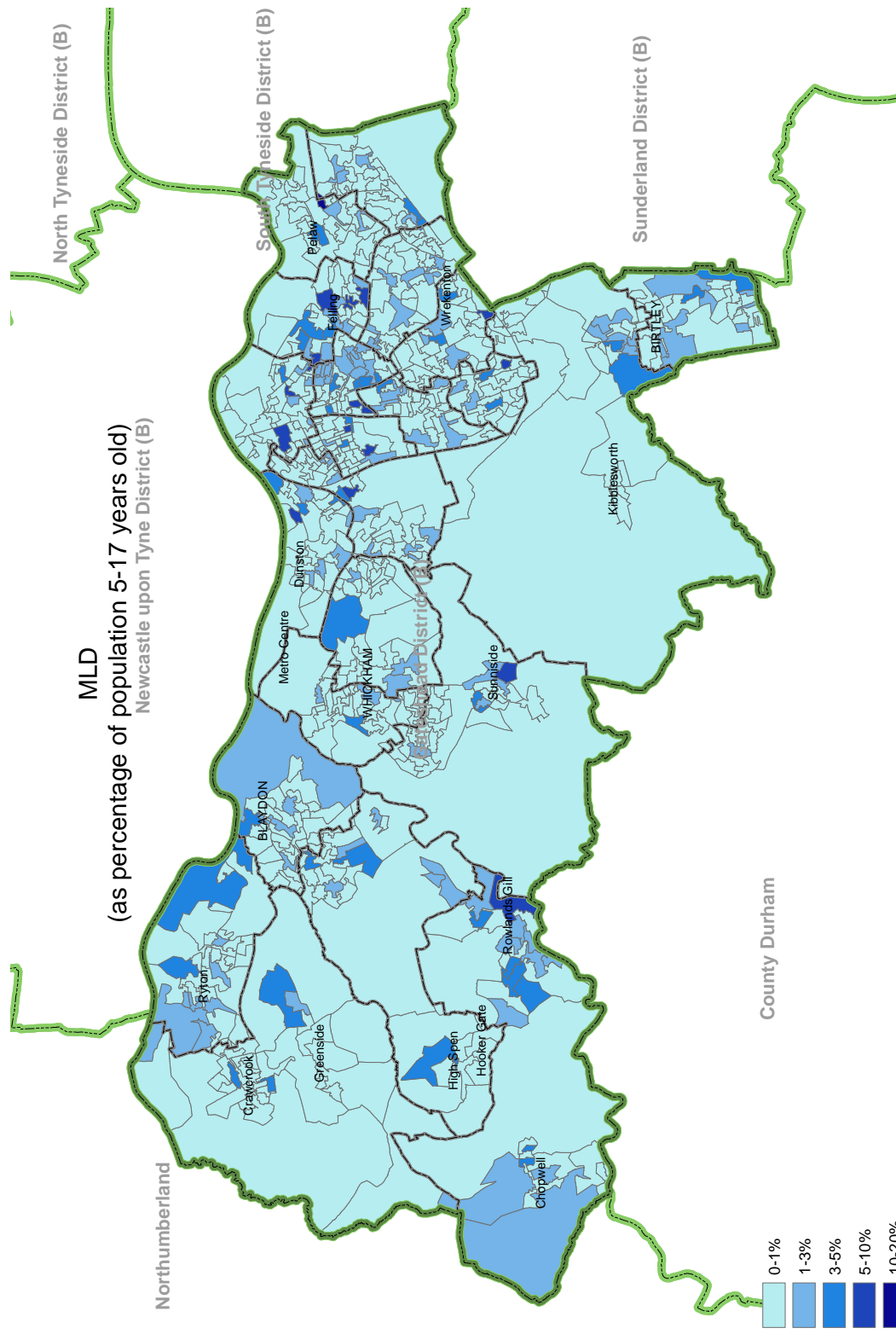


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SEN data 201303

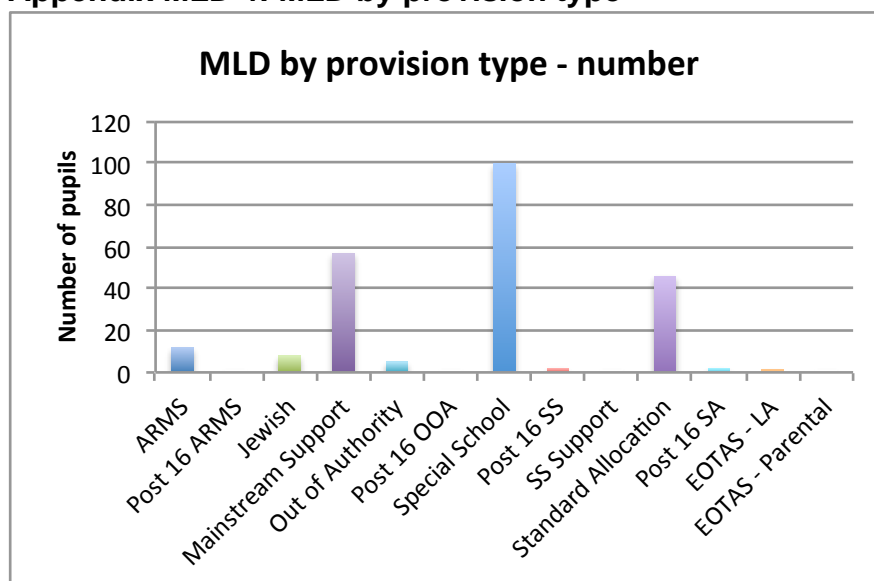






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Appendix MLD 4: MLD by provision type



Provision type	Number	Percentage
ARMS	12	5.15
Post 16 ARMS	0	0.00
Jewish	8	3.43
Mainstream Support	57	24.46
Out of Authority	5	2.15
Post 16 OOA	0	0.00
Special School	100	42.92
Post 16 SS	2	0.86
SS Support	0	0.00
Standard Allocation	46	19.74
Post 16 SA	2	0.86
EOTAS - LA	1	0.43
EOTAS - Parental	0	0.00
Total	233	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

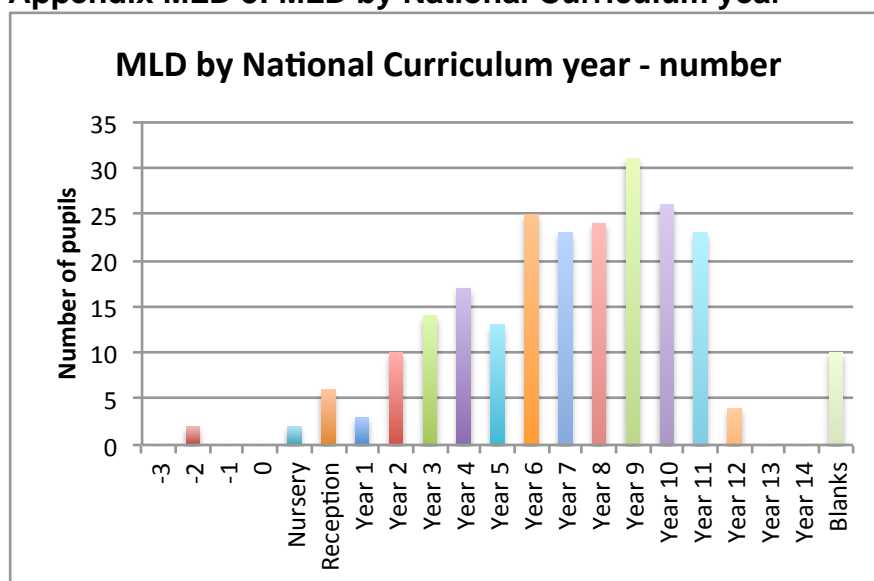
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 12; SEN stage - 3

Appendix MLD 5: MLD by National Curriculum year



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	2	0.86
-1	0	0.00
0	0	0.00
Nursery	2	0.86
Reception	6	2.58
Year 1	3	1.29
Year 2	10	4.29
Year 3	14	6.01
Year 4	17	7.30
Year 5	13	5.58
Year 6	25	10.73
Year 7	23	9.87
Year 8	24	10.30
Year 9	31	13.30
Year 10	26	11.16
Year 11	23	9.87
Year 12	4	1.72
Year 13	0	0.00
Year 14	0	0.00
Blanks	10	4.29
Total	233	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 12; SEN stage - 3

Appendices: severe learning difficulties

Indigo

SLD 1 Comparative tables of distribution of SLD (March 2013)

Gateshead

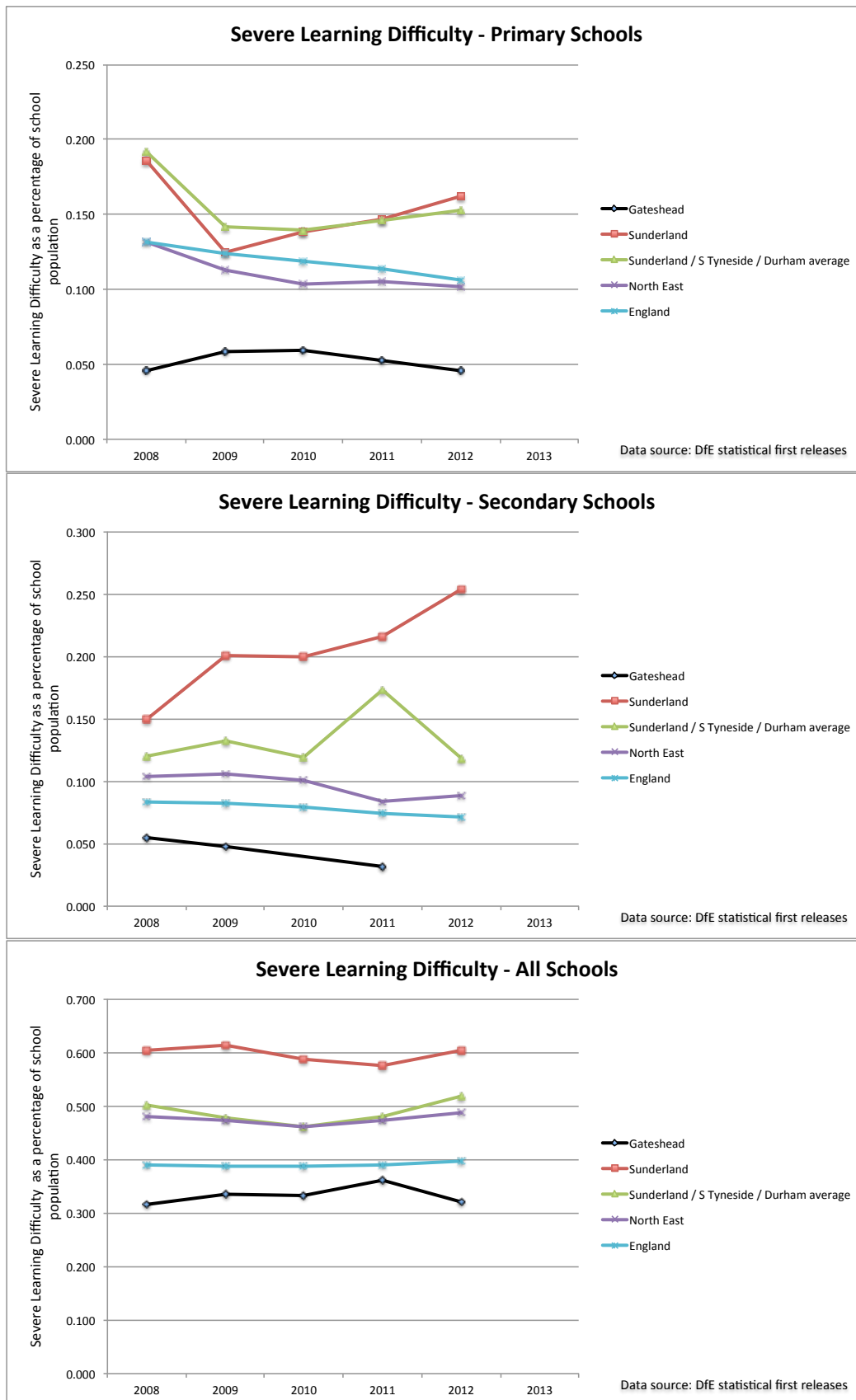
SLD 2 Criteria for initiating a statutory assessment

SLD 3 Secondary needs

SLD 4 SLD by provision type

SLD 5 SLD by National Curriculum year

Appendix SLD 1: Comparative tables of distribution of SLD (March 2013)



Severe Learning Difficulty – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	7	0.046	15,302
	2011	8	0.053	15,198
	2010	9	0.059	15,170
	2009	9	0.059	15,304
	2008	7	0.045	15,447
Sunderland	2013			
	2012	37	0.162	22,770
	2011	33	0.147	22,495
	2010	31	0.138	22,440
	2009	28	0.124	22,504
	2008	43	0.186	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	38	0.153	24,879
	2011	36	0.146	24,658
	2010	34	0.140	24,597
	2009	35	0.142	24,688
	2008	48	0.192	25,168
North East	2013			
	2012	210	0.102	206,255
	2011	215	0.105	204,110
	2010	210	0.104	202,870
	2009	230	0.113	203,810
	2008	270	0.131	205,750
England	2013			
	2012	4,480	0.106	4,217,000
	2011	4,690	0.113	4,137,755
	2010	4,860	0.119	4,093,710
	2009	5,040	0.124	4,074,890
	2008	5,390	0.132	4,087,790

Severe Learning Difficulty – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	x	x	12,316
	2011	4	0.032	12,601
	2010	x	x	12,610
	2009	6	0.047	12,649
	2008	7	0.055	12,749
Sunderland	2013			
	2012	42	0.253	16,570
	2011	37	0.216	17,137
	2010	35	0.200	17,540
	2009	36	0.201	17,914
	2008	27	0.150	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	22	0.119	18,271
	2011	33	0.173	18,736
	2010	23	0.119	19,027
	2009	26	0.133	19,363
	2008	24	0.120	19,719
North East	2013			
	2012	145	0.089	163,205
	2011	140	0.084	166,850
	2010	170	0.100	169,220
	2009	180	0.105	170,720
	2008	180	0.104	173,550
England	2013			
	2012	2,310	0.071	3,234,875
	2011	2,415	0.074	3,262,635
	2010	2,590	0.080	3,252,140
	2009	2,700	0.083	3,271,090
	2008	2,730	0.083	3,289,000

Severe Learning Difficulty – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	90	0.321	28,008
	2011	102	0.362	28,199
	2010	94	0.334	28,160
	2009	95	0.335	28,323
	2008	90	0.315	28,565
Sunderland	2013			
	2012	241	0.604	39,915
	2011	231	0.575	40,207
	2010	238	0.587	40,540
	2009	251	0.613	40,968
	2008	252	0.603	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	227	0.518	43,871
	2011	211	0.479	44,109
	2010	204	0.461	44,337
	2009	214	0.479	44,768
	2008	229	0.501	45,619
North East	2013			
	2012	1,830	0.488	375,325
	2011	1,785	0.474	376,730
	2010	1,740	0.461	377,750
	2009	1,800	0.473	380,240
	2008	1,850	0.481	384,980
England	2013			
	2012	29,935	0.397	7,545,920
	2011	29,270	0.391	7,492,770
	2010	28,770	0.387	7,435,900
	2009	28,850	0.388	7,435,250
	2008	29,130	0.390	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
- For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
- For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers

- For 2012 and 2011, totals have been rounded to the nearest 5
- For 2010 and 2009, totals have been rounded to the nearest 10
- For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix SLD 2: Criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

Cognition and learning - general learning difficulties

A. In order for Statutory Assessment to be agreed all the following criteria must be met:	<input checked="" type="checkbox"/>
A1 The child's attainments in mathematics and English are significantly below the attainments of most children of the same age. (i.e. within the poorest 1 or 2 % in both areas)	<input type="checkbox"/>
A2 While the child may have areas of success in other aspects of the curriculum, the general pattern of attainment is well below the attainments of most children of the same age. (i.e. within the poorest 4 or 5% in most areas of the curriculum)	<input type="checkbox"/>
A3 The child has great difficulty in working independently on well matched tasks for more than a short period (e.g. 4 minutes at Key Stage 1, 10 minutes by the end of Key Stage 2 and 15 minutes at the end of Key Stage 3) and requires frequent prompts and explanation to complete them.	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 Poor organisational skills.	<input type="checkbox"/>
C2 Difficulties with fine and gross motor control.	<input type="checkbox"/>
C3 Dependence on first hand, concrete experience for learning.	<input type="checkbox"/>
C4 Difficulty in understanding multiple stage instructions or explanations.	<input type="checkbox"/>

Decisions based on these criteria depend on up to date evidence of the child's attainments on the National or Foundation Curriculum. Evidence in terms of performance on standardised reading or mathematics tests may be used to corroborate, but should not substitute for, curriculum based evidence. Similarly, performance on standardised cognitive tests may be used to help clarify the nature of a child's difficulties (for example, identifying cognitive strengths and weaknesses) but it should be noted that the criteria do not define learning difficulties in terms of cognitive ability scores.

Appendix SLD 3: Secondary needs

37 pupils in total

Secondary needs

Attention control difficulties (BESD)	1
ASD	1
HI	2
PD	17
SEN not in any other category	1
SLCN	12
VI	3

Tertiary needs

PD	5
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Fourth needs

No pupils in this category have a fourth need listed.

Secondary needs by type of provision

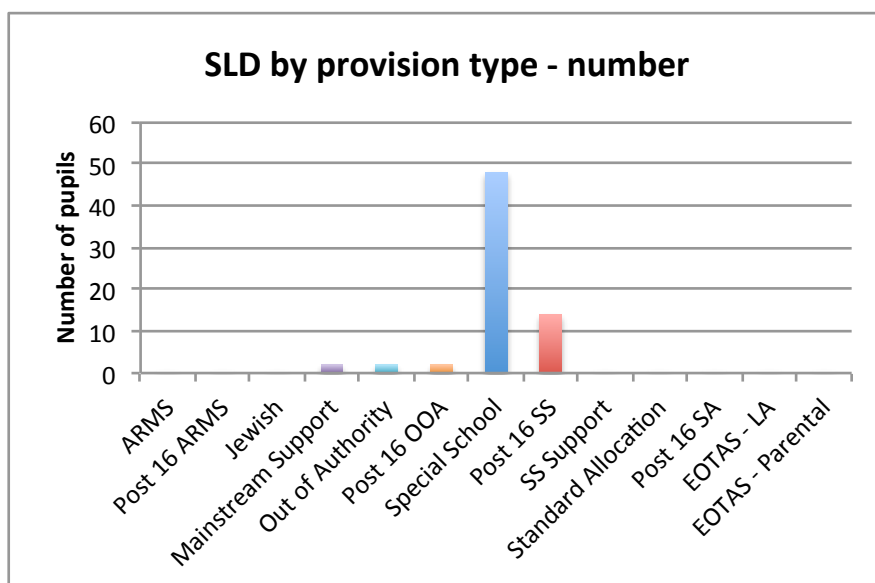
Attention control difficulties (BESD)	Academy	1
ASD	Maintained Special	1
HI	Maintained Special	2
PD	Academy Special	2
	Maintained Special	15
SEN not in any other category	Maintained Special	1
SLCN	Mainstream	1
	Maintained Special	11
VI	Maintained Special	3

Prevalence in particular schools

The only schools with more than 2 pupils listed are Dryden and Gibside.

- Dryden has 18 pupils, of whom 6 have PD and 10 have SLCN as their secondary need.
- Gibside has 11 pupils, of whom 8 have PD as their secondary need.

Appendix SLD 4: SLD by provision type



Provision type	Number	Percentage
ARMS	0	0.00
Post 16 ARMS	0	0.00
Jewish	0	0.00
Mainstream Support	2	2.94
Out of Authority	2	2.94
Post 16 OOA	2	2.94
Special School	48	70.59
Post 16 SS	14	20.59
SS Support	0	0.00
Standard Allocation	0	0.00
Post 16 SA	0	0.00
EOTAS - LA	0	0.00
EOTAS - Parental	0	0.00
Total	68	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

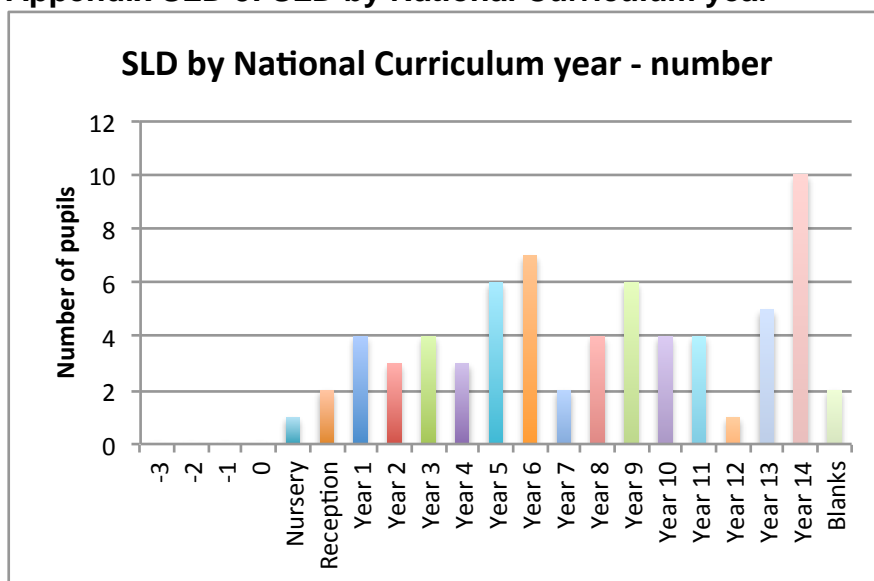
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 1

Appendix SLD 5: SLD by National Curriculum year



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	1	1.47
Reception	2	2.94
Year 1	4	5.88
Year 2	3	4.41
Year 3	4	5.88
Year 4	3	4.41
Year 5	6	8.82
Year 6	7	10.29
Year 7	2	2.94
Year 8	4	5.88
Year 9	6	8.82
Year 10	4	5.88
Year 11	4	5.88
Year 12	1	1.47
Year 13	5	7.35
Year 14	10	14.71
Blanks	2	2.94
Total	68	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type -

Appendices: profound and multiple learning difficulties

Indigo

PMLD 1 Comparative tables of distribution of PMLD (March 2013)

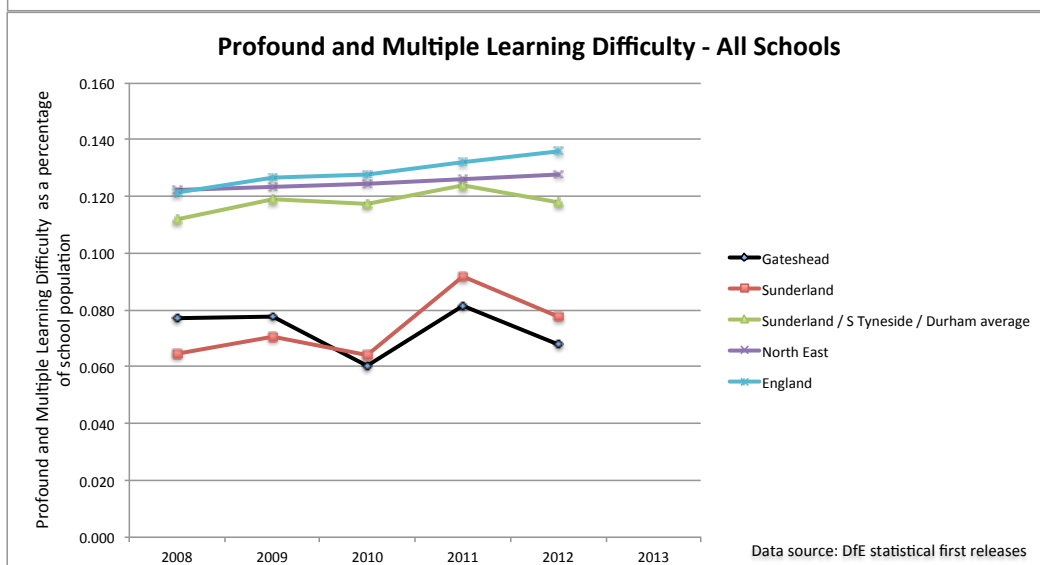
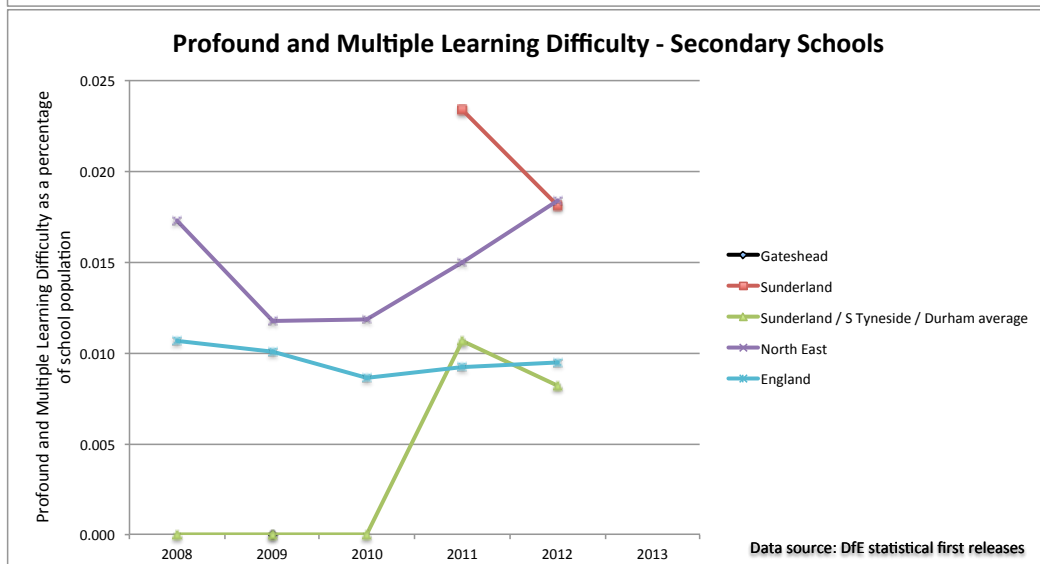
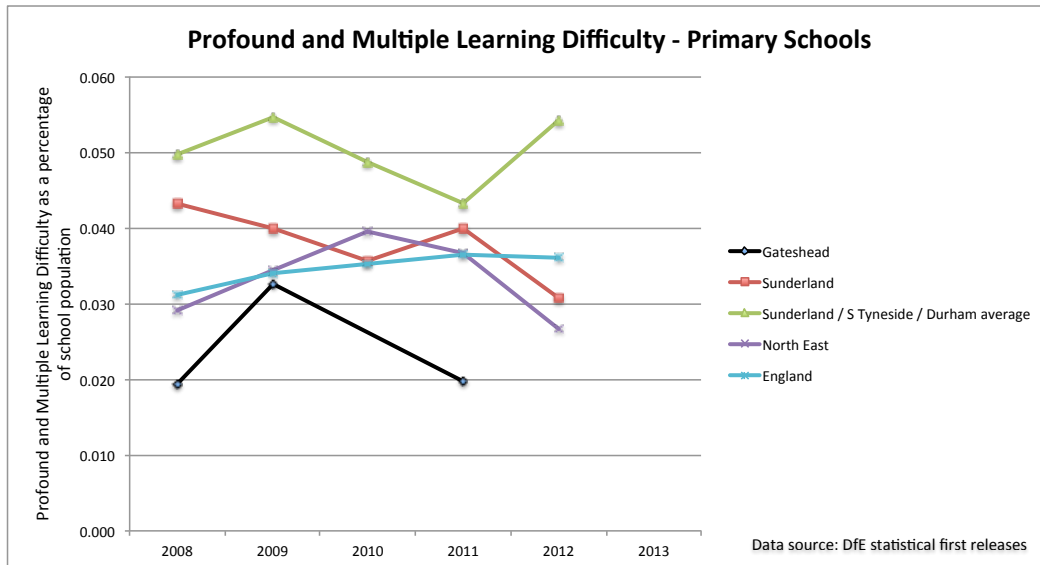
Gateshead

PMLD 2 Criteria for initiating a statutory assessment

PMLD 3 PMLD by provision type

PMLD 4 PMLD by National Curriculum year

Appendix PMLD 1: Comparative tables of distribution of PMLD (March 2013)



Profound and Multiple Learning Difficulty – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	x	x	15,302
	2011	3	0.020	15,198
	2010	x	x	15,170
	2009	5	0.033	15,304
	2008	3	0.019	15,447
Sunderland	2013			
	2012	7	0.031	22,770
	2011	9	0.040	22,495
	2010	8	0.036	22,440
	2009	9	0.040	22,504
	2008	10	0.043	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	14	0.054	24,879
	2011	11	0.043	24,658
	2010	12	0.049	24,597
	2009	14	0.055	24,688
	2008	13	0.050	25,168
North East	2013			
	2012	55	0.027	206,255
	2011	75	0.037	204,110
	2010	80	0.039	202,870
	2009	70	0.034	203,810
	2008	60	0.029	205,750
England	2013			
	2012	1,520	0.036	4,217,000
	2011	1,510	0.036	4,137,755
	2010	1,440	0.035	4,093,710
	2009	1,390	0.034	4,074,890
	2008	1,270	0.031	4,087,790

Profound and Multiple Learning Difficulty – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	x	x	12,316
	2011	x	x	12,601
	2010	x	x	12,610
	2009	0	0.000	12,649
	2008	x	x	12,749
Sunderland	2013			
	2012	3	0.018	16,570
	2011	4	0.023	17,137
	2010	x	x	17,540
	2009	x	x	17,914
	2008	x	x	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	2	0.008	18,271
	2011	2	0.011	18,736
	2010	0	0.000	19,027
	2009	0	0.000	19,363
	2008	0	0.000	19,719
North East	2013			
	2012	30	0.018	163,205
	2011	25	0.015	166,850
	2010	20	0.012	169,220
	2009	20	0.012	170,720
	2008	30	0.017	173,550
England	2013			
	2012	305	0.009	3,234,875
	2011	300	0.009	3,262,635
	2010	280	0.009	3,252,140
	2009	330	0.010	3,271,090
	2008	350	0.011	3,289,000

Profound and Multiple Learning Difficulty – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	19	0.068	28,008
	2011	23	0.082	28,199
	2010	17	0.060	28,160
	2009	22	0.078	28,323
	2008	22	0.077	28,565
Sunderland	2013			
	2012	31	0.078	39,915
	2011	37	0.092	40,207
	2010	26	0.064	40,540
	2009	29	0.071	40,968
	2008	27	0.065	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	52	0.118	43,871
	2011	55	0.124	44,109
	2010	52	0.117	44,337
	2009	53	0.119	44,768
	2008	51	0.112	45,619
North East	2013			
	2012	480	0.128	375,325
	2011	475	0.126	376,730
	2010	470	0.124	377,750
	2009	470	0.124	380,240
	2008	470	0.122	384,980
England	2013			
	2012	10,255	0.136	7,545,920
	2011	9,895	0.132	7,492,770
	2010	9,480	0.127	7,435,900
	2009	9,400	0.126	7,435,250
	2008	9,060	0.121	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
 - For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
 - For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers
-
- For 2012 and 2011, totals have been rounded to the nearest 5
 - For 2010 and 2009, totals have been rounded to the nearest 10
 - For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix PMLD 2: Criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

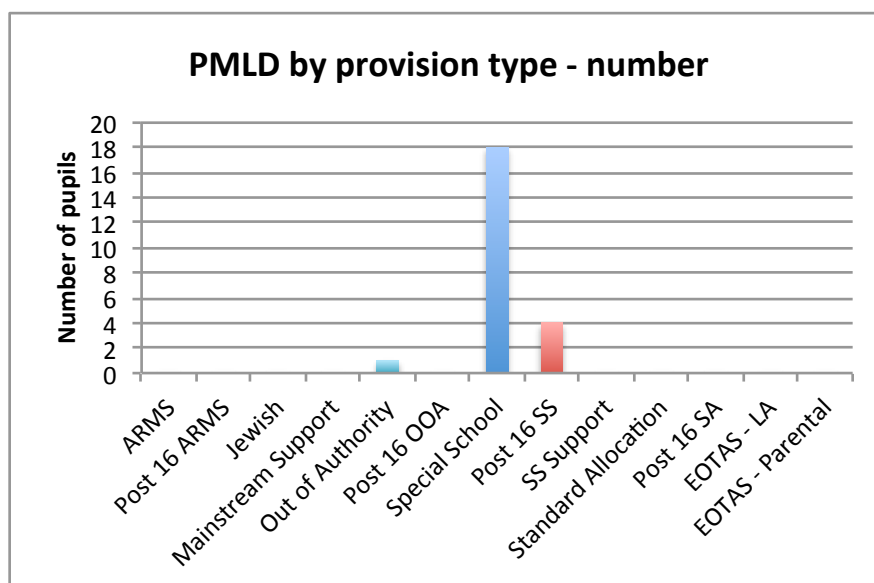
A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

Cognition and learning - general learning difficulties

A. In order for Statutory Assessment to be agreed all the following criteria must be met:	<input checked="" type="checkbox"/>
A1 The child's attainments in mathematics and English are significantly below the attainments of most children of the same age. (i.e. within the poorest 1 or 2 % in both areas)	<input type="checkbox"/>
A2 While the child may have areas of success in other aspects of the curriculum, the general pattern of attainment is well below the attainments of most children of the same age. (i.e. within the poorest 4 or 5% in most areas of the curriculum)	<input type="checkbox"/>
A3 The child has great difficulty in working independently on well matched tasks for more than a short period (e.g. 4 minutes at Key Stage 1, 10 minutes by the end of Key Stage 2 and 15 minutes at the end of Key Stage 3) and requires frequent prompts and explanation to complete them.	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 Poor organisational skills.	<input type="checkbox"/>
C2 Difficulties with fine and gross motor control.	<input type="checkbox"/>
C3 Dependence on first hand, concrete experience for learning.	<input type="checkbox"/>
C4 Difficulty in understanding multiple stage instructions or explanations.	<input type="checkbox"/>

Decisions based on these criteria depend on up to date evidence of the child's attainments on the National or Foundation Curriculum. Evidence in terms of performance on standardised reading or mathematics tests may be used to corroborate, but should not substitute for, curriculum based evidence. Similarly, performance on standardised cognitive tests may be used to help clarify the nature of a child's difficulties (for example, identifying cognitive strengths and weaknesses) but it should be noted that the criteria do not define learning difficulties in terms of cognitive ability scores.

Appendix PMLD 3: PMLD by provision type



Provision type	Number	Percentage
ARMS	0	0.00
Post 16 ARMS	0	0.00
Jewish	0	0.00
Mainstream Support	0	0.00
Out of Authority	1	4.35
Post 16 OOA	0	0.00
Special School	18	78.26
Post 16 SS	4	17.39
SS Support	0	0.00
Standard Allocation	0	0.00
Post 16 SA	0	0.00
EOTAS - LA	0	0.00
EOTAS - Parental	0	0.00
Total	23	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

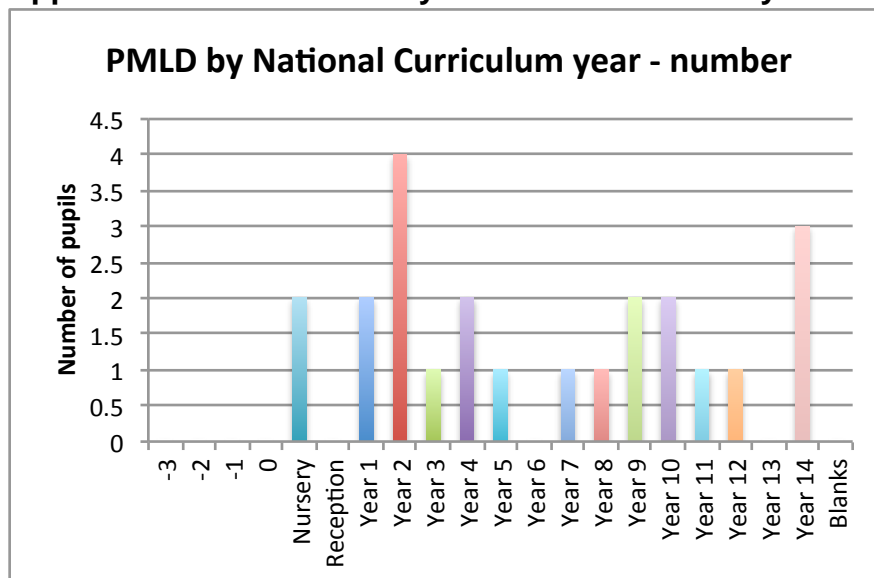
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

SEN stage - 1

Appendix PMLD 4: PMLD by National Curriculum year



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	2	8.70
Reception	0	0.00
Year 1	2	8.70
Year 2	4	17.39
Year 3	1	4.35
Year 4	2	8.70
Year 5	1	4.35
Year 6	0	0.00
Year 7	1	4.35
Year 8	1	4.35
Year 9	2	8.70
Year 10	2	8.70
Year 11	1	4.35
Year 12	1	4.35
Year 13	0	0.00
Year 14	3	13.04
Blanks	0	0.00
Total	23	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

SEN stage – 1

Appendices: behaviour, emotional and social difficulties

Indigo

BESD 1 Comparative tables of distribution of BESD (March 2013)

Definitions

BESD 2 The Education of Children with Emotional and Social Difficulties as a Special Educational Need (DCSF 2008)

BESD 3 SEN Code of Practice

BESD 4 Pupil Behaviour in Schools in England, DfE Standard Analysis and Research Division (Research Report DfE RR218)

Gateshead

BESD 5 Criteria for initiating a statutory assessment

BESD 6 BESD maps

BESD 7 Progress of pupils with statements who left school in 2012

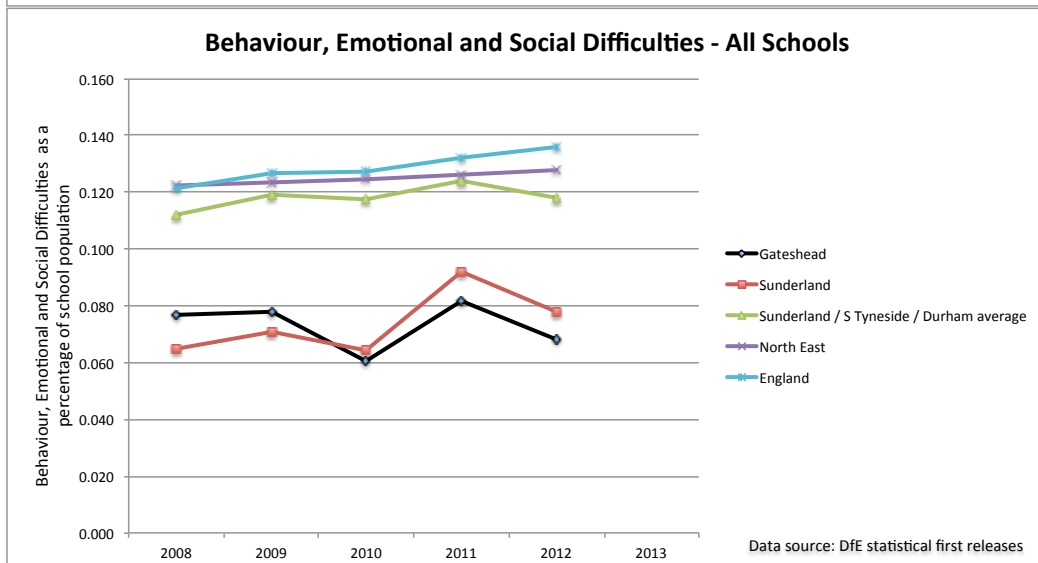
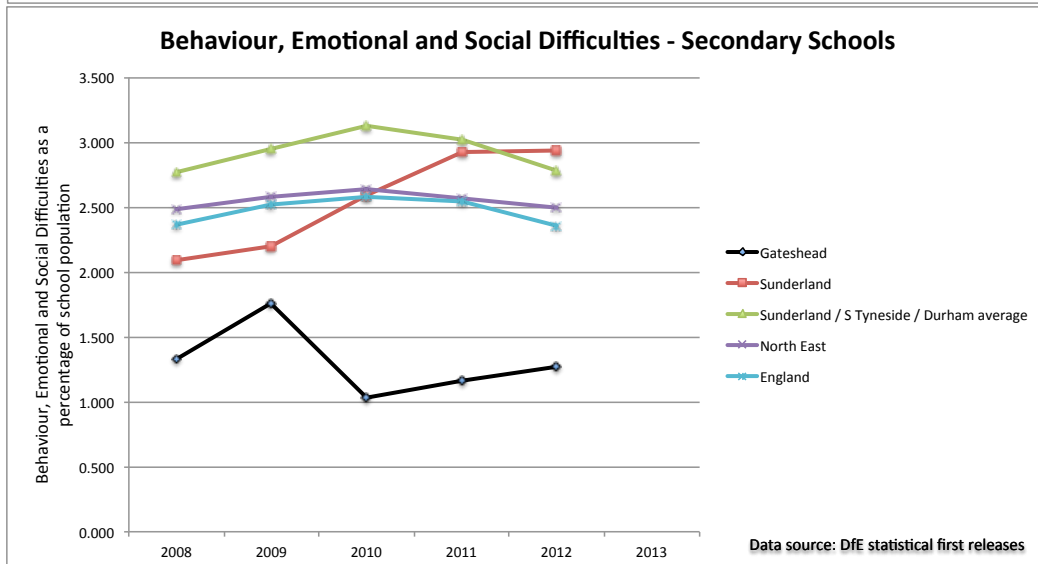
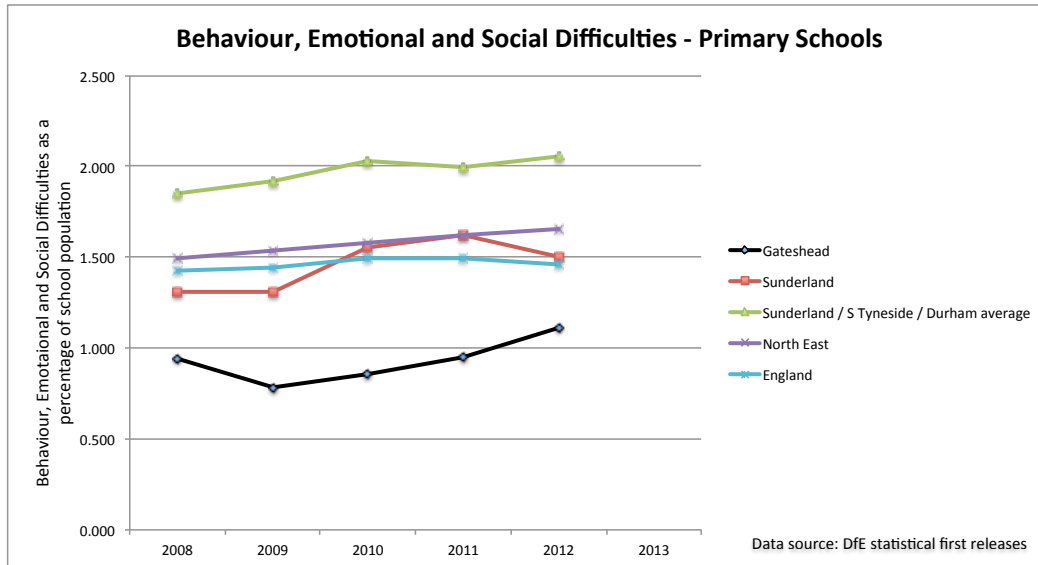
BESD 8 Progress of pupils with statements who left school in 2012; NEET destinations

BESD 9 BESD by provision type

BESD 10 BESD by National Curriculum year

BESD 11 Secondary needs

Appendix BESD 1: Comparative tables of distribution of BESD (March 2013)



Behaviour, Emotional and Social Difficulties – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	170	1.111	15,302
	2011	145	0.954	15,198
	2010	130	0.857	15,170
	2009	120	0.784	15,304
	2008	146	0.945	15,447
Sunderland	2013			
	2012	343	1.506	22,770
	2011	364	1.618	22,495
	2010	348	1.551	22,440
	2009	295	1.311	22,504
	2008	303	1.310	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	512	2.058	24,879
	2011	493	1.998	24,658
	2010	499	2.027	24,597
	2009	473	1.917	24,688
	2008	465	1.848	25,168
North East	2013			
	2012	3,410	1.653	206,255
	2011	3,305	1.619	204,110
	2010	3,210	1.582	202,870
	2009	3,130	1.536	203,810
	2008	3,070	1.492	205,750
England	2013			
	2012	61,665	1.462	4,217,000
	2011	61,905	1.496	4,137,755
	2010	61,010	1.490	4,093,710
	2009	58,930	1.446	4,074,890
	2008	58,150	1.423	4,087,790

Behaviour, Emotional and Social Difficulties – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	156	1.267	12,316
	2011	146	1.159	12,601
	2010	130	1.031	12,610
	2009	222	1.755	12,649
	2008	170	1.333	12,749
Sunderland	2013			
	2012	487	2.939	16,570
	2011	502	2.929	17,137
	2010	454	2.588	17,540
	2009	394	2.199	17,914
	2008	377	2.089	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	508	2.779	18,271
	2011	567	3.024	18,736
	2010	594	3.122	19,027
	2009	572	2.952	19,363
	2008	545	2.764	19,719
North East	2013			
	2012	4,070	2.494	163,205
	2011	4,280	2.565	166,850
	2010	4,470	2.642	169,220
	2009	4,400	2.577	170,720
	2008	4,310	2.483	173,550
England	2013			
	2012	76,240	2.357	3,234,875
	2011	82,985	2.543	3,262,635
	2010	83,970	2.582	3,252,140
	2009	82,270	2.515	3,271,090
	2008	77,650	2.361	3,289,000

Behaviour, Emotional and Social Difficulties – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	424	1.514	28,008
	2011	395	1.401	28,199
	2010	355	1.261	28,160
	2009	435	1.536	28,323
	2008	398	1.393	28,565
Sunderland	2013			
	2012	1,007	2.523	39,915
	2011	1,050	2.611	40,207
	2010	972	2.398	40,540
	2009	855	2.087	40,968
	2008	848	2.031	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	1,201	2.738	43,871
	2011	1,238	2.807	44,109
	2010	1,271	2.867	44,337
	2009	1,223	2.733	44,768
	2008	1,194	2.618	45,619
North East	2013			
	2012	8,815	2.349	375,325
	2011	8,905	2.364	376,730
	2010	8,980	2.377	377,750
	2009	8,890	2.338	380,240
	2008	8,710	2.262	384,980
England	2013			
	2012	151,150	2.003	7,545,920
	2011	158,015	2.109	7,492,770
	2010	158,000	2.125	7,435,900
	2009	154,440	2.077	7,435,250
	2008	149,040	1.996	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
- For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
- For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers

- For 2012 and 2011, totals have been rounded to the nearest 5
- For 2010 and 2009, totals have been rounded to the nearest 10
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- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix BESD 2: The Education of Children with Emotional and Social Difficulties as a Special Educational Need (DCSF 2008)

2: WHAT IS MEANT BY BESD?

47. The Education Act 1996 says that a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. Special educational provision is provision that is additional to or otherwise different from that normally available in the area to children of the same age.

48. The Special Educational Needs (SEN) Code of Practice (2001) provides guidance on the SEN duties, guidance to which schools, local authorities and others working with them must have regard. The Code sets out four areas of SEN:

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

49. The SEN Code of Practice, at paragraph 7:60 describes BESD as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as: being withdrawn or isolated, disruptive and disturbing; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex special needs. Learning difficulties can arise for children and young people with BESD because their difficulties can affect their ability to cope with school routines and relationships.

50. The Department's guidance, *Promoting Children's Mental Health within Early Years and School Settings*, explains how teachers and others, working alongside other agencies as appropriate, can promote children and young people's mental health and can intervene effectively with those experiencing problems. It provides case studies of children and young people whose behaviour, social and/or emotional development is causing concern and suggests strategies to address both the presenting behaviour and the underlying causes.

51. Many children and young people with BESD are also covered by the Disability Discrimination Act 1995 (DDA). There is a broad definition of disability in the DDA: someone has a disability if they have 'a *mental or physical impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. The terms 'long-term' and 'substantial' provide a relatively low threshold and therefore include a significant group of children within the definition. Day-to-day activities are defined in terms of a number of capacities. These include 'memory or ability to concentrate, learn or understand.' The Disability Rights Commission (DRC)

Code of Practice for Schools³ and the then DfES and DRC guidance materials, *Implementing the Disability Discrimination Act in Schools and Early Years settings*⁴, provide guidance on the definition and how it relates to pupils with behavioural, emotional and social difficulties.

Special educational needs

52. Duties in the Education Act 1996 require governing bodies to use their best endeavours to ensure that the necessary provision is made for any pupil who has special educational needs. Paragraph 1:21 in the SEN Code of Practice summarises the statutory duties on governing bodies and the subsequent paragraphs summarise the duties on schools and early years settings.

53. The Code recognises that each child and young person is unique. Children and young people will have needs and requirements which may fall into one or more of the four areas of SEN and the impact of combinations of needs on their ability to function, learn and succeed should be taken into account.

54. The term behavioural, emotional and social difficulties (BESD) covers a wide range of SEN. It includes children and young people with emotional disorders, conduct disorders and hyperkinetic disorders (including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD)) and children and young people whose behavioural difficulties may be less obvious, for example, those with anxiety, who self-harm, have school phobia or depression, and those whose behaviour or emotional wellbeing are seen to be deteriorating.

55. Whether a child or young person is considered to have BESD depends on a range of factors, including the nature, frequency, persistence, severity and abnormality of the difficulties and their cumulative effect on the child or young person's behaviour and/ or emotional wellbeing compared with what might generally be expected for a particular age.

56. Initial observation, identification and intervention will often be made by classroom teachers as part of *Quality First* teaching. Special educational needs co-coordinators (SENCOs), local authority advisory and support staff, outreach advisers from special schools, educational psychologists and other specialists such as lead behaviour professionals or behaviour coordinators within schools may all be involved in identifying and supporting children and young people whose needs include BESD.

57. Pupils with BESD cover the full range of ability. However their difficulties are likely to be a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal and

³ Disability Rights Commission (2002) *Code of Practice for Schools: Disability Discrimination Act 1995: Part 4*. London: TSO

⁴ Department for Education and Skills and Disability Rights Commission (2006) *Implementing the Disability Discrimination Act in Schools and Early Years settings*. London: DfES

social curriculum. Learning difficulties and behaviour difficulties are often in a two-way relationship with each other. For some pupils, behaviour difficulties may frustrate access to the curriculum, for example if aggressive behaviour leads to exclusion from some classroom activities or from the school. For others, a learning difficulty may lead to or exacerbate behavioural and emotional difficulties, for example, a child who has difficulty in grasping the basics of literacy or numeracy may withdraw from lessons or try to divert attention away from the learning difficulty by disruptive behaviour. Difficulties in acquiring basic skills can also lead to low self-esteem and even depression.

58. There need not be a medical diagnosis for a child or young person to be identified as having BESD. However, children and young people with a medical diagnosis, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's, are all likely to have BESD, as defined in the SEN Code of Practice. Addressing BESD entails looking at what the child/ young person, the school, parents or carers and other agencies might do differently together, in order to reduce the impact of difficulties (whatever their cause) on attainment, health and wellbeing. A diagnosis may provide pointers for the appropriate strategies to manage and minimise the impact of the condition. Equally, identified difficulties without a diagnosis must also be addressed.

59. The majority of children and young people with any form of BESD should be considered to have SEN if they require additional or different educational arrangements or interventions from those that are generally offered in a mainstream school. Although it is recognised that there are considerable challenges, children and young people with BESD should be supported in reaching expectations and participating fully in school. As a special educational need, BESD does not prevent children and young people achieving well.

60. Underlying reasons for BESD can encompass both 'within child' factors and external factors. There is a higher incidence of BESD identified in children with other special educational needs. It is sometimes difficult to discern the main cause of the behavioural or emotional difficulties or to decide whether BESD or another learning difficulty is the primary need. Understanding which is the primary need can help with identifying suitable interventions. The Department's guidance entitled *Promoting Children's Mental Health within Early Years and School Settings* provides advice and case studies on how such understanding can be reached and examples of interventions that can be successful in addressing these difficulties.

61. Early childhood experiences can have a major impact on later development, with the lack of a positive attachment to an adult being seen as particularly detrimental to some children. Parents are the biggest influence on a child's development. Social circumstances can also impact on development. Children who experience family difficulties, including parental

conflict, separation, neglect, indifference or erratic discipline, are more likely to develop BESD.

Appendix BESD 3: SEN Code of Practice

The SEN Code of Practice describes behavioural, emotional and social difficulty as a learning difficulty where children demonstrate characteristics such as:

- being withdrawn or isolated
- being disruptive and disturbing
- being hyperactive and lacking concentration
- having immature social skills
- presenting challenging behaviours arising from other complex special needs.

Whether a child is considered to have behavioural, emotional and social difficulties will depend on a range of factors including the:

- nature of the presenting difficulties
- frequency
- persistence
- severity
- effect on the child's behaviour and emotional well-being compared with what might normally be expected for a particular age range.

(DfES, 2001)

Appendix BESD 4: Pupil Behaviour in Schools in England, DfE Standard Analysis and Research Division (Research Report DfE RR218)

The DfE report 2012 on Pupil Behaviour recognises the complexity and interactive nature of defining behaviour

2.2 Defining problematic behaviour Before looking at teacher and school staff perceptions of pupil behaviour in schools as an alternative to the Ofsted data, we should look at what defines behaviour that is seen as being problematic in school. The literature identifies a wide range of behaviour that can be viewed as problematic. Much of the discussion over definitions revolves around what is perceived to be disruptive, which includes both perceptions of the frequency of certain behaviours along with their seriousness. Another issue which is raised by some researchers is that of context, which can in turn affect the perception of the types and seriousness of behaviours.

Cameron (1998) reviews classifications of problematic pupil behaviour in schools, and of strategies and techniques employed to address these behaviours. As part of this, he proposes a grouping of disruptive behaviour into five categories:

- 1) aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);
- 2) physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils);
- 3) socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums);
- 4) authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language);
- 5) self-disruptive behaviour (e.g. daydreaming, reading under the desk). (Cameron, 1998 p2).

Moreover, 'frequency, magnitude and multi-category characteristics' are noted as important dimensions which determine the severity of 'bad' behaviour. With the possible exception of category five, above, Cameron's (1998) categorisations portray a group of behaviours which may be seen fairly unequivocally as problematic, and obviously disruptive. However, in an alternative review of evidence on school behaviour and of effective interventions, Watkins and Wagner (2000) describe low-level disruption as one of the most frequently occurring troublesome behaviours, with 'talking out of turn' being mentioned by teachers as being particularly difficult to deal with (Watkins and Wagner, 2000 p1).

The setting or context of misbehaviour is also an issue for some researchers who use it to assist in their definition or describe the context as integral to how others define misbehaviour. Finn et al (2008) create a distinction between classroom misbehaviour or indiscipline (including disrupting instruction and failing to complete assignments) and misbehaviour outside the classroom

(truancy, bullying and gang activity). Behaviour can be perceived as unacceptable in one setting and be quite acceptable in another setting, therefore, differences in the observer, location or situation of the incident may alter perceptions (Watkins & Wagner, 2000). For example, shouting in the playground might be acceptable but not in a classroom. Beaman et al (2007) summarise the context of misbehaviour as influencing what teachers view as most serious (i.e. those behaviours that affect teachers and their teaching practice rather than those which impact on the pupils they teach).

Definitions of 'bad' behaviour, and evidence on what constitutes the problem, therefore present a spectrum of types of conduct which are perceived to interrupt learning in schools. This spectrum can be seen as ranging from 'low-level' chatter and inattention in the classroom, to more serious actions, such as physical violence, which will also disrupt learning. This spectrum and the context for them will influence the perceptions that are discussed in the next section.

Appendix BESD 5: Criteria for initiating a statutory assessment

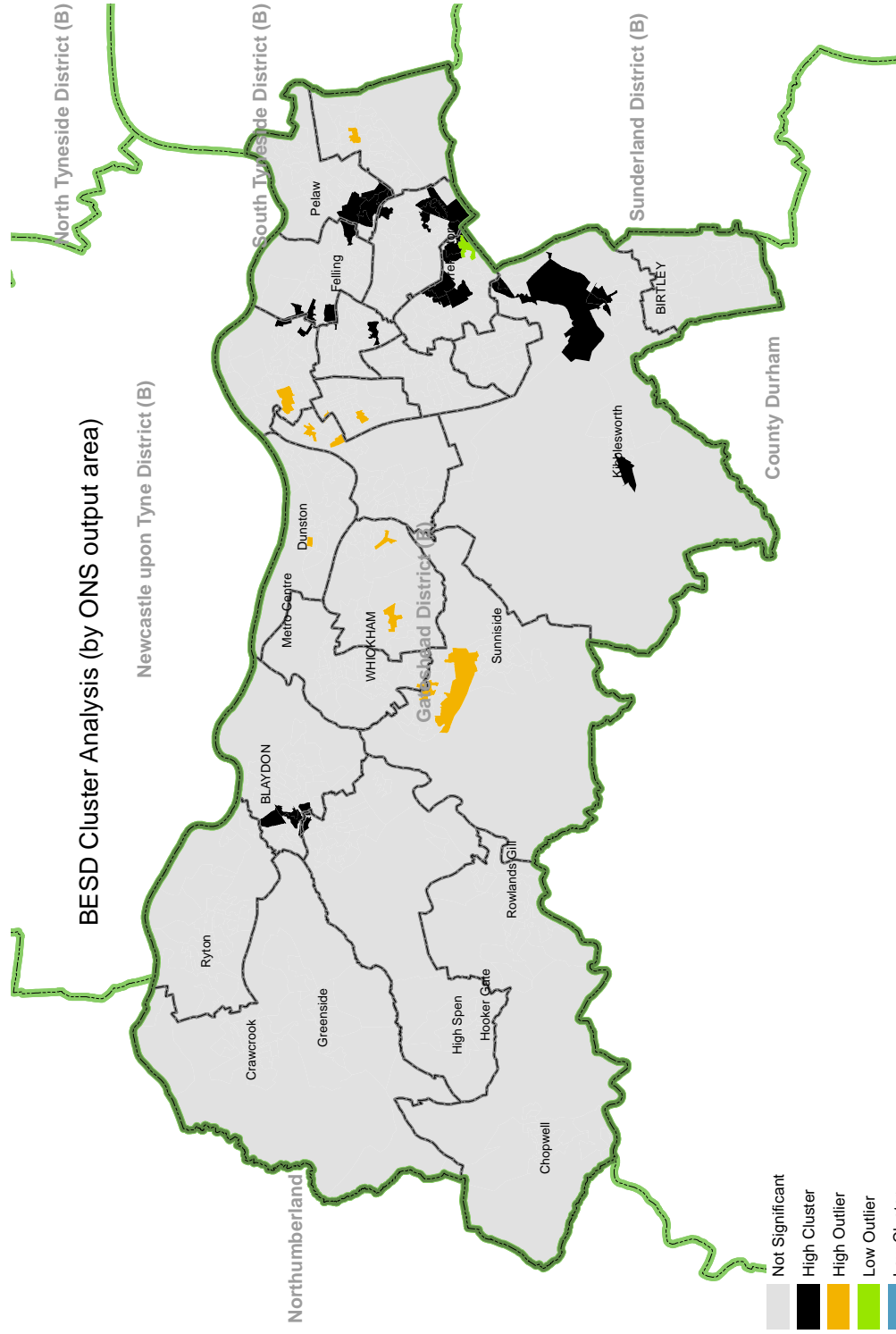
General Criteria for initiation of statutory assessment

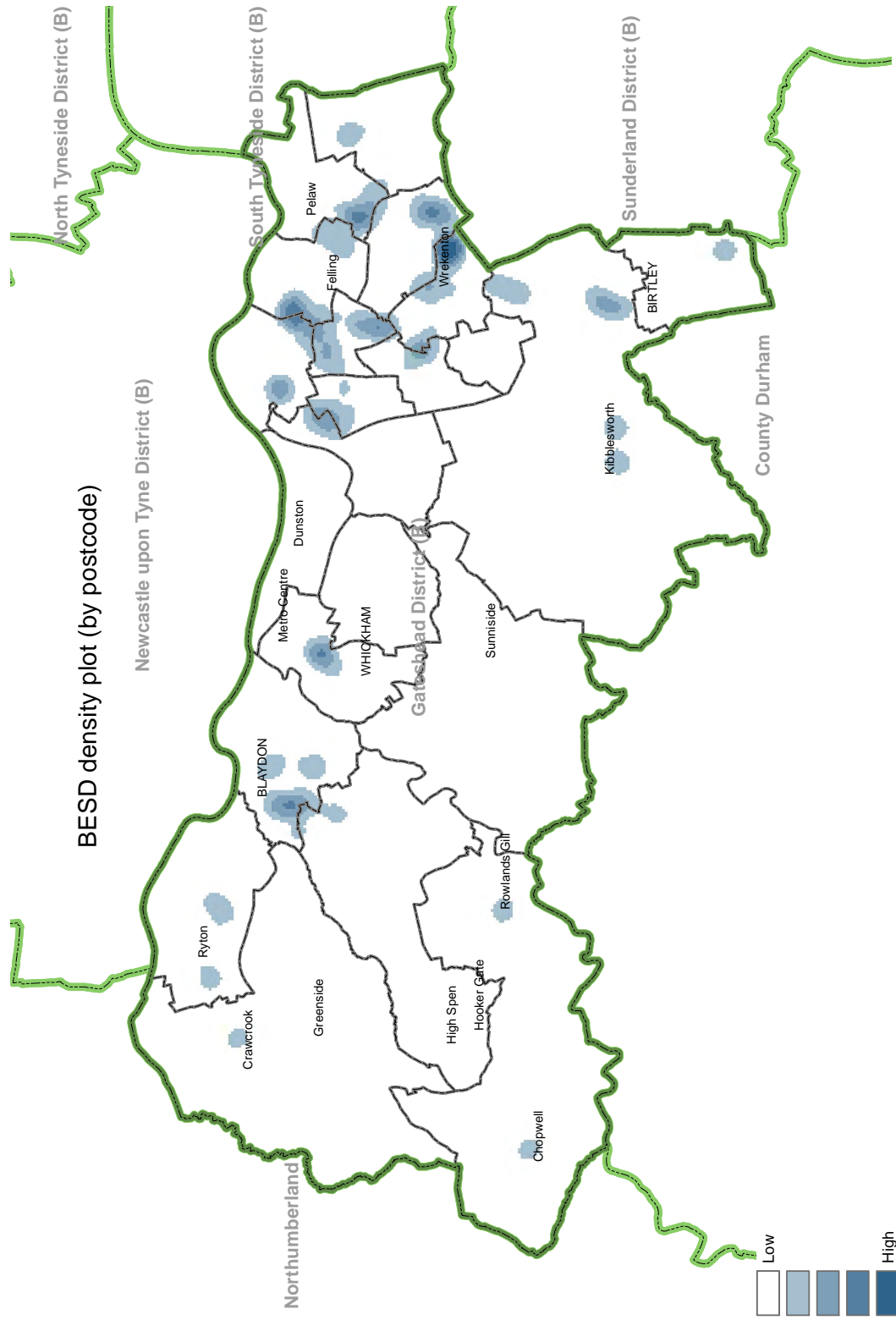
A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

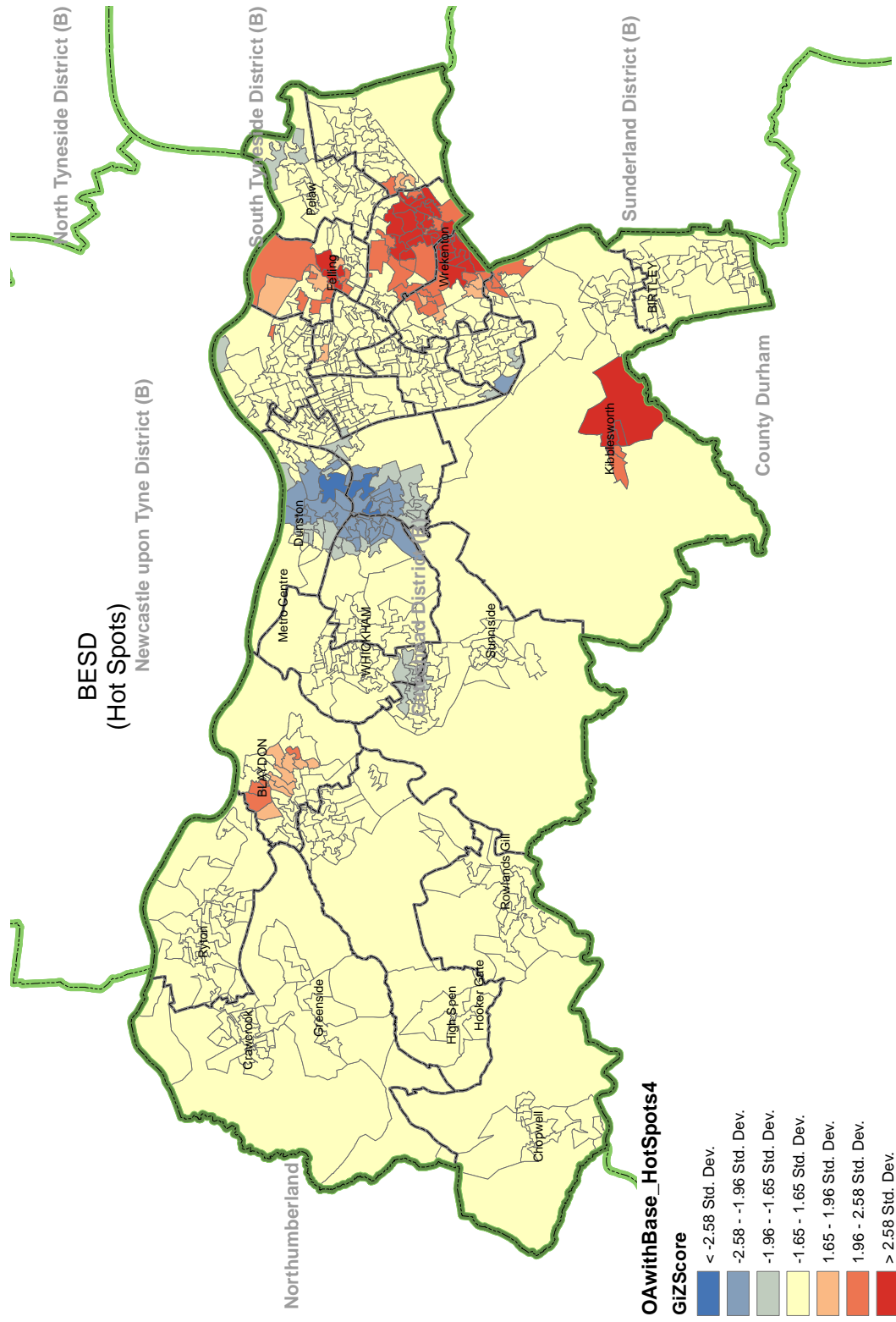
Behaviour, emotional and social difficulties

A. All of the following criteria must be met in order for Statutory Assessment to be agreed:	<input checked="" type="checkbox"/>
<p>A1 There is clear, detailed evidence from both the school or setting and external specialists (based on objective measures, such as behaviour checklists and systematic observation, where possible) that the child exhibits one or more of the following:</p> <p>Behaviour that is unusually withdrawn or showing extreme lack of confidence, or depression or vulnerability. <input type="checkbox"/></p> <p>Unusually severe inability to form purposeful or lasting relationships with peers and adults. <input type="checkbox"/></p> <p>Evidence of severely impaired social interaction or communication skills or a significantly restricted repertoire of activities, interests and imaginative development. <input type="checkbox"/></p> <p>Severely disruptive behaviour that prevents access to the curriculum for the child or peer group. <input type="checkbox"/></p> <p>Unusually severe aggressive or intimidatory behaviour that leads to other children becoming highly fearful and anxious. <input type="checkbox"/></p> <p>An extreme inability to work independently, even under ideal conditions, because of high levels of distractibility, restlessness or obsessional behaviour. <input type="checkbox"/></p>	<input type="checkbox"/>
<p>A2 The difficulties are intense. That is, they are of a severity that is extreme and highly unusual.</p>	<input type="checkbox"/>
<p>A3 The difficulties are pervasive. That is, they occur across a range of settings, with several staff and across curriculum areas.</p>	<input type="checkbox"/>
<p>A4 The difficulties have been persistent. That is, they are not a short-term reaction to circumstances affecting the child, for instance in the family or community, and have lasted for at least a term.</p>	<input type="checkbox"/>
<p>A5 The child's educational progress and engagement is being severely affected as a result of the difficulties. (This judgement to be supported by evidence of progress between review meetings and by the results of National Curriculum or Foundation Curriculum assessment and standardised tests where appropriate.)</p>	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
<p>C1 Clear, recorded evidence of any substance or alcohol misuse.</p>	<input type="checkbox"/>
<p>C2 Evidence of irregular school attendance.</p>	<input type="checkbox"/>
<p>C3 Evidence of mental or physical health problems.</p>	<input type="checkbox"/>

Appendix BESD 6: BESD Maps







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SEN data 201303

Appendix BESD 7: Progress of pupils with statements who left school in 2012

cohort	FE	Sixth Form	Employment	NEET	Not Available	Training	Moved Away	Total
Special School leavers per Activity Survey*	17	8	0	5	1	5	2	38
<i>As above as a percentage</i>	45%	21%	0%	13%	3%	13%	5%	
Maintained Schools leavers per Activity Survey*	20	2	4	3	1	1	0	31
<i>As above as a percentage</i>	65%	6%	13%	10%	3%	3%	0%	
Post Yr 11 leavers	27	1	5	5	1	0	2	41
<i>As above as a percentage</i>	66%	2%	12%	12%	2%	0%	5%	
Total	64	11	9	13	3	6	4	110
<i>As above as a percentage</i>	58%	10%	8%	12%	3%	5%	4%	

Reason for statements for those who are classified as NEET.

(BESD)	Disruptive and Disturbing behaviour	7
(BESD)	Attention Control difficulties	1
(MLD)	Moderate learning Difficulties	2
(HI)	Hearing Impairment	1
(SLCN)	Speech, language and communication difficulties	2

* The Activity Survey is the official report that Local Authorities produce for the Department of Education capturing the destination of all Yr 11 pupils on the following 1st November.

Appendix BESD 8: Progress of pupils with statements who left school in 2012; NEET destinations

	<u>FE</u>	<u>Sixth Form</u>	<u>Employment</u>	<u>Training</u>	<u>NEET</u>	<u>Other</u>	<u>Total</u>
MLD	10	5	1	2	2	1	21
%	48	24	5	10	10	5	
BESD	13	0	1	3	8	2	28
%	46	0	4	11	32	7	
ASD	7	2	1	0	0	1	11
%	64	18	9	0	0	9	

When analysing the reasons for the statements of those young people remaining NEET after leaving school, Disruptive and disturbing behaviour (BESD) is over-represented to a significant level compared to the other diagnoses. Although the 8 BESD statements stand out as high, they need to be considered against a backdrop of a further 20 who have been successfully progressed.

Brief case-studies of all the 13 young people who are reported as NEET follow;

Case summaries / statement

1; Hearing Impairment; Took A Levels in a mainstream school but left to go to college mid-course. Various attempts by Connexions to contact since June 2012 have failed to achieve any response.

2; Moderate Learning Difficulties; A young person is not engaging with services. Early intervention project (FIT Team) have been involved along with a huge number of other agencies but family is not engaging with any. YP has been referred to Youth Contract and has received a significant amount of attempted input but repeatedly fails to engage.

3; Disruptive and disturbing behaviour (BESD); YP was supposed to go to college and a start date had been negotiated. Never started and refuses to engage despite numerous attempts to by various people.

4; Disruptive and disturbing behaviour (BESD); YP will only consider employment opportunities. Has tried some training provision but felt let down by its quality and relevance to the world of work. Is still engaging with Connexions and is being supported via the Youth Contract, in his attempts to find work although success in doing this is proving very difficult.

5; Disruptive and disturbing behaviour (BESD); has now moved out of the area and is being supported by another Local Authority. Initially had housing

issues regarding the sustainability of his care placement. Now seems settled and Foster carers are talking about him attending college next year.

6; Disruptive and disturbing behaviour (BESD); is very interested in ICT related careers and is currently working in a voluntary capacity for a firm for work experience and doing well. Had been originally supported into a training placement by Connexions but left after 5 weeks due to the quality of the training he was receiving. He was subsequently supported into a place at a local FE college but despite all arrangements being made did not start, deciding that he only wanted employment.

7; Moderate Learning Difficulties; Young person was going to college until September when the home situation deteriorated and an ultimatum to get a job or get out was made. Looked unsuccessfully at vacancies. Family moved to another authority in late 2012. Support given to facilitate move but no longer supported or tracked. by Gateshead.

8 Speech, Language and communication difficulties; Had a history of not engaging with school and Educational services through out compulsory schooling. Was never successfully engaged upon leaving, by Connexions. Last contact resulted in a letter being returned by GPO as 'No longer at this address'

9; Attention and Control Difficulties (BESD) Started a construction course at a local FE college but was dismissed after two months due to sporadic attendance. Referred into ESF provision and Youth Contract; was placed in appropriate pre –accreditation 'taster courses' but displayed disruptive behaviour and deemed unsuitable. A seamless transfer was made to Princes Trust where he currently remains.

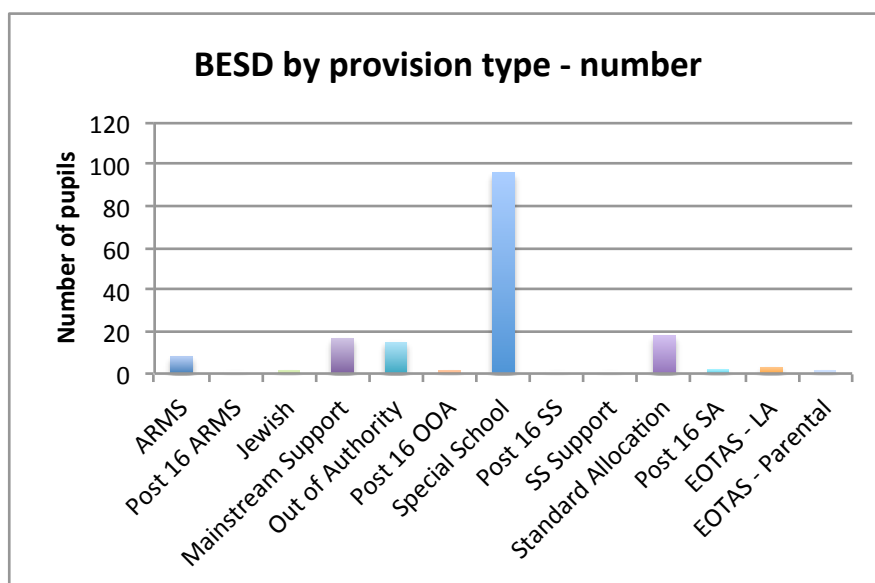
10; Disruptive and disturbing behaviour (BESD); Progresses onto a Foundation Learning programme but left after 2 months due to anxiety about the group, feeling it was not suitable and that he did not receive enough appropriate support from the programme. Referred into the Youth Contract who organised a voluntary community work placement which young person loved. When it came to an end, has had to be referred into Foundation Learning as the only provision suitable for his level but with strong links to the established community placement. Is still there but is requiring higher levels of support to maintain it.

11; Disruptive and disturbing behaviour (BESD); Initially found employment on a Fixed term job but that came to an end. Lifestyle became more chaotic – to the extent that progression is lower down his priorities at the moment. Currently has interventions from Early Intervention Team (FIT), Young person's housing and the YOT. Between leaving and now has had a spell living out of area in another authority.

12; Disruptive and disturbing behaviour (BESD); Displays 'Oppositional Defiance Conduct Disorder'. Not available for the job market at the moment. Is receiving support from the Social Services due to a high level assessment.

13; Speech, Language and communication Needs; Young person is not engaging with regards to moving forward. Is in regular contact with Connexions but to date has refused to meet with her adviser, although will continually talk on the phone. Fails to keep appointments and refuses to come in to the room when visited at home.

Appendix BESD 9: BESD by provision type



Provision type	Number	Percentage
ARMS	8	4.94
Post 16 ARMS	0	0.00
Jewish	1	0.62
Mainstream Support	17	10.49
Out of Authority	15	9.26
Post 16 OOA	1	0.62
Special School	96	59.26
Post 16 SS	0	0.00
SS Support	0	0.00
Standard Allocation	18	11.11
Post 16 SA	2	1.23
EOTAS - LA	3	1.85
EOTAS - Parental	1	0.62
Total	162	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

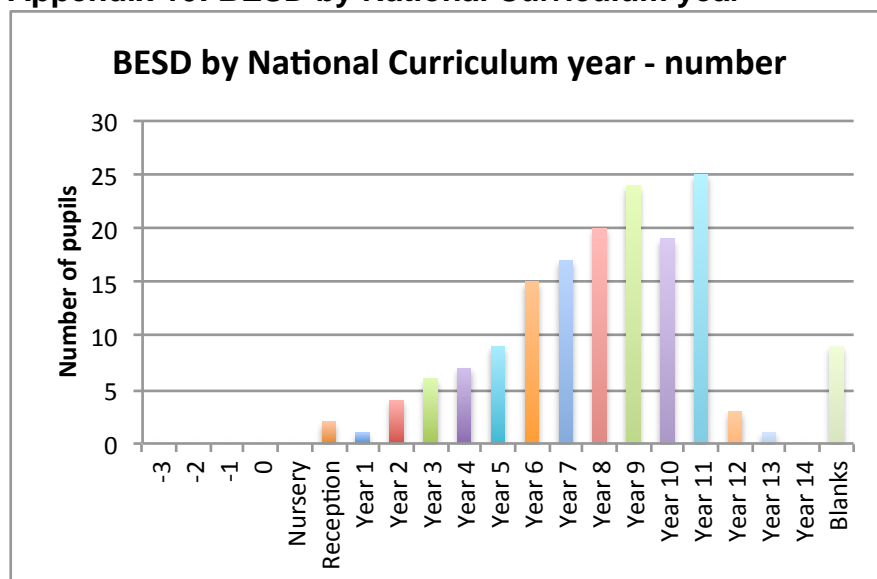
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 8; SEN stage - 4

Appendix 10: BESD by National Curriculum year



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	0	0.00
Reception	2	1.23
Year 1	1	0.62
Year 2	4	2.47
Year 3	6	3.70
Year 4	7	4.32
Year 5	9	5.56
Year 6	15	9.26
Year 7	17	10.49
Year 8	20	12.35
Year 9	24	14.81
Year 10	19	11.73
Year 11	25	15.43
Year 12	3	1.85
Year 13	1	0.62
Year 14	0	0.00
Blanks	9	5.56
Total	162	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 8; SEN stage - 4

Appendix BESD 11: secondary needs

Attention control difficulties (BESD)

22 pupils in total

Secondary needs

ASD	1
Disruptive and disturbing behaviour (BESD)	3
Dyslexia (SpLD)	1
Dyspraxia (SpLD)	1
MLD	5
PD	3
SLCN	7
Withdrawn, isolated or depressed	1

Third needs

Disruptive and disturbing behaviour (BESD)	1
--	---

Fourth needs

No pupils in this category have a fourth need listed.

Secondary needs by provision type

ASD	Maintained Special	1
Disruptive and disturbing behaviour (BESD)	Independent Gateshead [Jewish]	1
	Maintained Special	1
Dyslexia (SpLD)	OOA Independent Special	1
	Maintained Special	1
Dyspraxia (SpLD)	Mainstream	1
	Academy	1
MLD	Mainstream	2
	Maintained Special	1
	OOA Independent Special	1
PD	Academy Special	1
	Mainstream	2
SLCN	Academy	1
	Academy Special	3
	ARMS	2
Withdrawn, isolated or depressed	Mainstream	1
	Academy	1

Prevalence in particular schools

The only school with more than 2 pupils listed is The Cedars.

- This has 4 pupils, of whom 3 have SLCN as their secondary need.

Disruptive and disturbing behaviour (BESD)

33 pupils in total

Secondary needs

Attention control difficulties (BESD)	7
ASD	2
Dyslexia (SpLD)	3
MLD	9
PD	2
SLCN	7
Withdrawn, isolated or depressed	3

Third needs

ASD	2
PD	1
Withdrawn, isolated or depressed	1

Fourth needs

No pupils in this category have a fourth need listed.

Secondary needs by provision type

Attention control difficulties (BESD)	Academy	1
	Maintained Special	6
ASD	EOTAS – Parental	1
	OOA Independent Special	1
Dyslexia (SpLD)	Mainstream	1
	Maintained Special	2
MLD	Academy Special	1
	ARMS	1
	Maintained Special	5
	OOA Independent Special	1
PD	OOA NMSS	1
	Maintained Special	2
SLCN	Academy	2
	Mainstream	1
	Maintained Special	4
Withdrawn, isolated or depressed	Mainstream	1
	Maintained Special	2

Prevalence in particular schools

The only schools with more than 1 pupils listed are Eslington Primary School and Furrowfield School.

- Eslington Primary School has 8 pupils of whom 4 have attention control difficulties (BESD) as their secondary need.
- Furrowfield School has 13 pupils of whom 4 have MLD as their secondary need.

Appendices: speech, language and communication needs

Indigo

SLCN 1 Comparative tables of distribution of SLCN (March 2013)

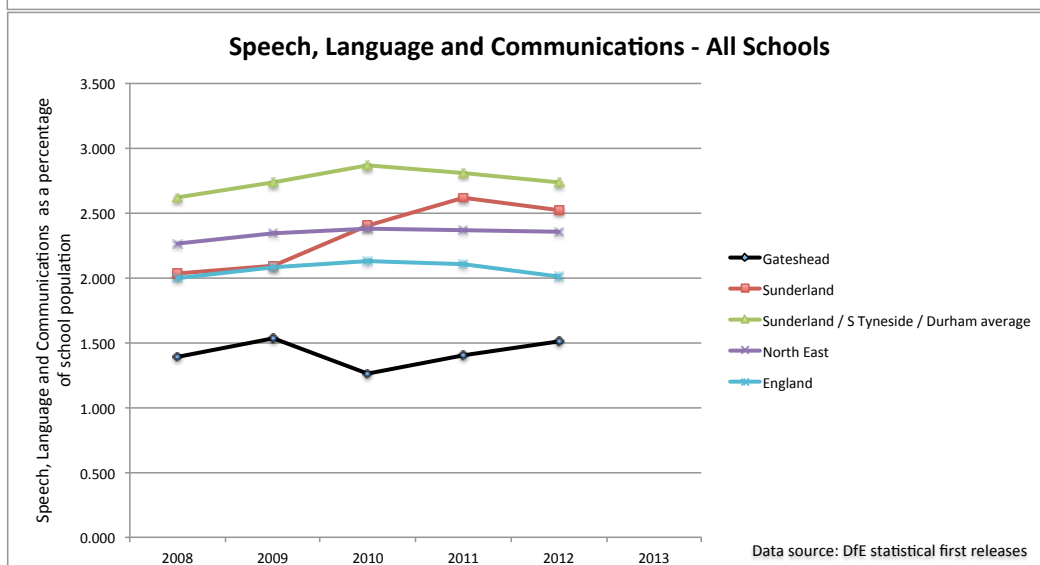
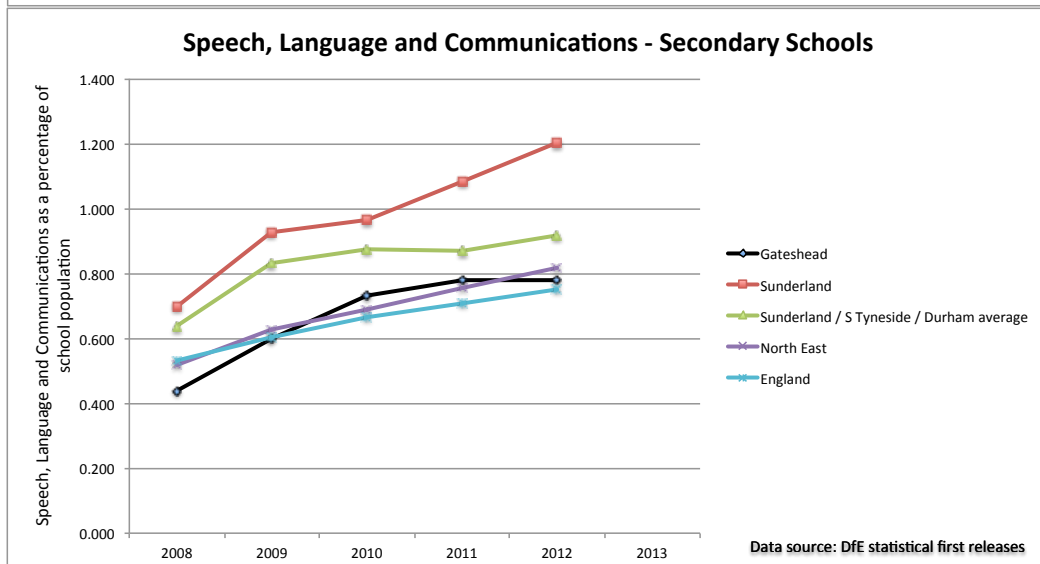
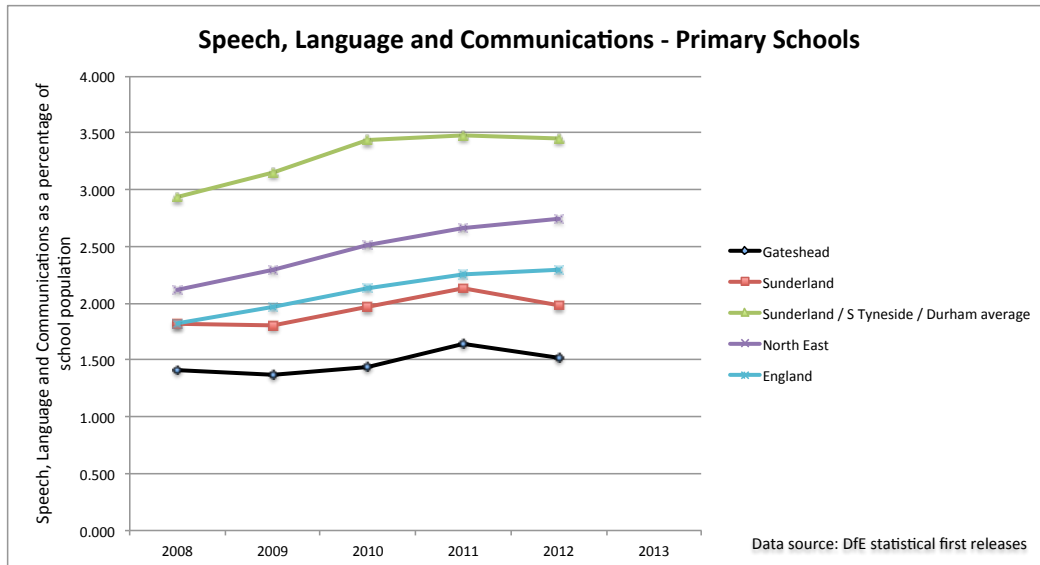
Gateshead

SLCN 2 Criteria for initiating a statutory assessment

SLCN 3 SLCN by provision type

SLCN 4 SLCN by National Curriculum year

Appendix SLCN 1: Comparative tables of distribution of SLCN (March 2013)



Speech, Language and Communications – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	233	1.523	15,302
	2011	249	1.638	15,198
	2010	219	1.444	15,170
	2009	209	1.366	15,304
	2008	217	1.405	15,447
Sunderland	2013			
	2012	450	1.976	22,770
	2011	480	2.134	22,495
	2010	441	1.965	22,440
	2009	405	1.800	22,504
	2008	420	1.815	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	858	3.449	24,879
	2011	856	3.473	24,658
	2010	846	3.439	24,597
	2009	779	3.155	24,688
	2008	739	2.936	25,168
North East	2013			
	2012	5,665	2.747	206,255
	2011	5,435	2.663	204,110
	2010	5,110	2.519	202,870
	2009	4,690	2.301	203,810
	2008	4,360	2.119	205,750
England	2013			
	2012	96,665	2.292	4,217,000
	2011	93,005	2.248	4,137,755
	2010	87,500	2.137	4,093,710
	2009	80,420	1.974	4,074,890
	2008	74,570	1.824	4,087,790

Speech, Language and Communications – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	96	0.779	12,316
	2011	98	0.778	12,601
	2010	92	0.730	12,610
	2009	76	0.601	12,649
	2008	56	0.439	12,749
Sunderland	2013			
	2012	199	1.201	16,570
	2011	186	1.085	17,137
	2010	169	0.964	17,540
	2009	166	0.927	17,914
	2008	126	0.698	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	168	0.920	18,271
	2011	163	0.870	18,736
	2010	167	0.876	19,027
	2009	161	0.833	19,363
	2008	126	0.639	19,719
North East	2013			
	2012	1,335	0.818	163,205
	2011	1,260	0.755	166,850
	2010	1,170	0.691	169,220
	2009	1,070	0.627	170,720
	2008	900	0.519	173,550
England	2013			
	2012	24,255	0.750	3,234,875
	2011	23,075	0.707	3,262,635
	2010	21,580	0.664	3,252,140
	2009	19,810	0.606	3,271,090
	2008	17,500	0.532	3,289,000

Speech, Language and Communications – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	363	1.296	28,008
	2011	376	1.333	28,199
	2010	338	1.200	28,160
	2009	313	1.105	28,323
	2008	288	1.008	28,565
Sunderland	2013			
	2012	663	1.661	39,915
	2011	682	1.696	40,207
	2010	622	1.534	40,540
	2009	581	1.418	40,968
	2008	559	1.339	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	1,044	2.380	43,871
	2011	1,037	2.350	44,109
	2010	1,029	2.322	44,337
	2009	953	2.129	44,768
	2008	879	1.927	45,619
North East	2013			
	2012	7,280	1.940	375,325
	2011	6,970	1.850	376,730
	2010	6,540	1.731	377,750
	2009	6,020	1.583	380,240
	2008	5,500	1.429	384,980
England	2013			
	2012	125,635	1.665	7,545,920
	2011	120,610	1.610	7,492,770
	2010	113,410	1.525	7,435,900
	2009	104,350	1.403	7,435,250
	2008	95,920	1.285	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
 - For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
 - For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers
-
- For 2012 and 2011, totals have been rounded to the nearest 5
 - For 2010 and 2009, totals have been rounded to the nearest 10
 - For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix SLCN 2: Criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

Communication - speech and language difficulties

<p>A. <u>One</u> of the following specific criteria must be met in order for Statutory Assessment to be agreed:</p>	<input checked="" type="checkbox"/>
<p>A1 Speech Difficulties associated with a severely restricted sound system or with verbal dyspraxia are such that the child's speech cannot be understood by a familiar adult out of context.</p>	<input type="checkbox"/>
<p>A2 Expressive language development is significantly behind the majority of children of the child's age. The difficulties may involve poor use of grammar, poor naming vocabulary, word-finding difficulties or more general difficulties with verbal expression or fluency.</p>	<input type="checkbox"/>
<p>A3 Receptive language development is significantly behind the majority of children of the child's age. The difficulties may involve poor reception of grammar, a weak listening vocabulary or difficulties with multi stage instructions or with comprehending sentences with more than a small number of information carrying words.</p>	<input type="checkbox"/>
<p>For any one of these areas to justify Statutory Assessment the level of difficulty would need to be very unusual such that it would be unlikely in more than 1% of children of the same age.</p> <p>In addition, a child may have an unusual pattern of language development in that they are weak (within the weakest 5%) in a number of distinct areas, such as word finding, understanding of grammar and phonological ability but not in the poorest 1% in any of them. Nevertheless, this could justify statutory assessment because the pattern is so unusual that it would only be seen in less than 1% of children.</p>	
<p>B. In addition one of the following two criteria must also be met:</p>	
<p>B1 There is a large discrepancy between the child's receptive and/or expressive language development and their development in other areas of learning.</p>	<input type="checkbox"/>
<p>B2 Attainments in core areas of the curriculum particularly in literacy, are significantly depressed as a result of the speech or language difficulties.</p>	<input type="checkbox"/>
<p>C. In addition to the criteria above, the LEA will take into account evidence of the following:</p>	
<p>C1 The child's behaviour and emotional state, including any evidence of anxiety or lowered self-esteem.</p>	<input type="checkbox"/>
<p>C2 Any history of hearing impairment.</p>	<input type="checkbox"/>

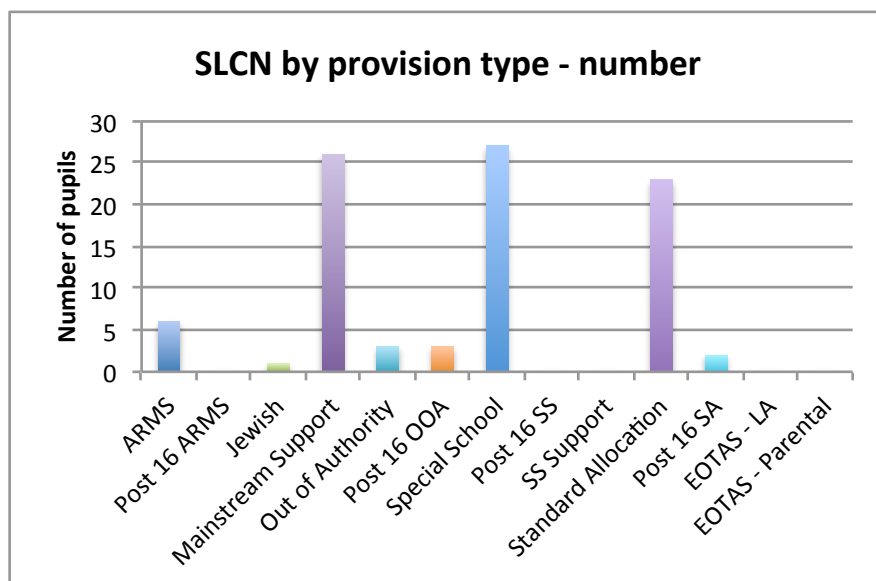
The following examples indicate the level of delay in development that might justify Statutory Assessment.

- A child of 5 years of age who has the language skills of an average 2 to 3 year old and his or her educational development is at the lower levels of the relevant P scales.
- A child of 7 years of age who has the language skills of an average 3 to 4 year old and is still clearly below Level 1 of the national curriculum English

Attainment Target 1 - Speaking and Listening - with evidence of depressed progress in other areas of the curriculum as a result of the language difficulties.

- A child of 11 years who is at Level 1 on the National Curriculum English Attainment Target 1 - Speaking and Listening - and, as a result of the speech and language difficulties, is achieving in other areas of the curriculum well below levels that might reasonably be expected of him or her.

Appendix SLCN 3: SLCN by provision type



Provision type	Number	Percentage
ARMS	6	6.59
Post 16 ARMS	0	0.00
Jewish	1	1.10
Mainstream Support	26	28.57
Out of Authority	3	3.30
Post 16 OOA	3	3.30
Special School	27	29.67
Post 16 SS	0	0.00
SS Support	0	0.00
Standard Allocation	23	25.27
Post 16 SA	2	2.20
EOTAS - LA	0	0.00
EOTAS - Parental	0	0.00
Total	91	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

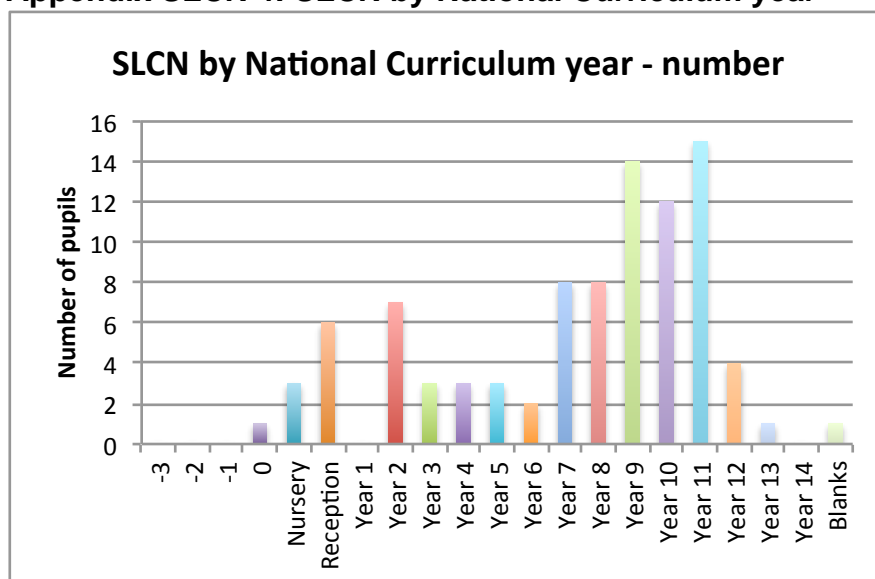
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 2; Primary need - 2; SEN stage - 5

Appendix SLCN 4: SLCN by National Curriculum year



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	1	1.10
Nursery	3	3.30
Reception	6	6.59
Year 1	0	0.00
Year 2	7	7.69
Year 3	3	3.30
Year 4	3	3.30
Year 5	3	3.30
Year 6	2	2.20
Year 7	8	8.79
Year 8	8	8.79
Year 9	14	15.38
Year 10	12	13.19
Year 11	15	16.48
Year 12	4	4.40
Year 13	1	1.10
Year 14	0	0.00
Blanks	1	1.10
Total	91	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 2; Primary need - 2; SEN stage -

Appendices: hearing impairment

Indigo

HI 1 Comparative tables of distribution of HI (March 2013)

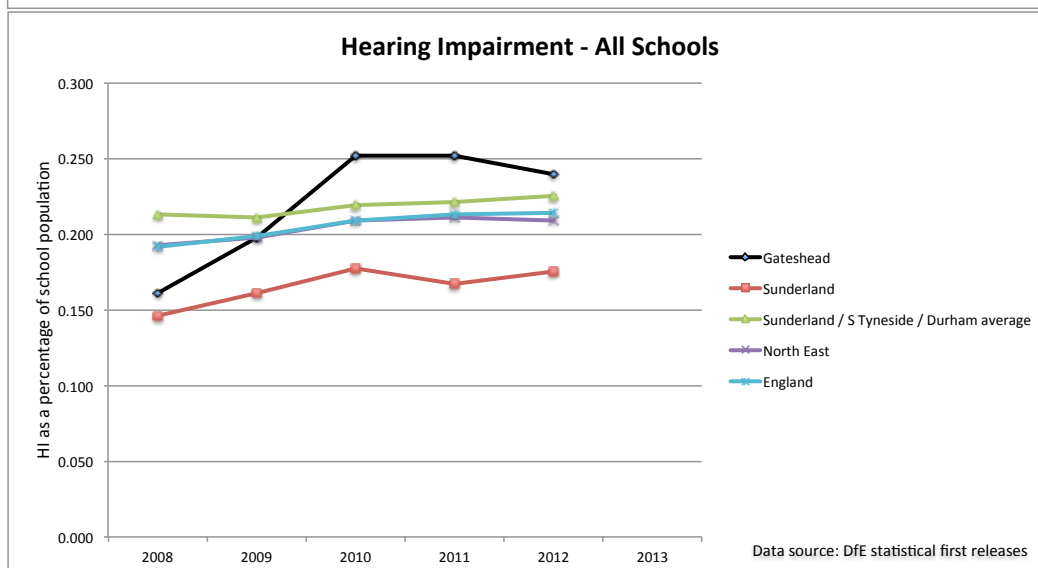
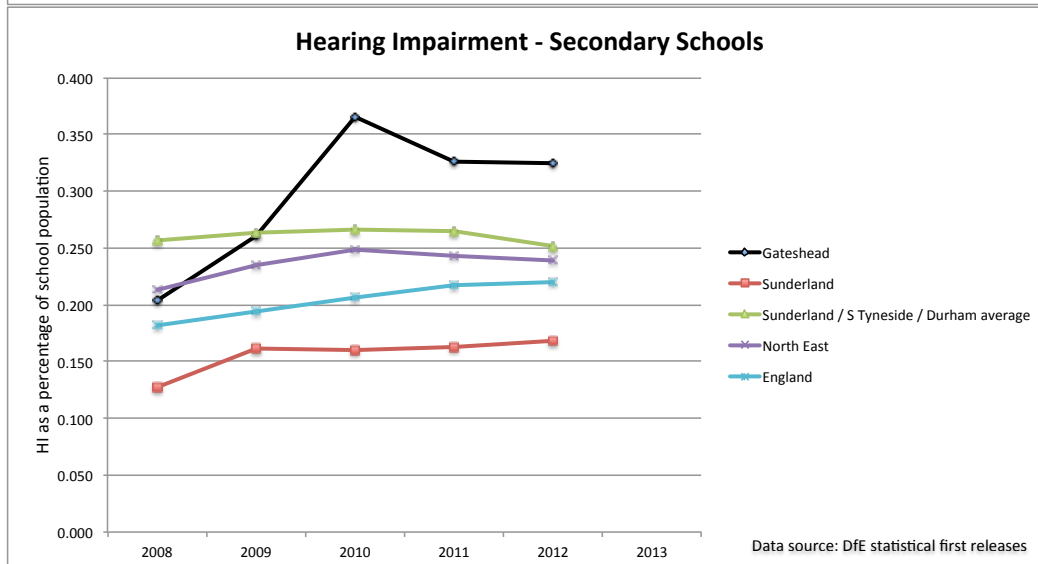
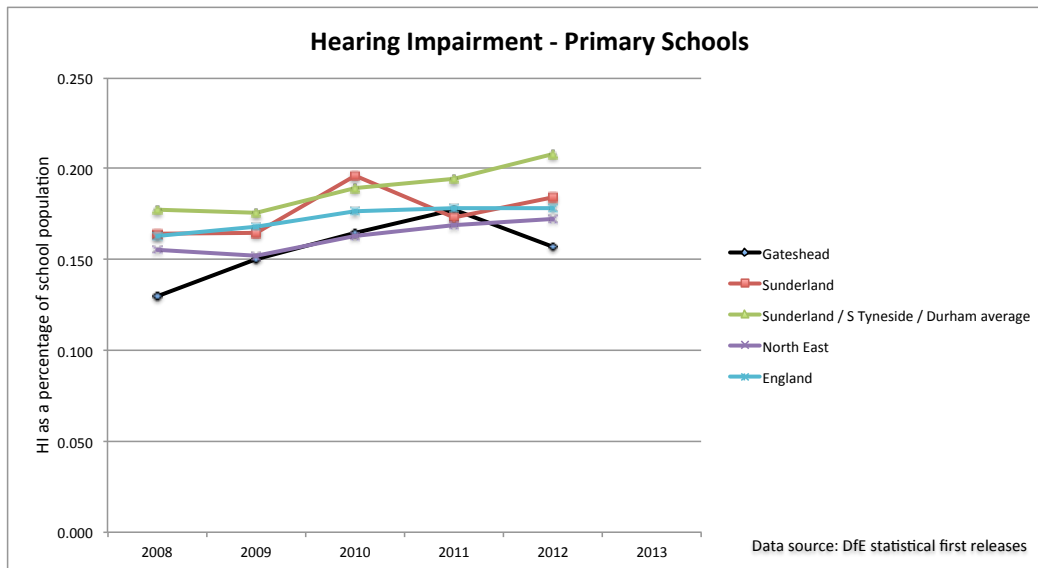
Gateshead

HI 2 Criteria for initiating a statutory assessment

HI 3 HI by provision type

HI 4 HI by National Curriculum year

Appendix HI 1: Comparative tables of distribution of HI (March 2013)



Hearing Impairment – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	24	0.157	15,302
	2011	27	0.178	15,198
	2010	25	0.165	15,170
	2009	23	0.150	15,304
	2008	20	0.129	15,447
Sunderland	2013			
	2012	42	0.184	22,770
	2011	39	0.173	22,495
	2010	44	0.196	22,440
	2009	37	0.164	22,504
	2008	38	0.164	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	52	0.208	24,879
	2011	48	0.195	24,658
	2010	47	0.190	24,597
	2009	43	0.176	24,688
	2008	45	0.177	25,168
North East	2013			
	2012	355	0.172	206,255
	2011	345	0.169	204,110
	2010	330	0.163	202,870
	2009	310	0.152	203,810
	2008	320	0.156	205,750
England	2013			
	2012	7,510	0.178	4,217,000
	2011	7,370	0.178	4,137,755
	2010	7,230	0.177	4,093,710
	2009	6,860	0.168	4,074,890
	2008	6,650	0.163	4,087,790

Hearing Impairment – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	40	0.325	12,316
	2011	41	0.325	12,601
	2010	46	0.365	12,610
	2009	33	0.261	12,649
	2008	26	0.204	12,749
Sunderland	2013			
	2012	28	0.169	16,570
	2011	28	0.163	17,137
	2010	28	0.160	17,540
	2009	29	0.162	17,914
	2008	23	0.127	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	46	0.252	18,271
	2011	50	0.265	18,736
	2010	51	0.266	19,027
	2009	51	0.263	19,363
	2008	51	0.257	19,719
North East	2013			
	2012	390	0.239	163,205
	2011	405	0.243	166,850
	2010	420	0.248	169,220
	2009	400	0.234	170,720
	2008	370	0.213	173,550
England	2013			
	2012	7,125	0.220	3,234,875
	2011	7,080	0.217	3,262,635
	2010	6,730	0.207	3,252,140
	2009	6,350	0.194	3,271,090
	2008	5,980	0.182	3,289,000

Hearing Impairment – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	67	0.239	28,008
	2011	71	0.252	28,199
	2010	71	0.252	28,160
	2009	56	0.198	28,323
	2008	46	0.161	28,565
Sunderland	2013			
	2012	70	0.175	39,915
	2011	67	0.167	40,207
	2010	72	0.178	40,540
	2009	66	0.161	40,968
	2008	61	0.146	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	99	0.226	43,871
	2011	98	0.221	44,109
	2010	97	0.220	44,337
	2009	94	0.211	44,768
	2008	97	0.213	45,619
North East	2013			
	2012	785	0.209	375,325
	2011	795	0.211	376,730
	2010	790	0.209	377,750
	2009	750	0.197	380,240
	2008	740	0.192	384,980
England	2013			
	2012	16,135	0.214	7,545,920
	2011	15,980	0.213	7,492,770
	2010	15,530	0.209	7,435,900
	2009	14,780	0.199	7,435,250
	2008	14,260	0.191	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
- For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
- For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers

- For 2012 and 2011, totals have been rounded to the nearest 5
- For 2010 and 2009, totals have been rounded to the nearest 10
- For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix HI 2: Criteria for initiating a statutory assessment

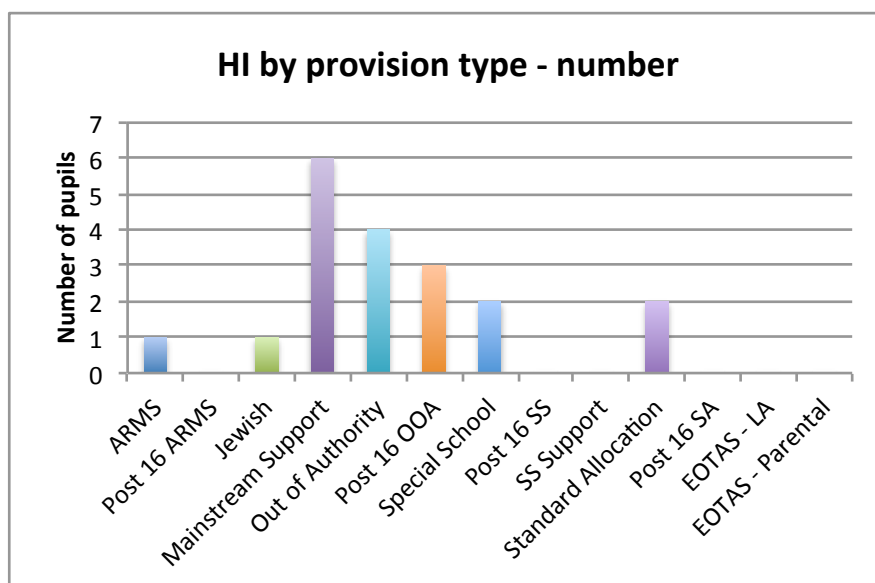
General Criteria for initiation of statutory assessment

A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

Sensory, physical or medical needs - hearing impairment

A. Either criterion A1 OR most (usually all) of the remaining criteria must be met in order for Statutory Assessment to be agreed:	<input checked="" type="checkbox"/>
A1 The child has a hearing loss of 70dB or greater	<input type="checkbox"/>
A2 The child has a hearing loss that is 40 dB or greater across the speech frequency range and additional difficulties, such as: <ul style="list-style-type: none"> ■ Very poor speech and language development. ■ Uneven loss across the speech frequency range. ■ Late diagnosis. ■ Behavioural, emotional and social difficulties 	<input type="checkbox"/>
A3 There is clear evidence from the school and outside specialists that the hearing loss is significantly impairing the child's educational progress and participation in school life. <ul style="list-style-type: none"> ■ The child requires restatement of all complex instructions and explanations. ■ The child has restricted vocabulary including inappropriate usage. ■ The child has difficulty responding appropriately in commonplace social situations. ■ The child is frequently unaware of when he or she needs to attend to the teacher's instructions within the classroom. ■ The child is frequently frustrated by inability to participate fully in the classroom, spending a considerable time not involved. 	<input type="checkbox"/>
A4 The child's attainments and educational progress are significantly below the reasonable expectations of those who have taught or observed him or her. (This judgement to be supported by evidence of progress between review meetings and by the results of National Curriculum or Foundation Curriculum assessment and standardised tests, including tests of verbal and non-verbal ability, where appropriate.)	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 Significant stress in school as a result of the hearing loss.	<input type="checkbox"/>
C2 Significant emotional or behavioural difficulties.	<input type="checkbox"/>
C3 Low self-esteem and lack of confidence	<input type="checkbox"/>

Appendix HI 3: HI by provision type



Provision type	Number	Percentage
ARMS	1	5.26
Post 16 ARMS	0	0.00
Jewish	1	5.26
Mainstream Support	6	31.58
Out of Authority	4	21.05
Post 16 OOA	3	15.79
Special School	2	10.53
Post 16 SS	0	0.00
SS Support	0	0.00
Standard Allocation	2	10.53
Post 16 SA	0	0.00
EOTAS - LA	0	0.00
EOTAS - Parental	0	0.00
Total	19	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

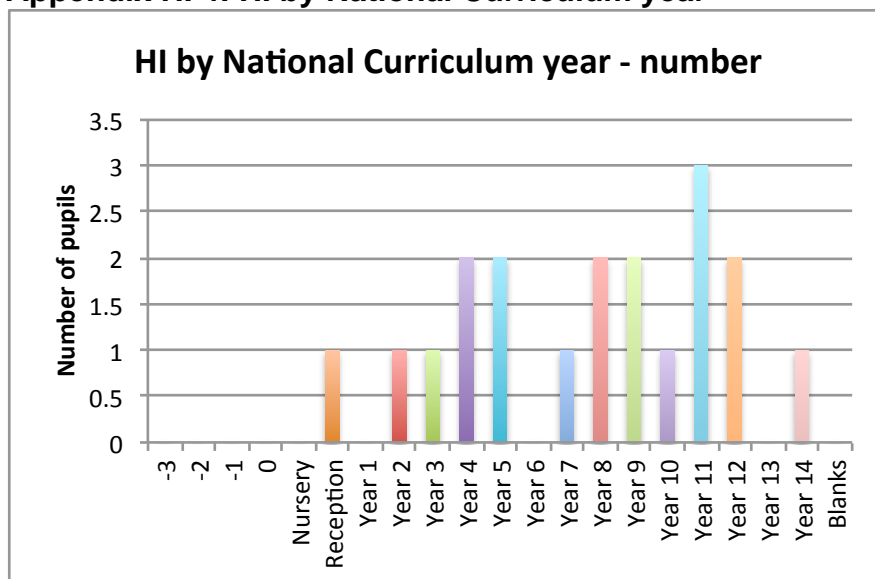
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Primary need - 1

Appendix HI 4: HI by National Curriculum year



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	0	0.00
Reception	1	5.26
Year 1	0	0.00
Year 2	1	5.26
Year 3	1	5.26
Year 4	2	10.53
Year 5	2	10.53
Year 6	0	0.00
Year 7	1	5.26
Year 8	2	10.53
Year 9	2	10.53
Year 10	1	5.26
Year 11	3	15.79
Year 12	2	10.53
Year 13	0	0.00
Year 14	1	5.26
Blanks	0	0.00
Total	19	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Primary need - 1

Appendices: visual impairment

Indigo

- VI 1 Comparative tables of distribution of visual impairment needs (March 2013)
- VI 2 VI by gender (March 2013)

Gateshead

- VI 3 VI by provision type (March 2013)
- VI 4 VI by National Curriculum year (March 2013)
- VI 5 Eligibility Guidance for VI Team Intervention (2013)
- VI 6 Criteria for initiating a statutory assessment

Information from Amanda Ross (qualified teacher of the visually impaired)

- VI 7 Background and Information re Visual Impairment Team (March 2013)
- VI 8 Comparative staffing levels of Local Authorities (July 2012)
- VI 9 Teaching intervention profile (March 2013)
- VI 10 Gateshead Visual Impairment Team: Information for Schools and Pre School Settings (undated)

Information from SENIT

- VI 11 Caseload and number of referrals

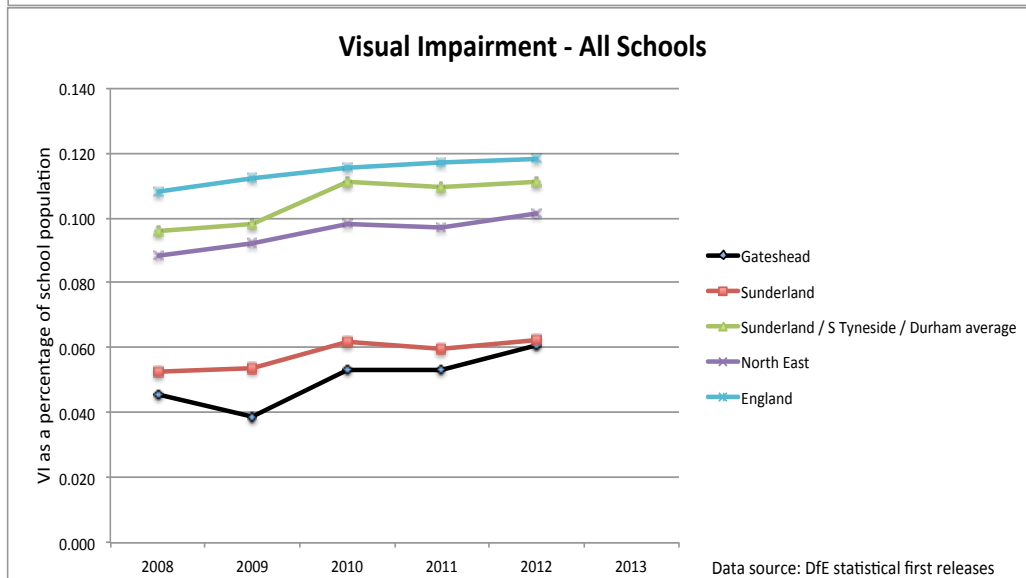
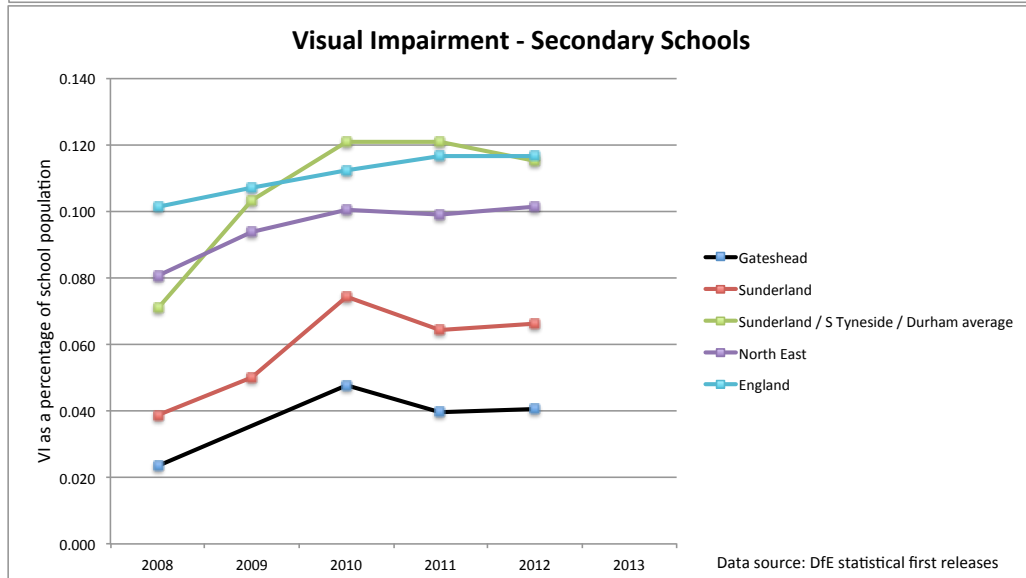
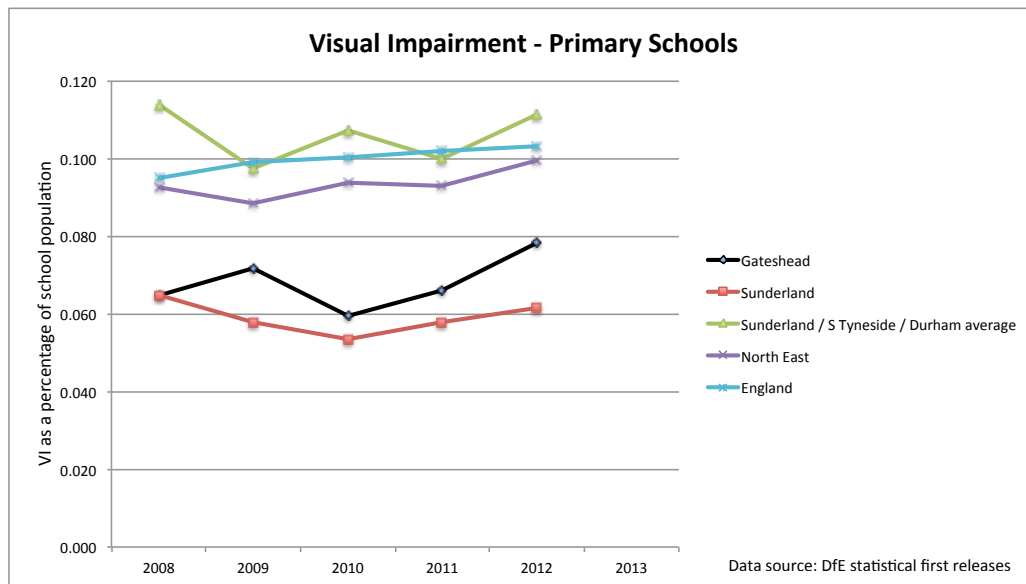
National publications

- VI 12 Quality Standards in Education Support Services for Children and Young People with Visual Impairment (DfES June 2002)
- VI 13 Quality standards: Resource provision for children and young people with visual impairment in mainstream schools (National Sensory Impaired Partnership)
- VI 14 RNIB position statement on specialist support for blind children

- VI 15 Definitions of blindness

- VI 16 Definition of disability under the Disability Discrimination Act (RNIB)

Appendix VI 1: Comparative tables of distribution of visual impairment needs (March 2013)



Visual Impairment – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	12	0.078	15,302
	2011	10	0.066	15,198
	2010	9	0.059	15,170
	2009	11	0.072	15,304
	2008	10	0.065	15,447
Sunderland	2013			
	2012	14	0.061	22,770
	2011	13	0.058	22,495
	2010	12	0.053	22,440
	2009	13	0.058	22,504
	2008	15	0.065	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	28	0.111	24,879
	2011	25	0.100	24,658
	2010	26	0.107	24,597
	2009	24	0.097	24,688
	2008	29	0.114	25,168
North East	2013			
	2012	205	0.099	206,255
	2011	190	0.093	204,110
	2010	190	0.094	202,870
	2009	180	0.088	203,810
	2008	190	0.092	205,750
England	2013			
	2012	4,345	0.103	4,217,000
	2011	4,215	0.102	4,137,755
	2010	4,110	0.100	4,093,710
	2009	4,030	0.099	4,074,890
	2008	3,880	0.095	4,087,790

Visual Impairment – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	5	0.041	12,316
	2011	5	0.040	12,601
	2010	6	0.048	12,610
	2009	x	x	12,649
	2008	3	0.024	12,749
Sunderland	2013			
	2012	11	0.066	16,570
	2011	11	0.064	17,137
	2010	13	0.074	17,540
	2009	9	0.050	17,914
	2008	7	0.039	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	21	0.115	18,271
	2011	23	0.121	18,736
	2010	23	0.121	19,027
	2009	20	0.103	19,363
	2008	14	0.071	19,719
North East	2013			
	2012	165	0.101	163,205
	2011	165	0.099	166,850
	2010	170	0.100	169,220
	2009	160	0.094	170,720
	2008	140	0.081	173,550
England	2013			
	2012	3,770	0.117	3,234,875
	2011	3,800	0.116	3,262,635
	2010	3,650	0.112	3,252,140
	2009	3,500	0.107	3,271,090
	2008	3,330	0.101	3,289,000

Visual Impairment – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	17	0.061	28,008
	2011	15	0.053	28,199
	2010	15	0.053	28,160
	2009	11	0.039	28,323
	2008	13	0.046	28,565
Sunderland	2013			
	2012	25	0.063	39,915
	2011	24	0.060	40,207
	2010	25	0.062	40,540
	2009	22	0.054	40,968
	2008	22	0.053	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	49	0.111	43,871
	2011	48	0.110	44,109
	2010	49	0.111	44,337
	2009	44	0.098	44,768
	2008	44	0.096	45,619
North East	2013			
	2012	380	0.101	375,325
	2011	365	0.097	376,730
	2010	370	0.098	377,750
	2009	350	0.092	380,240
	2008	340	0.088	384,980
England	2013			
	2012	8,900	0.118	7,545,920
	2011	8,775	0.117	7,492,770
	2010	8,570	0.115	7,435,900
	2009	8,340	0.112	7,435,250
	2008	8,070	0.108	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
- For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
- For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers

- For 2012 and 2011, totals have been rounded to the nearest 5
- For 2010 and 2009, totals have been rounded to the nearest 10
- For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012

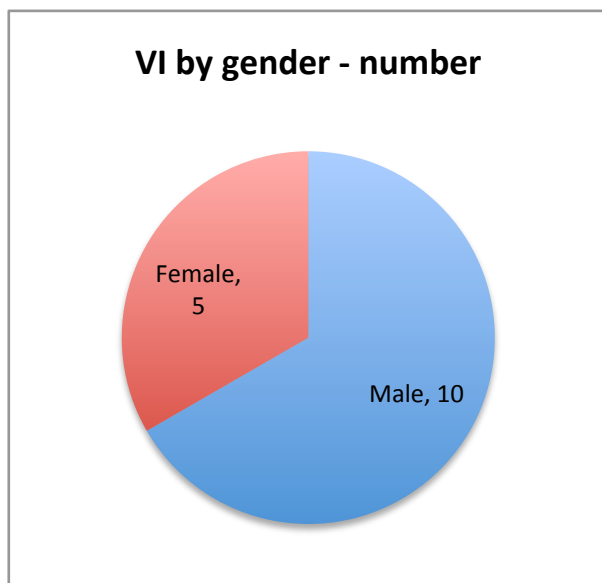
2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011

2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010

2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009

2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix VI 2: VI by gender (March 2013)



Gender	Number	Percentage
Male	10	66.67
Female	5	33.33
Total	15	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

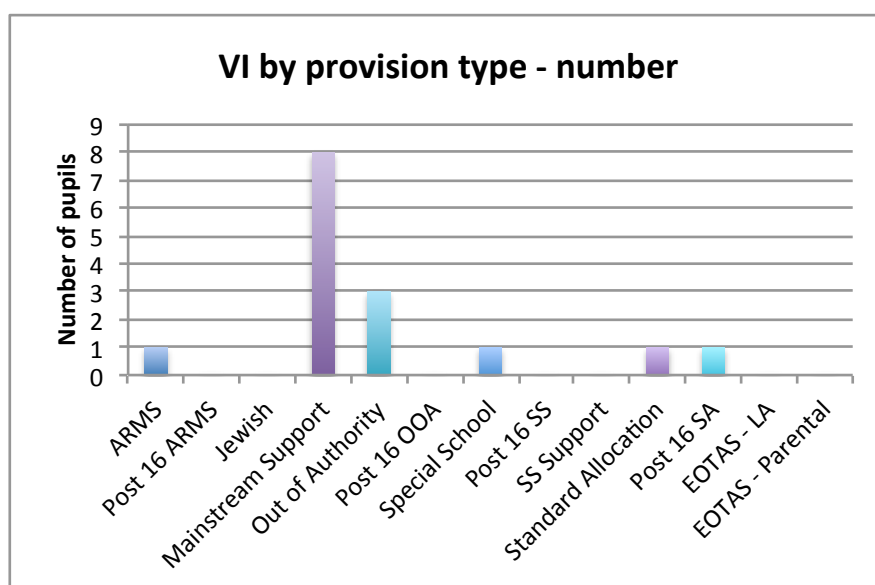
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

None

Appendix VI 3: VI by provision type (March 2013)



Provision type	Number	Percentage
ARMS	1	6.67
Post 16 ARMS	0	0.00
Jewish	0	0.00
Mainstream Support	8	53.33
Out of Authority	3	20.00
Post 16 OOA	0	0.00
Special School	1	6.67
Post 16 SS	0	0.00
SS Support	0	0.00
Standard Allocation	1	6.67
Post 16 SA	1	6.67
EOTAS - LA	0	0.00
EOTAS - Parental	0	0.00
Total	15	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

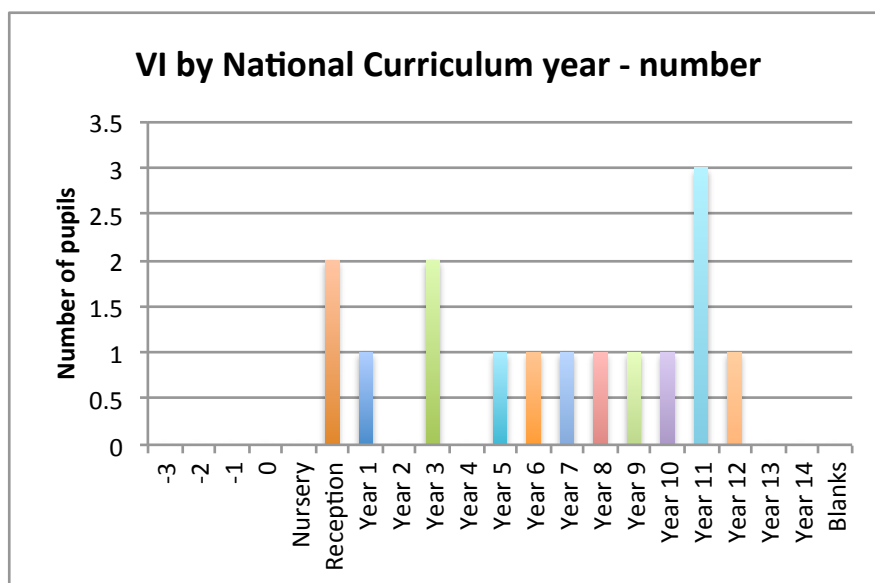
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

None

Appendix VI 4: VI by National Curriculum year (March 2013)



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	0	0.00
Reception	2	13.33
Year 1	1	6.67
Year 2	0	0.00
Year 3	2	13.33
Year 4	0	0.00
Year 5	1	6.67
Year 6	1	6.67
Year 7	1	6.67
Year 8	1	6.67
Year 9	1	6.67
Year 10	1	6.67
Year 11	3	20.00
Year 12	1	6.67
Year 13	0	0.00
Year 14	0	0.00
Blanks	0	0.00
Total	15	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

None

Appendix VI 5: Eligibility Guidance for VI Team Intervention (2013)



Eligibility Guidance for VI Team Intervention

- Children or young people (0-19 years) with medically diagnosed vision loss are assessed initially and thereafter annually (or more regularly if the child or young person has a progressive condition) via the ***Eligibility Guidance for VI Team Intervention***. They are allocated a category of intervention (A* to F). Assessment via the ***Eligibility Guidance for VI Team Intervention*** is undertaken by a suitably qualified Teacher of the Visually Impaired.
- A child or young person with a visual impairment who is categorised at A* or A under the criteria of the ***Eligibility Guidance for VI Team Intervention*** is likely to have at least a profound or severe vision loss.
- A pupil with impaired vision who is categorised via the ***Eligibility Guidance for VI Team Intervention*** at level A or B or below will be considered eligible for specialist intervention from the VI Team at the appropriate level.
- The allocation outcomes for individual children or young people assessed via ***Eligibility Guidance for VI Team Intervention*** are identified on the individual pupil record form.
- The completion of the ***Eligibility Criteria*** will inform an ongoing review around intervention for a CYP's needs. A review will be carried out annually unless changes in circumstances call for earlier action.
- In considering the application of the Eligibility Criteria within the Early Years context, Specialist teams are expected to pursue the Early Years ethos of keeping families at the heart of discussion and decision making about their children. See guidelines – Early Support Developmental Journal for Children with a Visual Impairment.

Eligibility Guidance for VI Team Intervention

Eligibility Guidance for VI Team Intervention

1. Degree of visual impairment	
a. Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time) (Better than 6/18 Snellen/Kay, 0.5 LogMAR but with visual field loss)	4
b. Moderate VI/Functional moderate loss due to cerebral VI (6/18 – 6/36 Snellen/Kay, 0.5 -0.7 LogMAR)	8
c. Severe VI/Functional severe loss due to cerebral VI (6/36 – 6/60 Snellen/Kay, 0.8 – 1.2 LogMAR)	12
d. Profound VI/Profound loss due to cerebral VI (Blind 6/60 or less Snellen/Kay, 1.3 LogMAR or worse)	15
2. Additional factors relating to visual impairment	
	N/A 0
a. Late diagnosis of permanent VI – period from presumed onset 6mths – 2 yrs	2
Over 2 yrs	5
b. Continuing assessment of VI required e.g. fluctuating condition, deteriorating/degenerative progressive loss	5
c. Recently acquired permanent VI (within last 12 months)	5
3. Impact of visual impairment language and communication development and on access to learning and the curriculum.	
a. CYP requires assessment and advice from a QTVI	2
b. CYP requires a short term programme delivered by a QTVI to develop skills that enable access to the curriculum e.g. touch typing, developing independence and advocacy	8
c. CYP requires a long term programme delivered and maintained by a QTVI	14

Eligibility Guidance for VI Team Intervention

4. Development of mobility skills	N/A 0
a. CYP requires assessment and advice by Paediatric Mobility Officer/Paediatric Mobility Educator qualified to work with CYP	2
b. CYP requires short term programme delivered by Paediatric Mobility Officer/Paediatric Mobility Educator	4
c. CYP has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from Paediatric Mobility Officer/Paediatric Mobility Educator and liaison with an Occupational Therapist or Physiotherapist	6
d. CYP requires long term programme delivered and maintained by Paediatric Mobility Officer/Paediatric Mobility Educator	8
5.1 Training requirement	
a. Key staff/parents/carers have knowledge and understanding of the impact of VI	4
b. Key staff/parents/carers require additional or continuing training on VI	6
c. Key staff/parents/carer new to VI	8
d. Key staff need tuition in Braille/use of specialist equipment	10
5.2 Additional training requirement relating to change of placement	
a. Low contribution required	3
b. Moderate contribution required	5
c. High contribution required	10

Eligibility Guidance for VI Team Intervention

6. Support for effective use of specialist equipment by CYP (may include CCTVs, LVAs, Braille, tactile and speech access) and key staff		N/A 0
a.	Low level of support including short term programme	2
b.	Moderate level of support including short term programme and some regular monitoring	4
c.	New user of equipment requiring longer term programme and refresher programmes	6
d.	High level of support including Braille equipment	8
7. Physical learning environment		
a.	Learning environment which supports inclusive learning for the VI pupil and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds and minimal reflections off surfaces	2
b.	Learning environment which support aspects of inclusive learning for the VI pupil and which will include some reasonable adjustments in relation to acoustics, lighting and visual contrast. Educational placement requires an informal audit by QTVI.	5
c.	Learning environment which needs considerable improvement e.g. highly reverberant, high level of noise-interference, inconsistent room layout, inappropriate lighting, physical hazards). Educational placement requires full environmental audit.	8
8. Impact of visual impairment on personal/social learning needs		
a.	Low level of impact on personal/social learning skills	2
b.	Low level of impact on personal/social learning skills	6

Eligibility Guidance for VI Team Intervention

9. Additional factors relating to family support

- | | |
|--|---|
| a. Family requires low level of additional support | 2 |
| b. Family requires a high level of support | 6 |

10. Multi-agency liaison/role

- | | |
|--|----|
| a. Teacher of the VI contributes to multi-agency working for CYP | 2 |
| b. Teacher of the VI contributes to multi-agency working for CYP with complex needs | 4 |
| c. Teacher of the VI is lead professional identified for school-aged CYP | 6 |
| d. Teacher of the VI is lead professional for early years child or lead support worker for nursery/school aged CYP with high level of liaison and joint working with other professionals | 8 |
| e. Teacher of the VI is lead professional for CYP with complex needs requiring a high level of liaison and joint working with other professionals | 10 |

Eligibility Guidance for VI Team Intervention

Gateshead VI Team Criteria for Frequency of Visit (based on NatSIP)

Intervention Allocation

Final Score	Category	Allocation	Range of allocation
70% and above	A*	Active caseload with high level of specialist intervention (training, curriculum differentiation and modification). Pupils seen twice or more each week. Includes VI early years children who have one visit but high level of multi agency liaison/reports required.	Weekly: 3 – 6 hrs QTVI 10-25 SpAss >5hrs Level 1 (lunch time) >5 hours rehab
50 – 69%	A	Active caseload, Specialist intervention includes coaching, modelling, training, mentoring school assistants. Weekly visits from specialist VI staff.	Weekly: 1 – 3 hrs QTVI >10hrs SpAss >3hrs rehab
30 – 49%	B	Active caseload. Specialist VI teachers decide on frequency and timing of visits/flexibility required/may include pupils seen for blocks of time. Specialist VI intervention including coaching, training, modelling.	Fortnight/monthly: 1-2 hrs QTVI 5 – 10hrs SpAss >2hrs rehab
25 – 29%	C	Active caseload. One or two visits per year from specialist staff. Trouble shooting for specialist equipment may generate additional visit/single report giving advice specific to pupil.	Per Year: 4 – 10 hrs/year QTVI
20 – 24%	D	Consultation visit and assessment. Monitoring of differentiated class work on twice yearly basis	Per Year: 3-8hrs/year QTVI
15 – 19%	E	Assessment/consultation report yearly	Per Year: 2-3hrs/year
< 15%	F	School to contact with any queries or for advice as required	Individualised as required (not substantial)

Eligibility Guidance for VI Team Intervention

Eligibility Guidance for VI Team Intervention

Pupil Record Sheet

Pupil Name: _____ **DOB:** _____

Date		Date		Date	
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
8		8		8	
9		9		9	
10		10		10	
TOTAL SCORE		TOTAL SCORE		TOTAL SCORE	
		+/- 5%		+/- 5%	

Eligibility Guidance for VI Team Intervention

5%+/-					
Category		Category		Category	

Note : +/- 5% to be used for borderline cases only (please give reason below)

Appendix VI 6: criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

Sensory, physical or medical needs - visual impairment

A. Either criterion A1 OR most (usually all) of the remaining criteria must be met in order for Statutory Assessment to be agreed:	<input checked="" type="checkbox"/>
A1 There is clear evidence of a visual difficulty resulting in acuity, after correction, of 6/36 or below, or other visual difficulties causing equivalent problems. (N.B. Acuity below 6/36 or equivalent will normally be sufficient grounds for Statutory Assessment on its own.)	<input type="checkbox"/>
A2 There is clear evidence of a visual difficulty resulting in acuity, after correction, of 6/18 or below, or other visual difficulties causing equivalent problems.	<input type="checkbox"/>
A3 There is clear evidence from the school and outside specialists that the visual difficulty is significantly impairing the child's access to the curriculum, educational progress and participation in school life. For example: <ul style="list-style-type: none"> ■ The child requires individual demonstration and explanation of practical activities. ■ The child shows very poor fine motor skills and manipulation, particularly in handwriting, scissor-work and construction tasks. ■ The child is very unsure in his or her movements around class and the school in general. ■ The child is badly affected by glare or by low light levels. ■ The child has significant difficulty achieving and maintaining a good level of concentration and tires rapidly if a task makes heavy demands on sight. ■ The child has little ability to appreciate common visual signals, such as facial expression or body posture. ■ The child is frequently frustrated by an inability to participate fully in class, spending a considerable time not involved. 	<input type="checkbox"/>
A4 The child's attainments and educational progress are significantly below the reasonable expectations of those who have taught or observed him or her. (This judgement to be supported by evidence of progress between review meetings and by the results of National Curriculum or Foundation Curriculum assessment and standardised tests, including tests of verbal and non-verbal ability, where appropriate).	<input type="checkbox"/>
A5 The school has explored the scope for and followed recommendations regarding physical adaptations to support the child's mobility.	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 Significant stress at school as a result of the visual impairment.	<input type="checkbox"/>
C2 Significant emotional or behavioural difficulties.	<input type="checkbox"/>
C3 Low self esteem and lack of confidence	<input type="checkbox"/>

Appendix VI 7: Background and Information re Visual Impairment Team (March 2013)

History

In the past VI provision has varied dramatically. At its peak there was 2 QTVI's one of whom was based within specialist provision within a primary school. Following its closure, Gateshead sent VI pupils with more significant needs to the Newcastle ARC provision however there was then a drive to return these children and young people to their local mainstream schools.

Prior to the appointment of the current QTVI (4 years ago), access to a specialist teacher was extremely limited for an extended period of time for a number of reasons and provision of specialist teaching and advice to schools for pupils was therefore targeted towards a very small number of pupils with the most significant needs.

Currently the VI Team comprises 1 QTVI, 1 teacher who is in the process of applying to train as a QTVI, 4 specialist support assistants and a Rehabilitation Officer who is commissioned for 3 days per week. This is to cover the 0 – 19 age range (to increase to 0-25 from April)

All staff working within the VI Team have received specialist training to ensure they have the specialist knowledge required to fulfil their roles.

The major developments within the past 4 years have been:

- Introduction of a weekly vision training session for under 3's.
- Yearly assessment of visual functioning for all pupils (more frequently if diagnosed with a progressive condition).
- Production of standardised advice, assessments, recommendations for parents, schools and hospital consultants.
- Ability to provide pre-Braille/Braille teaching and support in mainstream settings.
- Provision of high quality, regular mobility and orientation training through contract with an experienced paediatric Rehabilitation Officer (Second Sight).
- Significantly increased liaison with parents, families and schools.
- Successful links with outside providers for sports and leisure activities.
- Increased communication and liaison with health professionals following diagnosis and support for parents as required at clinic visits.
- Provision of child centred VI awareness training for school staff and peers.
- Identification and provision of equipment (low vision aids and specialist IT).
- Introduction of national Eligibility Criteria to ensure parity in provision
- Ability to collate data and benchmark against nationally through NatSIP.
- Links with other regional Teams and the benefit of shared practice to

- ensure quality provision
- Introduction of a yearly Self Evaluation using regionally and nationally agreed Quality Standards.

3 years ago a Task Group was set up comprising of parents, a pupil and colleagues from private, charitable and voluntary organisations. Parents and pupils were asked to complete questionnaires giving their views on educational provision. Responses from these initiated discussion around extending and developing specialist provision for pupils with visual impairment within Gateshead. Data from the 'SESIP Eligibility Criteria for Scoring Support Levels' was collated and highlighted the need for the authority to further develop services and increase staffing levels.

What became apparent when analysing support levels at that time was that the levels of support provided for pupils with VI varied considerably, some received support through a statement with staff employed by schools, some had 'Target ' support through statement, some pupils were supported minimally by VI SENA's. Pupils attending the Gosforth resource base are funded accordingly.

The levels of individual support assigned had no consistency across the LA nor did they relate to the level of visual impairment a child or young person has. Levels and methods in which support is provided therefore needed to be reviewed. Criteria for identifying and justifying the levels of support needed to be transparent. Provision maps were devised to ensure equality and consistency of provision.

Work looking at support levels and consistency of provision was completed both regionally (at VI network) and nationally (NatSIP). Within Gateshead we have now finalised 'Eligibility Criteria' which identifies recommended levels of intervention.

Description of the VI Team and Caseload. (March 2013)

Number on data base	106
Pre schoolers	
Attending primary school	
Attending secondary school	
Attending Special schools	
Out of borough	

Most referrals to the Service are made following Health Authority diagnosis. Schools and other professionals, with parental support, can also refer children and young people to the Team using the designated referral forms.

Our aim is to provide appropriate support quickly. Input varies and is designed to ensure that we meet the individual and specific needs of each

pupil. Assessments are completed and the level and type of support is reviewed regularly.

Appendix VI 8: Comparative staffing levels of Local Authorities (July 2012)

Authority	Total number of pupils 0-19	QTVI's	Teacher/Pupil ratio	Rehabilitation	SSA	SSA(VI): pupil ratio	Total number of 0-19 in authority 2001 Census
LA 1	165	7 (4 in bases)	1:24	Full time employed	6	1:28	54,134
LA 2	108	3.3	1:33	Full time employed	1 (JT to schools for support)	?	41,154
LA 3	27 (VI only)	1x 3 days	1:45	?	SSA in schools)	?	23,418
LA 4	175	5.3 (VI & MSI)	1:33	Full time employed	?	?	105,020
LA 5	72	1.5	1:48	10 hrs/week commissioned 0.5 technical support 0.5 family support worker	4.9	1:15	34,594
Gateshead	106	*1 **2	*1:106 ** 1:53	Commissioned as required	*2 **2 Target (plus JT to schools for support)	*1:46 *1:27 (plus JT to schools for support)	41,062

*current permanent operational situation

** Staffing levels including additional teacher and 2 SSA (currently Target) allocated to VI Team.

Implications of data are:

That the ratios of QTVI to CYP with VI are significantly higher than neighbouring authorities. Additional QTVI is required in order to make caseload manageable.

July 2012

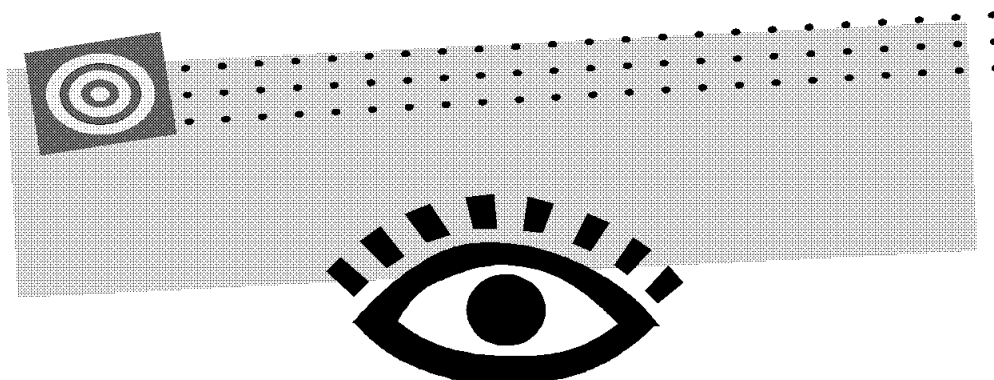
Appendix VI 9: Teaching intervention profile (March 2013)

Category	No. of pupils (exc OOA)	Recommended Weekly Teaching Intervention (hours)						Recommended Weekly Teaching Assistant intervention					Recommended Weekly MDS (hpw)	* no of pupils	Recommended Weekly Rehabilitation (hours)	* no. of pupils	
		Minimum	min hours * no. of pupils	maximum	Max hours * no. of pupils	Average	Av recommended * no. of pupils	Minimum	min* no. of pupils	maximum	Max * no. of pupils	Average					Av * no. of pupils
A*	9	3	27	6	54	4.5	40.5	10	90	25	225	22.5	225	5	45	5	45
A	5	1	5	3	15	2	10	10	50	10	100	10	100	0	0	3	15
B	17	0.5	8.5	1	17	0.75	12.75	5	85	10	170	7.5	37.5	0	0	2	34
C	9	0.1	0.9	0.26	2.34	0.18	1.62	4	36	10	90	7	28	0	0	0	0
D	14	0.08	1.12	0.21	2.94	0.15	2.1	0	0	0	0	0	0	0	0	0	0
E	37	0.05	1.85	0.08	2.96	0.065	2.405	0	0	0	0	0	0	0	0	0	0
F	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	99		44.37		94.24		69.375		261		535		390.		45		94
FTE requirements			1.37		2.9		2.13		8.03		16.4		12.0		1.38		2.54

Ideal staffing levels (FTE) based on Min/Max/Av recommended intervention levels

	Min	Max	Av
QTVI	1.37	2.9	2.13
TAL3	8.03	16.46	12.02
MDS	1.38	1.38	1.38
RO	2.54	2.54	2.54

Appendix VI 10: Gateshead Visual Impairment Team: Information for Schools and Pre School Settings (undated)



Gateshead Visual Impairment Team

Working with babies, children and young people with visual impairment

Information for Schools and Pre School Settings



This leaflet tells you how the Gateshead Visual Impairment Team, which forms part of educationGateshead, can support children and young people with visual impairments, their families and the professionals who work with them.

A person is considered to have a visual impairment if they have an eye condition that can not fully be corrected using glasses. (NHS)

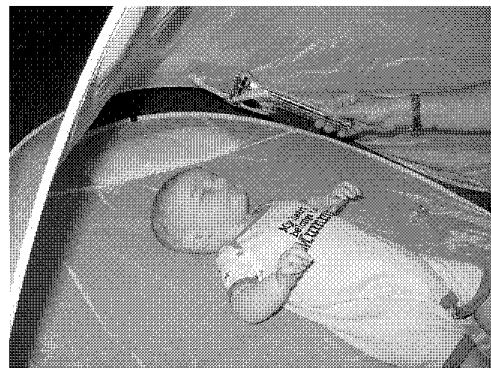


Who are the Gateshead Visual Impairment Team?

We are a team of specialist staff who have additional training and expertise in visual impairment. The Team consists of a specialist teacher who holds the mandatory qualification for teaching children and young people with a visual impairment, and four specialist support assistants who have experience and have gained qualifications in a number of areas such as, Braille, Mobility and Independent Living Skills, Early Years, curriculum modification, Braille and large print transcription etc.

How can your setting access the services of the Visual Impairment Team?

Most referrals on behalf of visually impaired children and young people are made following diagnosis at hospital. Schools, other settings (e.g. private day nursery or children's centre) and other professionals can also refer children and young people to the team using the designated referral forms with parental permission. The team works with visually impaired children and young people from birth up to 19 years of age.



What happens once a referral has been made?

Following a referral to the VI Team contact is made with parents and background information is sought. Parental permission is gained before a school visit takes place. Where necessary we contact the relevant hospital and request up to date information. The VI Team liaises closely with relevant members of the ophthalmology team, sharing results of assessments, liaising re clinics and sharing information for the benefit of the child or young person

Our aim is to provide appropriate intervention quickly.

The input received varies as it is designed to ensure that we meet the individual and specific needs of each child and young person. In some cases, children and young people in schools or settings may be allocated extra support or additional resources to help them access the curriculum.

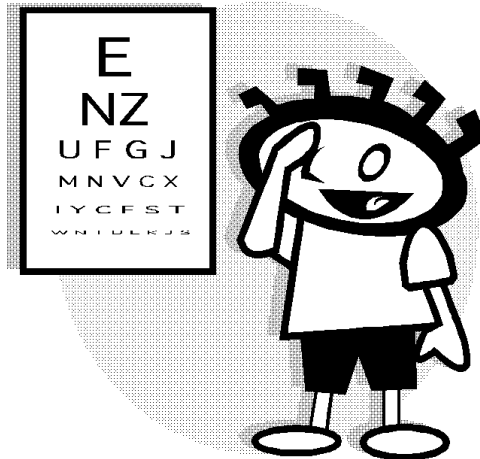
Within Gateshead we adhere to national 'Eligibility Criteria' to identify appropriate levels of intervention.

In all cases a Functional Vision Assessment is carried out. This assessment of functional vision aims to determine

- what pupils see
- how they can see and use their vision
- under what conditions they can see

The information is used to understand how children/YP's level of vision affects their ability to participate in learning and activities. The purpose is to provide information about the use of vision, to plan intervention, to enhance visual skills and advise on appropriate methods of access to the curriculum.

In Gateshead we aim to complete (as a minimum) yearly assessments of functional vision for all pupils on the caseload.



What kind of intervention will the child or young person with visual impairment receive?

Where possible we work with children and young people without the need for a statutory assessment. We aim to give advice and guidance to schools, settings and their staff in order to increase access to the curriculum for children and young people with a visual impairment. The input received varies as it is designed to ensure that we meet the individual and specific needs of each child.

The expanded or “hidden” curriculum includes areas of instruction specific to pupils with a visual impairment and is taught by specialist teachers and staff from the Gateshead VI Team.

The expanded curriculum is a set of skill areas developed to augment the traditional curriculum and includes:-

1. **Compensatory or functional academic skills** (including communication modes) – skills that a student with a visual impairment must acquire to access the regular curriculum. These skills include learning Braille, study and organisational skills, spatial understanding and any adaptation on the existing curriculum.

2. **Orientation and mobility** – skills involved in independent travel and the concepts that underlie spatial reasoning and navigation

3. **Social interaction skills** – acquisition of the subtle modes of interaction that people develop by watching, imitating and reacting to each other.

4. **Independent living skills** – can include cooking, personal hygiene, money management, time monitoring and organisation. These are often skill areas that pupils with visual impairment do not develop because they do not observe them in others and are often not taught explicitly.

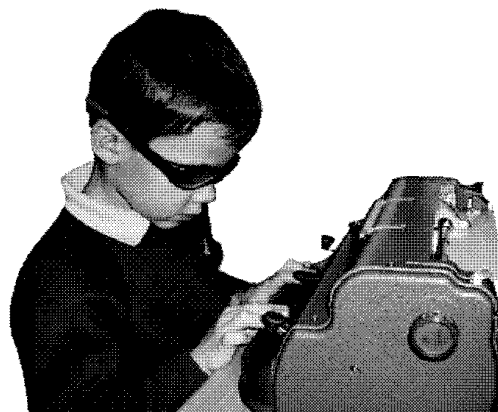
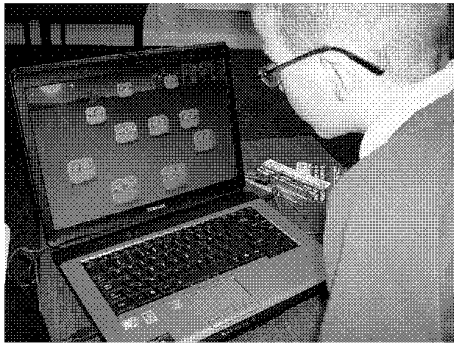
5. **Recreation and leisure skills** – without direct instruction, it is not likely that a child with a VI will be exposed to the range of activities possible that can be used to fill leisure time.

6. **Career education** – pupils with visual impairment are often not exposed to a large variety of career opportunities because of the perception that the range of options is limited due to their visual impairment.

7. Use of assistive technology – technology is a great tool for providing access to information for pupils with visual impairment at the same time as sighted peers. Access to teaching in touch typing and keyboard familiarity from an early age ensures that pupils with VI have the skills they need to access both mainstream and specialist IT.

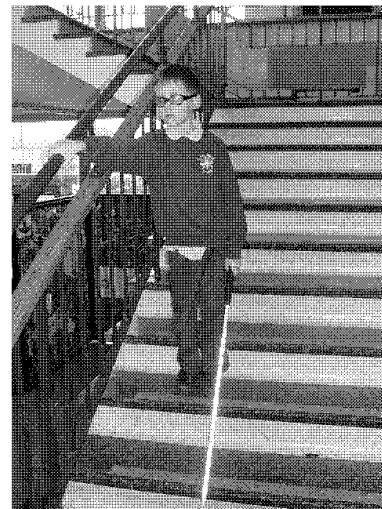
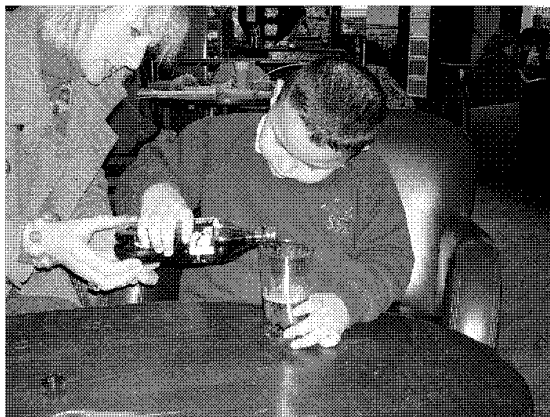
8. Visual efficiency skills – the amount and type of visual impairment varies greatly amongst individuals however it is important to ensure that all pupils are using the vision they have effectively.

9. **Social and Emotional Needs** - pupils with low vision must be supported to understand and communicate their visual impairment and visual needs to others. They need guidance to develop strategies to promote self advocacy skills in schools, communities and other settings. They must be supported in establishing an identity that is unique to themselves. This in turn enhances social and emotional stability.



The Gateshead VI Team work with other service providers to ensure children and young people have access to mobility training, leisure opportunities, independent living skills training and increase opportunities to develop their social skills outside school.

Gateshead currently commission 'Second Sight' (Penny Dane) to provide Rehabilitation and Mobility services to children and young people within authority.



Close links are maintained between parents, the child /YP's school or setting and the Visual Impairment Team.

What kind of intervention could our school or setting receive?

We can help to support schools through a number of ways, including:

- Explaining the nature of the child / YP's visual impairment and the implications for his or her education
- Producing individualised guidance booklets based upon the child/YP's needs
- Researching and providing access to specialist information on eye conditions and the functional implications
- Providing a range of informal and formal training to share proven best practice
- Providing peer awareness for classes or year groups
- Providing specialist advice on accessibility and health and safety issues
- Providing advice as part of the special educational needs process
- Supporting teaching sessions for Braille users either in class or in a one to one situation
- Researching and applying for funding of specialist equipment as appropriate
- Completing staff training in the use of specialist equipment
- Completing environmental advice to ensure the safety and wellbeing of pupils and promote independence
- Teaching within the areas of the expanded curriculum
- Advising on appropriate transcription/modification techniques to ensure equal access to the curriculum
- Ensuring successful entry to school and transition between year groups and key stages
- Advising on appropriate access arrangements for optional SATS, SATS and formal examinations.

How do the VI Team support the Family?

Having a good relationship with the family really helps us to support the child / YP.

A successful partnership is the most effective way we can share information and expertise.

We can help through a number of ways in including:

- Home teaching for pre-school children (early intervention)
- Social groups run in partnership with charitable agencies
- Providing explanations of the eye condition and the implications of this on home and school life
- Involving and supporting the family throughout the vision assessment and registration process
- Helping the family to contact and access other supportive agencies
- Supporting the child / YP and their family at ophthalmic appointments or the low vision aid clinic
- Supporting the child / YP and their family at multi-disciplinary meetings
- Assisting with access to specialist equipment as or when appropriate
- Providing access to Braille teaching if necessary.
- Encouraging the child / YP's participation in a range of leisure and out of school activities
- Liaison between the family and the regional eye clinics
- Give advice on games/equipment/toys to help develop and enhance the child's skills

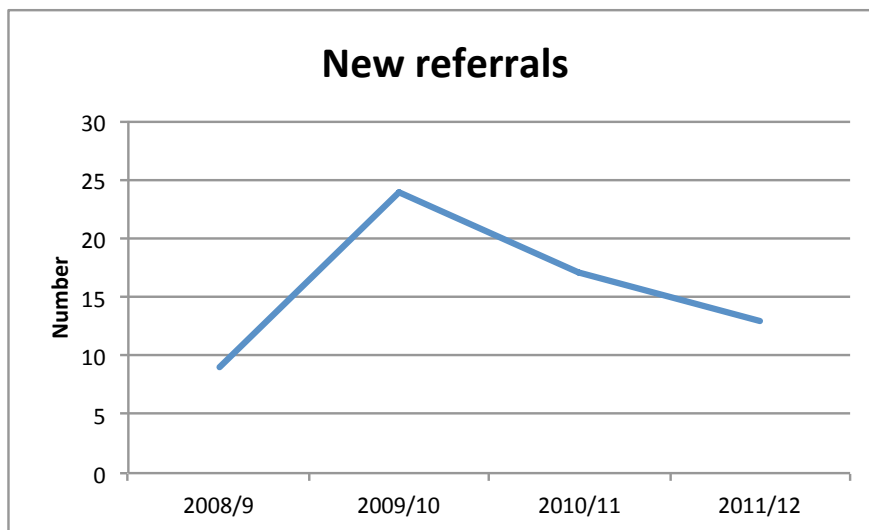
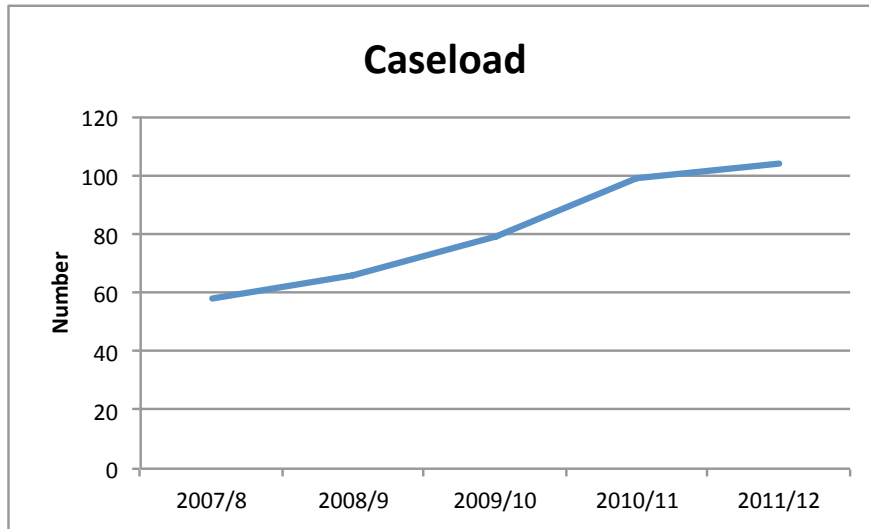
You can call us on 0191 4696136 or write to us at:

Gateshead Visual Impairment Team
c/o MPH Group
Stonehills
Shields Road
Gateshead Council
NE10 0HW

More information can be found on our website, visit
www.gateshead.gov.uk for details.



Appendix VI 11: Caseload and number of referrals



	Caseload	New referrals
2007/8	58	
2008/9	66 ⁵	9
2009/10	79 ⁶	24
2010/11	99 ⁷	17
2011/12	104 ⁸	13

Information from SENIT annual caseload and referral summaries.

⁵ July 2009

⁶ July 2010

⁷ July 2011

⁸ July 2012

Appendix VI 12: Quality Standards in Education Support Services for Children and Young People with Visual Impairment (DfES June 2002)

http://webarchive.nationalarchives.gov.uk/20081230134948/http://www.teachernet.gov.uk/_doc/6576/QUALITY%20STANDARDS%202.pdf

Appendix VI 13: Quality standards: Resource provision for children and young people with visual impairment in mainstream schools (National Sensory Impaired Partnership)

http://www.rnib.org.uk/professionals/Documents/qs_resource_provisions.pdf

Appendix VI 14: RNIB position statement on specialist support for blind children



RNIB position statement on specialist support for blind children

This statement represents RNIB's outline position at the date given below. We are happy to provide a more detailed explanation on request and reserve the right to amend our position in the light of future developments.

Visual impairment creates unique challenges to learning which can only be addressed by specialist knowledge and understanding.

RNIB maintains that blind children require high levels of specialist input to address crucial needs in their cognitive development, communication, social and independence skills. The nature of this input will vary according to the needs and skills of each individual child, the nature of their school or setting and many other factors.

Averaged over time, RNIB maintains that any child learning through non-sighted means will require specialist support that is unlikely to amount to less than 0.4 of a Qualified Teacher of [pupils with] Visual Impairment (QTVI) post. A child may need more specialist support when they first start in an educational setting, during periods of transition or where there are other factors such as additional disabilities or learning English as an additional language. They may need less support from a QTVI when they are settled in an educational setting with experienced staff and have well established communication and independence skills.

RNIB expects that anyone supporting a child learning braille who is not a QTVI must have a relevant qualification in braille and must be working under the close guidance of a QTVI*.

* Quality Standards in Education Support Services for Children and Young People with Visual Impairment (DfES 2002)

**RNIB Evidence and Service Impact (ESI)
Children, Young People and Families Team
November 2010**

Appendix VI 15: Definitions of visual impairment

World Health Organisation definition⁹

The World Health Organisation defines visual impairment as follows:

- visual impairment includes low vision as well as blindness
- low vision is defined as visual acuity less than 6/18 but equal or better than 3/60 or a corresponding visual field loss less than 20 degrees in the better eye with the best possible correction
- blindness is defined as visual acuity less than 3/60 or a corresponding visual field loss to less than 10 degrees in the better eye with best possible.

Medical dictionary definition of partially sighted¹⁰

Definition

Total blindness is the inability to tell light from dark, or the total inability to see. Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. Legal blindness (which is actually a severe visual impairment) refers to a best-corrected central vision of 20/200 or worse in the better eye or a visual acuity of better than 20/200 but with a visual field no greater than 20° (e.g., side vision that is so reduced that it appears as if the person is looking through a tunnel).

Description

Vision is normally measured using a Snellen chart. A Snellen chart has letters of different sizes that are read, one eye at a time, from a distance of 20 ft. People with normal vision are able to read the 20 ft line at 20 ft-20/20 vision—or the 40 ft line at 40 ft, the 100 ft line at 100 ft, and so forth. If at 20 ft the smallest readable letter is larger, vision is designated as the distance from the chart over the size of the smallest letter that can be read.

Eye care professionals measure vision in many ways. Clarity (sharpness) of vision indicates how well a person's central visual status is. The diopter is the unit of measure for refractive errors such as nearsightedness, farsightedness, and astigmatism and indicates the strength of corrective lenses needed. People do not just see straight ahead; the entire area of vision is called the visual field. Some people have good vision (e.g., see clearly) but have areas of reduced or no vision (blind spots) in parts of their visual field. Others have good vision in the center but poor vision around the edges (peripheral visual field). People with very poor vision may be able only to count fingers at a given distance from their eyes. This distance becomes the measure of their ability to see.

⁹ Resnikoff et al, *Global data on visual impairment in the year 2002*, Bulletin of the World Health Organisation, November 2004

¹⁰ <http://medical-dictionary.thefreedictionary.com>, Partially sighted

The World Health Organization (WHO) defines impaired vision in five categories:

- Low vision 1 is a best corrected visual acuity of 20/70.
- Low vision 2 starts at 20/200.
- Blindness 3 is below 20/400.
- Blindness 4 is worse than 5/300
- Blindness 5 is no light perception at all.
- A visual field between 5° and 10° (compared with a normal visual field of about 120°) goes into category 3; less than 5° into category 4, even if the tiny spot of central vision is perfect.

Color blindness is the reduced ability to perceive certain colors, usually red and green. It is a hereditary defect and affects very few tasks. Contrast sensitivity describes the ability to distinguish one object from another. A person with reduced contrast sensitivity may have problems seeing things in the fog because of the decrease in contrast between the object and the fog.

According to the WHO there are over forty million people worldwide whose vision is category 3 or worse, 80% of whom live in developing countries. Half of the blind population in the United States is over 65 years of age.

Definition of blindness and partially sighted by Egton Medical Information Systems¹¹

Definition

There is no legal definition of sight impairment or partial sight. However, convention is that partial sight involves:

- A visual acuity from 3/60 to 6/60 with a full field
- Up to 6/24 with moderate restriction of visual field, opacities in the media or aphakia
- 6/18 or better with a gross field defect (eg hemianopia) or a marked constriction of the field (eg glaucoma or retinitis pigmentosa)

Blindness is legally defined as 'so blind that they cannot do any work for which eyesight is essential'. In practice, this translates into:

- A best corrected visual acuity below 3/60 or 1/18
- A best corrected visual acuity better than 3/60 but below 6/60 with a very restricted visual field

Severe visual impairment is the term now used for blindness.

Epidemiology

- About 2.5% of the UK population have some degree of visual impairment that is not correctable by refraction and about two-thirds of these are thought to have sufficiently severe problems to qualify for registration.
- The vast majority are older people (over 65 years of age) but there are 80,000 people of working age and 25,000 children affected.

¹¹ <http://www.patient.co.uk/doctor/Blindness-and-Partial-Sight.htm>

- At the end of March 2006 there were 364,615 people in the UK who were registered as severely sight impaired (blind) or sight impaired (partially sighted).
- Every day, another 100 people begin to lose their sight.

Appendix VI 16: Definition of disability under the Disability Discrimination Act (RNIB)¹²

Who is covered under the Act

The DDA defines disability as "a physical or mental impairment which has a substantial long-term adverse effect on his / her ability to carry out normal day to day activities".

A person is only protected by the DDA if they meet the definition of disability set out in part 1 of the DDA, or if they have a history of such a disability.

Blind and partially sighted people

In April 2003, Regulations were passed which mean that anyone who is registered as blind or partially sighted, or is registerable, will be automatically covered.

If you face discrimination based on a disability, that you have had in the past but have subsequently recovered from, you will be covered. You will also be automatically covered if you have a severe disfigurement, cancer, HIV or MS.

Some progressive conditions that may not fall into the category of impairments with an immediate substantial or long-term adverse effect will be covered.

Determination of 'a substantial adverse effect'

A number of factors should be taken into account in determining what a substantial effect is. These are the most important ones for blind and partially sighted people:

- how much time is taken to complete a task
- how the task is completed
- cumulative effect of minor impairments should be considered
- environment
- if a person wears glasses or contact lenses to correct their vision, the 'substantial adverse effect' would be judged with the glasses or contact lenses worn.

What will be considered as a 'long-term effect'

Any condition which has lasted at least 12 months, which is likely to last at least 12 months or which is likely to last for the rest of the person's life.

¹² <http://www.rnib.org.uk/livingwithsightloss/yourrights/disabilitydiscriminationact/Pages/definition.aspx>

What will be considered as 'normal day to day activities'

The activity must be considered as normal to most people and carried out by most people on a daily or frequent basis. The Act lists a number of activities which have to be affected in order to be classed as having an impact on normal day to day activities - this includes eyesight.

Blind and partially sighted people

The Government's Guidance provides a number of examples:

- inability to see to pass the eyesight test for a standard driving test
- difficulty recognising by sight a known person across a moderately-sized room
- inability to distinguish any colours at all
- difficulty reading ordinary newsprint
- difficulty walking safely without bumping into things.

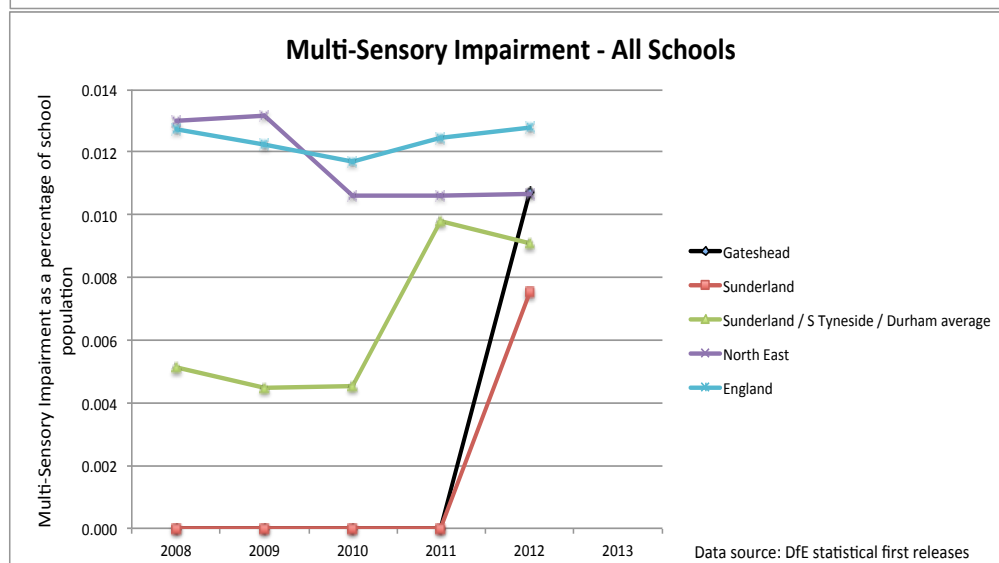
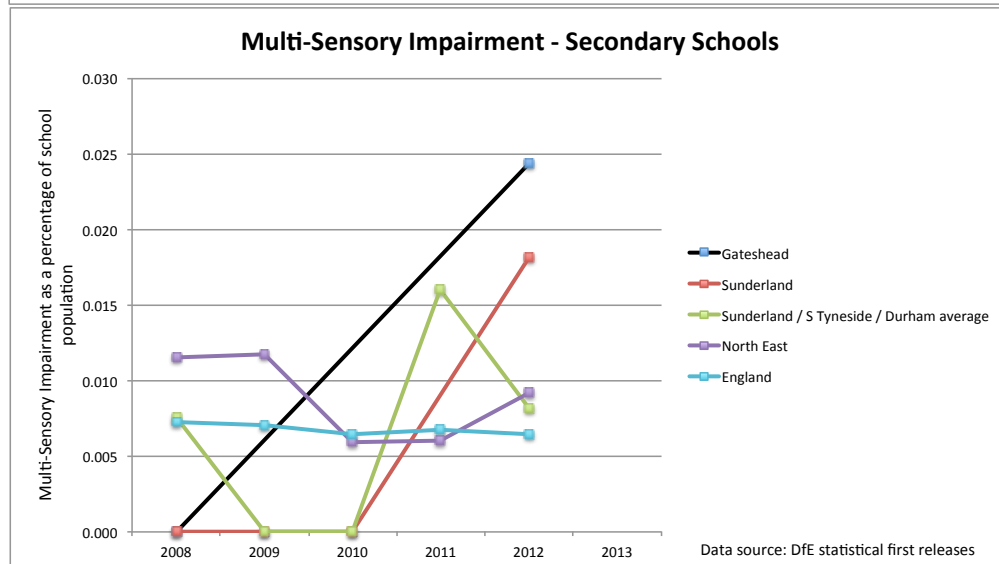
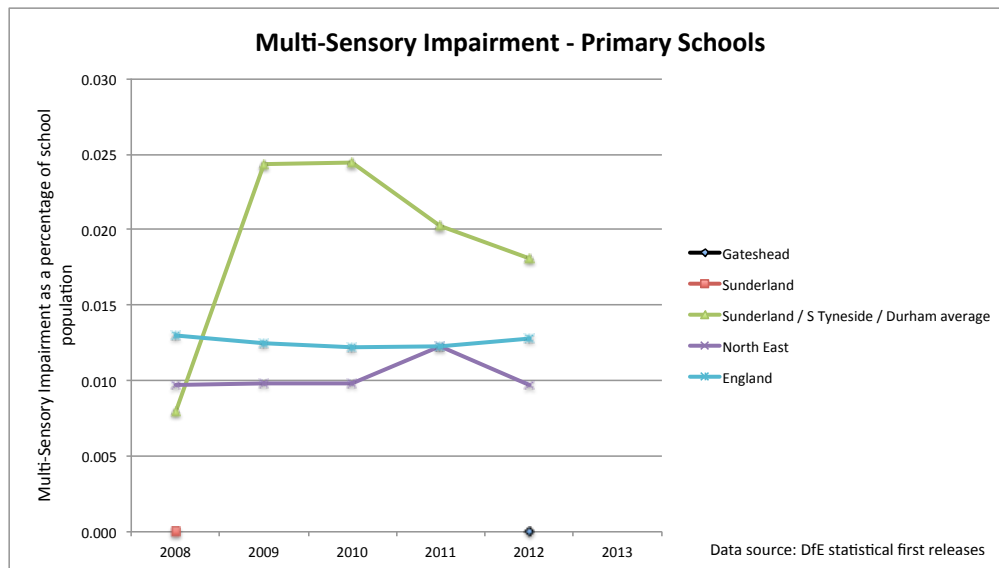
A person with sight problems only has to fulfil one of the examples mentioned above to qualify under the Act. Many blind and partially sighted people will be deemed to be disabled because of their having been certified or registered as blind or partially sighted; otherwise, they will have to fit within the definition as outlined above.

Appendices: multi-sensory impairment

Indigo

MSI 1 Comparative tables of distribution of MSI needs (March 2013)

Appendix MSI 1: Comparative tables of distribution of MSI needs (March 2013)



Multi-Sensory Impairment – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	0	0.000	15,302
	2011	x	x	15,198
	2010	x	x	15,170
	2009	x	x	15,304
	2008	x	x	15,447
Sunderland	2013			
	2012	x	x	22,770
	2011	x	x	22,495
	2010	x	x	22,440
	2009	x	x	22,504
	2008	0	0.000	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	5	0.018	24,879
	2011	5	0.020	24,658
	2010	6	0.024	24,597
	2009	6	0.024	24,688
	2008	2	0.008	25,168
North East	2013			
	2012	20	0.010	206,255
	2011	25	0.012	204,110
	2010	20	0.010	202,870
	2009	20	0.010	203,810
	2008	20	0.010	205,750
England	2013			
	2012	540	0.013	4,217,000
	2011	510	0.012	4,137,755
	2010	500	0.012	4,093,710
	2009	510	0.013	4,074,890
	2008	530	0.013	4,087,790

Multi-Sensory Impairment – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	3	0.024	12,316
	2011	x	x	12,601
	2010	x	x	12,610
	2009	x	x	12,649
	2008	0	0.000	12,749
Sunderland	2013			
	2012	3	0.018	16,570
	2011	x	x	17,137
	2010	0	0.000	17,540
	2009	0	0.000	17,914
	2008	0	0.000	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	2	0.008	18,271
	2011	3	0.016	18,736
	2010	0	0.000	19,027
	2009	0	0.000	19,363
	2008	2	0.008	19,719
North East	2013			
	2012	15	0.009	163,205
	2011	10	0.006	166,850
	2010	10	0.006	169,220
	2009	20	0.012	170,720
	2008	20	0.012	173,550
England	2013			
	2012	210	0.006	3,234,875
	2011	220	0.007	3,262,635
	2010	210	0.006	3,252,140
	2009	230	0.007	3,271,090
	2008	240	0.007	3,289,000

Multi-Sensory Impairment – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	3	0.011	28,008
	2011	0	0.000	28,199
	2010	0	0.000	28,160
	2009	0	0.000	28,323
	2008	0	0.000	28,565
Sunderland	2013			
	2012	3	0.008	39,915
	2011	0	0.000	40,207
	2010	0	0.000	40,540
	2009	0	0.000	40,968
	2008	0	0.000	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	4	0.009	43,871
	2011	4	0.010	44,109
	2010	2	0.005	44,337
	2009	2	0.004	44,768
	2008	2	0.005	45,619
North East	2013			
	2012	40	0.011	375,325
	2011	40	0.011	376,730
	2010	40	0.011	377,750
	2009	50	0.013	380,240
	2008	50	0.013	384,980
England	2013			
	2012	965	0.013	7,545,920
	2011	935	0.012	7,492,770
	2010	870	0.012	7,435,900
	2009	910	0.012	7,435,250
	2008	950	0.013	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
- For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
- For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers

- For 2012 and 2011, totals have been rounded to the nearest 5
- For 2010 and 2009, totals have been rounded to the nearest 10
- For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendices: physical disability

Indigo

PD 1 Comparative tables of distribution of PD (March 2013)

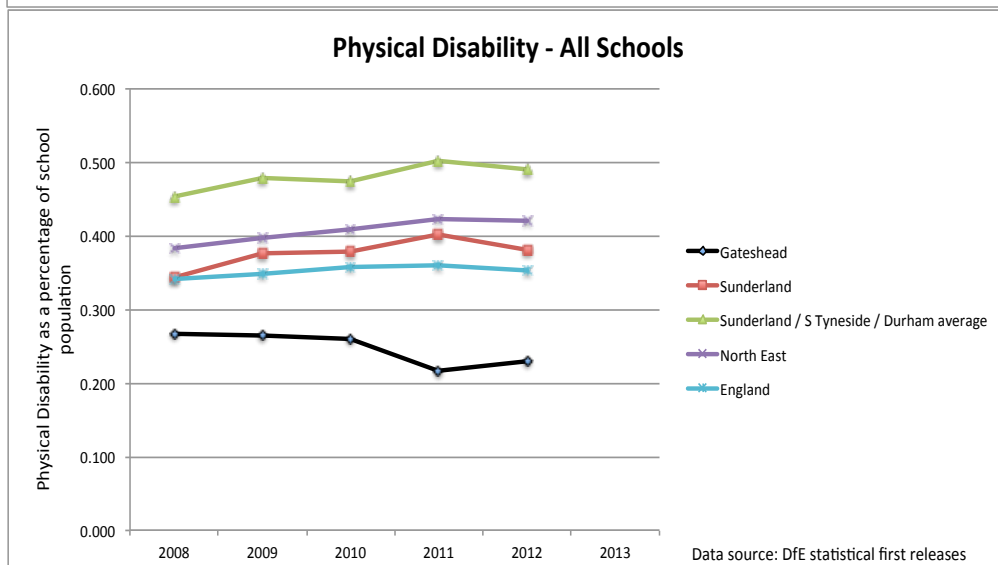
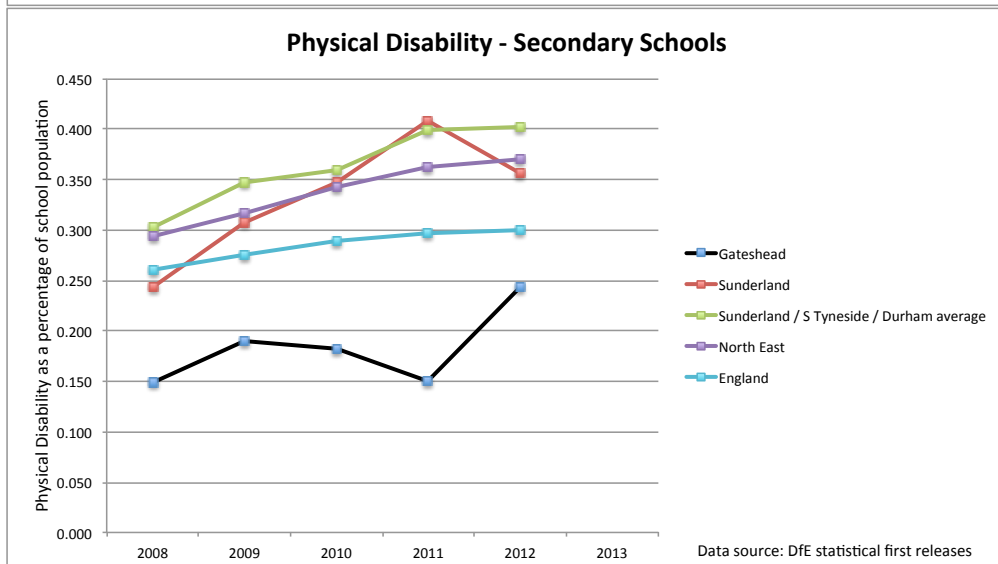
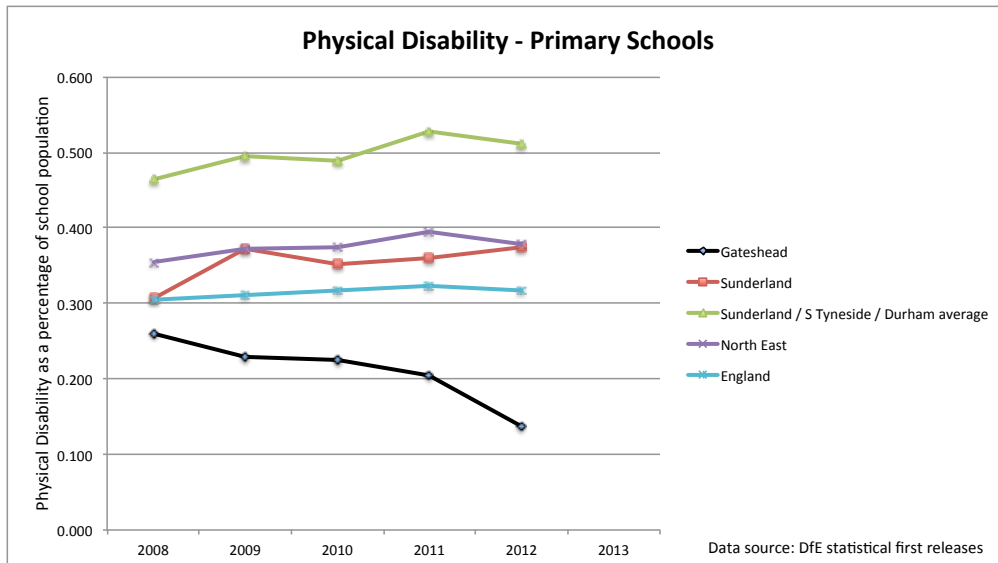
Gateshead

PD 2 Criteria for initiating a statutory assessment

PD 3 PD by provision type

PD 4 PD by National Curriculum year

Appendix PD 1: Comparative tables of distribution of PD (March 2013)



Physical Disability – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	21	0.137	15,302
	2011	31	0.204	15,198
	2010	34	0.224	15,170
	2009	35	0.229	15,304
	2008	40	0.259	15,447
Sunderland	2013			
	2012	85	0.373	22,770
	2011	81	0.360	22,495
	2010	79	0.352	22,440
	2009	84	0.373	22,504
	2008	71	0.307	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	127	0.510	24,879
	2011	130	0.529	24,658
	2010	120	0.489	24,597
	2009	122	0.496	24,688
	2008	117	0.464	25,168
North East	2013			
	2012	780	0.378	206,255
	2011	805	0.394	204,110
	2010	760	0.375	202,870
	2009	760	0.373	203,810
	2008	730	0.355	205,750
England	2013			
	2012	13,365	0.317	4,217,000
	2011	13,410	0.324	4,137,755
	2010	12,990	0.317	4,093,710
	2009	12,680	0.311	4,074,890
	2008	12,420	0.304	4,087,790

Physical Disability – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	30	0.244	12,316
	2011	19	0.151	12,601
	2010	23	0.182	12,610
	2009	24	0.190	12,649
	2008	19	0.149	12,749
Sunderland	2013			
	2012	59	0.356	16,570
	2011	70	0.408	17,137
	2010	61	0.348	17,540
	2009	55	0.307	17,914
	2008	44	0.244	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	73	0.401	18,271
	2011	75	0.399	18,736
	2010	68	0.359	19,027
	2009	67	0.348	19,363
	2008	60	0.303	19,719
North East	2013			
	2012	605	0.371	163,205
	2011	605	0.363	166,850
	2010	580	0.343	169,220
	2009	540	0.316	170,720
	2008	510	0.294	173,550
England	2013			
	2012	9,710	0.300	3,234,875
	2011	9,690	0.297	3,262,635
	2010	9,390	0.289	3,252,140
	2009	9,010	0.275	3,271,090
	2008	8,570	0.261	3,289,000

Physical Disability – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	64	0.229	28,008
	2011	61	0.216	28,199
	2010	73	0.259	28,160
	2009	75	0.265	28,323
	2008	76	0.266	28,565
Sunderland	2013			
	2012	152	0.381	39,915
	2011	161	0.400	40,207
	2010	153	0.377	40,540
	2009	154	0.376	40,968
	2008	143	0.342	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	215	0.490	43,871
	2011	221	0.500	44,109
	2010	210	0.474	44,337
	2009	214	0.478	44,768
	2008	207	0.453	45,619
North East	2013			
	2012	1,575	0.420	375,325
	2011	1,595	0.423	376,730
	2010	1,540	0.408	377,750
	2009	1,510	0.397	380,240
	2008	1,470	0.382	384,980
England	2013			
	2012	26,620	0.353	7,545,920
	2011	26,970	0.360	7,492,770
	2010	26,480	0.356	7,435,900
	2009	25,840	0.348	7,435,250
	2008	25,420	0.341	7,465,450

Notes:

- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
- For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
- For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers

- For 2012 and 2011, totals have been rounded to the nearest 5
- For 2010 and 2009, totals have been rounded to the nearest 10
- For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

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- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix PD 2: Criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

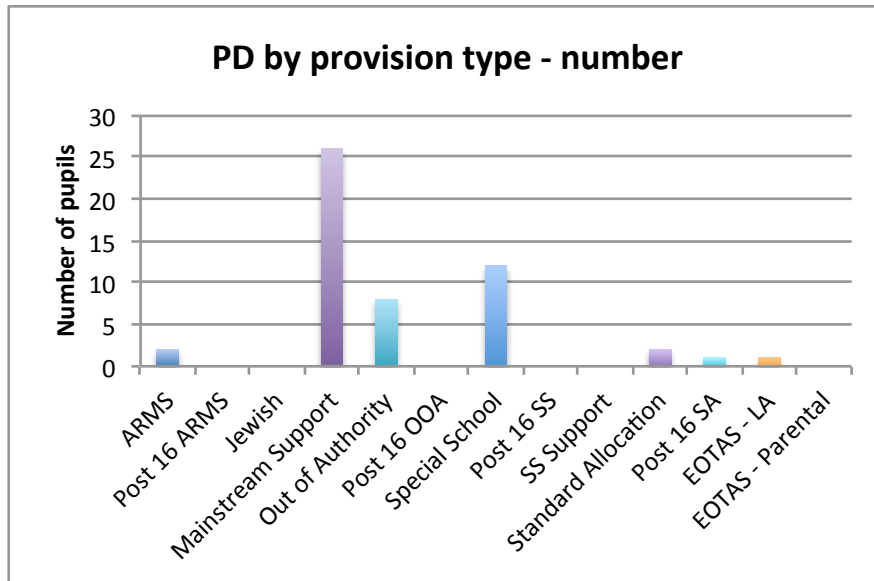
Sensory, physical or medical needs - physical disability

<p>A. Both the following criteria must be met in order for Statutory Assessment to be agreed:</p>	<input checked="" type="checkbox"/>
<p>A1 There is clear, detailed evidence from the school and external specialists of at least one of the following:</p> <p>The child's physical disability is such that he or she is unable to access the full curriculum without specialist teaching, close adult supervision and/or substantial adaptation of teaching materials. <input type="checkbox"/></p> <p>The child has significant self-help difficulties and/or the child's condition gives rise to serious safety issues. <input type="checkbox"/></p>	<input type="checkbox"/>
<p>A2 Reasonable adaptations to the school's organisation, curriculum delivery or physical environment are insufficient to prevent the child's educational progress being severely impeded by his or her physical difficulties.</p>	<input type="checkbox"/>
<p>C. In addition to the criteria above, the LEA will take into account evidence of the following:</p>	
<p>C1 Whether the school has taken all reasonable steps to improve access to the school environment, school life and the curriculum.</p>	<input type="checkbox"/>
<p>C2 Significant emotional or physical stress as a result of the child's inability fully to take part in school life.</p>	<input type="checkbox"/>

Sensory, physical or medical needs - medical conditions

A. Both of the following criteria must be met in order for Statutory Assessment to be agreed:	<input checked="" type="checkbox"/>
A1 There is clear evidence that the medical condition is significantly impeding the child's access to the curriculum, educational progress and participation in school life and that exceptional arrangements are needed to overcome the resulting disadvantage and ensure reasonable progress.	<input type="checkbox"/>
A2 The child's attainments and educational progress are significantly below the reasonable expectations of those who have taught or observed him or her. (This judgement to be supported by evidence of progress between review meetings and by the results of National Curriculum or Foundation Curriculum assessment and standardised tests where appropriate.)	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 Emotional or behavioural difficulties resulting from the child's medical condition.	<input type="checkbox"/>
C2 Significant or recurrent absences from school.	<input type="checkbox"/>

Appendix PD 3: PD by provision type



Provision type	Number	Percentage
ARMS	2	3.85
Post 16 ARMS	0	0.00
Jewish	0	0.00
Mainstream Support	26	50.00
Out of Authority	8	15.38
Post 16 OOA	0	0.00
Special School	12	23.08
Post 16 SS	0	0.00
SS Support	0	0.00
Standard Allocation	2	3.85
Post 16 SA	1	1.92
EOTAS - LA	1	1.92
EOTAS - Parental	0	0.00
Total	52	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

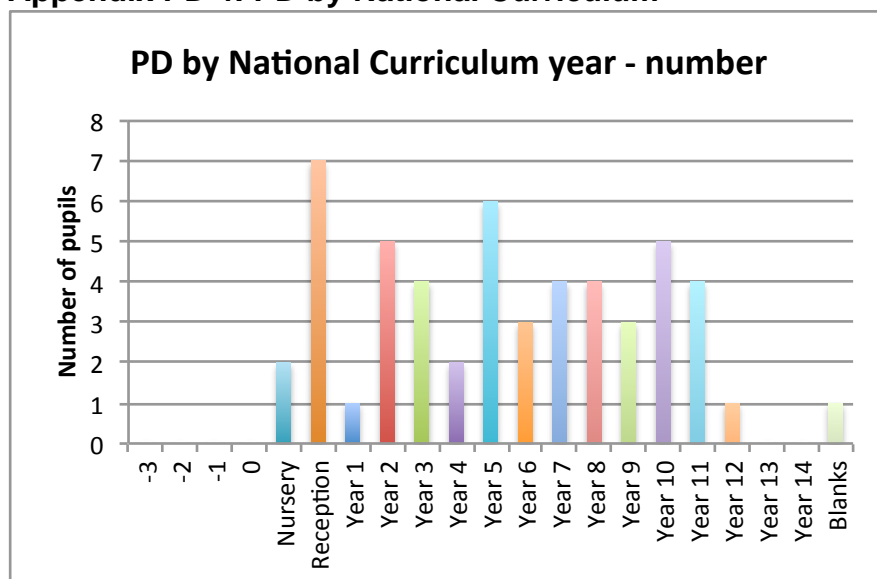
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 1; Primary need 1

Appendix PD 4: PD by National Curriculum



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	2	3.85
Reception	7	13.46
Year 1	1	1.92
Year 2	5	9.62
Year 3	4	7.69
Year 4	2	3.85
Year 5	6	11.54
Year 6	3	5.77
Year 7	4	7.69
Year 8	4	7.69
Year 9	3	5.77
Year 10	5	9.62
Year 11	4	7.69
Year 12	1	1.92
Year 13	0	0.00
Year 14	0	0.00
Blanks	1	1.92
Total	52	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 1; Primary need 1

Appendices: ASD

Indigo

- ASD 1 Comparative tables of distribution of ASD needs (March 2013)
- ASD 2 Pupils with Statements and on SA+ by school stage (March 2013)
- ASD 3 Secondary needs of pupils with ASD (March 2013)

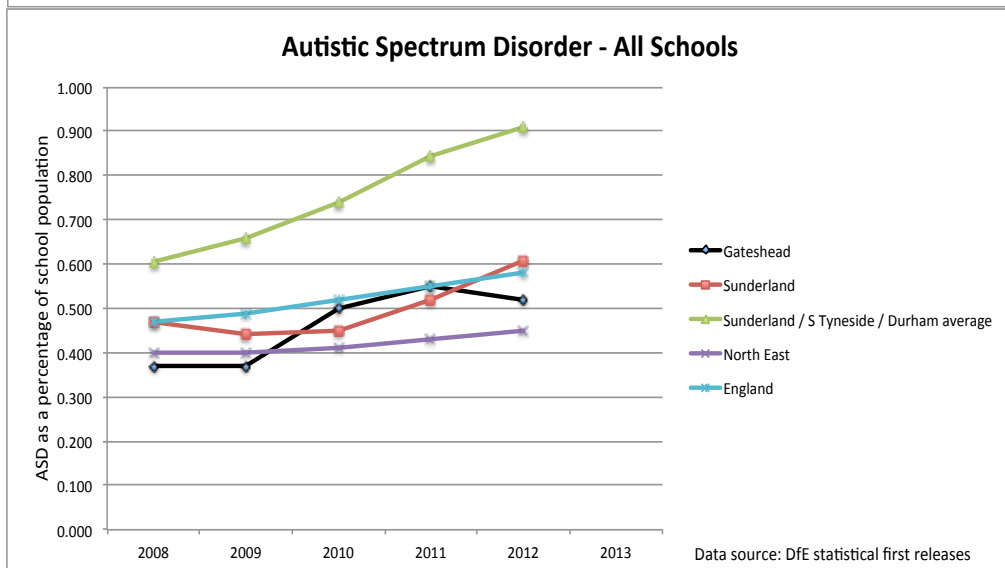
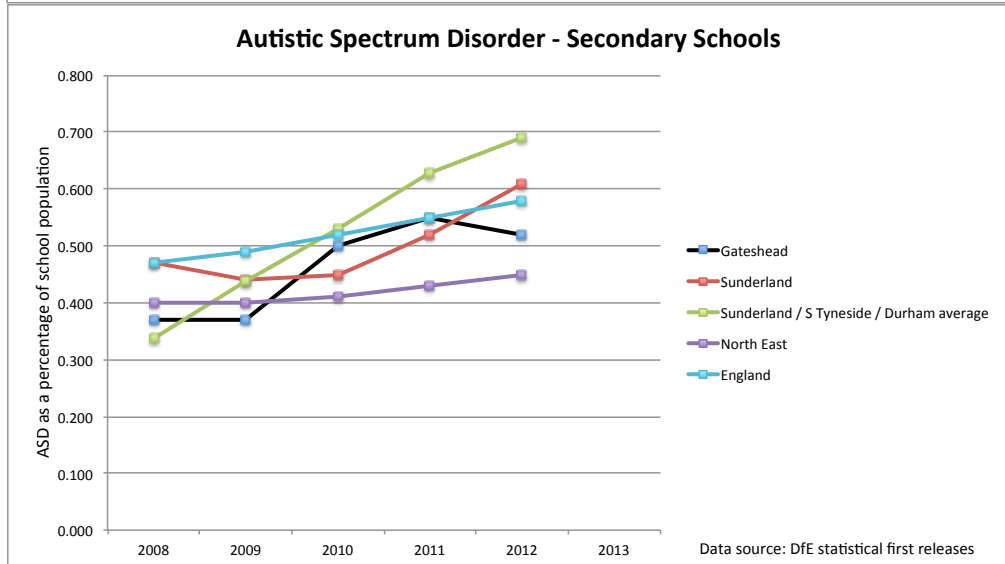
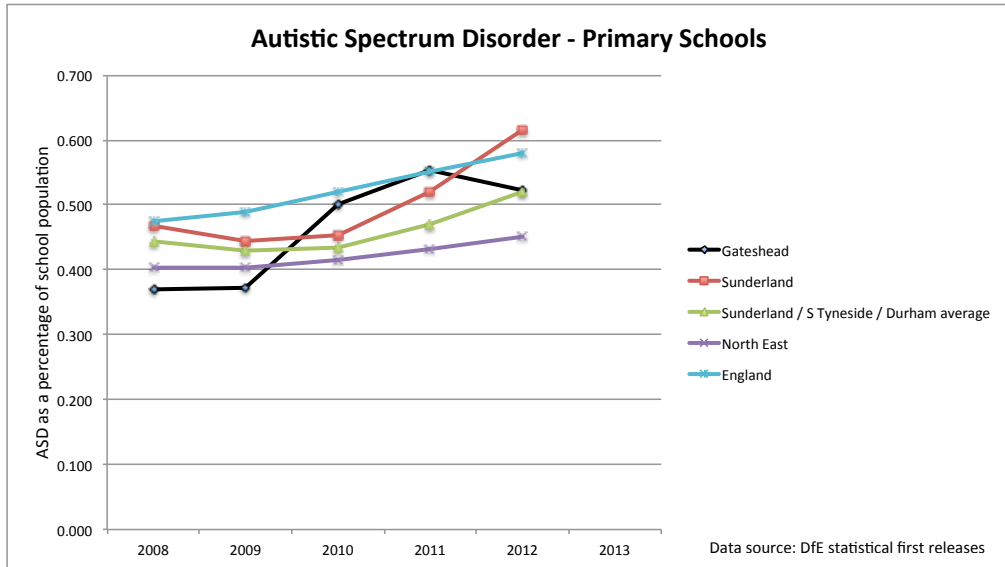
Gateshead

- ASD 4 ASD by provision type (March 2013)
- ASD 5 ASD by National Curriculum year (March 2013)
- ASD 6 ASD eligibility criteria for ASC ARMS
- ASD 7 Gateshead matrix of SEN ASD
- ASD 8 Criteria for initiating a statutory assessment
- ASD 9 ASD maps

Information from SENIT

- ASD 10 Tabular summary of caseloads, referrals and referral pathways
- ASD 11 Issues and current caseload information

Appendix ASD 1: Comparative tables of distribution of ASD needs (March 2013)



Autistic Spectrum Disorder – Primary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	80	0.523	15,302
	2011	84	0.553	15,198
	2010	76	0.501	15,170
	2009	57	0.372	15,304
	2008	57	0.369	15,447
Sunderland	2013			
	2012	140	0.615	22,770
	2011	117	0.520	22,495
	2010	102	0.455	22,440
	2009	100	0.444	22,504
	2008	108	0.467	23,138
Sunderland / S Tyneside / Durham average	2013			
	2012	130	0.521	24,879
	2011	116	0.469	24,658
	2010	107	0.434	24,597
	2009	106	0.429	24,688
	2008	112	0.445	25,168
North East	2013			
	2012	930	0.451	206,255
	2011	880	0.431	204,110
	2010	840	0.414	202,870
	2009	820	0.402	203,810
	2008	830	0.403	205,750
England	2013			
	2012	24,445	0.580	4,217,000
	2011	22,810	0.551	4,137,755
	2010	21,330	0.521	4,093,710
	2009	19,940	0.489	4,074,890
	2008	19,410	0.475	4,087,790

Autistic Spectrum Disorder – Secondary Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	64	0.520	12,316
	2011	53	0.550	12,601
	2010	49	0.500	12,610
	2009	39	0.370	12,649
	2008	25	0.370	12,749
Sunderland	2013			
	2012	124	0.610	16,570
	2011	113	0.520	17,137
	2010	93	0.450	17,540
	2009	76	0.440	17,914
	2008	60	0.470	18,047
Sunderland / S Tyneside / Durham average	2013			
	2012	126	0.691	18,271
	2011	118	0.628	18,736
	2010	101	0.529	19,027
	2009	85	0.439	19,363
	2008	67	0.338	19,719
North East	2013			
	2012	1,170	0.450	163,205
	2011	1,075	0.430	166,850
	2010	970	0.410	169,220
	2009	820	0.400	170,720
	2008	700	0.400	173,550
England	2013			
	2012	22,570	0.580	3,234,875
	2011	20,615	0.550	3,262,635
	2010	18,170	0.520	3,252,140
	2009	15,940	0.490	3,271,090
	2008	13,690	0.470	3,289,000

Autistic Spectrum Disorder – All Schools

		Number	%	Total pupils
Gateshead	2013			
	2012	228	0.520	28,008
	2011	217	0.550	28,199
	2010	200	0.500	28,160
	2009	181	0.370	28,323
	2008	163	0.370	28,565
Sunderland	2013			
	2012	426	0.610	39,915
	2011	369	0.520	40,207
	2010	313	0.450	40,540
	2009	267	0.440	40,968
	2008	252	0.470	41,763
Sunderland / S Tyneside / Durham average	2013			
	2012	399	0.909	43,871
	2011	372	0.843	44,109
	2010	328	0.739	44,337
	2009	295	0.658	44,768
	2008	276	0.606	45,619
North East	2013			
	2012	3,255	0.450	375,325
	2011	3,050	0.430	376,730
	2010	2,820	0.410	377,750
	2009	2,580	0.400	380,240
	2008	2,420	0.400	384,980
England	2013			
	2012	66,200	0.580	7,545,920
	2011	61,575	0.550	7,492,770
	2010	56,250	0.520	7,435,900
	2009	51,160	0.490	7,435,250
	2008	47,300	0.470	7,465,450

Notes:

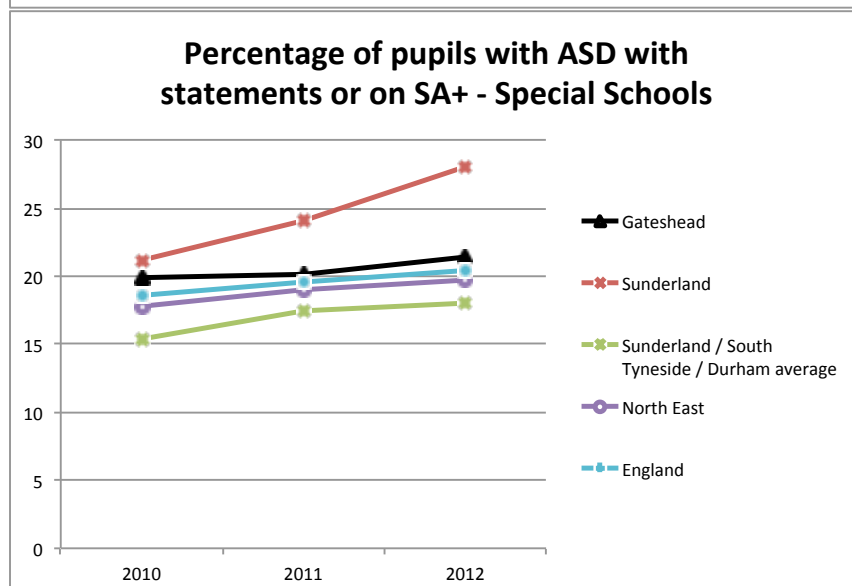
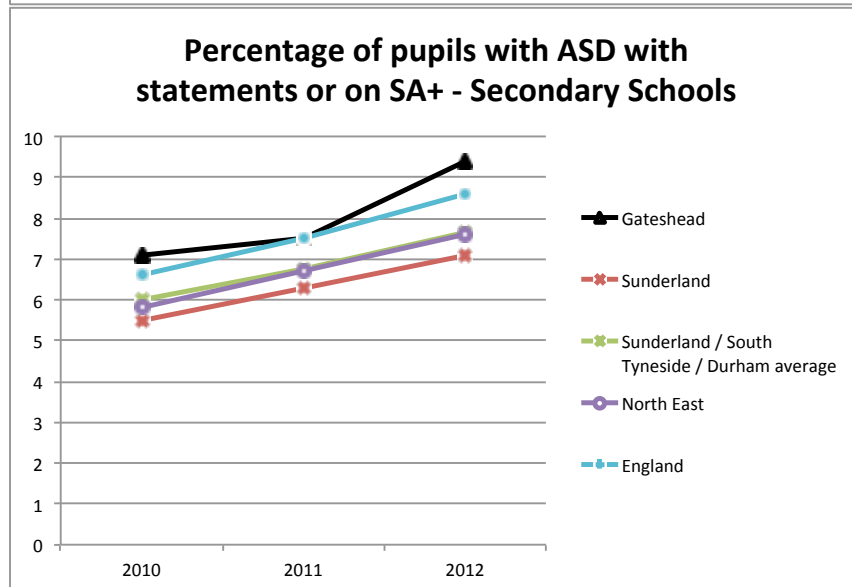
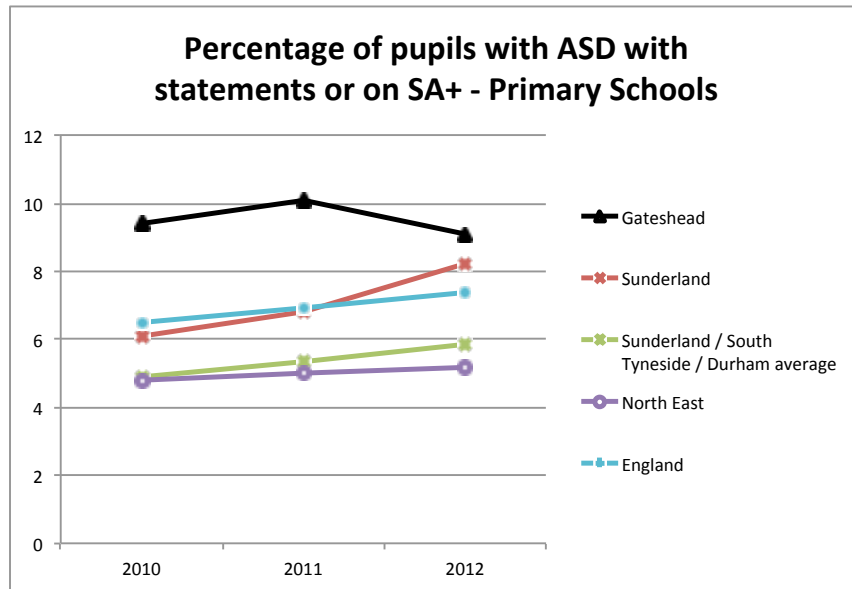
- For 2012 and 2011, x denotes 1 or 2 pupils, or a percentage based on 1 or 2 pupils
- For 2010 and 2009, x denotes fewer than 5 or a percentage based on a number fewer than 5
- For 2008, x denotes 1 or 2 pupils, or a rate based on 1 or 2 pupils, or a figure which has been suppressed to reduce the risk of disclosure due small numbers

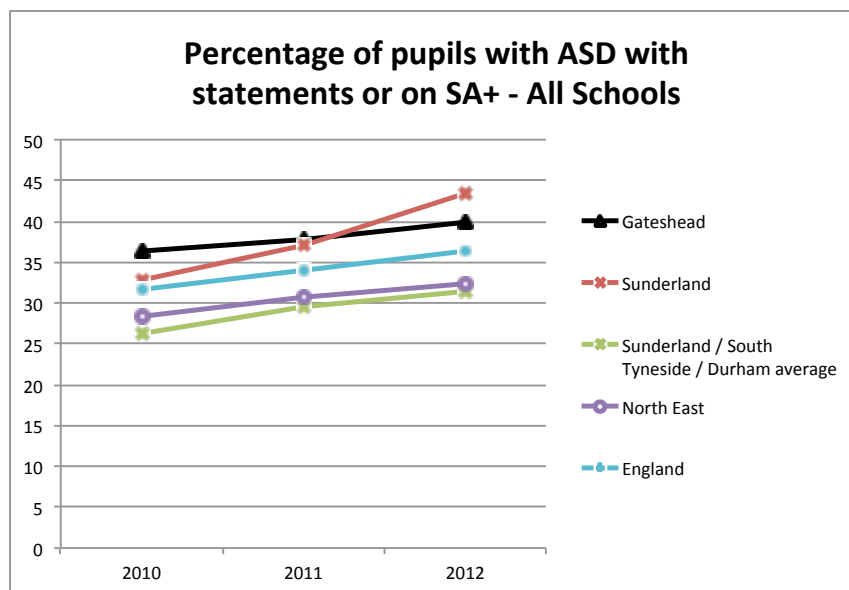
- For 2012 and 2011, totals have been rounded to the nearest 5
- For 2010 and 2009, totals have been rounded to the nearest 10
- For 2008, totals have not been rounded for Local Authority figures but for regional and national figures have been rounded to the nearest 10

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010
- 2009 DfE Statistical First Release: Special Educational Needs in England, January 2009 (published 30 June 2009) - reference ID SFR14/2009
- 2008 DfE Statistical First Release: Special Educational Needs in England, January 2008 (published 25 June 2008) - reference ID SFR15/2008

Appendix ASD 2: Pupils with Statements and on SA+ by school stage (March 2013)





	Primary			Secondary			Special			Total		
	2012	2011	2010	2012	2011	2010	2012	2011	2010	2012	2011	2010
Gateshead	9.1	10.1	9.4	9.4	7.5	7.1	21.4	20.1	19.9	39.9	37.7	36.4
Sunderland	8.2	6.8	6.1	7.1	6.3	5.5	28.1	24.1	21.2	43.4	37.2	32.8
Sunderland / South Tyneside / Durham average	5.8	5.3	4.9	7.6	6.8	6.0	18.1	17.4	15.4	31.5	29.5	26.3
North East	5.2	5	4.8	7.6	6.7	5.8	19.7	19	17.8	32.5	30.7	28.4
England	7.4	6.9	6.5	8.6	7.5	6.6	20.4	19.6	18.6	36.4	34	31.7

Data sources:

- 2012 DfE Statistical First Release: Special Educational Needs in England, January 2012 (published 12 July 2012) - reference ID SFR14/2012
- 2011 DfE Statistical First Release: Special Educational Needs in England, January 2011 (published 30 June 2011) - reference ID SFR14/2011
- 2010 DfE Statistical First Release: Special Educational Needs in England, January 2010 (published 23 June 2010) - reference ID SFR19/2010

Appendix ASD 3: Secondary needs of pupils with ASD (March 2013)

48 pupils in total had secondary needs recorded.

Secondary needs

Attention control difficulties (BESD)	17
Disruptive and disturbing behaviour (BESD)	7
Dyslexia (SpLD)	1
MLD	5
PD	3
PMLD	2
SLD	7
SLCN	4
Withdrawn, isolated or depressed	2

Third needs

Disruptive and disturbing behaviour (BESD)	1
PD	5
SLCN	1
VI	1

Fourth needs

No pupils in this category have a fourth need listed.

Secondary needs by type of provision

Attention control difficulties (BESD)	Academy	4
	Academy Special	3
	ARMS	3
	Mainstream	5
	Maintained Special	1
Disruptive and disturbing behaviour (BESD)	OOA Independent	1
	Academy Special	1
	ARMS	1
	Independent Gateshead [Jewish]	1
	Maintained Special	2
Dyslexia (SpLD)	OOA Independent	1
	OOA Independent Special	1
	Academy	1
	Mainstream	1
	Maintained Special	4
PD	Mainstream	2
	OOA NMSS	1
PMLD	Maintained Special	1

	OOA Independent Special	1
SLCN	Independent Gateshead [Jewish]	1
	Mainstream	1
	Maintained Special	2
SLD	Maintained Special	7
Withdrawn, isolated or depressed	Academy Special	2

Prevalence in particular schools

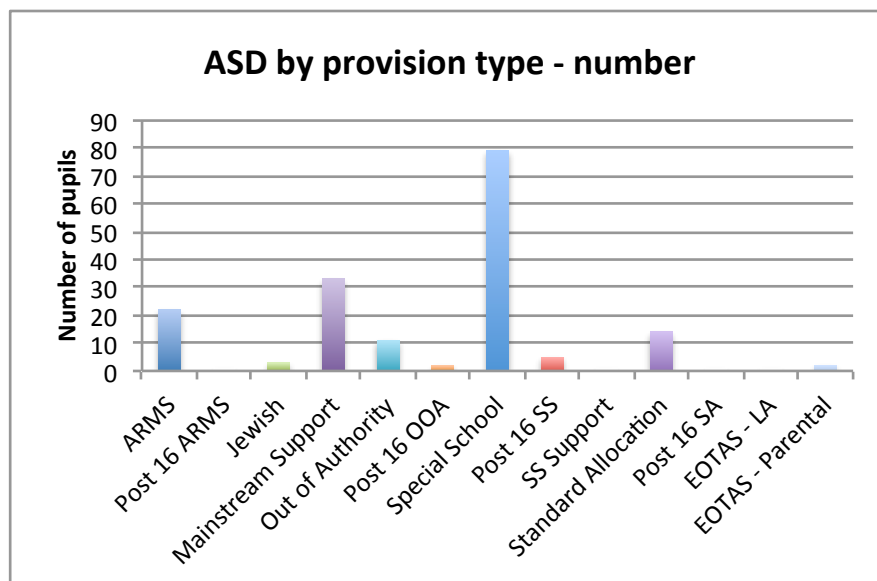
The only schools with more than 3 pupils listed are Gibside, Hill Top and The Cedars.

- Gibside has 7 pupils of whom 6 have LD (3 MLD, 3 SLD) as their secondary need.
- Hill Top has 6 pupils of whom 5 have LD (3 SLD, 2 PLD) as their secondary need.
- The Cedars has 6 pupils of whom 4 have BESD (3 attention control difficulties, 1 disruptive and disturbing behaviour) as their secondary need.

Data source

130308+Current+statements+with+needs REVISED 14 Mar

Appendix ASD 4: ASD by provision type (March 2013)



Provision type	Number	Percentage
ARMS	22	12.87
Post 16 ARMS	0	0.00
Jewish	3	1.75
Mainstream Support	33	19.30
Out of Authority	11	6.43
Post 16 OOA	2	1.17
Special School	79	46.20
Post 16 SS	5	2.92
SS Support	0	0.00
Standard Allocation	14	8.19
Post 16 SA	0	0.00
EOTAS - LA	0	0.00
EOTAS - Parental	2	1.17
Total	171	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

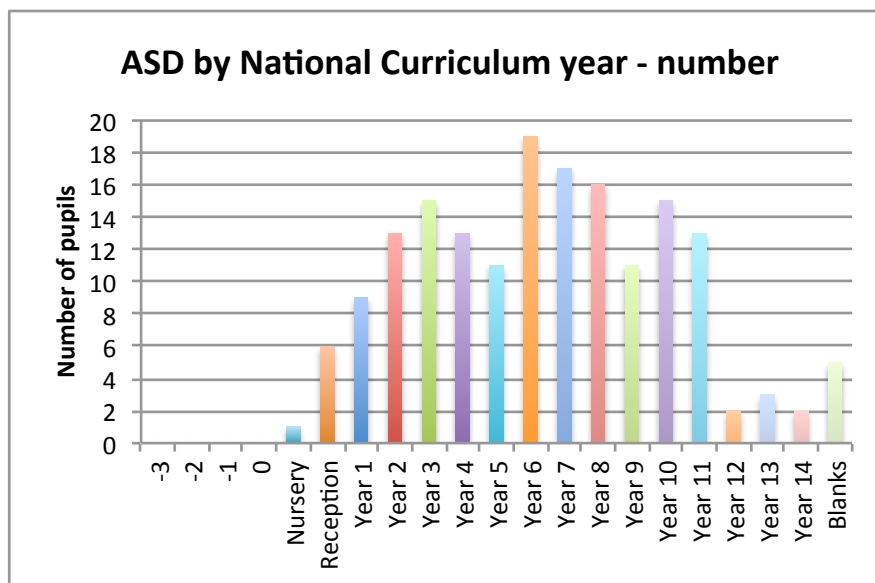
No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 13; SEN stage – 3

Appendix ASD 5: ASD by National Curriculum year (March 2013)



National Curriculum Year	Number	Percentage
-3	0	0.00
-2	0	0.00
-1	0	0.00
0	0	0.00
Nursery	1	0.58
Reception	6	3.51
Year 1	9	5.26
Year 2	13	7.60
Year 3	15	8.77
Year 4	13	7.60
Year 5	11	6.43
Year 6	19	11.11
Year 7	17	9.94
Year 8	16	9.36
Year 9	11	6.43
Year 10	15	8.77
Year 11	13	7.60
Year 12	2	1.17
Year 13	3	1.75
Year 14	2	1.17
Blanks	5	2.92
Total	171	100

Data sources

Pupil+Data+All (1/3/13)

130308+Current+statements+with+needs (14/3/13)

Notes

No primary needs were available for any children on SA+ therefore all graphs are solely for children with statements

Where there were discrepancies between the two data sources, we have reported on data from 130308+Current+statements+with+needs (14/3/13)

Discrepancies in the data for this primary need

Provision type - 13; SEN stage - 3

Appendix ASD 6: ASD eligibility criteria for ASC ARMS

Final Score	Category	Allocation/Entry to/Exit from ASC ARMS
91-100	Allocation A* 30-40 hours LT 2-5 hours per week SENA/SLM for 1 term in the first instance	Assessment and intensive intervention /coaching/modelling from ASC Team. Assessment report. Attendance at reviews. If a pupil above Reception age remains at this level after intervention from ASC team and school it is likely that a Formal Statutory Assessment will be requested as the pupil is likely to need a Special School placement
76-90	Allocation A 20-30 hours LT 2-5 hours per week SENA/SLM for 1 term in the first instance	Assessment and intensive intervention/coaching/modelling from ASC Team. Assessment report. Attendance at reviews. Mentoring for Y6/7 transitions. If the pupil remains at this level after intervention from ASC team and school, an application may be made to the SEN Panel for additional resources of up to 10 hours of TA support or possibly an ARM placement
61 - 75	Allocation B 10-20 hours LT 2-3 hours per week SENA/SLM	Assessment and regular intervention from ASC Team weekly or fortnightly. Assessment report. Attendance at reviews Mentoring for Y6/7 transitions. Exit from ASC ARMS
41 - 60	Allocation C 5-10 hours LT	Assessment and occasional intervention from ASC Team half-termly or termly. Attendance at reviews. Mentoring for Y6/7 transitions. Staff Awareness Training.
21 - 40	Allocation D 3 hours LT	Liaison Teacher to monitor/attend review yearly. Mentoring for Y6/7 transitions.
0 - 20	Allocation E 1 hour LT	One off consultation visit. School to contact/parent to contact. Case closed

LT = Liaison Teacher

SENA = Special Needs Support Assistant

SLM = Specialist Learning Mentor

Note that times for Liaison Teacher intervention include time for report writing, liaison, training and development, parental contact and multi-agency working.

Liaison Teacher at MPS + UPS (1-3) + SEN 1 + TLR2b

SENA at Grade E

SLM at Grade I

Appendix ASD 7: Gateshead matrix of SEN ASD


	Communication & Interaction	Cognition and Learning	Behaviour	Provision
L1	<ul style="list-style-type: none"> Pupils experience extreme difficulties in social communication and social interaction. Likely to be unable to filter experiences and be highly sensitive to "overload". High dependency on rituals and repetitions, which appear to be satisfying and may lead to distress when not available. May have associated medical (mental health or epilepsy) issues, which impact on interaction and can lead to isolation. Limited communication abilities. May have strong food preference and restricted diet. 	<ul style="list-style-type: none"> Complex learning needs. Sensory and/or physical impairments. Severity of autism interferes with learning, even with high level of support. 	<ul style="list-style-type: none"> May exhibit behaviours which are a barrier to learning. High levels of anxiety may lead to self-injurious behaviour and/or harm to others. Can show high levels of anxiety and frustration, leading to behaviours which can show challenge or withdrawal (fight or flight) to a profound degree. Obsessive and rigid behaviours which disrupt own learning/that of others throughout the day, e.g. Rituals and repetitions which may lead to distress when not available. No interest in peers. May lead adults by hand to communicate needs. Aloof and indifferent to others. 	<ul style="list-style-type: none"> May require separate environment, withdrawn from peer group, personalised timetable. Very high staff: pupil ratio to access curriculum, self-help and to deal with challenging behaviours. May require access to augmentative/alternative communication eg. PECS. Adapted environment to minimise arousal. Staff with specialist skills to develop and progress individual programmes. Highly co-ordinated multi-agency planning for individual programmes. Environmental cues, eg. TEACHH, Use of visual cues, PECS, objects of reference.
L2	<ul style="list-style-type: none"> Pupils experience significant difficulties in social communication and social interaction. Little or no functional communication – maybe beginning to use PECS. Limited language concepts are totally dependent on environmental cues or clear visual routines. Accepts familiar adults on own terms Reacts strongly to unfamiliar situations or new tasks. Likely to be unable to filter experiences and be highly sensitive to "overload". 	<ul style="list-style-type: none"> Working at levels significantly below those of peers. Severity of autism interferes with learning, even with high level of support. Complex learning needs. 	<ul style="list-style-type: none"> High levels of anxiety may lead to self-injurious behaviour and/or harm to others. No interest in peers. May interact with adults when highly motivated. Aloof and indifferent to others. Preference for known adults. Exhibits self-stimulatory/repetitive behaviours, but can be distracted from this. Behaviour disrupts learning of self/others at least once per day. 	<ul style="list-style-type: none"> Staff with specialist skills to develop and progress individual programmes. Highly dependent upon others for self-help/living skills. High staff: pupil ratio to access curriculum. May occasionally require access to augmentative/alternative communication eg. PECS Multi-agency support required to develop individualised programmes. Adapted environment to minimise arousal.
L3	<ul style="list-style-type: none"> Complex language difficulties affecting verbal comprehension, expressive language and social interaction skills. May have difficulty with transition between activities, rooms, etc. 	<ul style="list-style-type: none"> Autism interferes with learning on a frequent basis. 	<ul style="list-style-type: none"> Aware of peers but not very interested in interacting with them. Mainly interacts with familiar adults, but for more than just own needs. Very reliant on routines, visual schedules etc. Occasionally resorts to repetitive behaviours/self stimulation. May become distressed when routines change. Sometimes exhibits behaviours which are disruptive to others. May show evidence of delay in some aspects of the development of self-help/independent living skills. 	<ul style="list-style-type: none"> May still require small groups, suitability adapted environments. ASD approaches, high staffing levels. Staff with specialist skills to develop and progress individual programmes. Will continue to benefit from support with self-help/living skills. Will continue to benefit from support with self-help/living skills. Needs some differentiation and individual support to address learning difficulties. Staff with specialist skills and multi-agency support to develop and progress individual programmes. High staff: pupil ratio to access curriculum and self-help. May occasionally require access to augmentative/alternative communication. Adapted environment to minimise arousal.
L4	<ul style="list-style-type: none"> Pupils experience some difficulties in social use and understanding language. Interested in peers but attempts to interact are bizarre or ineffective; may be passive but able to respond to the approaches of others. Obvious delay/difficulty in verbal comprehension and/or spoken language. May be aloof or make social arrangements which are one-sided, linked to own interests. 	<ul style="list-style-type: none"> Uneven profile of cognition and learning. Autistic traits still have an impact on learning. 		

Appendix ASD 8: Criteria for initiating a statutory assessment

General Criteria for initiation of statutory assessment

A. Discrepancies (At least one criterion must apply)	<input checked="" type="checkbox"/>
A1 General attainments are significantly below the attainments of most children of the same age - i.e. attainments in two or more core subjects place the child within the lowest 1, or at most 2 percent of the age group	<input type="checkbox"/>
A2 Attainments are significantly below reasonable expectation and the discrepancy is very unusual - i.e discrepancy is unlikely to be seen in more than about 1 percent of age group.	<input type="checkbox"/>
A3 There are large differences in attainment between different subject areas - e.g. more than 2 levels at the end of Key Stage 2.	<input type="checkbox"/>
B. Other Factors (Normally all criteria must be met)	
B1 The child's difficulties are unusual, severe and complex. (See difficulty specific criteria below)	<input type="checkbox"/>
B2 The school or setting has, as far as possible, involved the parents in the process of meeting the child's needs and made use of the information and insights that this may have provided.	<input type="checkbox"/>
B3 The school or setting has actively sought the views of the child and involved them in planning and review, as appropriate to their age and understanding.	<input type="checkbox"/>
B4 The school or setting has used the resources available to it effectively to meet the child's needs and made provision at the level normally available in Gateshead schools or early education settings.	<input type="checkbox"/>
B5 The school or setting has differentiated the curriculum appropriately and made reasonable adaptations to the organisation of the school or setting to meet the child's needs.	<input type="checkbox"/>
B6 At least two review cycles have been completed at Action Plus.	<input type="checkbox"/>
B7 External specialist(s) has/have been involved and the school or setting has taken appropriate action in response to advice given.	<input type="checkbox"/>
B8 The child has not made significant progress on the targets in the Individual Education Plans (IEPs) or has only been able to make progress with a level of support not normally available in Gateshead schools or early years settings.	<input type="checkbox"/>
B9 The school has explored the possible benefits of information and communications technology (ICT) and, as appropriate, arranged access to suitable equipment.	<input type="checkbox"/>

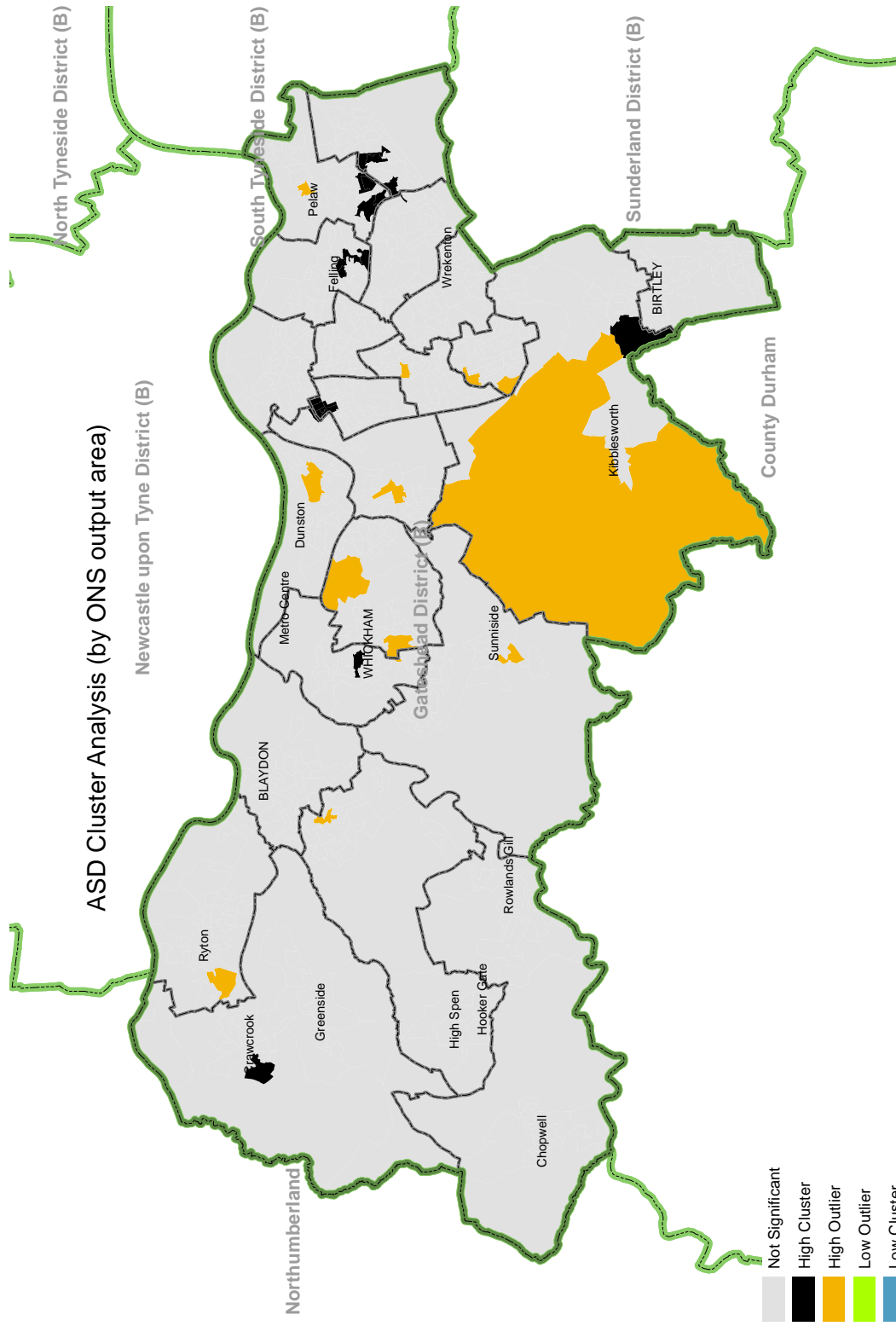
Communication - autistic spectrum disorders

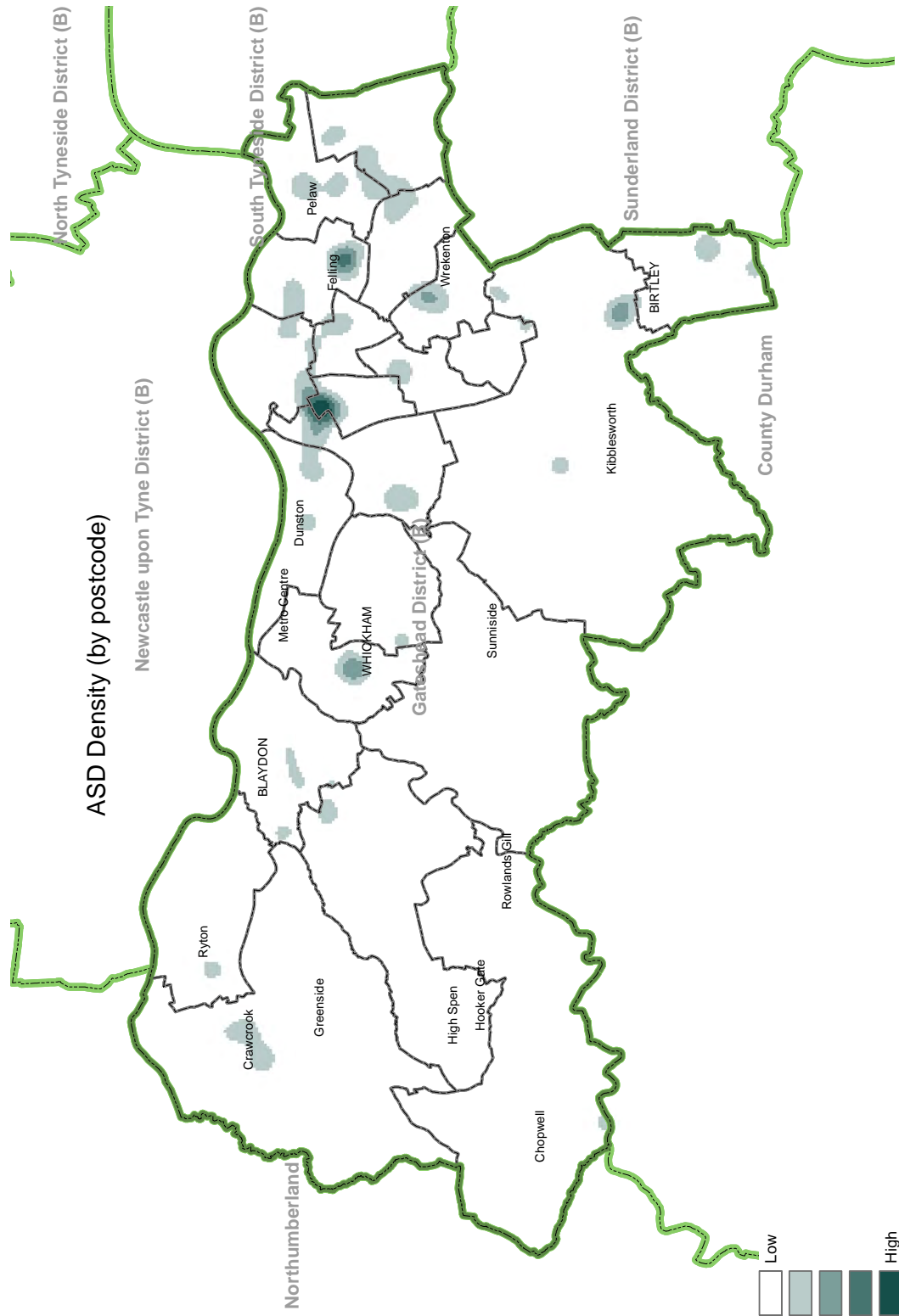
A. In order for Statutory Assessment to be agreed <u>both</u> the following two criteria must be met:	
A1 The child has social communication difficulties that severely impede the development of purposeful relationships with adults and/or fellow pupils. For example, the difficulties result in a high proportion of interactions, verbal or non-verbal, that are inappropriate and cannot be used to engage in and sustain communication.	<input type="checkbox"/>
A2 As a result of his or her difficulties the child is underachieving in relation to the reasonable expectations of his or her teachers and external specialists to an extent that is unlikely to be seen in more than around 5% of children.	<input type="checkbox"/>
B. In addition <u>one or both</u> of the following two criteria should be met:	
B1 The child's repetitive, obsessional or other behaviour linked to the ASD prevents the child from engaging in learning activities without a high level of direct adult support.	<input type="checkbox"/>
B2 The child's challenging behaviour prevents the child from engaging in learning activities without a high level of direct adult support.	<input type="checkbox"/>
C. In addition to the criteria above, the LEA will take into account evidence of the following:	
C1 The child's emotional state, including any evidence of anxiety or lowered self-esteem.	<input type="checkbox"/>

While a significant proportion of children with ASD will require a Statement of their special educational needs, the diagnosis in itself is not a justification for Statutory Assessment.

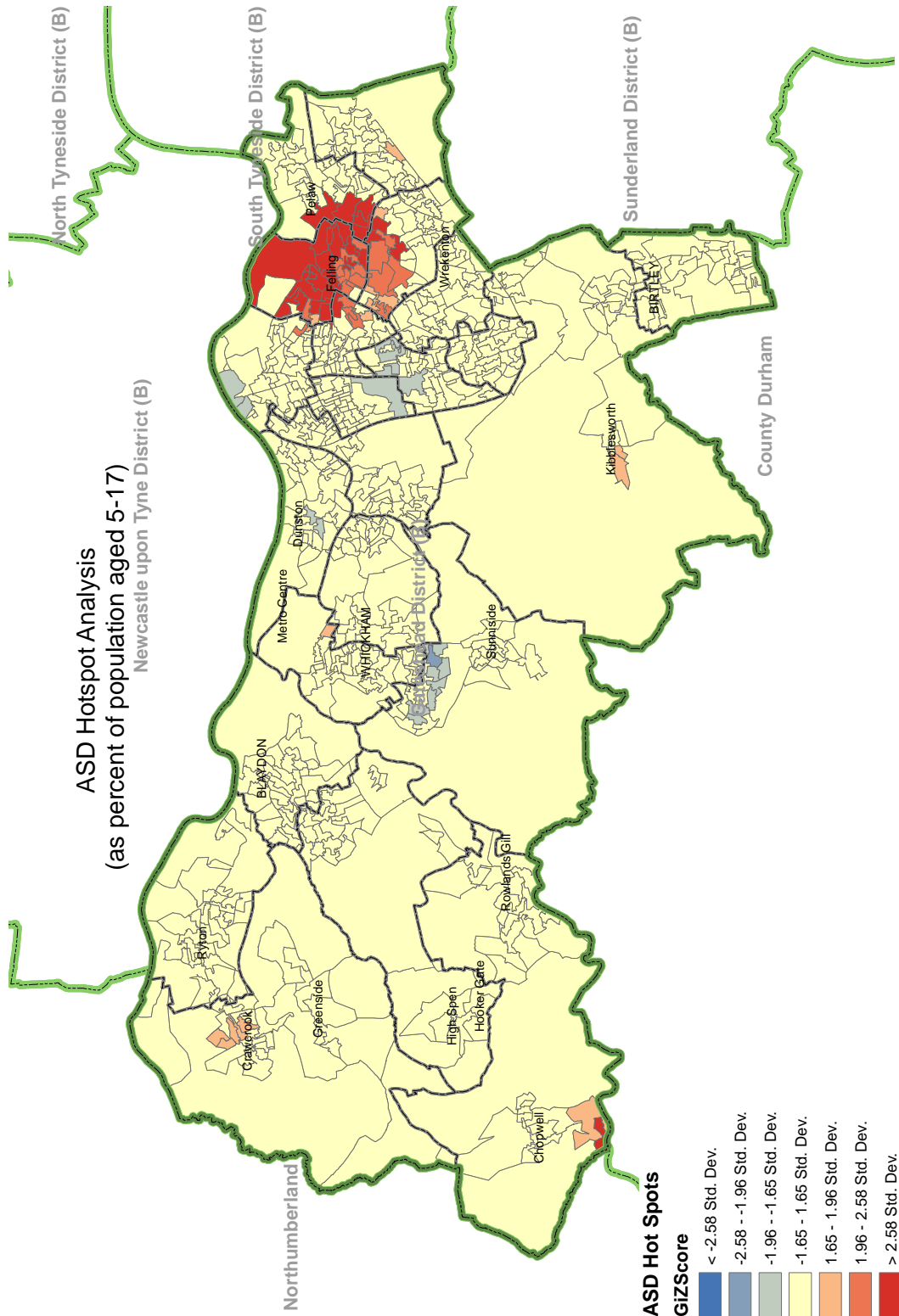
It should be noted that some children with ASD will meet the criteria for Statutory Assessment as a result of their associated general learning difficulties.

Appendix ASD 9: ASD maps





ASD Density (by postcode)



Appendix ASD 10: Tabular summary of caseloads, referrals and referral pathways

SENIT caseload summary ASD

2007/8	2008/9	2009/10	July 09*	July 10	July 11	July 12
100	148	178	130	151	164	270

Referrals for ASD to SENIT by school year

2007/8	2008/9	2009/10	2010/11	2011/12
17	27	39	29	42

Referral pathways

2010/11:

- 72% primary schools
- 21% secondary schools

2011/12:

- 59% primary schools
- 31% secondary schools

Source: SENIT caseload and referral summary reports 2009-2013

* In 2009 there was a change in the reporting format from reporting caseloads over a school year to a single point.

Appendix ASD 11: Issues and current caseload information

Issues in relation to provision for ASC

- Significant reduction in resources across all service areas e.g. Barnardos ladybird group and parent support workers, SENIT reduction. This is particularly evident in Early Years where there are a significant number of complex children who are supported to access a mainstream nursery who are likely to need a special school placement at R. As increasing numbers of children access 2yr old funding and additionally funded places through personalisation funding this difficulty is likely to increase.
- Early Intervention resources often need to be duplicated to provide support in the home (to parents the primary educator), nursery setting (where the child will remain usually for a max of 5 terms) and at school. Due to the nature of ASC, skills may not easily be transferred and generalised between settings.
- High number of children currently who are awaiting assessment with CYPS (Children and Young People's Service, Monkwearmouth)
- Ongoing 'teething' problems with CYPS including- lack of liaison with other professionals, lack of clarity of pathway leading to parental dissatisfaction with all services (See attached example parent complaint), continuing uncertainty around core difficulty leading to educational placement difficulties.
- Increased numbers of CSC children identified which have EAL (English as an additional Language.) These cases often remain unclear and require significant levels of additional involvement from services.
- Lack of specialist provision in early years both in terms of specialist home workers, an inclusive specialist nursery and specialist peripatetic support.

Possible solutions

- Need for clear multiagency pathways- including continuum of provision both for early years, transition (nursery, school, adolescence, adult services) and links with adult services.
- Importance of strategically targeted and planned specialist early intervention for both CSC and ASC
- Range of inclusive specialist provision is needed to cater for children with multiple/complex difficulties, offer intensive and targeted teaching.
- All age multi-agency ASC team (to include CDT, SALT, OT, EPS, specialist teachers and home visitors as recommended in NICE guidelines), providing both timely assessment (health, education and social care), intervention (or clear pathways to intervention) and single point of contact for parents/settings.
- Range of ongoing parenting courses planned and delivered according to need.
- Range of general and subject specific CSC training packages provided to nurseries on a rolling program.
- Ensure service provision meets key recommendations of Autism Education Trust Summary Report Feb 2009: ACER (Autism Centre for Education and Research, University of Birmingham).
- Increased liaison between SENIT, Early Years and School improvement partners to facilitate the inclusion of children with Complex Social

Communication Needs into the range of nursery settings across Gateshead.

Autism Information 08.03.13

Current Numbers of ASC/CSC pupils in mainstream schools on caseload and their key stages
 NB EY information includes PVI settings)

Key Stage	Yr Group	No of Pupils		
		ASC	CSC	
EYFS	-3	0	2	
	-2	0	17	
	-1	4	16	
	0	14	12	
		18	47	
KS1	1	4	3	
	2	14	2	
		18	5	
KS2	3	17	1	
	4	14	1	
	5	15	1	
	6	21	0	
		67	3	
KS3	7	11	0	
	8	19	0	
	9	17	0	
		47	0	
KS4	10	8	0	
	11	14	0	
		22	0	
Total		172	55	227

Number of pupils with ASC in ARMS

Bill Quay	14
Roman Road	3
Brandling	1
Washingwell	16
Whickham	11
	45

ASC/CSC pupils banded by need (please see ASC eligibility criteria)
 NB Includes pupils on caseload and in ARMS

Band	No of Children	
	ASC	CSC
A*	8	17
A	58	21

B	52	6
C	50	6
D	40	4
E	3	0
Not banded	6	1
	217	55

Funding/ staffing relating to ASC within SENIT

Post	FTE	Staffing Cost
Liaison Teacher	2.4	£122,996
Specialist Learning Mentor	0.87	£35,699
Special Educational Needs Assistant	3	£79,571
		£238,266

NB Target support staff may also support ASC pupils 1:1 but these are currently funded through Childrens Commissioning