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| **Special Educational Needs and Disabilities Needs Analysis** |
| **2022** |
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| *The 2022 SEND Needs Analysis aims to identify needs to influence future commissioning plans for early intervention, the future capacity and nature of special schools and the number of planned commissioned SEND educational places in Gateshead.*  |

The following data and report has been compiled by Danny Meek and Jack Wallis from the SEND Service.

For queries about this Needs Analysis- contact Danny Meek, SEND Statutory Assessment and Commissioning Manager

Tel: 0191 433 3851

Email: dannymeek@gateshead.gov.uk

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| **Background** |
| The first Special Educational Needs and/or Disabilities (SEND) Needs Analysis was commissioned by Gateshead Council and carried out by Indigo Consultancy during March-April 2013. This work created a replicable process that the Council could use to undertake subsequent annual needs analysis of Special Educational Needs and Disabilities. This 2022 SEND Needs Analysis outlines the following main areas:* A summary of January 2022 SEN2 data (children and young people with an EHC Plan aged 0-25 years)
* A summary of key SEND findings from School Census data 2015-2022.
* Trend data (2015- 2022); broken down into ‘primary category of need’ compared with regional neighbours and national figures (whole school population)
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| **SEND Needs Analysis 2022 - Notes on comparative trend data** |
| The needs analysis data has been looked at longitudinally, to see how changes have developed over time. Comparative data has also been used to see how the profile of need compares with other Local Authorities. The comparative profile uses statistical neighbours as well as national and regional averages. A statistical neighbour is an Authority that has been independently determined to be similar on a range of relevant characteristics. The comparative data was looked at over a Eight-year period from 2015 to 2022. The [DfE SEN Statistical First Release LA tables](https://www.gov.uk/government/collections/statistics-special-educational-needs-sen) (School Census data) as well as SEN2 data has been used, and where other data sources have been used, this is highlighted throughout. The main source of comparative data relates to school aged pupils (whole school population) who have been determined by schools to have categories of special educational need. As categories of need do not provide a detailed description of the child and different authorities use different eligibility criteria, comparisons are indicative rather than precise. The source of this information comes from the School Census submission January 2022. The needs assessment considers data on children and young people at both SEN Support and for those who have an Education, Health and Care (EHC) Plan. The categorisation of need at SEN Support is determined by the school. The categorisation of need of pupils in Gateshead who have an EHC Plan is determined following a multi-disciplinary assessment, however, it should be noted that schools may sometimes report this incorrectly on the School Census. The needs analysis data highlights any differences in profile of SEN at Whole School level (pupils with EHC Plans and at SEN Support in primary mainstream, secondary mainstream, and primary and secondary special school pupils). and at Mainstream Primary level (pupils in Years 1-6 with either EHC Plan or SEN Support) and Mainstream Secondary level (pupils in Years 7-11 with either EHC Plan or SEN Support).  |

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| **Children and young people with an Education, Health and Care Plan 0-25 (SEN2 Data)** |
| Over the past 8 years there has been a **70.9% increase** in the number of children and young people aged 0-25 years with an Education, Health and Care Plan in Gateshead (SEN2 data). This is below regional and National figures.

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|  | **Gateshead** | **Sunderland** | **Newcastle** | **North East** | **England** |
| **2015** | **842** | 1135 | 916 | 11,811 | 240,183 |
| **2016** | **982** | 1265 | 1059 | 12,817 | 256,315 |
| **2017** | **1108** | 1283 | 1292 | 14,518 | 287,290 |
| **2018** | **1374** | 1361 | 1370 | 159,45 | 319,819 |
| **2019** | **1231** | 1588 | 1490 | 17,294 | 353,995 |
| **2020** | **1299** | 1701 | 1701 | 18,812 | 390,109 |
| **2021** | **1393** | 1901 | 1884 | 20,295 | 430,697 |
| **2022** | **1439** | 2202 | 2084 | 22,060 | 473,255 |
| % increase from previous year | **3.3%** | **15.8%** | **10.6%** | **8.7%** | **9.9%**  |
| % increase over 8 years  | **70.9%** | **94%** | **127%** | **86.8%** | **97%** |
| Over the previous 8 years the number of new Education, Health and Care Plans being issued to children and young people in a one-year period in Gateshead increased by **117%.**  |
|  | **Gateshead** | **Sunderland** | **Newcastle** | **North East** | **England** |
| **2014** | **83** | 136 | 174 | 1453 | 27,139 |
| **2015** | **173** | 130 | 157 | 1664 | 27,923 |
| **2016** | **139** | 93 | 198 | 1844 | 36,094 |
| **2017** | **180** | 143 | 173 | 1763 | 42,164 |
| **2018** | **190** | 211 | 238 | 2271 | 48,907 |
| **2019** | **186** | 232 | 314 | 2663 | 53,899 |
| **2020** | **169** | 255 | 276 | 2570 | 60,097 |
| **2021** | **180** | 325 | 265 | 2929 | 62,180 |
| % diff from previous year | **6.5%** | **+27.5%** | **-4%** | **+14%** | **+3.5%** |
| % over 8 years | **+117%** | **+139%** | **+52%** | **+102%** | **+129%** |
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| **Children aged 0-4 identified as having SEND** |
| At end of September 2022, there were 4 children aged 0-4 years with an Education, Health and Care Plan. Of these, 2 were attending an independent early years setting and 2 were attending mainstream early years settings. The number of children being referred to the Council’s Pre-school Education, Health and Care Panel has increased since 2013. In 2013-14 there were 93 referrals made to the Pre-school Education, Health and Care Panel which increased to 306 during 2021-22. Of the 306 referrals made, 237 children were seen by the Council’s Early Years Assessment and Intervention Team (EYAIT), 286 children were seen by the Children’s Development Team/Outpatients with 6 of these being overseen by the Early Years SENDCO.

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| **Year** | **Total New Referrals** | **EYAIT** | **CDT / Outpatients** | **Area SENCo** | **Inappropriate Referral** |
| 2013-14 | 93 | 68 | 49 | 0 | 4 |
| 2014-15 | 145 | 123 | 80 | 2 | 7 |
| 2015-16 | 140 | 114 | 91 | 12 | 5 |
| 2016-17 | 181 | 151 | 122 | 17 | 3 |
| 2017-18 | 179 | 144 | 132 | 5 | 8 |
| 2018-19 | 195 | 121 | 142 | 18 | 1 |
| 2019-20 | 194 | 142 | 157 | 22 | 1 |
| 2020-21 | 257 | 233 | 226 | 27 | 0 |
| 2021-22 | 306 | 237 | 286 | 6 | 4 |

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| **School aged pupils****(January 2022 School Census data)** |
| **School-age pupils with SEND in Gateshead****In January 2022, a total of 4859 Gateshead pupils were reported by schools to have a special educational need or disability**, which equates to 15.9% of the school population. Of these, 25.5% had an Education, Health and Care (EHC) Plan and 74.5% were categorised as ‘SEN Support’. **School-age pupils with an EHC Plan (This data also includes Jewish and Emmanuel College, is based on Gateshead residents)**The number of statutory school-age **pupils with an EHC Plan** has increased from 843 in 2015 to 1241 **in 2022** which equates to 4.1% of all school places in Gateshead. Gateshead has a high proportion of school age pupils with an EHC Plan compared with regional and national figures. Gateshead is the highest within the region and is above the national average. **Pupils at SEN Support**The number of school-age **pupils requiring SEN Support** has slightly increased from 3,400 in 2015 to **3,618 in January 2022**, which equates to 11.9% of all pupils in Gateshead. This is slightly below the regional and national figures. **Special school pupils**The number of school-age pupils being taught in special schools in Gateshead has risen from 492 in 2015 to 711 **in 2022**. This equates to 2.23% of all school age pupils in Gateshead being taught in special schools. Gateshead currently has a higher proportion of school age pupils being taught in special schools as a percentage of the whole school population, compared with regional and national figures. **Primary Category of Need Trends** The tables below compare pupils in 2017, 2018, 2019, 2020, and 2021 with an EHC Plan and those requiring SEN Support broken down by their primary special educational need. This data is reported by schools and includes primary and secondary mainstream and special school pupils. Please note - difference between School Census and SEN 2 data, School census is specific to whole school places in Gateshead only. Whereas all school age children are inclusive of out of borough places for all Gateshead residents and their schooling.The Primary Need section uses mixed sources as the various categories cannot be drawn from one source only. The summary tables are an overview from the school census whereas the individual graphs have been captured using the SEN 2data return against the in-borough census and whole school place populations. Nationally published data tables have been replaced by a report builder system that does not provide these percentages required for this section.Please be advised that this section has been collated manually but has been checked and verified twice further for accuracy.***2017 School Census:***

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| **Primary Special Educational Need Category** | **Number of pupils** |
| Moderate Learning Needs (MLD) | 945 |
| Speech, Language and Communication Needs (SLCN) | 852 |
| Social, Emotional Mental Health (SEMH) | 586 |
| Specific Learning Difficulty (SpLD) | 463 |
| Autistic Spectrum Disorder (ASD) | 379 |
| Physical Disability (PD) | 108 |
| Severe Learning Difficulty (SLD) | 99 |
| Hearing Impairment (HI) |  96 |
| Visual Impairment (VI) | 48 |
| Profound and Multiple Learning Difficulty (PMLD) | 27 |
| **Total** | **3,603** |

***2018 School Census:***

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| **Primary Special Educational Need Category** | **Number of pupils** |
| Speech, Language and Communication Needs (SLCN) | 905 |
| Moderate Learning Needs (MLD) | 830 |
| Social, Emotional Mental Health (SEMH) | 634 |
| Specific Learning Difficulty (SpLD) | 459 |
| Autistic Spectrum Disorder (ASD) | 417 |
| Physical Disability (PD) | 106 |
| Severe Learning Difficulty (SLD) | 97 |
| Hearing Impairment (HI) |  95 |
| Visual Impairment (VI) | 50 |
| Profound and Multiple Learning Difficulty (PMLD) | 28 |
| **Total** | **3,621** |

***2019 School Census:***

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| **Primary Special Educational Need Category** | **Number of pupils** |
| Speech, Language and Communication Needs (SLCN) | 917 |
| Moderate Learning Needs (MLD) | 800 |
| Social, Emotional Mental Health (SEMH) | 629 |
| Autistic Spectrum Disorder (ASD) | 462 |
| Specific Learning Difficulty (SpLD) | 443 |
| Physical Disability (PD) | 113 |
| Severe Learning Difficulty (SLD) | 93 |
| Hearing Impairment (HI) |  84 |
| Visual Impairment (VI) | 49 |
| Profound and Multiple Learning Difficulty (PMLD) | 28 |
| **Total** | **3,618** |

***2020 School Census:***

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| **Primary Special Educational Need Category** | **Number of pupils** |
| Speech, Language and Communication Needs (SLCN) | 952 |
| Moderate Learning Needs (MLD) | 789 |
| Social, Emotional Mental Health (SEMH) | 711 |
| Autistic Spectrum Disorder (ASD) | 515 |
| Specific Learning Difficulty (SpLD) | 373 |
| Physical Disability (PD) | 100 |
| Severe Learning Difficulty (SLD) | 86 |
| Hearing Impairment (HI) |  91 |
| Visual Impairment (VI) | 52 |
| Profound and Multiple Learning Difficulty (PMLD) | 28 |
| **Total** | **3,697** |

***2021 School Census:***

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| **Primary Special Educational Need Category** | **Number of pupils** |
| Speech, Language and Communication Needs (SLCN) | 1019 |
| Moderate Learning Needs (MLD) | 830 |
| Social, Emotional Mental Health (SEMH) | 776 |
| Autistic Spectrum (ASC) | 614 |
| Specific Learning Difficulty (SpLD) | 373 |
| Physical Disability (PD) | 100 |
| Severe Learning Difficulty (SLD) | 86 |
| Hearing Impairment (HI) |  100 |
| Visual Impairment (VI) | 64 |
| Profound and Multiple Learning Difficulty (PMLD) | 32 |
| **Total** | **3,969** |

***2022 School Census:***

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| **Primary Special Educational Need Category** | **Number of pupils** |
| Speech, Language and Communication Needs (SLCN) | 1103 |
| Moderate Learning Needs (MLD) | 839 |
| Social, Emotional Mental Health (SEMH) | 825 |
| Autistic Spectrum (ASC) | 744 |
| Specific Learning Difficulty (SpLD) | 369 |
| Physical Disability (PD) | 113 |
| Severe Learning Difficulty (SLD) | 80 |
| Hearing Impairment (HI) |  85 |
| Visual Impairment (VI) | 67 |
| Profound and Multiple Learning Difficulty (PMLD) | 35 |
| **Total** | **4,260** |

For the past 3 years, the top five areas of need reported by schools via School Census have been:* ***Speech, Language and Communication Needs (SLCN)*** *– increased from 627 in 2015 to 1103 in 2022*
* ***Moderate Learning Difficulties (MLD)*** *– increased from 655 in 2015 to 839 in 2022*
* ***Social, Emotional and Mental Health (SEMH)*** *– increased from 481 in 2015 to 776 in 2022*
* ***Autism Spectrum (ASC)*** *– increased from 293 in 2015 to 744 in 2022*
* ***Specific Learning Difficulty (SpLD)*** *– increased from 329 in 2015 to 369 in 2022 but has significantly decreased since 2019*
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| **Young adults aged 16-25 with SEND (SEN2 Data)** |
| As of January 2022, there were **248 young adults aged 16-19 years old** and **20 young adults aged 20-25 years old** in Gateshead with an EHC Plan: **268 aged 16-25 years in total.** Whilst there have been additional plans being issued some EHC Plans come to end. During 2021 calendar year 115 Plans ceased with various outcomes being recorded:

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| Category | Number Ceased |
| A – Intending to take up employment  | 28 |
| B – No longer wishing to access education | 37 |
| C – Entered Higher education  | 8 |
| D – Outcomes in EHCP met | 1 |
| E – Needs being without requirement for HNF | 30 |
| F – Transfer to another LA | 1 |
| G – Left education and Needs being met via Social Care provision  | 10 |
| Total | 115 |

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| **Area of need: Specific Learning Difficulty (SpLD)** |
| **What are Specific Learning Difficulties (SpLD)?** |
| *Specific learning difficulties affect one or more specific aspects of learning. It is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. It may manifest itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, co-ordination, social competence and emotional maturity. Examples of SpLD’s are dyslexia, dyscalculia and dyspraxia.*  |
| * In January 2015, **a total of 329 pupils were reported to have a Specific Learning Difficulty** as their primary area of need. This includes primary and secondary mainstream school pupils and pupils in special schools. In **January 2022 this figure has risen to 369** however this is 74 lower than 2019.
* In January 2015, **170 primary mainstream school pupils were reported to have a Specific Learning Difficulty** as their primary area of need. In **January 2022, the reported figure was 148.**
* In January 2015, **155 secondary mainstream school pupils were reported to have a Specific Learning Difficulty** as their primary area of need. In **January 2022, the figure was 214**.
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| **Area of Need: Moderate Learning Difficulties (MLD)** |
| **What are Moderate Learning Difficulties?** |
| *Pupils with MLD will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. They have much greater difficulty than peers in acquiring basic literacy and numeracy skills and in understanding concepts and may experience speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills. (DfE Glossary of SEN Terminology 2011)* |
| * In January 2015, **a total of 655 pupils were reported to have a Moderate Learning Difficulty** as their primary area of need. This includes primary and secondary mainstream pupils and pupils in special schools. **In January 2022, the figure was 839**.
* In January 2015, **492 of pupils in mainstream primary school were reported to have a Moderate Learning Difficulty** as their primary area of need. This figure was **484 in January 2022**.
* In January 2015, **159 of pupils in mainstream secondary school were reported to have a Moderate Learning Difficulty** as their primary area of need. This figure was **263 in January 2022**.
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| **Area of Need: Severe Learning Difficulty (SLD)** |
| **What are Severe Learning Difficulties (SLD)?** |
| *The DfE ‘Glossary of special educational needs terminology’ (2011) defines severe learning difficulty (SLD) as follows: Pupils with SLDs have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLDs will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).* |
| * In January 2015, **a total of 98 pupils were reported to have a Severe Learning Difficulty** as their primary area of need. All of these pupils were being taught in special schools. In **January 2022 there were 80 pupils** **with SLD.**
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| **Area of need: Profound and Multiple Learning Difficulty (PMLD)** |
| **What are Profound and Multiple Learning Difficulties?** |
| *The DfE ‘Glossary of Special Educational Needs Terminology’ (2011) states:**Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).* |
| * In **January 2015**, a total of **20 pupils were reported to have a Profound and Multiple Learning Difficulty** as their primary area of need. In **January 2022,** this figure was **35**.
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| **Area of need: Social, Emotional and Mental Health (SEMH)** |
| **What are Social, Emotional and Mental Health needs?** |
| ***NOTE:*** *The term Social, Emotional Mental Health (SEMH) needs replaced Behaviour, Emotional and Social Difficulties (BESD) nationally to in the new SEND Code of Practice (2014).* *The SEN Code of Practice (2014) states:**Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*  |
| * In January 2015 a total of **481 pupils were reported to have Social, Emotional and Mental Health** issues as their primary area of need. **This figure was 825 in January 2022**.
* In January 2015, **234 primary mainstream school pupils were reported to have Social, Emotional and Mental Health** as their primary category of need. **This figure was 391 in January 2022.**
* In January 2015, **135 secondary mainstream school pupils were reported to have Social, Emotional and Mental Health** as their primary category of need. There were **262 pupils in January 2022**.
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| **Area of Need: Speech, Language and Communication Needs (SLCN)** |
| **What are Speech, Language and Communication Needs (SLCN)?** |
| *According to the Bercow report (2008), speech, language and communication needs ‘encompass a wide range of difficulties related to all aspects of communication in children and young people. They can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say and using language socially.’* *The SEN Code of Practice (2014) states:* *Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*  |
| * In **January 2015 a total of 627 pupils were reported to have Speech, Language and Communication Needs** as their primary area of need. This figure was **1103 in January 2022.**
* In January 2015 a total of **501 primary mainstream pupils were reported to have Speech, Language and Communication Needs** as their primary area of need. **The figure in January 2022 was 841.**

 * In January 2015 a total of **102 secondary mainstream pupils were reported to have Speech, Language and Communication Needs** as their primary area of need. **The figure in January 2022 was 195.**
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| **Area of Need: Hearing Impairment (HI)** |
| **What is Hearing Impairment (HI)?** |
| *The DfE Glossary of special educational needs terminology 2011 defines hearing impairment (HI) as follows: Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.* *For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.* |
| * In January 2015 a total of **83 pupils were reported to have a Hearing Impairment** as their primary area of need. **In January 2022 the figure was 85.** **15 lower than 2021**
* In January 2015 a total of **32 primary mainstream school pupils were reported to have a Hearing Impairment** as their primary area of need. The figure in **January 2022 was 44.**
* In January 2015 a total of **51 secondary mainstream school pupils were reported to have a Hearing Impairment** as their primary area of need. The figure in **January 2022 was 38. 11 lower than 2021**
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| **Area of Need: Visual Impairment (VI)** |
| **What is Visual Impairment (VI)?** |
| ***Visual impairment is when someone has sight loss that cannot be fully corrected using glasses or contact lenses.*** *A visual impairment can be the result of a number of causes including: a genetic condition, difficulties at birth, illness, trauma or accidental injury.**The SEN Code of Practice (2014) states:**Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI) will require specialist support and/or equipment to access their learning.* |
| * In January 2015 a total of **33 pupils were reported to have a Visual Impairment** as their primary area of need. The figure in **January 2022 was 67**.
* In January 2015 a total of **19 primary mainstream pupils were reported to have a Visual Impairment** as their primary area of need. The figure in **January 2022 was 38**.
* In January 2015 a total of **14 secondary mainstream pupils were reported to have a Visual Impairment** as their primary area of need. The figure in **January 2022 was 24**. **5 lower than 2021**
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| **Area of Need: Physical Disability (PD)** |
| *The SEN Code of Practice (2014) states:**Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.* |
| * In January 2015 a total of **97 pupils were reported to have a Physical Disability** as their primary area of need. The figure in **January 2022 was 113.**
* In January 2015 a total of 61 **primary mainstream school pupils were reported to have a Physical Disability** as their primary area of need. The figure in **January 2022 was 53**.
* In January 2015 a total of **26 secondary mainstream school pupils were reported to have a Physical Disability** as their primary area of need. The figure in **January 2022 was 46.**
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| **Area of Need: Autistic Spectrum Condition (ASC)** |
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| *The SEN Code of Practice (2014) states:**Children and young people with ASC, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.*  |
| * In January 2015 a total of **293 pupils were reported to have Autistic Spectrum Condition** as their primary area of need. In **January 2022 the figure was 744.**
* In January 2015 a total of **94 primary mainstream school pupils were reported to have Autistic Spectrum Condition** as their primary area of need. In **January 2022 the figure was 276**.
* In January 2015 a total of **79 secondary mainstream school pupils were reported to have Autistic Spectrum Condition** as their primary area of need. In **January 2022 the figure was 191**.
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