1. Parents, children and young people to get the right time and feel that they are listened to and in control 69 % of Oddies/young people but have an DKO, believe they were either well or very well placed at the centre of the process. DKDS by the feel where the centre of the process. DKDS by the feel of satisfactor/oung feeling by 3KHO to the process. DKDS by the policy of the process. DKDS by the process of the process. DKDS by the policy of the process. DKDS by the policy of the process. DKDS by the process of the process of the process. DKDS by the process of the process of the process. DKDS by the process of the process of the process of the process. DKDS by the process of the pro	Suffolk SEND	Outcome	e and KP	l meas	sures -	Ma	rch	2022	Current		Sep-19	Jan-20	May-20	Commentary	
The SCN include university of the have an EHCP, believe they were either well or very well placed at the centre of the process. (DL19) 697, (DR19)	1. Parents, children and young people to get the right support at the right time and feel that they are listened to and in control														
Rey Stage 2 Results Expected Standard in Reading, Writing and Maths Expected Standard in Reading, Writing and Maths Year SEN Gap Non-SEN NU Gap LANII Gap 2017 15 50 65 53 -3 2018 16 52 68 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 53 -1 2019 18 52 70 65 7	69 % of children/young people that have an EHCP,			P, believe they were eithe	well or very	·				75%	n/a	satisfaction/confidence in this area - this will not change until a further survey is completed by SPCN or we have alternative outcome measures to support this. There was not a 2020			
Expected Standard in Reading, Writing and Maths Expected Standard in Reading, Writing and Maths Fixed SEN SEN SEN SEN No 18	2. Suffolk pupils	with an EH	ICP or on	SEND su	pport reach	their expected stan	dards at age 11 i	n Engli	sh, reading a	and mathema	tics (to includ	e, LAC and	d care leave	rs)	
Expected Standard in Reading, Writing and Maths Year SEN Gap Non-SEN NIGAP LA-NII Gap 2017 15 50 65 53 -3 2018 16 52 68 53 -1 2019 18 52 70 53 -1 3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) 3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) **Since 2017 to 9.04 0.48 0.04 0.66 0.18 **Description of the pupils with SEN Support has fallen by 0.09 to -0.37. **To pupils with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has been recovered by the public beautiful public with SEN Support has fallen by 0.09 to -0.37. **To pupils with SEN Support in Suffolk the figure has remained constant at -0.3. A remained constant at -		Kev Stage 2	2 Results	a					18% (2019)	160/ /2018)	n/a	21%	% n/a	expected standard in reading, writing and mathematics has	
No. SEN Gap No. SEN Support has increased by 4%pt in Suffolk. The next set of nationally verified attainment and progress data will be available in an April 2013. 2018 15 52 58 53 51 2019 18 52 70 53 51 2019 18 52 70 53 51 2019 38 52 70 53 51 2019 38 52 70 53 51 2019 38 52 70 53 51 2019 38 52 70 53 51 2019 30 30 50 50 50 50 50 2010 30 50 50 50 50 50 50 2010 30 50 50 50 50 50 50 2010 30 50 50 50 50 50 50 2010 30 50 50 50 50 50 50 5						hs			, ,	. (,	,		,	Suffolk and 2% nationally. The Suffolk to National gap is 2%pt	
2018 15 52 68 53 -1 2019 18 52 70 53 -1 3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) 3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) 3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) 3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) 5. Since 2017 the Progress 8 figures for pupils with SEN has decreased from -0.47 to -0.47. 7. O.47 (2019) -0.43 (2018) n/a n/a 7. O.47 (2019) -0.43 (2018) n/a n/a 8. O.43 0.58 0.15 0.69 LA-NHI Gap 2019 -0.47 0.52 0.05 0.70 -0.18 7. O.52 0.05 0.70 -0.18 7. O.53 0.54 0.55 0.59 0.70 0.518 7. O.54 0.55 0.55 0.55 0.70 0.518 7. O.55 0.55 0.70 0.518 7. O.55 0.55 0.70 0.518 7. O.55 0.55 0.70 0.70														The attainment of pupils with SEN Support has increased by	
3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) Progress 8 Score 10,47 (2019) -0.43 (2018) n/a 10,48														and progress data will be available in Jan/Feb 2023. (Unvalidated data may be available from Nov/Dec 2022. The Standards and Excellence team work with school leaders	
3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers) Progress 8 Score Progress 8 Score 1		2013	10	32	70	55	-							whole school improvement work to secure improvement so that their provision meets the needs of their pupils,	
Progress 8 Score -0.47 (2019) -0.43 (2018) n/a -0.48 SEN Gap Non-SEN Ntl Gap -0.49 0.48 0.04 0.66 -0.18 -0.19 -0.49 0.49 0.49 0.52 0.05 0.70 -0.18 -0.49 0.49 0.49 0.49 0.49 0.49 0.49 0.59 0.70 -0.49 0.49 0.49 0.49 0.49 0.49 0.49 0.59 0.11 -0.49 0.49 0.49 0.49 0.49 0.49 0.49 0.59 0.10 -0.49 0.52 0.05 0.70 0.18 -0.49 0.52 0.05 0.70 0.18 -0.49 0.49 0.49 0.49 0.49 0.49 0.49 0.49	3. Suffolk pupils	with an EH	with an EHCP or on SEND Support make expected progress at age 16 (at age 16 (to incl	ude, LA	C and care I	eavers)						
2017 -0.44 0.48 0.04 0.66 -0.18 2018 -0.43 0.58 0.15 0.69 -0.11 The Standards and Excellence team work with school leaders including governors to support and challenge them in their whole school improvement work to secure improvement so that their provision meets the needs of their pupils, particularly, vulnerable learners including those with SEND. This support and challenge is that take up the offer of visits. A range of evidence is used to evaluate the impact of the school's provision in meeting their pupils' needs. The last published performance data was in 2019 and the next validated published performance data wall be, at the earliest,						Ntl Gan	I A-Ntl Gan		-0.47 (2019)	-0.43 (2018)	n/a		n/a	For pupils with EHCPs Suffolk figures has fallen by 0.09 to -	
2018 -0.43 0.58 0.15 0.69 -0.11 2019 -0.47 0.52 0.05 0.70 -0.18 The Standards and Excellence team work with school leaders including governors to support and challenge them in their whole school improvement work to secure improvement so that their provision meets the needs of their pupils, particularly, vulnerable learners including governors and challenge is provided to all LA maintained schools and those academies that take up the offer of visits. A range of evidence is used to evaluate the impact. The last published performance data was in 2019 and the next validated published performance data will be , at the earliest,														For pupils with SEN support in Suffolk the figure has remained constant at -0.3. The Standards and Excellence team work with school leaders	
The Standards and Excellence team work with school leaders 2019 -0.47 0.52 0.05 0.70 -0.18 The Standards and Excellence team work with school leaders including governors to support and challenge them in their whole school improvement work to secure improvement so that their provision overneem the reads of their pupils, particularly, vulnerable learners including those with SEND. This support and challenge is provided to all LA maintained schools and those academies that take up the offer of visits. A range of evidence is used to evaluate the impact of the school's provision in mee date was in 2019 and the next validated published performance data will be , at the earliest,															
whole school improvement work to secure improvement so that their provision meets the needs of their pupils, particularly, vulnerable learners including those with SEND. This support and challenge is provided to all LA maintained schools and evidence academies that take up the import of the school's provision in meeting their pupils' needs. The last published performance data was in 2019 and the next validated published performance data will be , at the earliest,															
		2019	-0.47	0.32	0.03	0.70	-0.10							whole school improvement work to secure improvement so that their provision meets the needs of their pupils, particularly, vulnerable learners including those with SEND. This support and challenge is provided to all LA maintained schools and those academies that take up the offer of visits. A range of evidence is used to evaluate the impact of the school's provision in meeting their pupils' needs. The last published performance data was in 2019 and the next validated published performance data will be , at the earliest,	

4. Education health and care needs assessments are completed within statutory timescales.

EHCP timeliness data – proportion of EHCP issued within 20 weeks (exc. exceptions)

41 % average for 37% Apr the first quarter 2022 of 2019/20 50% 65% 70%

EHCP's Issued



]			
	Q1	Q2	Q3	Q4	Apr-22
Total issued	178	193	168	147	51
Total issued within 20 weeks	169	180	120	51	19
% issued within 20 weeks	95%	93%	71%	35%	37%

5. Assessment advice and EHC plans provide clear information regarding the needs of C&YP, the specific provision they require to meet those needs and outcomes are person-centred and specific to support progress

Type of Document	Internal audit score March 2020 (baseline)	Cycle 1 score (Sept-Nov 20)	Cycle 2 score (Mar-May 21)	Cycle 3 score (June-Aug 21)	Internal Average (C123)	
New EHCP	16.4	17.8	18.7	18.8	18.4	
Amended EHCP	n/a	17.4	18	18.7	18	
Annual Review	n/a I	12.6	13.6	12.6	12.9	
Parent/CYP	13	13 15		13	15	
Educational Setting	13	16	15	13	15	
Specialist Teacher	n/a	n/a	14	11	13	
Medical	7*	12	16	14	14	
Mental Health	7*	9	13	13	12	
SALT	12	18	18	18	18	
Occupational Therapy	13	15	19	17	17	
Physiotherapy	13	17	n/a	19	18	
Educational Psychology	17	19	19	19	19	
Social Care	11	11	13	17	14	

	Feb 21 Cycle	Mar 20 Cycl		
Plans Avg. Score	17.80	16.40		
Advice Avg. Score	15.25	12.10		

6. Children and Young People with an EHC plan make good progress in achieving their outcomes.

This needs a new reporting process from the Capita System. The annual review report has been amended to capture progress towards outcomes as data as well as narrative so data can be reported on. The Capita SEND professional portal is now being tested to accommodate electronic annual reviews and will be implemented at scale from September 2021

^{*} Medical and mental health advice/reports were not separated for the



Baseline

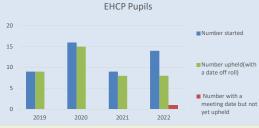
8. Children and young people with SEND are rarely excluded from school

SEN Exclusions 0 Annual 2021-22 (end March) 2020-21 % Suspensions No. No. % Suspensions (all pupils) 3,853 4.1 3,248 3.5 - Primary School 753 726 1.3 1.4 - Secondary School 3,086 8.1 6.6 2,510 - Special School 14 1.2 12 1.0 Suspensions (pupils with an EHCP) 350 10.5 15.0 408 - Primary School 109 9.0 180 14.9 - Secondary School 227 24.5 217 23.5 - Special School 14 1.2 11 0.9 Suspensions (pupils with SEN Support) 1,455 13.2 1,161 11.9 - Primary School 405 6.1 360 5.4 - Secondary School 1,050 23.8 801 18.1

Permanent exclusions	No.	%	No.	%
Democrate and englished (all annells)		0.06	67	0.07
Permanent exclusions (all pupils)	52	0.06	67	0.07
- Primary School	14	0.03	10	0.02
- Secondary School	38	0.10	57	0.15
Permanent exclusions (pupils with an EHCP)	6	0.18	9	0.33
- Primary School	5	0.41	3	0.25
- Secondary School	1	0.11	6	0.65
Permanent exclusions (pupils with SEN Support)	14	0.13	15	0.15
- Primary School	5	0.08	4	0.06
- Secondary School	9	0.20	11	0.25

Permanent exclusion: Trend over time











11. Emotional wellbeing and mental health services to have a positive impact for children and young people with SEND

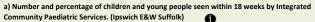
The FFT data for childrens and young people services (NSFT)



Mar 6% in 2022

Commentary

12. Children and young people with SEND have access to ASD & ADHD services within expected timeframes



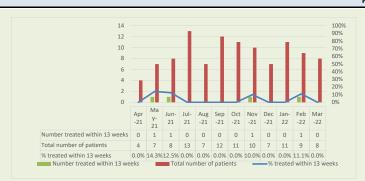


b) Number and percentage of children and young people with suspected Autism receiving an assessment that are seen within 13 weeks of referral (Ipswich E&W Suffolk)

0.0% Mar 2022

30%

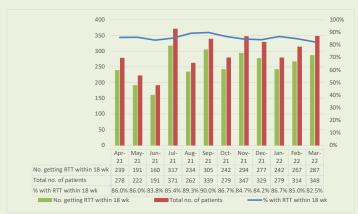
Mar 2022



c) Number and percentage of children and young people receiving a ADHD diagnosis within 13 weeks of referral (Ipswich E&W Suffolk)

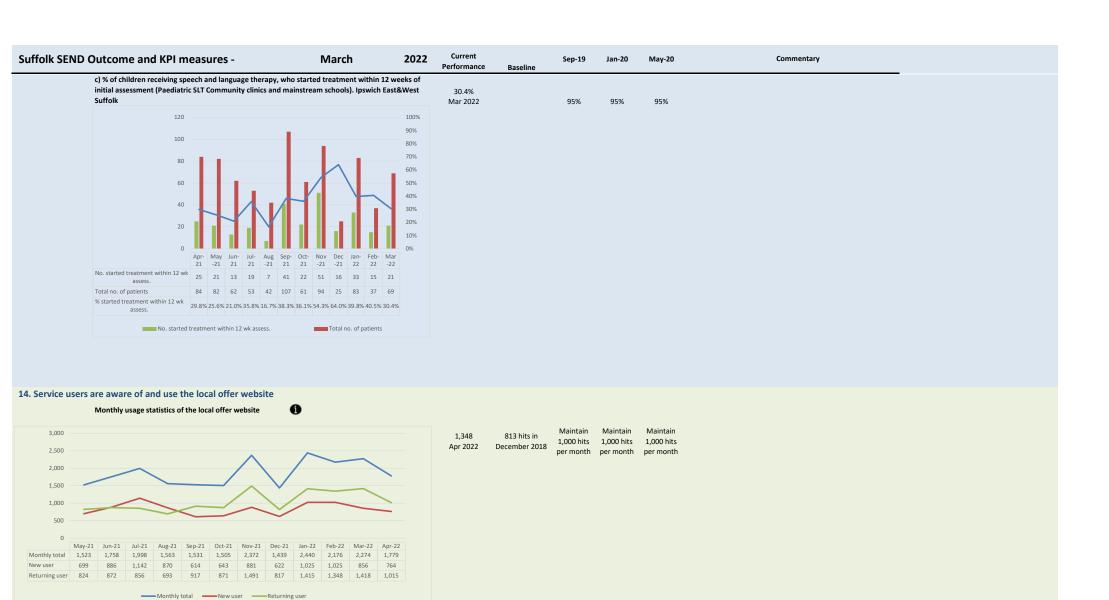


d) Number and percentage of children and young people receiving treatment within 18 weeks of referral (Ipswich E & W Suffolk)



0.0% Mar 2022

82.5% 95% 95% 95% Mar 2022



41.6% 2018

Have you heard of the 0-25 SEND Local Offer Website ? (SPCN 2019 survey)

41.6% of respondents had heard of the Local Offer website