

Bishops Stortford, Sawbridgeworth, Buntingford, Watton at Stone, Hertford, Ware

2016		DSPL 3	Herts
1 Total number and percentage rated outstanding or good by Ofsted in leadership and management in each area of state funded	• primary schools	58 89.5%	404 88.7%
	• secondary schools	13 92.9%	82 89.0%
	• special schools	3 100.0%	25 88.0%
	• pupil referral units	0 *	8 87.5%
2 Percentage of children and young people (0-25) in each area	• aged below 5	20.2%	21.2%
	• aged 5 to 10	24.3%	24.0%
	• aged 11 to 15	20.7%	18.5%
	• aged 16 to 18	12.7%	11.6%
	• aged 19 to 25	22.1%	24.7%
	• with a statement or EHC plan	0.4%	0.5%
3 Percentage of pupils in each area with a statement or EHC plan	• aged below 5	4.6%	5.6%
	• aged 5 to 10	36.3%	36.9%
	• aged 11 to 15	40.2%	41.8%
	• aged 16 to 18	15.7%	14.1%
	• aged 19 to 25	3.1%	1.6%
4 Percentage of pupils in each area with a statement or EHC plan for	• autism	19.1%	23.2%
	• learning difficulties	44.8%	35.6%
	• physical disability	5.7%	6.0%
	• sensory impairment	4.9%	5.3%
	• social, emotional and mental health needs	11.9%	14.4%
	• speech, language and communication needs	13.7%	15.5%
5 Percentage of pupils in each area with a statement or EHC plan attending	• primary schools	18.0%	15.3%
	• secondary schools	27.6%	24.3%
	• SEN unit or base at mainstream schools	2.1%	4.2%
	• special schools	43.3%	45.9%
	• independent or non maintained schools	1.3%	2.7%
6 Percentage across Hertfordshire during the year for	• initial requests for assessments	10.6%	100.0%
	• final EHC plans issued	10.5%	100.0%
7 DSPL Model Indicator		11.1%	100.0%
8 Place Plus Spend across Hertfordshire	• SEN unit or base at mainstream schools	4.5%	100.0%
	• special schools	8.5%	100.0%
	• independent or non maintained schools	6.2%	100.0%

1. Ofsted's school inspections outcomes at 31 May 2016. 2. ONS 2014 Mid Year Population Estimate 3-5. Percentage of pupils with a statement or EHC plan maintained by Hertfordshire at January 2016. 3. Age at 31st August 2015. 4. Based on primary special need. Sensory impairment includes pupils with HI, MSI and VI. Learning difficulties includes pupils with MLD, PMLD, SLD and SpLD. 6. 2015-16 academic year. 7. 2016 DSPL Model Indicator. 8. Expenditure based on location of pupils with a statement or EHC plan maintained by Hertfordshire at January 2016.

Vision

A comprehensive 'offer for autism' is available to all pupils with autism regardless of having a diagnosis or an education, health and care plan, that provides a range of flexible support and services to meet their needs within Hertfordshire mainstream and special schools.

Countywide Key Data

ASD - Over the last 5 years the proportion of pupils with a statement or EHC plan for autism (ASD) has continued to increase.

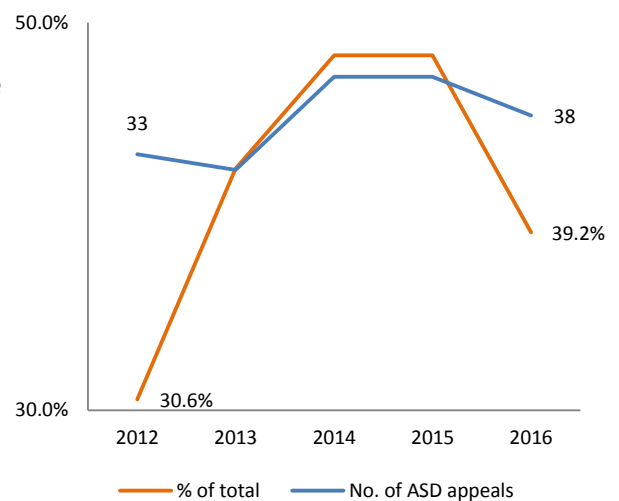
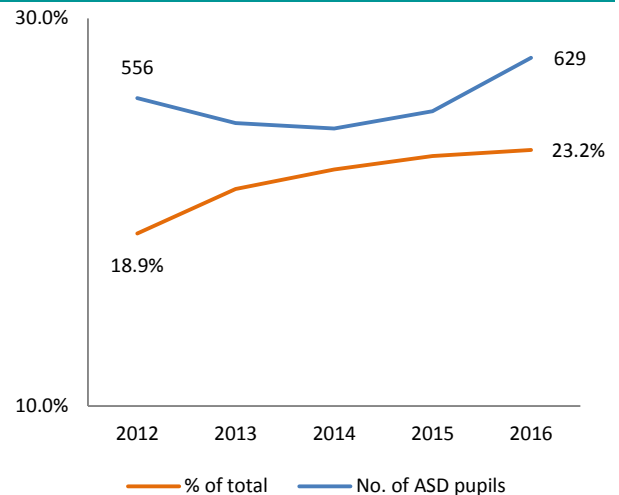
2016 displayed a significant increase in the number of pupils with a statement or EHC plan for autism, an increase of 18.2% from the previous year.

This should be considered alongside a significant increase in the number of statements and EHC plans in general, so that the percentage of pupils with a statement or EHC plan and autism only increased from 22.9% in 2015 to 23.2% in 2016.

SEN Appeals - In Hertfordshire, the proportion of SEN appeals registered, with autism recorded as the primary special need, are relatively high. In 2014 and 2015, nearly half of all SEN appeals registered by parent/ carers were for children and young people with autism.

Gender - A significant proportion of pupils with a statement or EHC plan for autism are male. At January 2016, this ranged from 84.2% in DSPL 2 to 89.7% in DSPL 7.

High Needs Block - In 2016, 14.9% of expenditure for pupils in specialist settings was on independent and non maintained settings (approx. £1.5 million). Over half of this was spent on pupils in independent and non maintained settings with a statement or EHC plan for autism.



Countywide Action Plan for DSPL Areas

- Each DSPL area must set up an **Autism Review Group** (suggested membership includes the DSPL manager, DSPL Area (SEND) Lead, Primary, Secondary and Special School Heads, Teachers, SENCOs, parents, Educational Psychologists & Advisory Teacher, Teaching Assistants, and any other interested parties)
- The Autism Review Group will be responsible for developing an **Autism Improvement Plan** for their DSPL area and individual schools
- The DSPL Area (SEND) Lead will develop an understanding of good practice and reasonable adjustments with the DSPL area, regarding supporting pupils with autism and their parent
- Each DSPL will be responsible for promoting and implementing Hertfordshire's **School Autism Lead Role/ Approach**
- Promote the use of the Autism Education Trust (AET) Standards and School Audit framework
- Promote the AET Training Approach, and use of AET materials
- Each DSPL area will be responsible for monitoring the take up of AET training in their area, in conjunction with the county lead for autism

DSPL 3 Key Data

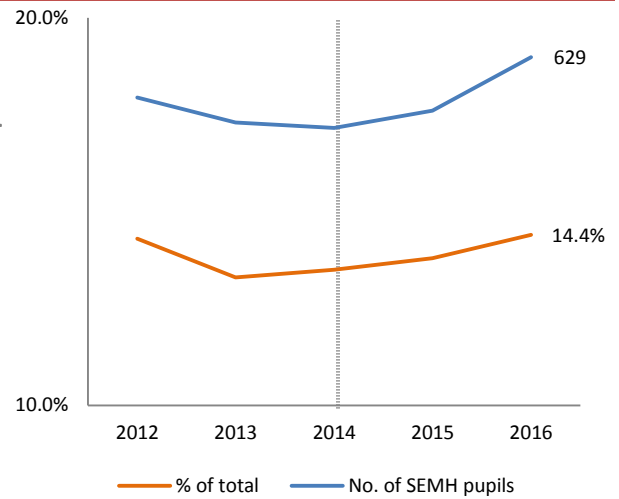
DSPL 3 Action Plan

Vision

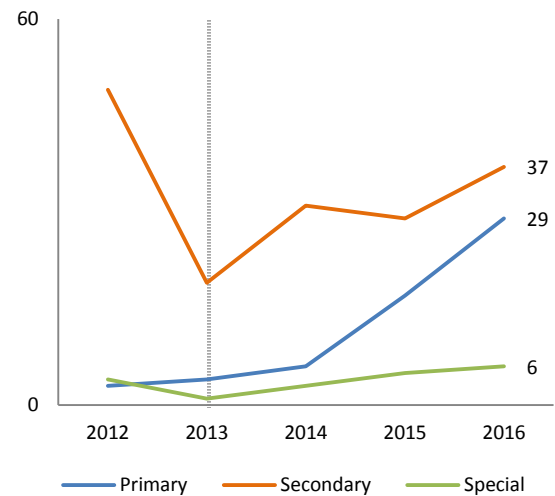
A flexible and co-ordinated continuum of support is in place in each area to ensure children and young people, with significant and complex needs affecting their behaviour, can access their entitlement to education provision.

Countywide Key Data

SEMH - Over the last 3 years the number and proportion of pupils with a statement or EHC plan for social, emotional and mental health (SEMH) has continued to increase in Hertfordshire.



Permanent Exclusions - Over the last 4 academic years the number of permanent exclusions in primary, secondary and special schools in Hertfordshire has continued to increase. This increase has been significantly high in primary and secondary schools.



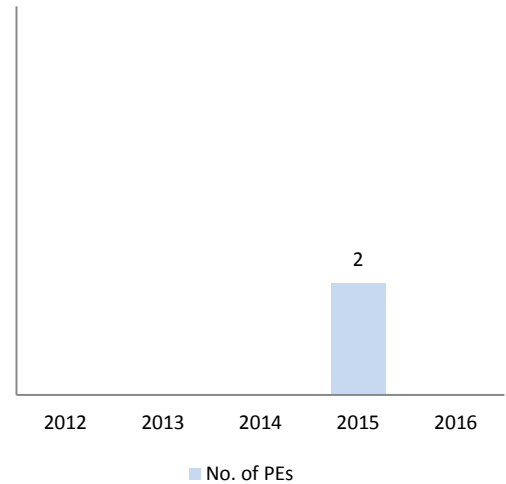
Countywide Action Plan for DSPL Areas

- The tiered approach to behaviour support (as identified in the behaviour strategy) will be developed in each DSPL area
- New commissioning arrangements will be developed in each DSPL area
- Each DSPL area will ensure that a clear entitlement pathway is created for those children who experience behaviour difficulties in schools and settings
- Each DSPL area will ensure that suitable, full-time provision is available for children who are permanently excluded from school
- A high needs primary behaviour support service will be commissioned in each DSPL area
- A review of secondary behaviour support/Alternative Provision capacity and allocation arrangements will be carried out in each DSPL area
- Hertfordshire Steps will continue to be rolled out across each DSPL area as Hertfordshire's preferred approach to behaviour management in schools and settings

DSPL 3 Key Data

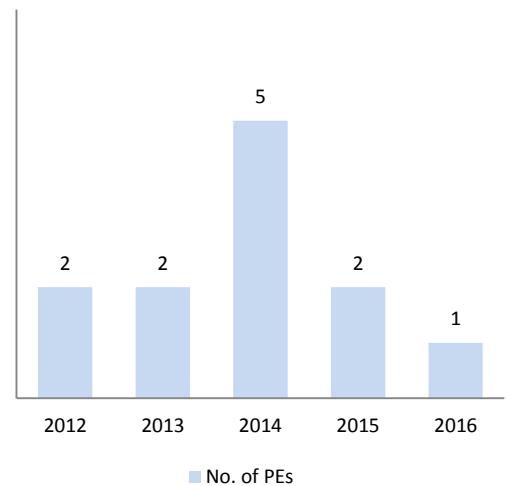
Primary Schools - In 2015, a total of 2 pupils (1 pupil with no identified special educational needs and 1 pupil with SEN support) were permanently excluded from primary schools in DSPL 3.

Although there were no permanent exclusions in 2016, at the end of February 2017, there have been 2 permanent exclusions in this academic year so far at primary schools in DSPL 3.

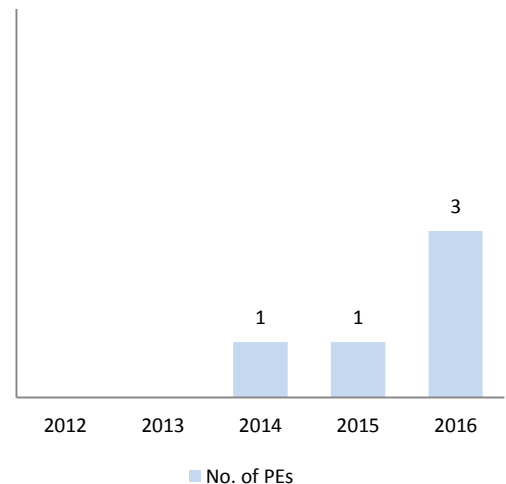


Secondary Schools - Over the last 5 years a relatively high number of permanent exclusions have occurred at secondary schools in DSPL 3.

Although there was a single permanent exclusion in 2016, at the end of February 2017, there have been 6 permanent exclusions in this academic year so far at secondary schools in DSPL 3.



Special Schools - Over the last 3 years, and in particular in 2016, a relatively high number of permanent exclusions have occurred at special schools in DSPL 3.



DSPL 3 Action Plan

DSPL 3 Data Set

		Top 3		Bottom 3		2012	2013	2014	2015	2016	2017
1	Population	0-25		-	-	-	-	-	-	-	-
2	Statement/ EHC Plan	Population 0-25		0.9	0.9	0.8	0.8	0.8	0.8	0.9	
3	Characteristics	a Placement	Early years	2.2	2.3	1.8	1.7	2.3			
			Primary	13.6	13.6	14.5	16.5	18.0			
			Secondary	28.3	28.9	27.2	24.3	27.6			
			SEN unit/ base	2.7	3.7	3.0	3.8	2.1			
			Special	50.0	48.2	50.3	50.4	43.3			
			ESC	0.3	0.0	0.0	0.6	0.3			
			Roman Fields	0.0	0.0	0.0	0.3	0.3			
			EHE	0.5	0.8	1.2	0.6	0.5			
			I/NM	2.4	2.0	1.5	1.4	1.3			
			b In DSPL area	Early years	87.5	100.0	100.0	66.7	88.9		
	Primary	96.0		95.8	93.9	96.5	94.3				
	Secondary	86.5		89.2	87.0	92.9	84.1				
	SEN unit/ base	0.0		0.0	0.0	0.0	0.0				
	Special	71.2		74.7	73.5	73.6	68.5				
	ESC	100.0				100.0	100.0				
	Roman Fields					0.0	0.0				
	Total	77.7		79.8	79.0	79.1	75.5				
	c Primary Need Type	SPLD		1.1	1.4	2.1	2.3	1.8			
		MLD		28.5	28.3	26.6	28.4	29.6			
		SLD	14.4	14.4	13.6	13.9	12.9				
		PMLD	0.3	0.8	0.6	0.6	0.5				
		SEMH	11.1	9.6	12.4	11.0	11.9				
		SLCN	13.0	14.2	14.5	14.2	13.7				
		HI	4.1	4.0	3.3	2.6	3.1				
		VI	1.4	0.8	0.9	0.9	1.5				
		MSI	0.3	0.3	0.3	0.3	0.3				
		PD	6.8	7.1	6.8	6.7	5.7				
	ASD	19.0	19.0	18.9	19.1	19.1					
	d Gender	Male	68.5	68.8	68.3	69.6	68.8				
	e Ethnicity	White British	88.9	87.8	85.7	83.9	84.9				
f First Language	English	96.3	95.2	94.4	93.5	92.6					
g Social Care	Children Looked After	1.9	2.8	3.0	2.3	2.1					
h SEN Appeals	Registered per 10,000	1.2	0.4	1.6	1.2	3.8					
4 Attainment	a Early Years	No identified SEN	-	70.8	73.9	76.6	74.3				
		Foundation	-	30.9	22.7	24.2	26.0				
		Stage Profile	-	0.0	5.9	9.1	0.0				
		Attainment gap	-	43.9	53.3	54.6	53.2				
	b Key Stage 2	No identified SEN	90.4	90.0	93.4	92.1	67.4				
		SEN Support	33.8	42.7	47.7	48.2	20.1				
		Statement/ EHC Plan	11.1	11.5	16.7	11.4	0.0				
		Attainment gap	59.8	50.5	49.8	48.8	50.5				
5 Permanent Exclusions	a Primary	No identified SEN	0.00	0.00	0.00	0.01	0.00				
		SEN Support	0.00	0.00	0.00	0.07	0.00				
		Statement/ EHC Plan	0.00	0.00	0.00	0.00	0.00				
	b Secondary	No identified SEN	0.02	0.02	0.03	0.00	0.01				
		SEN Support	0.00	0.00	0.19	0.18	0.00				
		Statement/ EHC Plan	0.00	0.00	0.00	0.00	0.00				
	c Special	Statement/ EHC Plan	0.00	0.00	0.28	0.27	0.82				
	6 Performance	a Leadership & Management	Primary	-	-	78.9	84.2	89.5			
			Secondary	-	-	100.0	100.0	92.9			
Special			-	-	100.0	100.0	100.0				
7 Expenditure	a Place Plus (£)	Special	-1.3	-1.5	-1.4	-1.4	-2.8				
		SEN unit/ base	-6.7	-4.9	-6.0	-3.5	-6.6				
		I/NM	-7.1	-6.4	-6.5	-2.5	-4.9				
		Roman Fields	-11.0	-10.4	-10.4	-7.6	-7.7				
	b Exceptional Needs Funding (£)	Early years	-	1.4	-0.6	-1.0	-2.6				
		Primary	-	0.1	-0.7	-0.5	0.0				
		Secondary	-	5.0	1.7	-0.6	-0.3				

1. % of resident population aged 0-25 (ONS mid year estimates) with a statement or EHC plan maintained by Hertfordshire 2. % of total pupils with a statement or EHC plan maintained by Hertfordshire at January each year 3a. by current school attendance 3b. that attend a state funded setting in the same DSPL area as they live in 3c. by primary type of need recorded 3d. recorded as male 3e. with an ethnicity recorded and classified as White British 3f. with a first language recorded as English 3g. classified as Children Looked After 3h. % of SEN appeals registered per 10,000 all pupils population 4. % of eligible pupils at schools in each DSPL area by type of SEN each academic year achieving a good level of development (EYFSP) or the expected level of attainment (Key Stage 2) 5. % of school cohort receiving a permanent exclusion at schools in each DSPL area by type of SEN each academic year 6. % of state funded settings in each DSPL area rated outstanding or good in leadership and management by Ofsted in their last inspection date at January each year 7a. % variance between the level of total spending power in each DSPL area for specialist places across Hertfordshire and the DSPL model indicator each year 6b. % variance between the level of expenditure on Exceptional Needs Funding on pupils resident in each DSPL area and the DSPL model indicator

DSPL 3 Data Set

#			2012	2013	2014	2015	2016	2017
1	Population	0-25	40,142	40,618	41,083	41,437	41,841	
2	Statement/ EHC Plan	Total	368	353	338	345	388	
3	Characteristics	a Placement						
		Early years	8	8	6	6	9	
		Primary	50	48	49	57	70	
		Secondary	104	102	92	84	107	
		SEN unit/ base	10	13	10	13	8	
		Special	184	170	170	174	168	
		ESC	1	0	0	2	1	
		Roman Fields	0	0	0	1	1	
		EHE	2	3	4	2	2	
		I/NM	9	7	5	5	5	
		b In DSPL area						
		Early years	7	8	6	4	8	
		Primary	48	46	46	55	66	
		Secondary	90	91	80	78	90	
		SEN unit/ base	0	0	0	0	0	
		Special	131	127	125	128	115	
		ESC	1	0	0	2	1	
		Roman Fields	0	0	0	0	0	
		Total	279	276	263	269	289	
		c Primary Need Type						
		SPLD	4	5	7	8	7	
		MLD	105	100	90	98	115	
		SLD	53	51	46	48	50	
		PMLD	1	3	2	2	2	
		SEMH	41	34	42	38	46	
		SLCN	48	50	49	49	53	
		HI	15	14	11	9	12	
		VI	5	3	3	3	6	
		MSI	1	1	1	1	1	
		PD	25	25	23	23	22	
		ASD	70	67	64	66	74	
		d Gender						
		Male	252	243	231	240	267	
		e Ethnicity						
		White British	312	288	269	250	270	
		f First Language						
		English	336	319	303	289	314	
		g Social Care						
		Children Looked After	7	10	10	8	8	
		h SEN Appeals						
		Registered	3	1	4	3	10	
4	Attainment	a Early Years						
		No identified SEN	-	1,518	1,523	1,613	1,655	
		Foundation						
		SEN Support	-	123	119	128	104	
		Stage Profile						
		Statement/ EHC Plan	-	18	17	22	24	
		Attainment gap	-	-	-	-	-	
		b Key Stage 2						
		No identified SEN	1,297	1,313	1,325	1,332	1,413	
		SEN Support	228	232	239	226	214	
		Statement/ EHC Plan	36	26	36	35	40	
		Attainment gap	-	-	-	-	-	
5	Permanent Exclusions	a Primary						
		No identified SEN	0	0	0	1	0	
		SEN Support	0	0	0	1	0	
		Statement/ EHC Plan	0	0	0	0	0	
		b Secondary						
		No identified SEN	2	2	3	0	1	
		SEN Support	0	0	2	2	0	
		Statement/ EHC Plan	0	0	0	0	0	
		c Special						
		Statement/ EHC Plan	0	0	1	1	3	
6	Performance	a Leadership & Management						
		Primary	-	-	57	57	57	
		Secondary	-	-	14	14	14	
		Special	-	-	3	3	3	
7	Expenditure	a Place Plus (£)						
		Special	3,120,000	2,970,000	3,020,000	3,160,000	3,150,000	
		SEN unit/ base	110,000	130,000	100,000	170,000	100,000	
		I/NM	380,000	350,000	290,000	600,000	440,000	
		Roman Fields	0	0	0	30,000	30,000	
		b Exceptional Needs Funding (£)						
		Early years	-	90,000	60,000	70,000	50,000	
		Primary	-	260,000	220,000	180,000	220,000	
		Secondary	-	200,000	110,000	70,000	80,000	

1. Resident population aged 0-25 (ONS mid year estimates) 2. Pupils with a statement of SEN or EHC plan maintained by Hertfordshire at January each year (SEN Tribal database) 3. Pupils with a statement of SEN or EHC plan maintained by Hertfordshire at January each year 3a. by current school attendance 3b. that attend a state funded setting in the DSPL area as they live in 3c. by primary type of need recorded 3d. recorded as male 3e. with an ethnicity recorded and classified as White British 3f. with a first language recorded and classified as English 3g. classified as Children Looked After 3h. Number of SEN appeals registered each academic year 4. Number of eligible pupils at schools in each DSPL area by type of SEN each academic year 5. Number of permanent exclusions at schools in each DSPL area by type of SEN each academic year 6. Total number of state funded settings in each DSPL area at January each year 7a. Level of total spending power in each DSPL area for specialist places rounded to the nearest £10,000 7b. Level of expenditure on Exceptional Needs Funding on pupils resident in each DSPL area

Hertfordshire Data Set 2016

%	Top 3	Bottom 3	1	2	3	4	5	6	7	8	9	Herts	
1	Population	0-25	-	-	-	-	-	-	-	-	-	-	
2	Statement/ EHC Plan	Population 0-25	1.2	1.5	0.9	1.4	1.0	1.2	1.1	1.2	1.1	1.2	
3	Characteristics	a Placement	Early years	1.9	1.9	2.3	3.0	3.5	1.6	4.1	3.3	3.6	2.9
			Primary	12.4	8.2	18.0	18.6	17.7	14.5	17.8	15.7	15.9	15.3
			Secondary	26.2	23.5	27.6	21.4	24.8	23.4	28.4	21.4	23.0	24.3
			SEN unit/ base	3.2	6.6	2.1	4.6	5.1	4.3	3.7	4.1	4.3	4.2
			Special	51.0	53.8	43.3	46.7	41.8	47.4	37.7	47.2	44.8	45.9
			ESC	0.0	1.2	0.3	0.9	0.0	0.0	0.0	0.2	0.1	0.3
			Roman Fields	0.0	0.0	0.3	0.0	0.8	1.6	1.8	0.5	1.0	0.7
			EHE	0.7	0.6	0.5	0.7	1.5	0.3	1.0	0.5	0.6	0.7
			I/NM	2.7	1.4	1.3	1.8	2.0	3.0	3.7	3.4	3.5	2.7
	b In DSPL area	Early years	100.0	66.7	88.9	92.3	92.9	100.0	100.0	89.5	100.0	91.5	
		Primary	100.0	87.5	94.3	100.0	94.3	79.5	100.0	89.0	91.9	92.0	
		Secondary	55.6	74.6	84.1	53.8	61.2	45.1	72.9	58.9	83.7	66.3	
		SEN unit/ base	61.5	87.5	0.0	85.0	35.0	38.5	42.1	79.2	51.5	59.9	
		Special	28.1	54.8	68.5	7.9	45.5	0.0	50.3	56.6	75.1	45.7	
		ESC		16.7	100.0	0.0				100.0	100.0	30.8	
		Roman Fields			0.0		0.0	0.0	0.0	100.0	0.0	10.3	
		Total	46.4	63.4	75.5	41.2	58.1	26.1	65.8	62.7	76.7	58.7	
		c Primary Need Type	SPLD	1.7	1.6	1.8	1.6	1.3	3.3	1.2	2.2	2.5	1.9
	MLD		22.1	23.3	29.6	23.2	16.7	26.3	20.1	25.5	26.9	23.9	
	SLD		8.3	9.1	12.9	7.8	8.4	9.2	6.3	6.6	10.0	8.6	
	PMLD		0.7	0.4	0.5	0.2	2.5	0.7	1.8	1.0	1.8	1.1	
	SEMH		10.4	15.1	11.9	12.2	17.0	18.4	8.5	18.6	14.9	14.4	
	SLCN		16.3	16.1	13.7	21.6	19.5	8.9	14.2	15.5	14.2	15.5	
	HI		2.4	2.5	3.1	2.1	1.8	3.3	6.9	3.8	2.6	3.2	
	VI		1.5	1.9	1.5	3.4	1.5	1.3	2.0	1.6	2.2	1.9	
	MSI		0.2	0.2	0.3	0.2	0.3	0.0	0.2	0.0	0.4	0.2	
	PD		5.3	5.2	5.7	6.4	4.3	5.3	7.9	6.4	6.0	6.0	
	ASD		31.1	24.7	19.1	21.1	26.8	23.4	31.0	18.8	18.6	23.2	
	d Gender	Male	74.3	70.5	68.8	75.6	73.4	73.7	71.2	72.2	71.7	72.1	
	e Ethnicity	White British	83.1	79.9	84.9	74.7	74.1	77.5	73.9	79.8	64.5	75.6	
	f First Language	English	96.4	94.9	92.6	91.0	97.3	96.3	91.4	92.9	88.9	92.9	
	g Social Care	Children Looked After	2.7	9.5	2.1	1.4	4.8	4.6	1.8	9.0	3.4	4.8	
	h SEN Appeals	Registered per 10,000	6.1	2.9	3.8	1.2	5.2	7.3	5.2	3.9	5.3	5.1	
4 Attainment	a Early Years	No identified SEN	75.3	77.0	74.3	73.7	72.4	68.9	76.9	75.4	71.2	74.0	
		Foundation	35.6	20.5	26.0	30.0	25.4	41.7	32.7	23.6	23.9	27.3	
		Statement/ EHC Plan	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.7	1.2	
		Attainment gap	45.6	58.6	53.2	46.4	50.7	31.1	49.0	53.7	50.0	50.2	
	b Key Stage 2	No identified SEN	65.6	62.3	67.4	59.3	64.4	63.0	75.2	64.9	67.5	66.4	
		SEN Support	19.8	21.0	20.1	22.6	18.1	17.6	20.9	15.6	15.5	18.8	
		Statement/ EHC Plan	3.1	2.3	0.0	0.0	2.8	9.1	5.1	0.0	4.1	2.5	
		Attainment gap	47.8	44.9	50.5	39.0	49.5	46.2	56.6	51.9	53.6	50.1	
			0.02	0.04	0.00	0.01	0.06	0.04	0.02	0.04	0.02	0.03	
5 Permanent Exclusions	a Primary	SEN Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
		Statement/ EHC Plan	2.78	1.45	0.00	0.00	0.00	1.72	0.00	0.00	0.63	0.58	
			0.00	0.03	0.01	0.07	0.13	0.12	0.01	0.04	0.03	0.05	
b Secondary	SEN Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
	Statement/ EHC Plan	0.00	0.00	0.00	1.79	0.00	1.64	0.00	0.00	1.10	0.47		
		0.63	0.00	0.82	0.00	0.00		0.29	0.00	0.25	0.28		
6 Performance	a Leadership & Management	Primary	94.0	83.9	89.5	80.0	87.1	87.0	88.7	91.2	89.4	88.7	
		Secondary	100.0	85.7	92.9	66.7	100.0	83.3	83.3	77.8	100.0	89.0	
		Special	100.0	75.0	100.0	100.0	100.0		75.0	100.0	80.0	88.0	
7 Expenditure	a Place Plus (£)	Special	-0.1	1.6	-2.8	1.0	-1.4	1.3	-2.5	0.8	-0.3	0.0	
		SEN unit/ base	-3.1	8.2	-6.6	0.2	0.3	2.9	-1.8	-2.3	2.2	0.0	
		I/NM	1.4	-4.9	-4.9	-5.3	-2.0	1.4	8.1	2.3	3.4	0.0	
		Roman Fields	-10.2	-11.0	-7.7	-8.9	0.6	11.2	19.0	-2.8	9.7	0.0	
	b Exceptional Needs Funding (£)	Early years	2.7	-0.3	-2.6	4.0	3.9	2.5	-5.2	0.1	-5.2	0.0	
		Primary	-1.6	-0.7	0.0	1.5	-0.8	0.2	0.7	0.6	-0.1	0.0	
		Secondary	1.3	1.2	-0.3	-4.3	-0.2	-0.5	2.6	-1.7	1.9	0.0	

1. % of resident population aged 0-25 (ONS mid year estimates) with a statement or EHC plan maintained by Hertfordshire 2. % of total pupils with a statement or EHC plan maintained by Hertfordshire at January each year 3a. by current school attendance 3b. that attend a state funded setting in the same DSPL area as they live in 3c. by primary type of need recorded 3d. recorded as male 3e. with an ethnicity recorded and classified as White British 3f. with a first language recorded as English 3g. classified as Children Looked After 3h. % of SEN appeals registered per 10,000 all pupils population 4. % of eligible pupils at schools in each DSPL area by type of SEN each academic year achieving a good level of development (EYFSP) or the expected level of attainment (Key Stage 2) 5. % of school cohort receiving a permanent exclusion at schools in each DSPL area by type of SEN each academic year 6. % of state funded settings in each DSPL area rated outstanding or good in leadership and management by Ofsted in their last inspection date at January each year 7a. % variance between the level of total spending power in each DSPL area for specialist places across Hertfordshire and the DSPL model indicator each year 6b. % variance between the level of expenditure on Exceptional Needs Funding on pupils resident in each DSPL area and the DSPL model indicator

Background Notes

Early Years Foundation Stage Profile	The Early Years Foundation Stage Profile is an assessment of children's achievement at the end of the academic year in which they become five years of age. A new profile was introduced in September 2012, and so figures from 2012/13 are not comparable with earlier years.
Good Level of Development	Children reach a Good Level of Development in the EYFSP if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and; the early learning goals in the specific areas of mathematics and literacy.
Key Stage 2	Key Stage 2 is the stage of the National Curriculum for pupils aged between 7 and 11 years (year groups 3 to 6). Pupils generally sit their KS2 tests aged 11.
Expected Level of Achievement	There are four levels of attainment at KS2, ranging from 2 to 5. Pupils meet the expected level of achievement if they attain level 4 or higher.
Ofsted Inspection in Leadership & Management	<p>There is no separate judgement for special educational needs (SEN) provision under the Ofsted inspection framework. SEN provision forms part of the whole school inspection.</p> <p>For the quality of leadership and management to be 'inadequate', inspectors are likely to find that:</p> <p>'Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have SEN.' School inspection handbook, January 2015</p>
Permanent Exclusion	A permanent exclusion refers to a pupil who is excluded and their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

Glossary

ASD	Autistic Spectrum Disorder
DSPL	Delivering Special Provision Locally
EYFSP	Early Years Foundation Stage Profile
ESC	Education Support Centres
EHC	Education, Health and Care
EHE	Elective Home Education
ENF	Exceptional Needs Funding
HI	Hearing Impairment
I/NM	Independent/ Non Maintained
MLD	Moderate Learning Difficulty
MSI	Multi Sensory Impairment
No.	Number
NOR	Number On Roll
PD	Physical Disability
PEs	Permanent Exclusions
PSB	Primary Support Base
PMLD	Profound and Multiple Learning Difficulties
SLD	Severe Learning Difficulties
SEND	Special Educational Needs and Disabilities
SPLD	Specific Learning Difficulties
SLCN	Speech, Language & Communication Needs
VI	Visual Impairment
-	Not applicable

For more information

If you have any queries regarding this publication please contact your DSPL area manager.

All the DSPL area profiles are also available on Hertfordshire County Council's grid for learning website.

For previously published area profiles please contact,

dspl.programme@hertfordshire.gov.uk