

SEND update – Kids First

23 November 2023

Merton staff contributing to this presentation

Elizabeth Fitzpatrick - Assistant Director, Education and Early Help

Suzanne Paris – SEN Manager

Rachel Bowerman – Head of School Improvement

Keith Shipman – Head of Education Inclusion

Tom Procter – Assistant Director, Strategy, Commissioning and Partnerships

Allison Jones – Head of Early Years, Family Wellbeing and Early Help

Toby Podger-Taylor – Participation and Engagement worker

Agenda

- SEND Strategy refresh
- SEND Feedback Forms
- Annual Review easy read guide for parents
- Secondary Phase Transfer Data
- Schools update

BREAK

- Safety Valve Programme and New SEND provision in Merton to Sept 2026
- Family Hubs
- Listening and responding to SEND children and Young People
- School Attendance
- Attachment project

SEND Strategy Refresh

Elizabeth Fitzpatrick

Where are we up to?



“In Merton, children and young people with SEND are happy and fulfilled in all areas of their lives, and at every stage of their development into adulthood.”

This means:

Staying Safe – *Children feel safe and supported in their relationships, online, where they live, and in their communities.*

Enjoying and Achieving – *Children enjoy equity of opportunity and be supported to succeed.*

Becoming Independent – *Children feel supported and empowered as they transition into adulthood.*

Being Healthy – *Children are supported to be happy and in their mental and physical health.*

Having a Say – *Children are valued and included. They are visible, and their voice is heard.*

**Current
Strategy
Vision/ Ambiti
on**

Our Ambition

"In Merton, children and young people with SEND are happy and fulfilled in all areas of their lives, and at every stage of their development into adulthood."

Doing things on time

Providing the right help

Clear communication

Listening to children and families

Equity and Inclusion

Working in partnership

Professionals learning and developing.

Staying Safe

Enjoying and Achieving

Becoming Independent

Being Healthy Getting Involved, Having a Say

Our Pillars for Success

Priorities

Actions will sit under these three priorities, and they will link to the ambition and the pillars

1. Children and young people receive the right support at the right time.

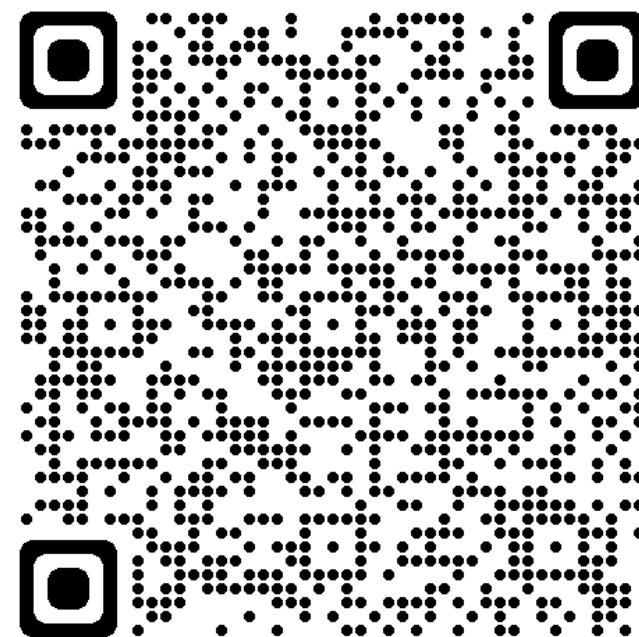
2. Children and young people are enabled to become independent as they transition into adulthood.

3. Children, young people, families, and professionals listen to each other and work together for shared understanding.

What are your biggest hopes for children with SEND who are growing up in Merton?

Menti.com

Code: 4558 4185



SEND feedback forms, Annual reviews, and secondary transfer data

Suzanne Parris, SENDIS manager

SEN Feedback Forms

- Invision 360 is the quality assurance tool purchased by the LA. Invision 360 has a feedback questionnaire which collates parental feedback as part of the Annual Review process. A link is sent to the school and parent and a 5 minute questionnaire is completed. The feedback from the questionnaire is collated within the IT system.
This process will go live in January 2024
- The SEND Youth Advisory Group are working with SEN team to develop the child and young person feedback forms. The Advisory Group is meeting again in December to finalise the feedback forms which will go live in January 2024
- A separate questionnaire is being reviewed for the EHCNA process

Annual Review Guidance for Settings and Parents/Carers

SENDIS are developing Annual Review Guidance for Education Settings and for Parents/Carers. These documents are in their final stages and will be published on the Local Offer in January 2024.

The guidance will outline the statutory timescales that the education setting and the LA must comply with. It will also give guidance on what the meeting should cover as part of the review process.

Phased Transfer Data for 2023

- In the July/August of each year, all parents/carers of children in Year 5 with an EHCP maintained by Merton are written to by SENDIS inviting them to express a preference for a particular school for their child's secondary placement. Once the LA receive the parental/carer preference, these preferences are collated and passed on to the relevant EHC Co-ordinator to begin the consultation process which starts in September of the child's Year 6 education.

- The Local Authority must name a Secondary School placement in Section I of a pupils EHCP by the 15th February.
- Merton operates an inclusive model and will always aim to educate a pupil within a local mainstream or maintained specialist setting to ensure they can be part of their local community, wherever possible, and where appropriate, this is in accordance with the Children and Families Act 2014 (Sections 33 & 40). However, parent/carers may request a placement outside the maintained sector, which will be considered by the authority before making a final decision on naming a school in Section I in an EHCP.

Number of Phase Transfers for Year 7 placements in 2023

- For the academic year 2022/23 there were 194 children being educated in Year 6 with an EHCP that required a transfer to secondary school for September 2023. This was an increase of 13 EHCPs on the previous academic year 2021/22.
- Of the 194 secondary transfers, 21 had an EHCP issued for the first time between September 2022 and 10th August 2023. For those pupils who received a final EHCP after the 15th February 2023 they will have received a secondary placement through School Admissions in a local mainstream school. Prior to issuing the final EHCP, parents/young person could request a different placement to be named in Section I.

Placements

- **No Change to “Type” of Placement following naming a Secondary Placement for September 2023**
- Of the 194 EHCPs, 146 EHCPs (75 %) **did not** require a change to “type” of placement for Year 7. Those children moving from a Mainstream School to a Mainstream School’s Additionally Resourced Provision (ARP) have not been deemed a change of placement type as legally an ARP is deemed Mainstream provision.
- **Change to “Type” of Placement following naming a Secondary Placement for September 2023**
- Of the 194 EHCPs, 48 EHCPs (25 %) required a change of “type” of placement for Year 7.

Timeliness of naming a Secondary Placement in Section I of the EHC Plan

Academic Year	Named with a placement	%	Named as Type	%	Not named with a placement or a type	%	Moved in from another LA	EHCNA's finalised after 15/2	Total
2021/22	137	76%	0		44	24%	0	0	181
2022/23	156	80%	26	13%	2	1%	1	9	194

The two pupils whose EHCP did not name a placement or “type” of placement by the 15th February were pupils who were in Tribunal at the time and therefore the LA were unable to name a placement in Section I until the Tribunal concluded. These two pupils now have a named placement in Section I of their EHCP and have commenced in their provision.

The 26 pupils whose EHCP named “type” in Section I on the 15th February are placed as follows:

- 21 have a named provision in Section I and have commenced in their provision for Year 7.
- Two pupils are currently Educated Other than at School (EOTAS) which is reflected in Section F of their EHCP. EOTAS cannot be named in Section I of an EHCP so Section I remains blank.
- Three pupils are classed as at risk of CME as they do not have a named placement but are receiving tuition and provision outlined in Section I while the LA seek a suitable specialist placement.

There were 9 EHCPs finalised after the 15th February as these were new Education Health and Care Needs assessments that were referred during Year 6 after the 15th February.

Schools' Update

Rachel Bowerman, Head of School
Improvement

Launch of Ordinarily Available Guidance: 02.10.2023

- Attended by the majority of Headteachers and SEND senior leaders, primary and secondary schools
- Presentations exemplified the range and expertise of LA teams all working together to model for and support schools in delivering Ordinarily Available provision

Ordinarily Available Guidance

- setting based interventions and services that all Merton schools, early years and post 16 settings should be able to provide for children or young people, including those with SEND, from within their own resources
- By outlining these expectations, we are encouraging consistency between schools and settings across Merton and supporting schools in developing inclusive practice

Content of guidance

Covers four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory or physical needs.

For each area, there are suggestions for strategies and interventions that can be used by all members of school staff and families alike, as well as examples of good practice.

Follow up support: Autumn Term 2023

- Series of workshops repeated on 6 days from 19.10.2023 – 07.12.2023
- 3 workshops each day
- Schools have flexibility to target relevant professionals to attend workshops throughout the day
- Content: adapting language in the classroom, de-escalation guidance for pupils with SEMH; cognitive support strategies

Safety Valve Programme and New SEND provision in Merton

Tom Procter, Interim Assistant Director,
Strategy, Commissioning and Partnerships

Financial context - DSG and High Needs spending

Council is responsible to manage the 'Dedicated School Grant' for schools

'High Needs budget' is the element for children with SEND and for Alternative Provision

Why the overspend?

- The number of children with EHCPs increased by 2½ fold over 6 years from 1,075 in 2016 to 2,467 in 2022 (SEN 2)
- Associated specialist placements and support costs increased
- Placements in independent provision increased more than three-fold

(in January 2022 15.9% of EHCPs, more than double the England average of 6.2% and the statistical neighbour average of 7.7%)

Safety valve strategy

Agreement with DfE to 're-balance' the system in the continuum of provision – DfE 5-year financial support

- Decrease expensive Independent by providing more state school specialist places within the borough through a mixture of expansion of existing schools and a new Special Free School
- Inclusive education in our own schools (OAP practice, not stopping)
- A subtle change to balance over 5 years (to 2026/27)



Safety valve conditions to report back to DfE

1. Support mainstream settings to adopt inclusive practice – graduated response on support
2. Strengthen SEN support offer in mainstream schools to reduce escalation
3. Strengthen professional networks across mainstream settings
4. Develop Merton's sufficiency strategy to ensure specialist provision is being used effectively and expand specialist provision
5. Secure collaboration and financial commitment from partner agencies
6. Develop and implement a clear planning and decision-making process for placements
7. Strengthen the oversight and contracting with independent and NM schools
8. Strengthen the EHCP annual review process
9. A clear SEND financial strategy that ensures case level decision making is strategic and appropriate

Additional SEND places update

Extra places delivered over the past 2 years

- **Whatley Avenue SW20** (ASD/communication)– works completed for 80 children for September 2022
- **Melbury Medical Provision** – More capacity at Lavender, London Road Mitcham from September 2022
- **West Wimbledon** – expansion of ARP. Phase 1 opened September 2022, phase 2 completed September 2023
- **Hatfeild** – expansion of ARP completed summer 2022
- **Cranmer** – new ARP (ASD/communication) Phase 1 opened in September – 2022, permanent scheme completed in summer 2023

Additional SEND places update

- **Further schemes being planned:**
- **New Special Free School - planned opening in September 2026** Ages 4-16 for Learning difficulties and complex needs including challenging behaviour DfE in competition process for a provider – assessing bids and decision by March 2024. Merton working with DfE on the site feasibility study
- **Sutton Special Free school** Ages 11-19 just outside Merton in Rosehill Recreation Ground. Planned opening now September 2025 – some extra places for Merton residents
- **Additional secondary school ARP** (resourced provision) review before implementation
- **Perseid School** further expansion by September 2025 – links to Brightwell

Expansion of Perseid School/Short Breaks

- Redesigned building to provide for an extra 28 school places and after school spaces for up to up to 16 children at any one time
- Planned location is the existing Brightwell building, which will become multi-use for education and out of school provision
- The review of shortbreaks provision is ongoing, with recommendations due in the new year, to inform the co-design and co-production of a reshaped shortbreak offer.

Safety Valve conditions 1 & 2

- **6 SEND Advisers** including SENCOs, senior leaders and Specialist Leaders of Education (SLEs) delivering Merton School Inclusion programme
- Programme delivered in **20 schools, in 3 phases** between Autumn 2022 – Spring 2023
- Focus on SEND support process and practice: adaptive teaching to ensure majority of needs met within classroom

Family Hubs

Allison Jones, Head of Early Years, Family Wellbeing and Early Help



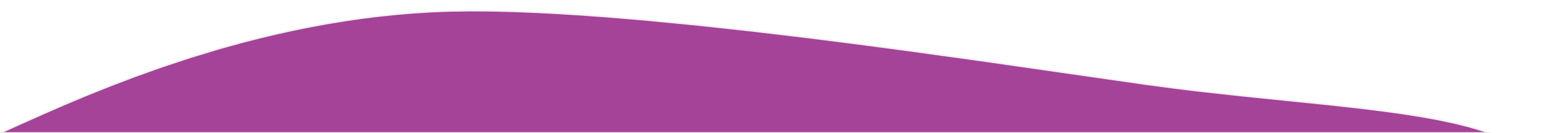
Family Hubs in Merton

November 2023

WHAT ARE FAMILY HUBS?

*“Family hubs are a place-based way of joining up locally in the planning and delivery of family services. They bring services together to improve **access**, improve the **connections** between families, professionals, services, and providers, and put **relationships** at the heart of family support. Family hubs offer support to families from conception and two, and to those with children of all ages, which is 0-19 or up to 25 for those with special educational needs and disabilities (SEND), with a great Start for Life offer at their core”.*

[Family Hubs and Start for Life Programme Guide \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



HOW ARE FAMILY HUBS DELIVERED?

PHYSICAL HUB BUILDINGS

Dedicated places within the community where families can go to access support and services. Merton will have **TWO** dedicated Family Hubs each with a focussed provision for older children and young people.

OUTREACH VIA DELIVERY POINTS

Places and spaces within the community where Family Hub services can be offered enabling an accessible and coordinated outreach offer. **SEVENTEEN** delivery points have been identified within this current transformation phase. Scope to expand the delivery of FH services through other delivery points will be explored once the programme is fully embedded.

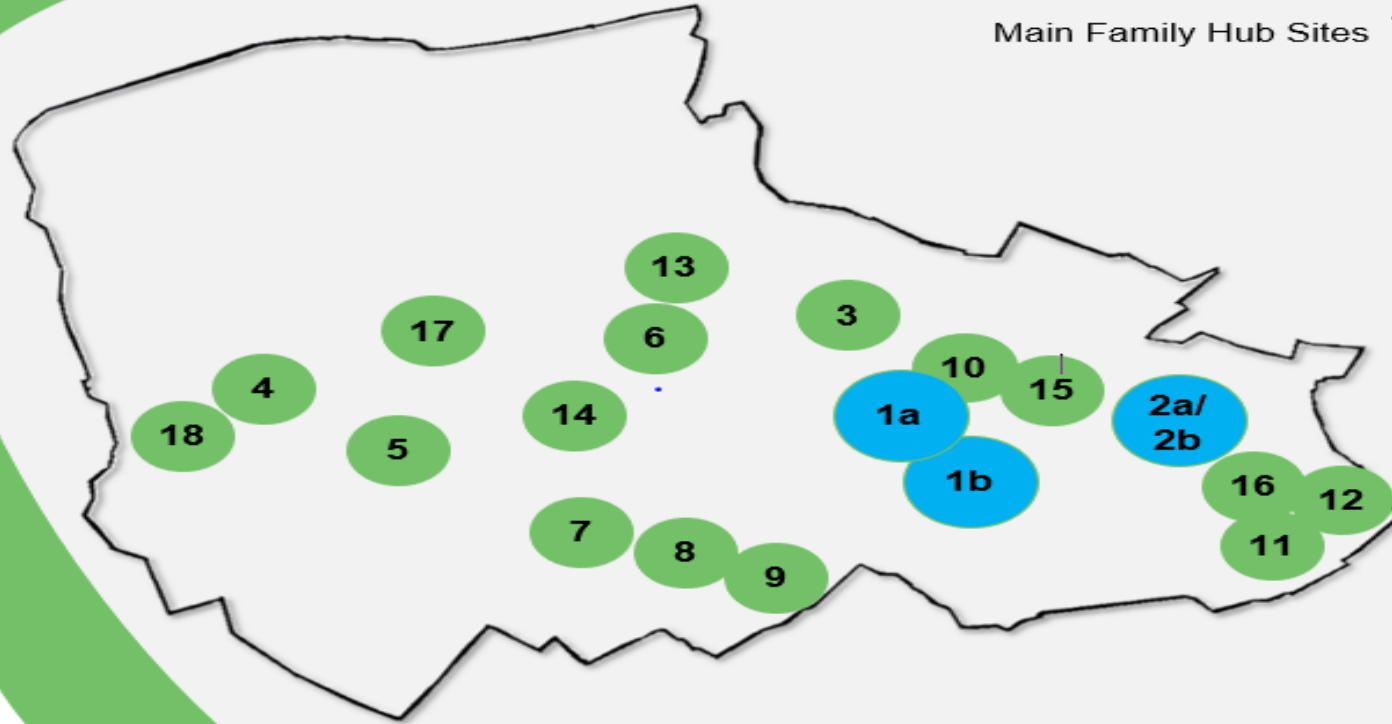
VIRTUAL OFFER

A strong digital platform which enables families to access information, resources and an online service offer.

Family Hubs & Delivery points

Main Family Hub Sites

- 1a Church Rd CC
- 1b Phipps Bridge YC
- 2a Acacia CC
- 2b Adventure Playground
- 3 Steers Mead CC
- 4 Raynes Park Library / The Bridge CC
- 5 The Avenue CC
- 6 Abbey CC
- 7 Lower Morden CC
- 8 Brightwell Respite Centre
- 9 Newminster CC
- 10 Bond Rd FC
- 11 Ivy Gardens CC
- 12 Pollards Hill YC
- 13 Colliers Wood Library
- 14 Morden Library
- 15 Mitcham Library
- 16 Pollards Hill Library
- 17 Wimbledon Library
- 18 West Barnes Library



WHAT IS THE SERVICE OFFER?

	Activities for children aged 0-5	ECEC (Early Childhood Education Care) & financial support	Midwifery / Maternity	Debt and welfare advice	
Support for separating and separated parents	Health Visiting 	SEND Support 		Stop smoking support	Domestic Abuse Support
	Intensive targeted family support (SF funded services)	Reducing Parental Conflict	Mental health services 	Housing	Youth Services (universal and targeted)
Nutrition and weight management	Oral health improvement	Local authority 0-19 public health services		Substance (alcohol/drug) misuse support	Youth Justice Service
	Early Language and Home Learning Environment	Parenting Support	Parent Infant Relationship/ Perinatal Mental Health	Infant Feeding Support 	Birth Registration

 SERVICES WHICH FORM PART OF THE 'START FOR LIFE OFFER'

	Service available face to face at a family hub	Service available through the family hub but received elsewhere in the network (for example, via outreach, at a youth centre, a clinical setting such as a maternity hub, a voluntary and community sector (VCS) organisation or a faith setting.)	Virtual services available through the family hub, including static online information and/or interactive virtual services
SEND support and services (inclusive of the Start for Life period)	Minimum - Staff in the family hub, including Start for Life staff, are knowledgeable about SEND services and the requirements set out in the SEND Code of Practice. They can connect families to appropriate support and services. - SEND information advice and support (SENDIAS) (mandatory service) may be physically located within the hub buildings. Staff can make referrals to appropriate services within the Hub network, such as portage and SEND-appropriate parenting programmes. - Staff understand how they relate to professionals in education settings (including early years and further education), Start for Life services and those within statutory services (health and social care), and can support families in interactions with these professionals. - Staff in the family hub can inform parents of their rights to request a social care assessment or carers' assessment, or make a referral on their behalf, where appropriate. - Staff in the family hub can make families aware of Education Health and Care (EHC) request procedure, where appropriate and necessary, can explain the process and the effect of having an EHC plan on their child's support. - Information is available in an accessible format and addresses wider accessibility needs for parents of SEND children e.g. the need to make reasonable adjustments. - Services such as the 0-19 Healthy Child Programme should be fully involved in the additional needs/SEND notification process to the LA/Designated Clinical Officer. Go further - Parent-carer forum (different from the Start for Life Parent and Carer Panel) is located at the family hub, if appropriate (this needs to be a decision taken by the parent-carer forum). - Parent-carer informal peer support groups are located in the family hub where they choose to be. - Respite provision is available for SEND families at the family hub, where appropriate and if the building is suitable. - Staff in the family hub can support parents in applying for an EHC assessment and complete the forms if necessary. Staff in the family hub can liaise with school on behalf of families (either directly or via SENDIAS team) to ensure support is being delivered in accordance with the Code of Practice and that parents understand how support is organised for their child.	Minimum - Staff in the family hub can connect families to SEND services within the family hub network. Services should align closely with both the SEND local offer and the support ordinarily available to those with SEND in nursery and early education settings, as well as schools and further education. Wider services within the family hub may include SEND- appropriate parenting support delivered by partners, peer support groups for parents, respite provision, support for siblings, specialist health services (via appropriate local referral pathways). - Families are able to access services provided by local partners including health in line with the statutory requirements on those services Go further - There is a dynamic process of maintaining the SEND local offer which captures and details all relevant services via the family hub network, so that families experience a single point of contact which provides comprehensive information on all services available to them and their child in relation to their SEND needs. - The family hub connects to a wide range of partners and relevant services, including those co-produced by parents, carers and families themselves, so that families receive services from all partners via the hub network, which are dynamic and responsive to their needs.	Minimum - Online family hub presence offers universal materials and information about how to book onto services. - SEND Local Offer is available online (statutory requirement) via the family hub online presence. - Online information is available in an accessible format and addresses wider accessibility needs for parents of SEND children e.g. the need to make reasonable adjustments. Go further - Online virtual programme on offer, accessible via the family hub. - Services made available through the virtual hub are fed into the Local Offer and feedback is reported through the Local Offer mechanism to commissioners, creating a dynamic process where services are shaped by and respond to local need, as identified by parents, carers and families themselves.

MERTON'S TRANSFORMATION TIMELINE

Date	Milestone
December 2021	Merton applies to receive Transformation 1 funding to support mobilisation of Family Hub model
November 2022	First payment of transformation monies received from DFE to support FH operationalisation.
Feb 2023	Theory of Change workshop delivered with small cohort of partners
Jan- August	Recruitment to key FH/SFL transformation posts
May 2023	Community consultation activity around Family Hub visual and messaging.
August 2023	Family Hub Brand launches with family hub based events.
November 2023	Publish 'Start for Life' Offer
March 2024	Full Implementation of Family Hubs as set down within DFE Model Framework
2024 & beyond	Continuous evaluation and review of Family Hub delivery model to ensure best outputs.

TRANSFORMATION ACTIVITY

GOVERNANCE

- Family Hub Accountable Group established
- Reporting into CSCP 'Prevention & Early Intervention' Subgroup agreed.
- Start for Life Partnership Group convenes monthly



Next steps:

- Further develop activity of 'Merton Family Voice'
- Embed 'community of practice' approach amongst FH services
- Establish Local Area Network meetings in FH areas.

CAPITAL WORKS

- Physical hub sites identified
- Building adaptations in progress
- Pre works assessments completed



Next steps:

- Adapt buildings creating warm/welcoming FH spaces.
- Work with partners to coordinate delivery of FH 'core' services from designated buildings.
- Signage to be installed within/outside all FH locations

COMMUNICATION & ENGAGEMENT

- Partner engagement surveys completed
- Family Hub launch event held Aug 23 (feedback)
- Ongoing consultation activity via P&E Manager.



Next steps:

- Work with VCS to ensure Merton Family Voices reflect local communities, inc. underserved groups.
- Use feedback to shape co-design and production.
- Partner Engagement Day scheduled 19.01.24

TRANSFORMATION ACTIVITY

WORKFORCE DEVELOPMENT

- Mapping of FH workforce development requirements
- Exploration of current partnership training offer.
- Work to develop partnership 'bitesize' briefings



Next steps:

- Develop FH Workforce Development Strategy (reflecting tiers of contact) through T&F activity.
- Timetable L&D schedule inc. induction
- Commission workforce training as agreed

DELIVERING FH SERVICES

- Service mapping across 24 core areas underway
- SFL offer collated – published imminently
- Task and Finish Activity started to coordinate service delivery



Next steps:

- Develop co-location strategy
- Agree a set of core values & principles for all FH partners
- Embed FH branding within existing service offer

DEVELOPING START FOR LIFE OFFER

- Service mapping to identify current landscape.
- Monthly SFL partnership enables shared understanding of support available to families 0-2 years.
- Work with and through services to identify family voice.



Next steps:

- Publication of Start for Life offer for parents and professionals
- Deliver against agreed SFL 'Action Plan'

HOW CAN YOUR SERVICE BE INVOLVED IN THE FAMILY HUB NETWORK?

Co-location?

Service Offer

Parent-Carer
Panels

Outreach

Voice of families

Workforce
Development

Raising awareness

PLEASE COMPLETE THE PARTNER ENGAGEMENT SURVEY BY

01.12.23

<https://forms.office.com/e/2f2RwxLFsE>



For more information, please contact:
Carolyn Castle – Strategic Lead for Family Hubs
carolyn.castle@merton.gov.uk

Useful links

[Family Hubs | Merton Council](#)

[Cost-of-living support | Merton Council](#)

Listening and responding to SEND children and Young People

Toby Podger-Taylor, Participation and Engagement Worker

How do we hear young people's voice?

Survey Data



Focus Groups



Feedback Forms



**SEND Youth
Advisory
Forum (new!)**



**Merton Youth
Parliament**



Children and Young People's Plan Survey Data

The Children and Young People's plan is a strategy that sets out the council's priorities for young people, across six key areas of focus:

1. Staying Safe
2. Enjoying and Achieving
3. My Merton
4. Becoming Independent
5. Getting Involved and Having a Say
6. Being Healthy

As the current plan comes to an end, the Participation and Engagement team launched a borough-wide survey earlier this year. We received over 2350 responses and delivered focus groups across our community. The findings will directly impact the new plan for 2024-2028.

- Over 2300 responses received, over 12% identifying as having SEND
- Majority of responses received from 13–15-year-olds

When asked which professionals support their households, Social Worker, Therapist and Family Support Worker/Practitioner were the most selected.

Over 81% described the relationship with professionals as “good” or “okay”

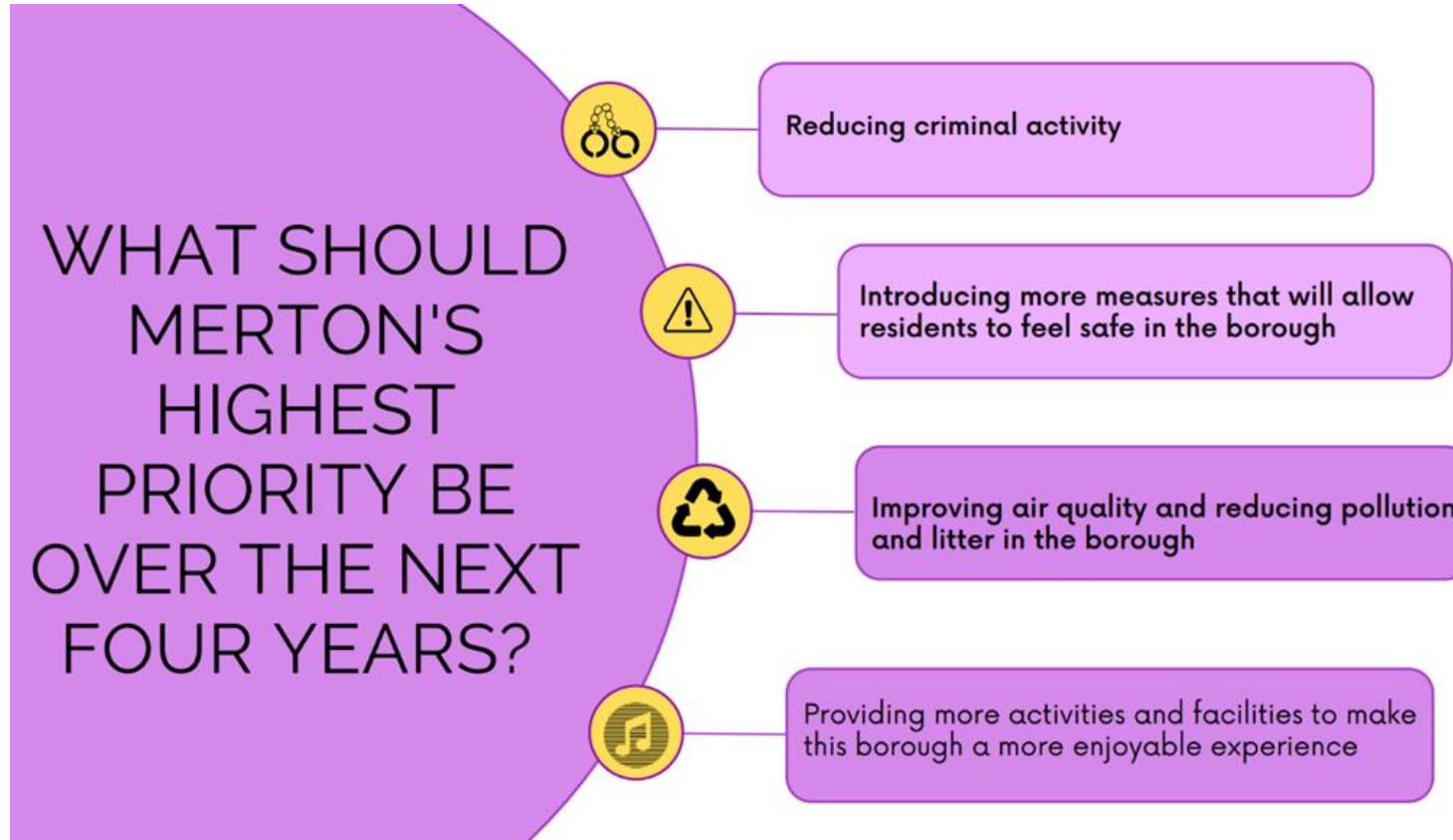
“They can be really helpful during hard times”

“Because of how they understand me so well.”

“Because they are useful and help a lot.”

Children and Young People's Plan Focus Groups

**Cricket
Green
said...**



SEND Youth Advisory Forum

- First meeting took place in October 2023 where 16 young people engaged through the three special schools
- Discussions included understanding the importance youth voice, logo design and what we'd like to achieve
- Future planning to bring young people together in-person
- Participation team to link in regularly with SENDIS team to feedback discussion topics



SEND YAF Logo,
designed by members
of the forum

Attachment Project, School attendance

Keith Shipman, Head of Education Inclusion



- A 2-year funded programme of evidence-based learning and development to facilitate awareness and good practice in Merton Schools
- Focus on whole-school development
- Supporting inclusion and belonging for all children and staff
- Particularly supportive for children with Special Educational Needs and Disabilities, Children in Care or previously in care

Overview of content

Types of learning opportunities:

Presentations covering key theoretical concepts
Experiential group activities
Opportunities for networking
Reflective practice workshops
In-school coaching sessions
Individual school research project

Theory to be covered:

Attachment theory
ACEs and developmental trauma
Ruptures, repairs and internal working models
Neuroscience, neuroception, polyvagal theory
School as a secure base, transitions
Validation, empathy and attunement
Co-regulation before self-regulation
Acceptance, judgement and shame
Rigidity and chaos – two extremes
Reflective practice
Relationship policies over behaviour policies

School commitment

- 2-year funded programme
- Small financial contribution of £150 per school
- Willingness for open and honest reflection
- Full buy in from Head Teacher to the programme and alignment with school development plans.

Time commitment

- Half-termly group sessions
- Termly coaching sessions in the first year
- A small amount of “homework” -reading / learning activities linked to embedding theory into your practice.

More about the programme

The project is a collaboration between the Virtual Behaviour Service, Education Psychology Service, Virtual School and the Language service.

Cohort 1 consisted of 6 schools (5 primary 1 secondary) of which 5 successfully completed the programme

Cohort 2 (ongoing) consists of 6 schools (3 secondary and 3 primary)

Cohort 3 (starts in Jan consists of 7 schools (2 secondary and 5 primary

Attendance

- Overall attendance picture – how do we get back to pre-pandemic attendance levels?
- Implementation of new guidance
- Self assessment
- Attendance in every case – attendance is everyone's business.
- Special school attendance
- EHCP attendance

Attendance Data

	Merton Wonde data to 3.7.23.	National data to 14.7.23 (85% of schools)	Merton 2022/23 Autumn Term	National 2021/22 Autumn Term	Outer London 2021/22 Autumn Term	Merton 2018/19 Autumn Term
<u>Primary</u>	Excludes Harris Primary and Haslemere					
Attendance Yr. 1-6	94.4%	94.1%	93.82%	93.70%	93.57%	96.6%
Absence Yr. 1-6	5.6%	5.90%	6.18%	6.30%	6.43%	3.4%
PA 10% from 2015 Yr. 1- 6	19.6%	17.0%	21.19%	20.90%	21.87%	7.6%
SA 50% from 2021 Yr 1- 6	1.8%		0.66%	0.74%	0.71%	
<u>Secondary</u>	Excludes 3 Harris secondaries					
Attendance	92.4%	90.8%	92.85%	91.20%	92.51%	95.8%
Absence	7.6%	9.2%	7.15%	8.80%	7.49%	4.2%
PA 10% from 2015	26.2%	27.8%	22.14%	27.44%	23.75%	9.7%
SA 50% from 2021	2.5%		1.45%	2.77%	1.69%	
<u>Special Yr. 1-11</u>						
Attendance	82.8%	86.9%	83.94%	86.61%	86.35%	90.5%
Absence	17.2%	13.1%	16.06%	13.39%	13.65%	9.5%
PA 10% from 2015	54.1%	38.6%	46.56%	40.90%	43.75%	29.4%
SA 50% from 2021	15.2%		9.03	5.81%	5.47%	

The gap /
the challenge

2.78%
primary
attendance
13.59% PA

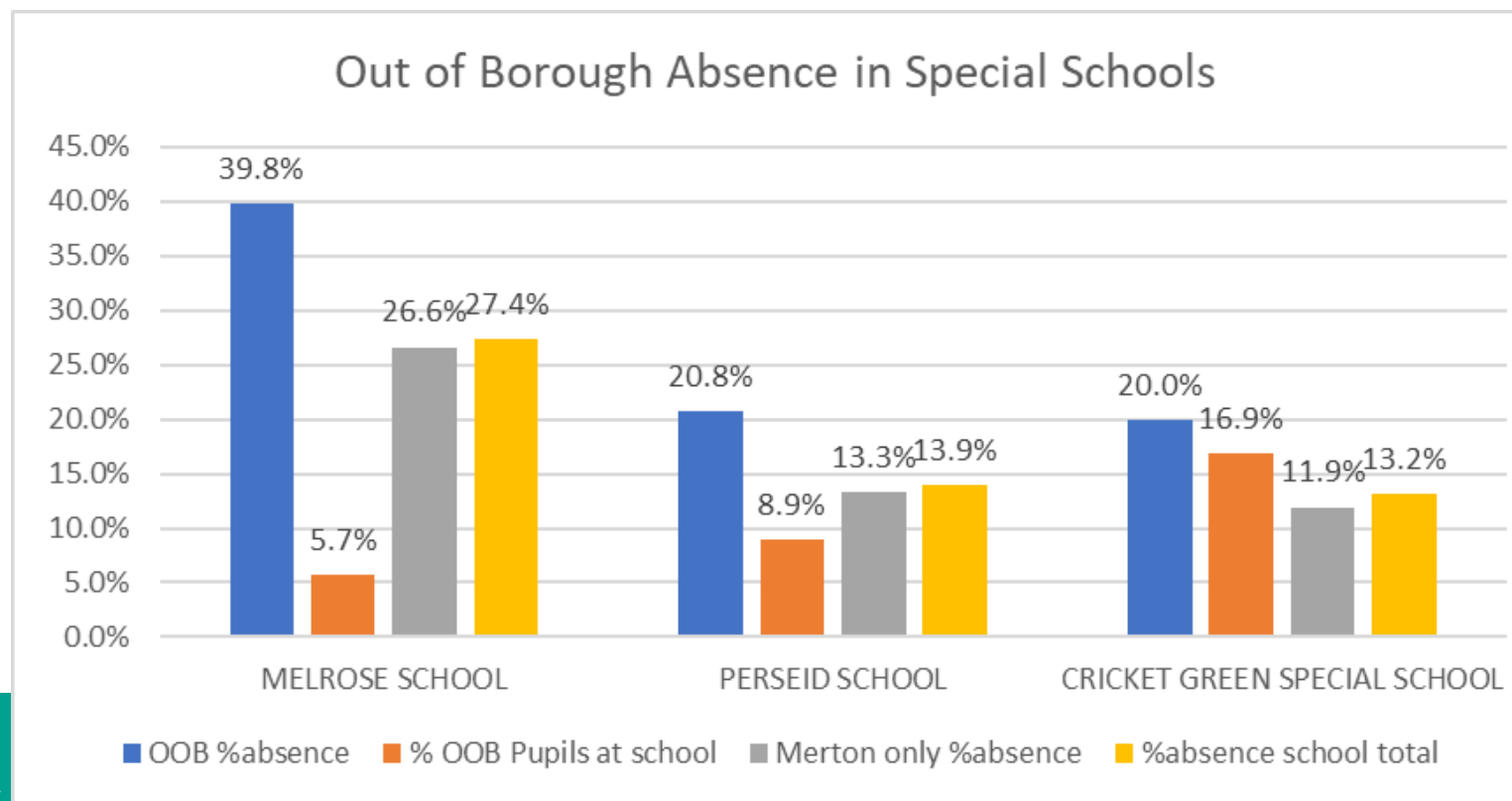
2.95 %
Secondary
attendance
12.44% PA

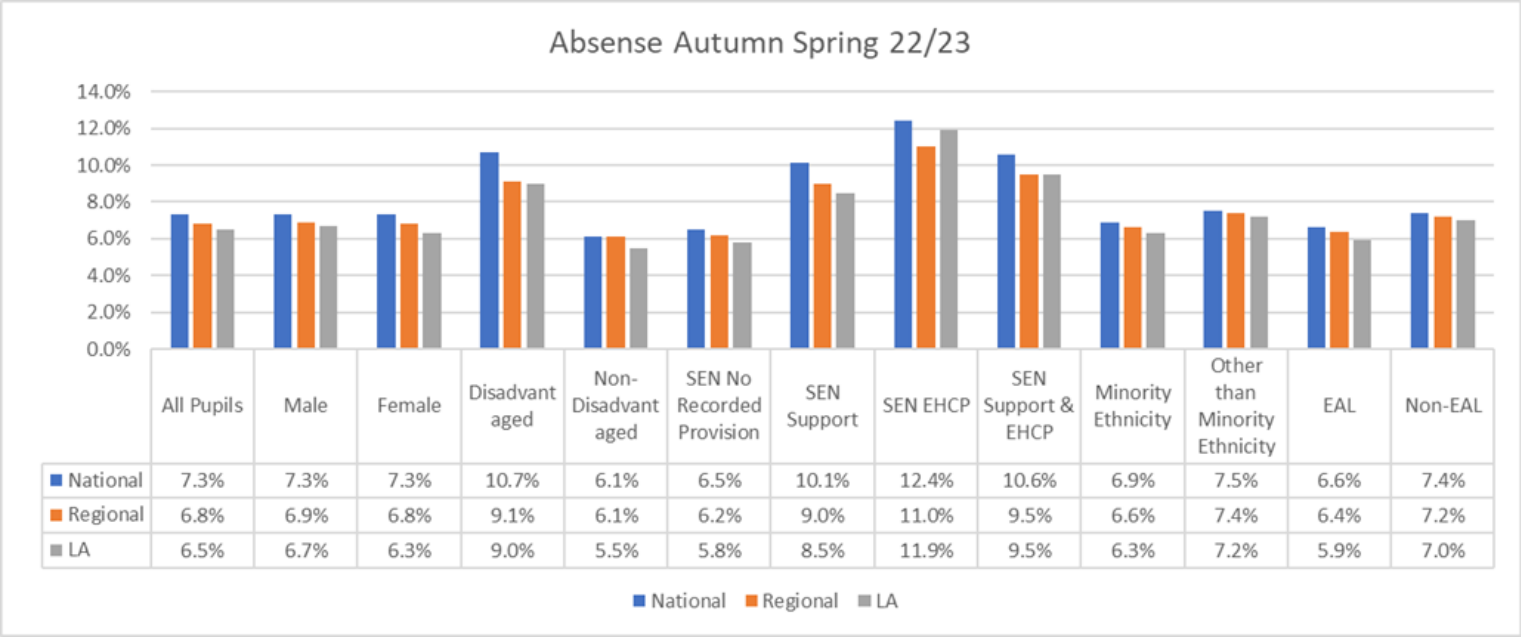
6.65%
Special
attendance
17.16% PA

Special school attendance

- Absence rates for children attending special schools in Merton were 16.5% in 2022/23, which was higher than the national average at 13.2%.
- We know that special schools in Merton perform worse when compared to their national and regional counter parts.
- OOB pupil attendance is also driving the high absence rates we see in Merton Special schools. Merton residents have an absence rate of 12%, below the NCER national of 13.2%, and the DFE 21/22 average of 13.4%.
- Absence is increasing.
- We are authorising at a higher percentage than other special schools and the main reasons for authorising are illness, other authorised circumstances and lateness, Unauthorised is also higher than other authorities.
- Persistent absence was higher than other special schools pre pandemic, it has continued to rise post pandemic
- Poverty as measured by IDACI is not a good determinate of absence for children at special schools unlike mainstream schools

Impact of out of borough pupils on special school attendance







London Borough of
Merton

School Attendance A Guide for Parents