

Special Educational Needs and Disabilities: Joint Strategic Needs Assessment; Primary Need

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1. Introduction

This chapter provides data from two key data sources: Special Educational Needs in England 2019 (School Census), Department for Education; and local data provided by Cumbria County Council. It provides detailed information on the primary needs of pupils assigned to the local authority (Cumbria County Council) in all state-funded schools.

There are four broad areas of need as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

There are specific categories of need collected through the statutory School Census, as follows (a full description of needs can be found in the Code of Practice – [link available in further information](#)):

- Specific Learning Difficulties (SPLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communications Needs (SLCN)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
- Physical and Medical Difficulty (PMD)
- Autistic Spectrum Disorder (ASD)
- Other Difficulty/Disability (OTH)
- No specialist assessment of type of need (NSA)

Data is provided by the following geographies (where available):

- County
- Local Authority districts
- Integrated Care Communities (Cumbrian health and social care boundaries)

2. Background

Identifying SEN at the earliest point and making effective provision improves long-term outcomes for children and young people. A pupil has SEN where their learning difficulty or disability requires special educational provision. For some children, SEN can be identified at an early age while for others it becomes evident as they develop.

The purpose of identifying need is to determine what action the school needs to take, not to put a pupil into a category. Children and young people often have needs that cut across all areas including sensory requirements, detailed assessments of need ensure that the range of needs are identified not just the primary need (Source: SEND Code of Practice; January 2015; Department for Education; Department of Health).

3. Key findings

- The greatest primary need (state-funded schools), is *specific learning difficulty*, accounting for 2,185 pupils (21.5%); this compares to 12.5% nationally
- The second greatest primary need (state-funded schools) is *speech, language and communications needs*, accounting for 1,606 pupils (15.8%); this compares to 21.7%
- The greatest need in primary schools (state-funded), is speech, language and communications needs, accounting for 1 in 5 children (20.6%)
- The greatest primary need in secondary schools (state-funded) is specific learning difficulty, accounting for 1 in 3 children (32.2%)
- The greatest need in special schools (state-funded) is severe learning difficulty (57.4%)
- 1,095 children have SEN support but no specialist assessment of type of need, accounting for 10.8%, significantly higher than the England average (3.3%)
- SEN are more prevalent in boys than girls. 72.6% of EHCPs are for males, compared to 27.3% for females; 65.0% of SEN support is for males, compared to 35% for females
- Across the districts, in Allerdale, Carlisle, Eden and South Lakeland, the greatest primary need is *specific learning difficulty*; in Barrow-in-Furness it is *speech, language and communication needs*; in Copeland it is *Autistic Spectrum Disorder*.

4. Pupils with SEN by primary need – Cumbria

Across all state-funded schools (primary, secondary and special schools) the greatest primary need recorded is for pupils with a Specific Learning Difficulty (SLD), accounting for 2,185 children (21.5% of all SEN pupils); this compares to 12.5% nationally. Specific learning difficulties are conditions that may affect learning and communication; the most common conditions are dyslexia, dyscalculia, dyspraxia, dysgraphia and attention deficit hyperactivity disorder (ADHD).

The second greatest primary need is Speech, Language and Communications Needs (SLCN) accounting for 1,606 pupils (15.8%); this compares to 21.7% nationally. Children and young people with SLCN have difficulty in communicating with others; they have difficulty in saying what they want and in understanding what is being said to them; or they do not understand or use social rules of communication; these needs may change over time. SLCN can occur on their own without other development needs or they can be part of other conditions such as learning difficulties, autistic spectrum disorder or ADHD.

There are fewer proportions of pupils with the primary category of Moderate Learning Difficulty (MLD) in Cumbria compared to England, 12.8% compared to 20.4% respectively. Children and young people with MLD are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.

Furthermore, there are fewer proportions of pupils with the primary category of Social, Emotional and Mental Health (SEMH), 11.7% compared to 17.1% respectively. Children and young people may experience a wide range of SEMH difficulties which present in different ways; these may include becoming withdrawn or isolated, as well as displaying challenging behaviour. There may be underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders or other physical symptoms. They may also have other disorders such as ADHD or attachment disorder.

The proportion of children and young people who have SEN support but have no specialist assessment of type of need is high in Cumbria compared to the rest of England, 10.8% compared to 3.3%. (See Table 1).

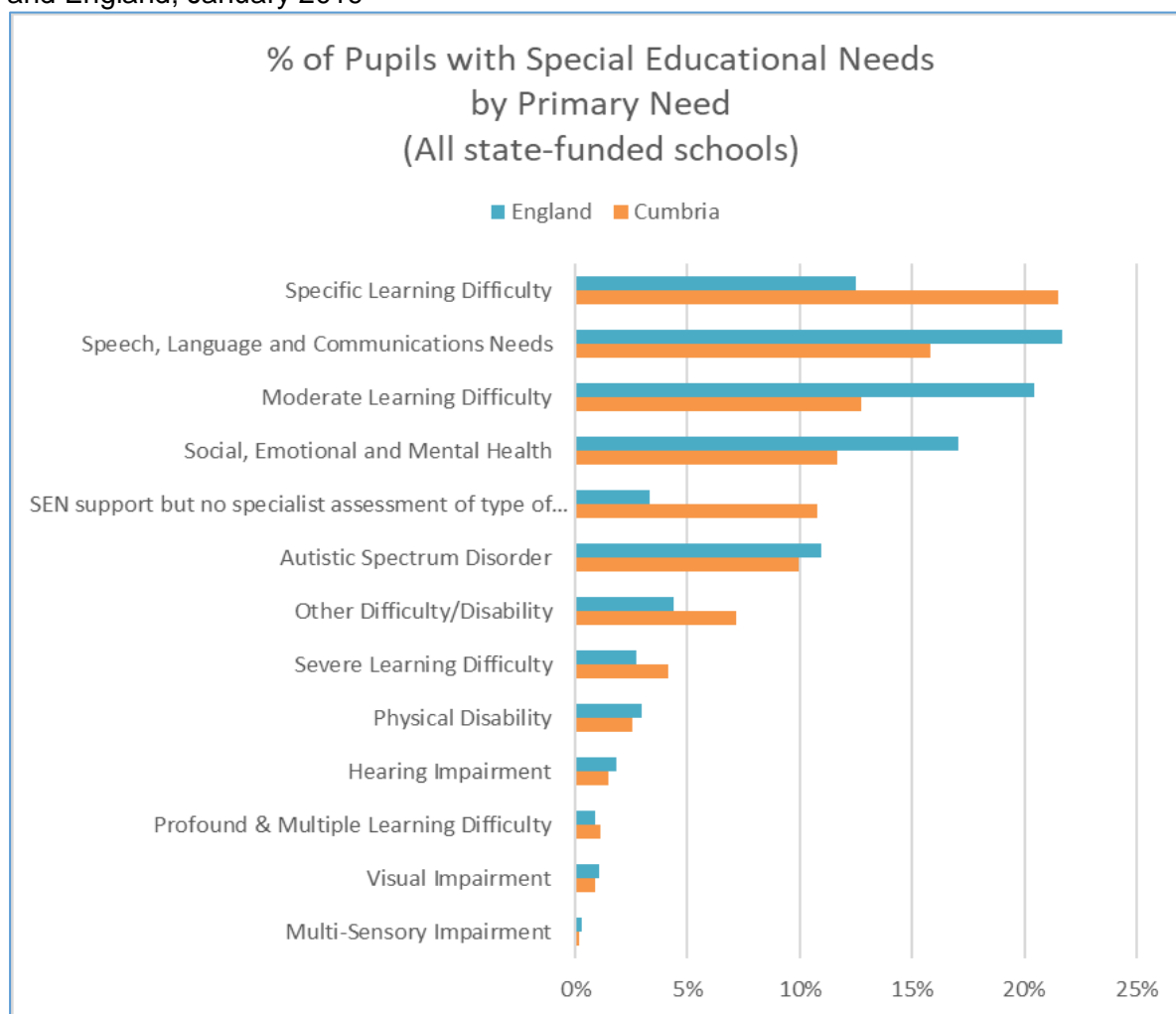
Table 1: **State-funded schools:** Number and proportion of pupils with SEN by primary need; Cumbria and England; January 2019

	Primary Schools		Secondary Schools		Special Schools		Total		England
	No.	%	No.	%	No.	%	No.	%	%
Specific Learning Difficulty	907	15.9	1,268	32.2	10	2.0	2,185	21.5	12.5
Moderate Learning Difficulty	805	14.1	484	12.3	6	1.2	1,295	12.8	20.4
Severe Learning Difficulty	75	1.3	53	1.3	292	57.4	420	4.1	2.7
Profound & Multiple Learning Difficulty	35	0.6	7	0.2	71	13.9	113	1.1	0.9
Social, Emotional and Mental Health	696	12.2	486	12.3	3	0.6	1,185	11.7	17.1
Speech, Language and Communications Needs	1,176	20.6	422	10.7	8	1.6	1,606	15.8	21.7
Hearing Impairment	78	1.4	72	1.8	0	0.0	150	1.5	1.8
Visual Impairment	47	0.8	42	1.1	0	0.0	89	0.9	1.1
Multi-Sensory Impairment	11	0.2	-	0.1	-	0.2	16	0.2	0.3
Physical Disability	124	2.2	131	3.3	6	1.2	261	2.6	2.9
Autistic Spectrum Disorder	469	8.2	440	11.2	101	19.8	1,010	9.9	11.0
Other Difficulty/Disability	374	6.6	344	8.7	11	2.2	729	7.2	4.4
SEN support but no specialist assessment of type of need	910	15.9	185	4.7	0	0.0	1,095	10.8	3.3
Total	5,707	100	3,938	100	509	100	10,154		

Source: Special Educational Needs in England, 2019; Department for Education.

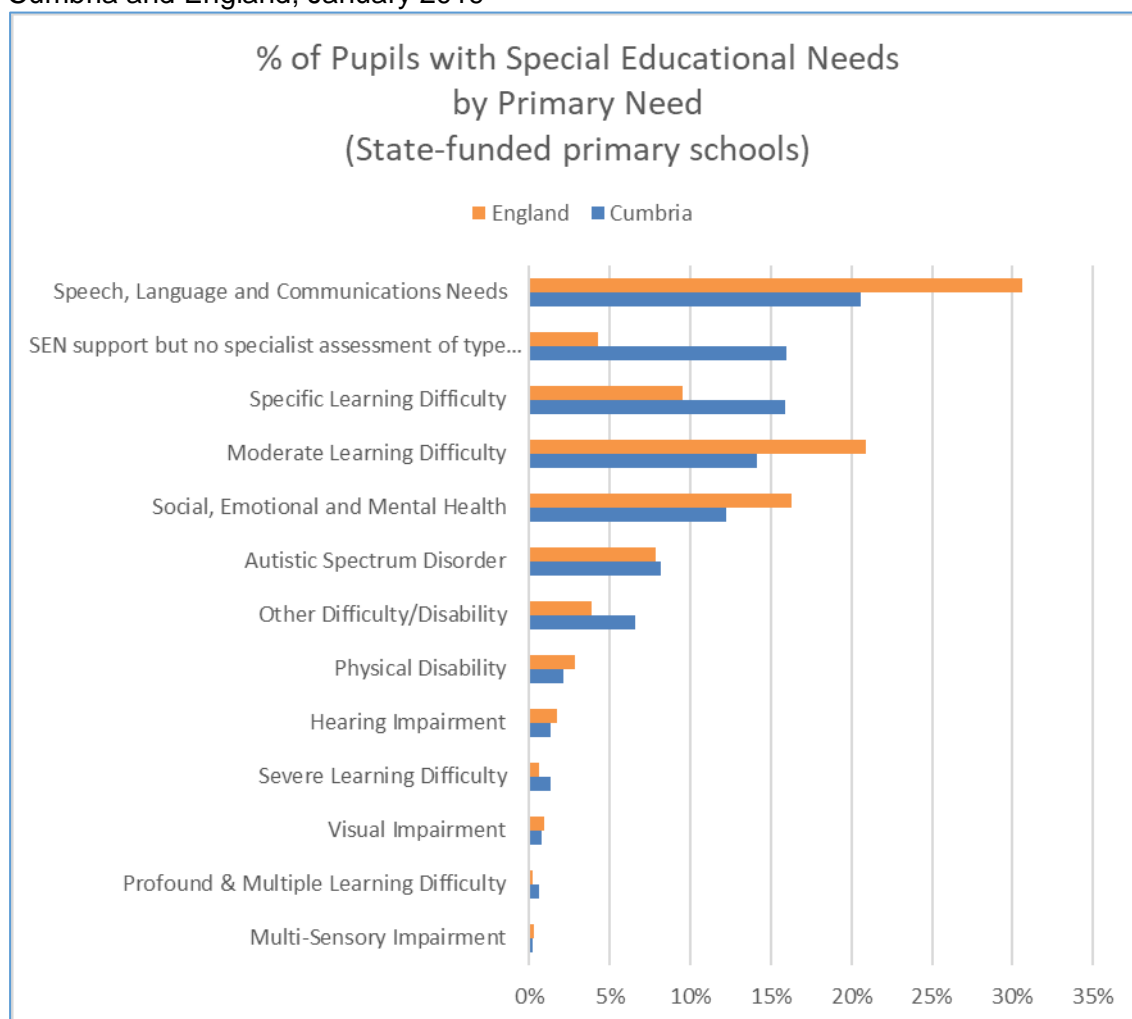
[Includes state-funded and non-maintained special schools and special academies, including free schools. Excludes nursery schools, independent schools, general hospital schools and pupil referral units].

Figure 1: All schools (state-funded): Proportion of pupils with SEN by primary need; Cumbria and England; January 2019



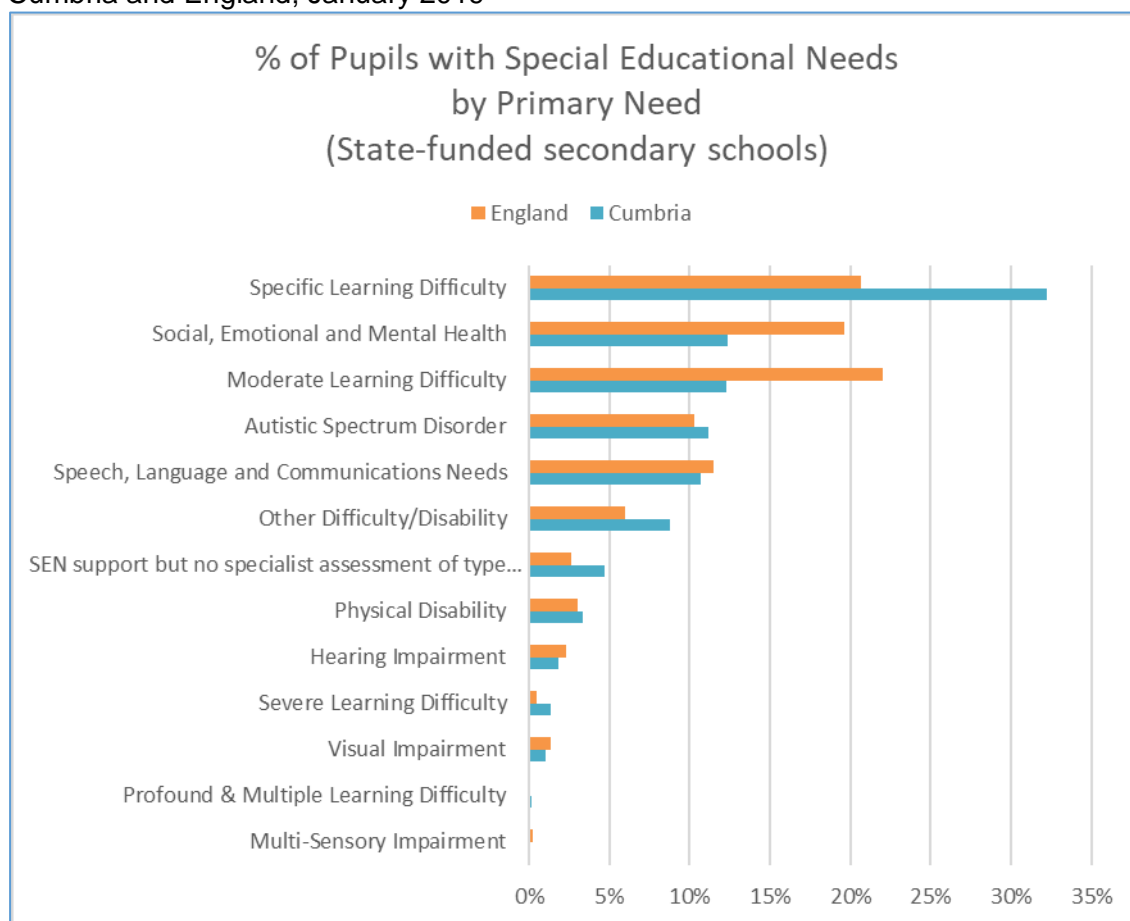
Source: Special Educational Needs in England, 2019; Department for Education
[Includes primary and secondary academies including free schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges and studio schools; excludes nursery schools, independent schools, general hospital schools and pupil referral units].

Figure 2: Primary schools (state-funded): Proportion of pupils with SEN by primary need; Cumbria and England; January 2019



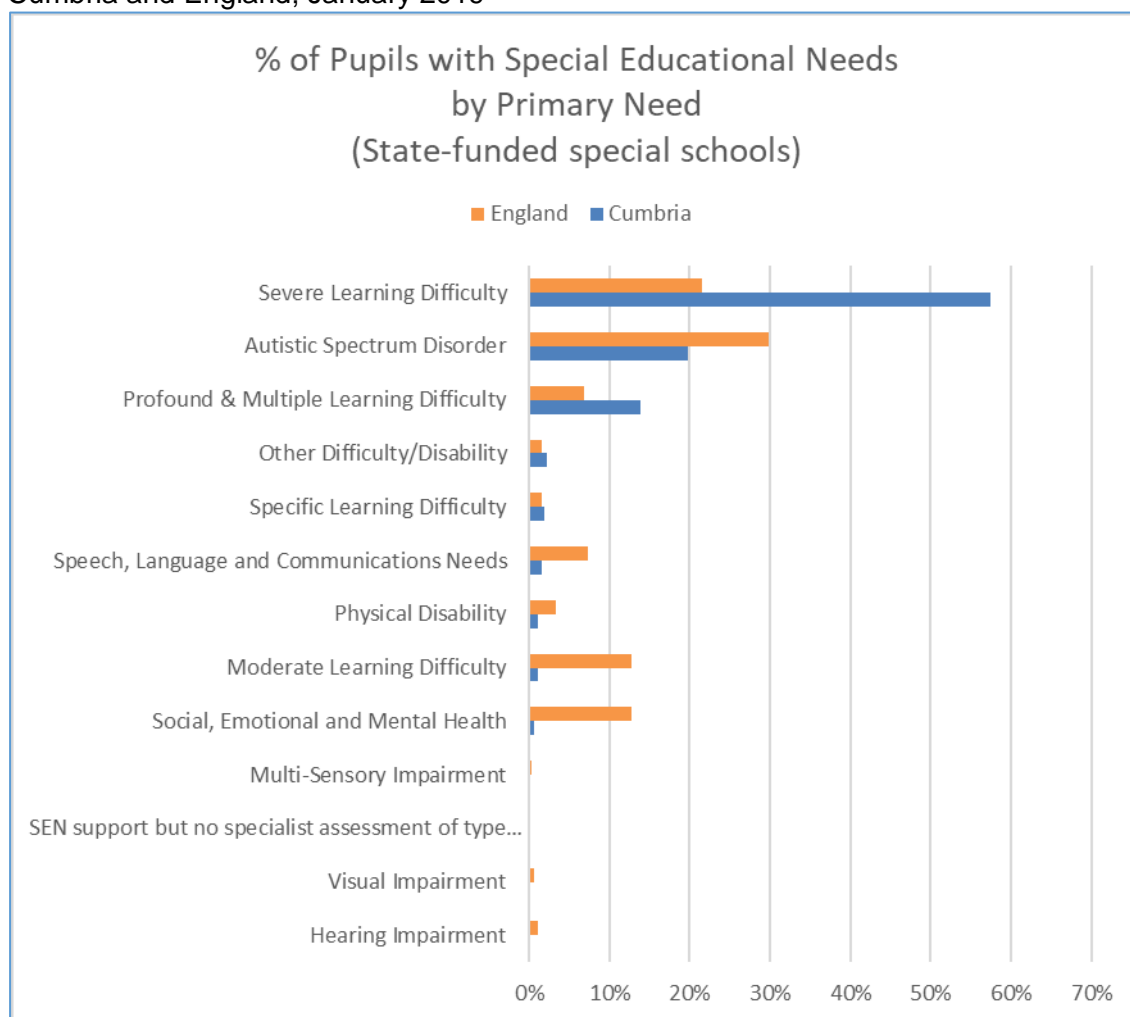
Source: Special Educational Needs in England, 2019; Department for Education
[Includes primary and secondary academies including free schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges and studio schools; excludes nursery schools, independent schools, general hospital schools and pupil referral units].

Figure 3: Secondary schools (state-funded): Proportion of pupils with SEN by primary need; Cumbria and England; January 2019



Source: Special Educational Needs in England, 2019; Department for Education
[Includes primary and secondary academies including free schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges and studio schools; excludes nursery schools, independent schools, general hospital schools and pupil referral units].

Figure 4: State-funded **special schools**: Proportion of pupils with SEN by primary need; Cumbria and England; January 2019



Source: Special Educational Needs in England, 2019; Department for Education
[Includes state-funded and non-maintained special schools and special academies, including free schools; Excludes nursery schools, independent schools, general hospital schools and pupil referral units].

5. Pupils with SEN by primary need – Local Authority districts

The picture of primary needs across the county is varied. Across the districts, in Allerdale, Carlisle, Eden and South Lakeland, the greatest primary need is SPLD, reflecting the county picture; in Barrow-in-Furness the greatest primary need is SLCN; and in Copeland it is ASD. (See Table 2).

Table 2: State-funded schools: Number of pupils with SEN by primary need; by **District**; January 2019

	Allerdale	Barrow-in-Furness	Carlisle	Copeland	Eden	South Lakeland	Total
Specific Learning Difficulty	435	190	498	195	275	596	2,189
Moderate Learning Difficulty	315	166	278	198	155	187	1,299
Severe Learning Difficulty	26	63	92	148	16	75	420
Profound & Multiple Learning Difficulty	11	14	34	23	4	30	116
Social, Emotional and Mental Health	322	174	317	123	136	203	1,275
Speech, Language and Communications Needs	294	332	364	182	156	288	1,616
Hearing Impairment	28	24	33	8	19	39	151
Visual Impairment	21	7	15	16	13	17	89
Multi-Sensory Impairment	1	3	5	0	1	7	17
Physical Disability	60	25	70	25	43	39	262
Autistic Spectrum Disorder	240	106	140	267	50	218	1,021
Other Difficulty/Disability	171	104	163	94	59	146	737
Total	1,924	1,208	2,009	1,279	927	1,845	9,192

Source: Special Educational Needs in England, 2019; Underlying Data; Department for Education

[Includes all state-funded nursery, primary, secondary, special schools and **Pupil Referral Units**; excludes Independent Schools. Based on location of school].

Table 3: **State-funded schools:** Proportion of pupils with SEN by primary need; by **District**; January 2019

	Allerdale	Barrow-in-Furness	Carlisle	Copeland	Eden	South Lakeland
Specific Learning Difficulty	22.6%	15.7%	24.8%	15.2%	29.7%	32.3%
Moderate Learning Difficulty	16.4%	13.7%	13.8%	15.5%	16.7%	10.1%
Severe Learning Difficulty	1.4%	5.2%	4.6%	11.6%	1.7%	4.1%
Profound & Multiple Learning Difficulty	0.6%	1.2%	1.7%	1.8%	0.4%	1.6%
Social, Emotional and Mental Health	16.7%	14.4%	15.8%	9.6%	14.7%	11.0%
Speech, Language and Communications Needs	15.3%	27.5%	18.1%	14.2%	16.8%	15.6%
Hearing Impairment	1.5%	2.0%	1.6%	0.6%	2.0%	2.1%
Visual Impairment	1.1%	0.6%	0.7%	1.3%	1.4%	0.9%
Multi-Sensory Impairment	0.1%	0.2%	0.2%	0.0%	0.1%	0.4%
Physical Disability	3.1%	2.1%	3.5%	2.0%	4.6%	2.1%
Autistic Spectrum Disorder	12.5%	8.8%	7.0%	20.9%	5.4%	11.8%
Other Difficulty/Disability	8.9%	8.6%	8.1%	7.3%	6.4%	7.9%

Source: Special Educational Needs in England, 2019; Underlying Data; Department for Education. *[Includes all state-funded nursery, primary, secondary, special schools and Pupil Referral Units; excludes Independent Schools. Based on location of school].*

6. Pupils with SEN by Primary Need – by North Cumbria Integrated Care Communities (ICCs)

Using data provided at postcode level in the Special Educational Needs in England, 2019 - Underlying Data (DfE), estimates of primary needs are provided by Integrated Care Communities, based on the location of schools (See *Tables 4 and 5*). Further information about these geographies can be found in the Health Chapter.

Table 4: **State-funded schools:** Number of pupils with SEN by primary need; by **North Cumbria ICCs**; January 2019

	North Cumbria ICCs						
	Carlisle Rural	Carlisle Urban	Cockermouth & Maryport	Copeland	Eden	Keswick & Solway	Workington
Specific Learning Difficulty	172	307	148	136	275	199	107
Moderate Learning Difficulty	41	209	113	148	155	146	84
Severe Learning Difficulty	11	78	8	148	16	9	12
Profound & Multiple Learning Difficulty	2	32	4	22	4	4	3
Social, Emotional and Mental Health	64	231	61	89	136	127	156
Speech, Language and Communications Needs	62	280	64	143	156	92	160
Hearing Impairment	9	20	4	6	19	18	10
Visual Impairment	3	10	3	10	13	13	7
Multi-Sensory Impairment	1	4	1	0	1	0	0
Physical Disability	29	33	12	23	43	29	27
Autistic Spectrum Disorder	23	101	118	222	50	59	79
Other Difficulty/Disability	35	122	26	85	59	67	84
Total	452	1,427	562	1,032	927	763	729

Source: Special Educational Needs in England, 2019; Underlying Data; Department for Education *[Includes all state-funded nursery, primary, secondary, special schools and Pupil Referral Units; excludes Independent Schools (data not available). Based on location of school].*

7. Pupils with SEN by primary need – by South Cumbria Integrated Care Communities (ICCs)

Using data provided at postcode level in the Special Educational Needs in England, 2019 - Underlying Data (DfE), estimates of primary needs are provided by Integrated Care Communities, based on the location of schools (See *Tables 4 and 5*). Further information about these geographies can be found in the Health Chapter.

Table 5: **State-funded schools:** Number of pupils with SEN by primary need; **South Cumbria ICCs;** January 2019

	South Cumbria ICCs					
	Barrow & Millom (Barrow only)	Central Lakes & Grange	East Lakes	Kendal	Barrow & Millom (Millom only)	Ulverston, Dalton & Askam
Specific Learning Difficulty	142	70	259	120	62	192
Moderate Learning Difficulty	146	35	51	48	50	73
Severe Learning Difficulty	59	4	4	39	0	32
Profound & Multiple Learning Difficulty	14	3	4	11	1	12
Social, Emotional and Mental Health	153	28	58	72	37	63
Speech, Language and Communications Needs	296	48	54	134	41	86
Hearing Impairment	21	6	23	8	2	5
Visual Impairment	5	6	1	9	6	3
Multi-Sensory Impairment	3	2	2	3	0	0
Physical Disability	16	3	11	12	2	22
Autistic Spectrum Disorder	88	36	76	50	47	72
Other Difficulty/Disability	67	17	50	67	9	49
Total	1,010	258	593	573	257	609

Source: Special Educational Needs in England, 2019; Underlying Data; Department for Education.
[Includes all state-funded nursery, primary, secondary, special schools and Pupil Referral Units; excludes Independent Schools (data not available). Based on location of school].

8. Cumbria County Council – SEN by Primary Need

The following analysis is based on local data provided by Cumbria County Council and has been extracted from the local ONE system on a specified day (11th March 2019), and includes all pupils (aged 0-25 years) at any school/provision type with an EHCP at that date. In addition to this, also included is pupils with SEN support (aged 2-18 years) originally sourced from the Census.

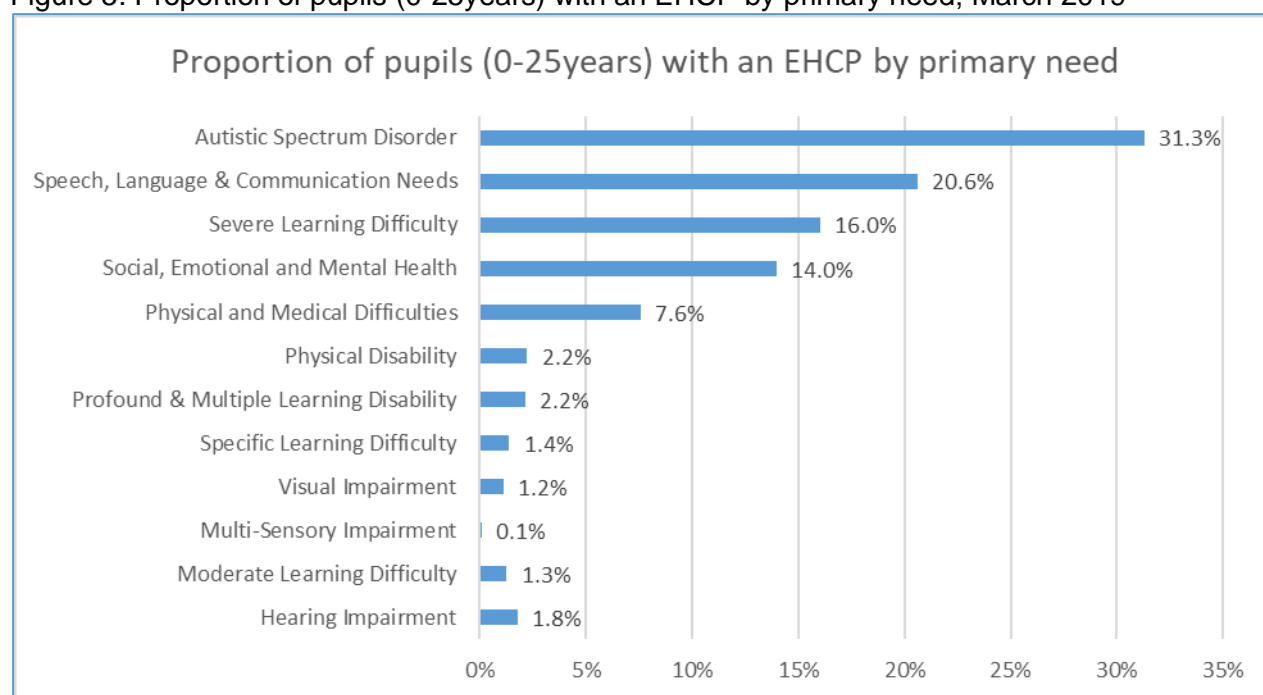
For children and young people with an EHCP (0-25years), the greatest primary need was ASD, accounting for 31.3%; the second greatest primary need was SLCN, accounting for 20.6%. For pupils (2-18years) with SEN support, the greatest primary need was SLD, accounting for 25.7%; the second greatest primary need was SLCN, accounting for 15.6%. (See Table 6).

Table 6: Proportion of children and young people with an EHCP (0-25years) and SEN support (2-18years) by primary need; March 2019

Primary Need	EHCP	SEN Support
Autistic Spectrum Disorder	31.3%	4.7%
Speech, Language & Communication Needs	20.6%	15.6%
Severe Learning Difficulty	16.0%	0%
Social, Emotional & Mental Health	14.0%	13.5%
Physical and Medical Difficulties	7.6%	0%
Physical Disability	2.2%	1.7%
Profound & Multiple Learning Difficulty	2.2%	0.1%
Hearing Impairment	1.8%	1.4%
Specific Learning Difficulty	1.4%	25.7%
Moderate Learning Difficulty	1.3%	15.2%
Visual Impairment	1.2%	0.8%
Multi-sensory impairment	0.1%	0.2%
Other	0%	7.9%
No specialist assessment of type of need (NSA)	0%	13.4%

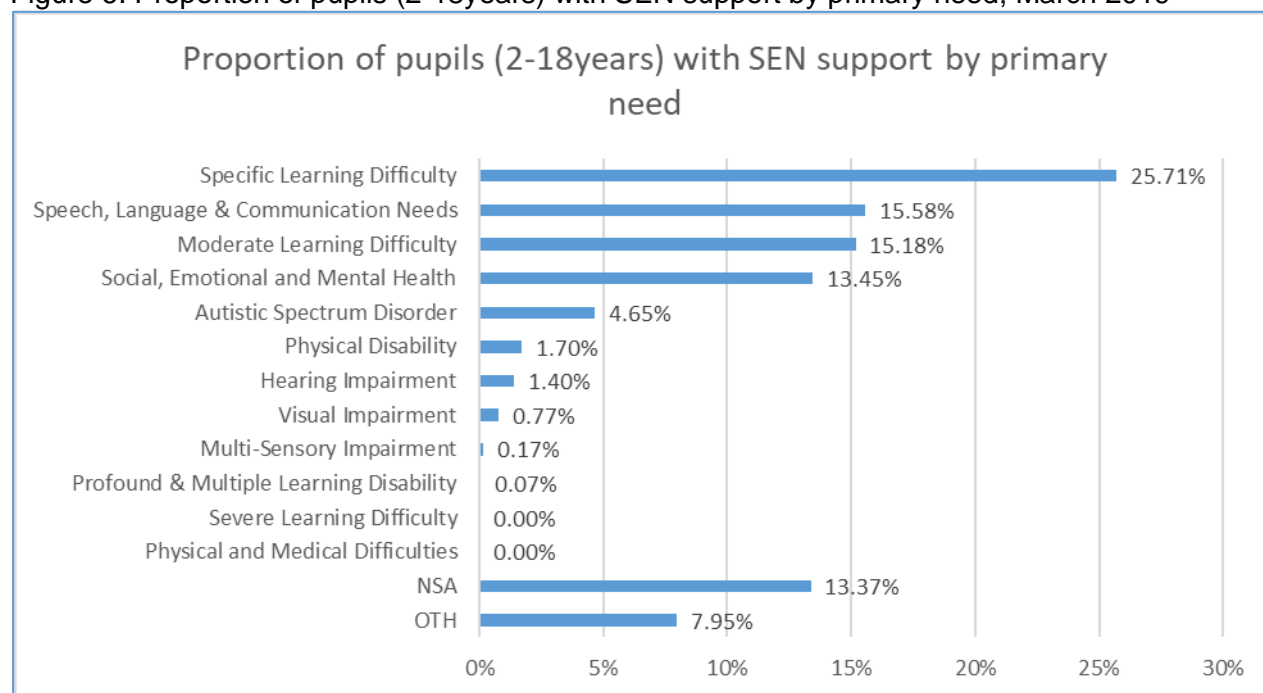
Source: Cumbria County Council, ONE; January 2019 Census.

Figure 5: Proportion of pupils (0-25years) with an EHCP by primary need; March 2019



Source: Cumbria County Council, ONE

Figure 6: Proportion of pupils (2-18years) with SEN support by primary need; March 2019



Source: Cumbria County Council, January 2019 Census

8.1 Primary need by Gender and by Age band

SEN are more prevalent in boys than girls; 72.6% of EHCPs are for males, compared to 27.3% for females. The primary needs with the greatest proportion of males are SEMH, accounting for 82.0%; and ASD, accounting for 81.0%. (See Table 7).

Table 7: Number of pupils (0-25years) with an EHCP, by primary need and by gender; March 2019

Primary Need	Male		Female		Total
	Number	%	Number	%	
Specific Learning Difficulty (SPLD)	28	62.2%	17	37.8%	45
Speech, Language & Communication Needs (SLCN)	477	72.2%	184	27.8%	661
Social, Emotional & Mental Health (SEMH)	369	82.0%	80	17.8%	450
Autistic Spectrum Disorder (ASD)	813	81.0%	191	19.0%	1004
Moderate Learning Difficulty (MLD)	25	61.0%	16	39.0%	41
Severe Learning Difficulty (SLD)	320	62.3%	194	37.7%	514
Physical and Medical Difficulties (PMD)	140	57.6%	103	42.4%	243
Physical Disability (PD)	42	58.3%	30	41.7%	72
Hearing Impairment (HI)	43	74.1%	15	25.9%	58
Visual Impairment (VI)	20	54.1%	17	45.9%	37
Profound & Multiple Learning Difficulty (PMLD)	43	62.3%	26	37.7%	69
Multi-sensory impairment (MSI)	*		*		*
Total	2,329	72.6%	876	27.3%	3,206

Source: Cumbria County Council, ONE. [*Numbers below 5 are suppressed. Numbers may not sum due to missing data/uncoding]

SEN are more prevalent in boys than girls; 65.0% of SEN support is for males, compared to 35% for females. The primary needs with the greatest proportion of males are ASD, accounting for 75.9%; and SEMH, accounting for 72.3%. (See Table 8).

Table 8: Number of pupils (2-18years) with SEN support, by primary need and by gender; March 2019

Primary Need	Male		Female		Total
	Number	%	Number	%	
Specific Learning Difficulty (SPLD)	1,293	61.2%	819	28.5%	2,112
Speech, Language & Communication Needs (SLCN)	913	71.3%	367	12.8%	1,280
Social, Emotional & Mental Health (SEMH)	799	72.3%	306	10.6%	1,105
Autistic Spectrum Disorder (ASD)	290	75.9%	92	3.2%	382
Moderate Learning Difficulty (MLD)	743	59.6%	504	17.5%	1,247
Severe Learning Difficulty (SLD)	0	0	0	0	0
Physical Disability (PD)	85	60.7%	55	1.9%	140
Hearing Impairment (HI)	56	48.7%	59	2.1%	115
Visual Impairment (VI)	45	71.4%	18	0.6%	63
Profound & Multiple Learning Difficulty (PMLD)	*	*	*	*	*
Multi-sensory impairment (MSI)	*	*	*	*	14
Other	420	64.3%	233	8.1%	653
NSA	678	61.7%	420	14.6%	1,098
Total	5,340	65.0%	2,875	35.0%	8,215

Source: Cumbria County Council, January 2019 Census. *Numbers below 5 are suppressed.

For children and young people (0-25years) with an EHCP, the greatest primary need is ASD; the greatest number of those are aged 11-15 years (335) and 5-10years (325). (See Table 9).

Table 9: Number of pupils (0-25years) with an EHCP, by primary need and by age; March 2019

Primary Need	Age band					Total
	Under 5years	5-10 yrs	11-15 yrs	16-19 yrs	20-25 yrs	
Specific Learning Difficulty (SPLD)	0	8	21	14	2	45
Speech, Language & Communication Needs (SLCN)	36	261	207	130	27	661
Social, Emotional & Mental Health (SEMH)	*	98	201	132	15	449
Autistic Spectrum Disorder (ASD)	55	325	335	218	71	1,004
Moderate Learning Difficulty (MLD)	*	98	201	132	15	449
Severe Learning Difficulty (SLD)	16	126	142	131	99	514
Physical and Medical Difficulties (PMD)	25	104	86	19	9	243
Physical Disability (PD)	*	7	16	38	8	72
Hearing Impairment (HI)	7	24	8	13	6	58
Visual Impairment (VI)	*	11	12	10	3	37
Profound & Multiple Learning Difficulty (PMLD)	*	15	19	15	16	69
Multi-sensory impairment (MSI)	*	0	0	*	0	*

Total	153	982	1,059	743	267	3,206
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Source: Cumbria County Council, ONE. *Numbers below 5 are suppressed.

For pupils (2-18years) with SEN support, the greatest primary need is SPLD; the greatest number of those are aged 11-15 years (1,145). (See Table 10).

Table 10: Number of pupils (2-18years) with SEN support, by primary need and by age; March 2019

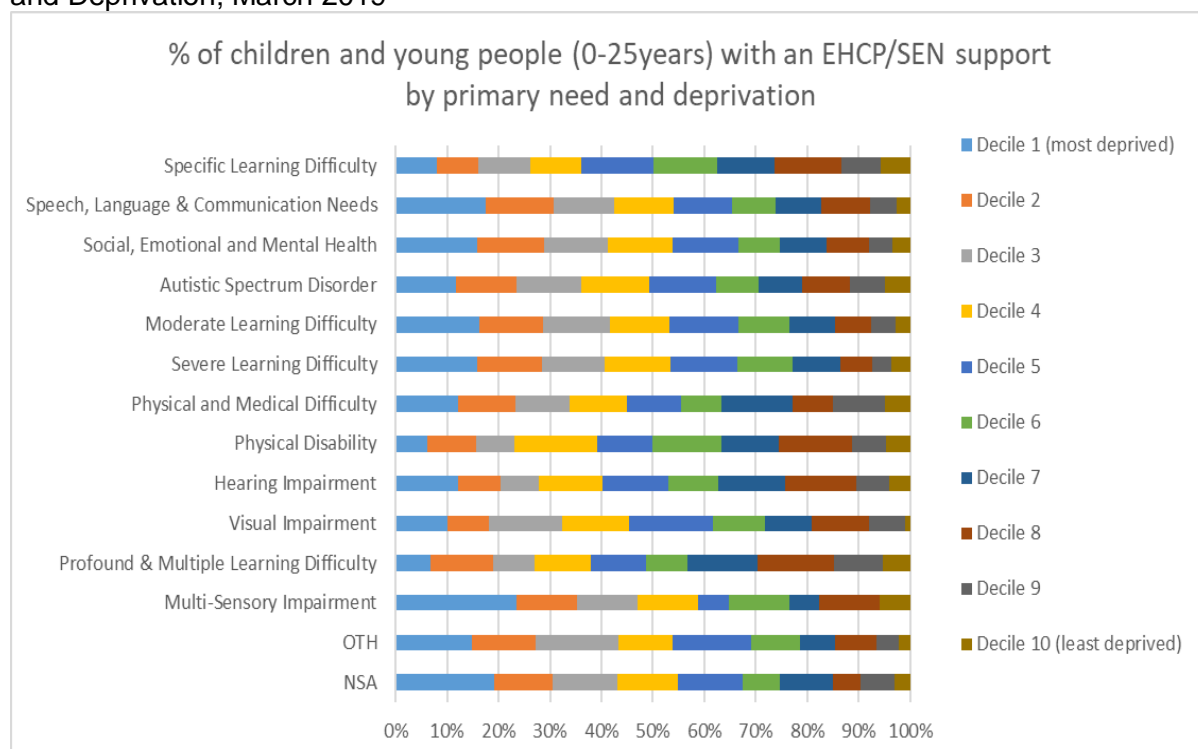
Primary Need	Age band				
	Under 5years	5-10 yrs	11-15 yrs	16-19 yrs	Total
Specific Learning Difficulty (SPLD)	36	746	1,145	185	2,112
Speech, Language & Communication Needs (SLCN)	177	790	278	35	1,280
Social, Emotional & Mental Health (SEMH)	25	524	475	81	1,105
Autistic Spectrum Disorder (ASD)	23	164	163	32	382
Moderate Learning Difficulty (MLD)	19	687	501	40	1,247
Severe Learning Difficulty (SLD)	0	0	0	0	0
Physical Disability (PD)	*	57	57	22	140
Hearing Impairment (HI)	*	46	52	14	115
Visual Impairment (VI)	*	32	23	6	63
Profound & Multiple Learning Difficulty (PMLD)	*	*	*	0	6
Multi-sensory impairment (MSI)	*	*	*	0	14
Other (OTH)	24	289	291	49	653
No specialist assessment of type of need (NSA)	33	825	222	18	1,098
Total	350	4,169	3,214	482	8,215

Source: Cumbria County Council, January 2019 Census. *Numbers below 5 are suppressed.

8.2 Primary need by Deprivation

As reported in the EHCPs and SEN support Chapter, children and young people with SEN are more likely to live in deprived areas. Overall, 14% of children and young people with SEN are living in areas which fall in the 10% most deprived nationally (decile 1); furthermore, 25% (1 in 4 children) are living in areas in the 20% most deprived nationally. Almost 1 in 3 (30.7%) of pupils with the primary need of SLCN are living in the 20% most deprived areas; while 1 in 4 pupils with SEMH (28.8%); MLD (28.7%); SLD (28.5%); and ASD (23.4%) are. (See Figure 7).

Figure 7: Children and young people (0-25yrs) with an EHCP/SEN support by Primary Need and Deprivation; March 2019



Source: Cumbria County Council, ONE; Indices of Deprivation 2019. [Based on the postcode of the child or young person].

9. Autistic Spectrum Disorder (ASD)

Autism is a spectrum condition and while individuals may share certain difficulties it will affect them in different ways. The term Autism is used to describe all diagnostic autism profiles including Asperger syndrome and Pathological Demand Avoidance (PDA). Asperger syndrome is associated with individuals who are on the autism spectrum but do not have learning disabilities, have good language skills but have social communication difficulties. PDA describes a person who may significantly avoid demands and expectations caused by high levels of anxiety relating to conforming to social demands; and of not being in control of a situation.

Autism is often diagnosed alongside other conditions such as Attention Deficit Hyperactivity Disorder (ADHD); hearing impairment; visual impairment; Down's syndrome; dyslexia; dyspraxia; epilepsy; Foetal Anti-Convulsant syndrome (FACS); Fragile X syndrome; Hyperlexia; learning disabilities (approximately 50%); social communication disorder; and mental health issues (approximately 70%) (Source: National Autistic Society).

Children and young people with ASD, 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.

As reported in the January 2019 Census (state-funded schools), there are 1,010 pupils with SEN with a primary need of ASD, accounting for 9.9% of all SEN pupils, this compares to 11.0% nationally. In state-funded primary schools, the proportion is 8.2% compared to 7.9% nationally; in state-funded secondary schools this increases to 11.2% compared to 10.3% nationally; and in state-funded special schools, this increases to 19.8% compared to 29.8% nationally.

Across the districts, Copeland has the greatest number of pupils with the primary need of ASD accounting for 267 pupils (20.9%), this compares to 50 pupils (5.4%) in Eden. (*See Tables 2 and 3 above*).

Based on local data from Cumbria County Council, for children and young people (0-25years) with an EHCP, the greatest primary need is ASD; the greatest number of those are aged 11-15 years (335), accounting for 33.4% of all pupils with ASD; closely followed by those aged 5-10years (325), accounting for 32.4%. (*See Table 9 above*).

SEN are more prevalent in boys than girls. For children and young people with an EHCP where the primary need is ASD, 81.0% are males; for children and young people with SEN support where ASD is the primary need, 75.9% are male. (*See Tables 7 and 8 above*).

23.4% of children and young people with ASD (including those with an EHCP or SEN support) are living in areas of the county that fall within the 20% most deprived (deciles 1 and 2) nationally (*See Figure 7*). Furthermore, 11.2% of children and young people with ASD are eligible for free school meals; in Copeland, this increases to 23.4%. (For further information on free school meals see the EHCP and SEN support Chapter).

It is recognised nationally that the prevalence of ASD is underreported and is estimated to account for just 1% of the total population. It is worth noting that there may be children and young people with high functioning ASD, who are not known to the local authority because they do not have an EHCP or SEN support. Children and young people with ASD but without an EHCP or SEN support may still need support, in particular those with anxiety.

10. Further information

Special Educational Needs in England; January 2019:

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2019>

Special Educational Needs in England: January 2019. Technical Document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814248/SEN_2019_Technical_document.pdf

SEND Code of Practice (including details of needs):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Cumbria County Council - Learning Disabilities & Autistic Spectrum Disorder JSNA:

<https://www.cumbriaobservatory.org.uk/jsna/>