

# National Benchmarking Survey **2018-19**

A national baseline measurement of support for learners with a physical disability

# Welcome

pdnet is delighted to share the findings of our second national Benchmarking Survey. The main purpose of the survey is to strengthen understanding of how learners with PD are supported within the national educational system and to identify what changes have occurred since the first pdnet benchmarking survey in 2016\*.

At a time when the educational landscape has changed rapidly, pdnet members continue to raise concerns about the impact on learners with a physical disability. The 2018 survey data confirms the findings in 2016 that the picture around national support for learners with PD is inconsistent and fragmented with inequitable provision between Local Authorities.

Of further concern, despite a significant increase in the overall population of CYP with PD from 28,212 (2016) to 34,765 (2018), specialist PD support services have continued to disappear; casualties of the austere financial climate in the public sector, alongside a decrease in LA budgets for building adaptations and specialist equipment. At the same time there has been an increase in responsibilities CYP for PD being delegated to mainstream schools, via school forums or alternative mechanisms for funding. Lastly whilst 80% of LAs indicate that their Accessibility Strategies are available via their Local Offer, with 51% also monitoring School Access Plans, pdnet member's feedback suggests there is little evidence of plans being used, understood in schools and no joining up of the access plan to pupil need.

On a really positive note almost 90% of respondents were aware of pdnet and our activity, a significant shift since 2016!

We have endeavoured to present the survey findings in an accessible way which easily enables comparisons with 2016 findings. A more conventional statistical report can be obtained from [suport@pdnet.org.uk](mailto:suport@pdnet.org.uk).

**Jane Carter**  
pdnet National Chair

**Di Caesar**  
pdnet Project Manager

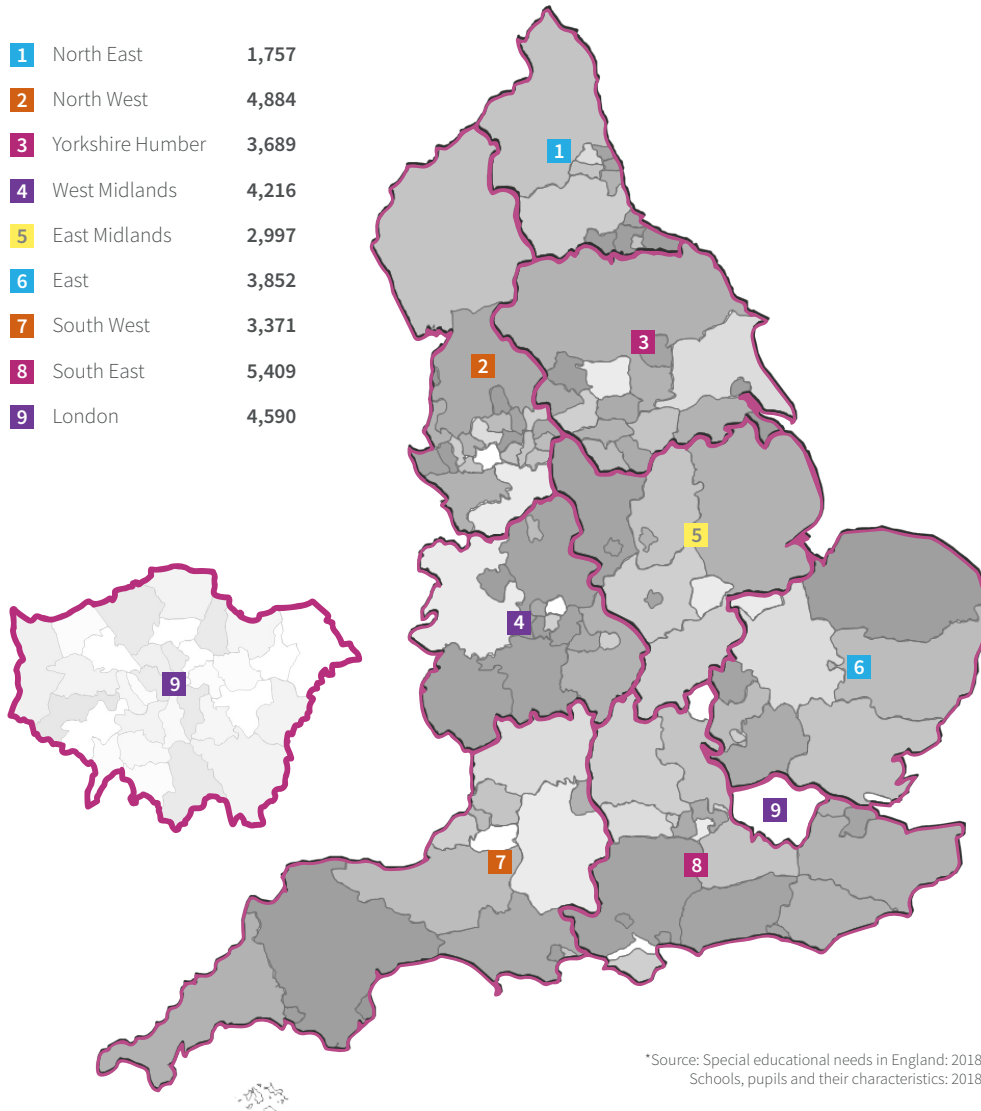


## Key Findings

- The population of CYP with PD in England with physical disability as their primary need has increased by 23.2% over the past 2 years largely reflected in an increase in the population of learners with PD in the early years and primary age phases.
- There is a small decrease (1%) in the number of learners who attend mainstream settings; in 2018, 88% of all learners with a physical disability attended a mainstream settings.
- There is 3 % decrease in the number of learners with an EHCP plan in mainstream settings. In 2018 69% of learners with a PD EHCP attended mainstream settings (2016 was 72%).
- 68% of LA's do not have pathway for learners who require a high level of assistive technology to access learning.
- 80% of LAs now have their Accessibility Strategy available via their Local Offer.

## Prevalence of learners with a physical disability

This map highlights the number of learners currently in English schools with a physical disability. The darker a Local Authority is shaded, the more prevalent physical disability is in their schools.



# 88%

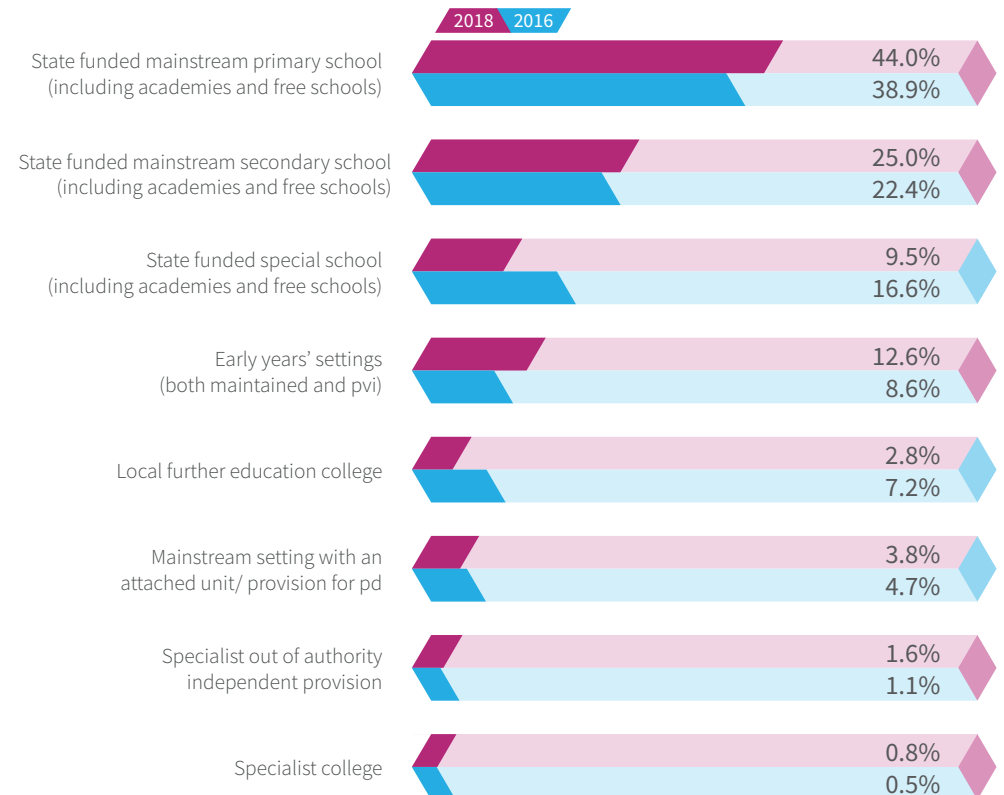
of all learners with a physical disability are in a mainstream setting

69 % of learners with a PD EHCP attend mainstream settings



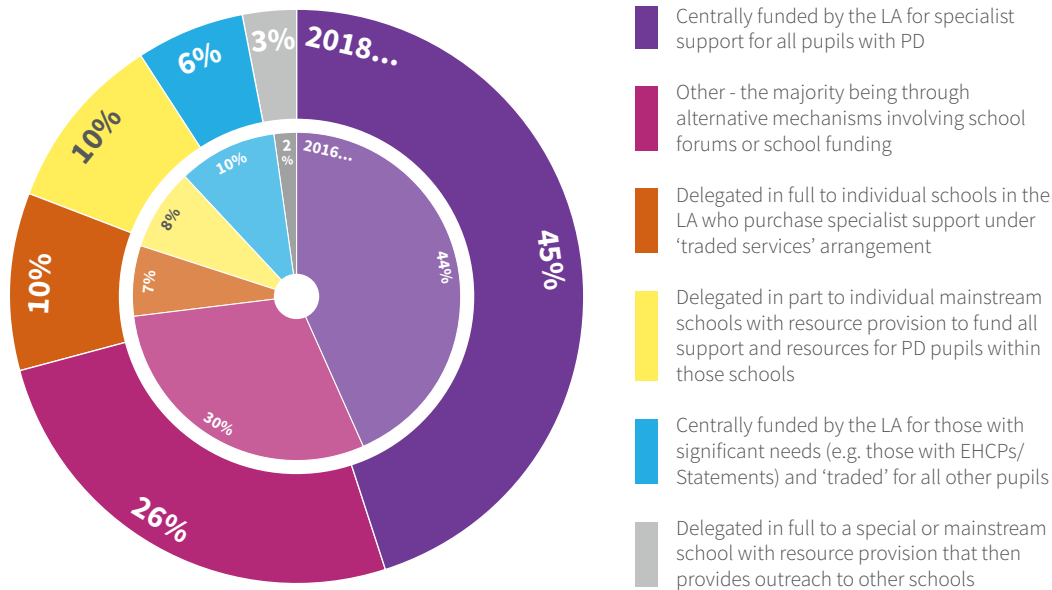
\*Source: DfE SFR29/2018

## Learners with a physical disability by setting



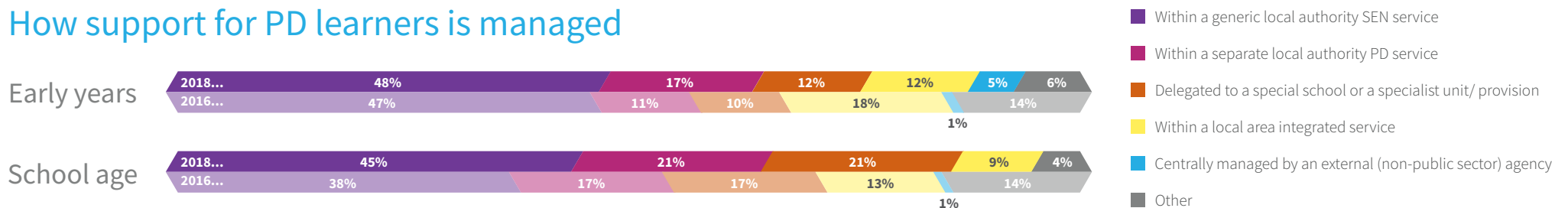
\*Source: pdnet Survey 2016

## How support for PD learners is funded



**“There are currently almost 35,000 learners with a physical disability as their primary need within the educational system. pdnet is committed to ensuring that each and everyone of these children and young people is able to achieve their potential.”**

## How support for PD learners is managed



## Aspects of services that are traded

### Early Years' support to PVI settings

**YES: 10%** **NO: 90%**

### Training around the individual needs of the child

**YES: 12%** **NO: 88%**

### Manual handling training

**YES: 39%** **NO: 61%**

### School/ setting capacity building

**YES: 20%** **NO: 80%**

### Support in schools

**YES: 15%** **NO: 85%**

### Support in Post-16 Settings

**YES: 24%** **NO: 76%**

### Independent Schools

**YES: 34%** **NO: 66%**



**80%**  
of LAs have their  
**Accessibility Strategy**  
available via their Local Offer



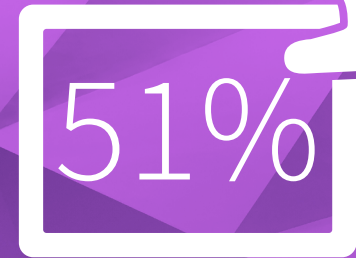
**32%**  
of LAs have a pathway for  
learners who require a high  
level of assistive technology  
to access learning.

## Who contributes to the Accessibility Strategies?

The majority of respondents said their Accessibility Strategy was contributed to by a range of partners. In most cases this was partners from across children's services, but some were external to the LA. In the main these external partners were representative of schools or parents/ carers.

## How are school Accessibility Plans monitored?

Of those monitored Accessibility Plans, the majority had a designated officer or team within the council who's role this was. A few respondents also made to a specific audit process.

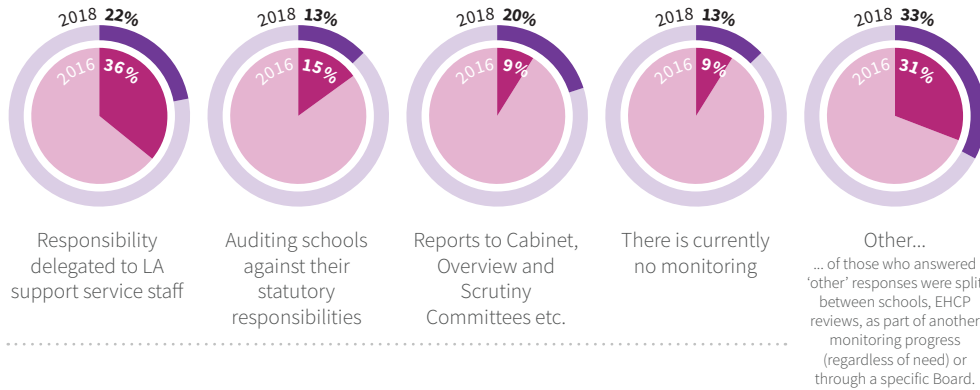


**51%**  
of LAs monitor  
School Accessibility Plans

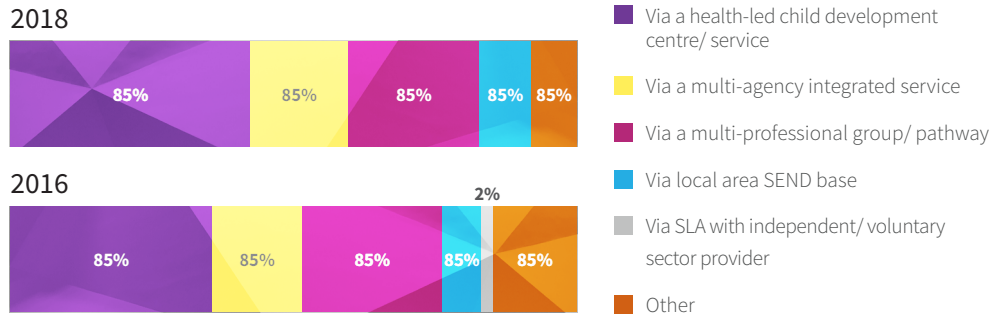


**82%**  
of LAs include support for  
children and young people with  
physical disability within their  
Local Offer.

## How is the progress of PD learners monitored?



## How are the needs of PD learners assessed and identified?



## How is responsibility for PD learners managed in each LA area?

**43%** Qualified teacher within the LA support service.

**16%** Delegated to a head teacher with responsibility for outreach support.

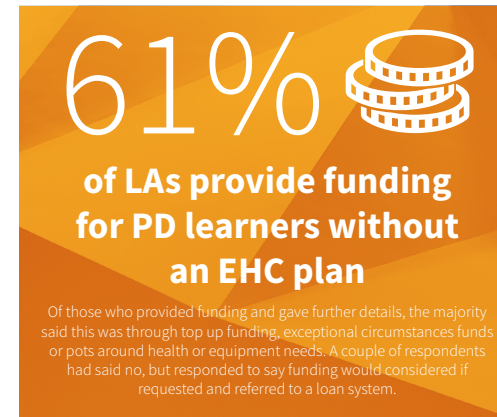
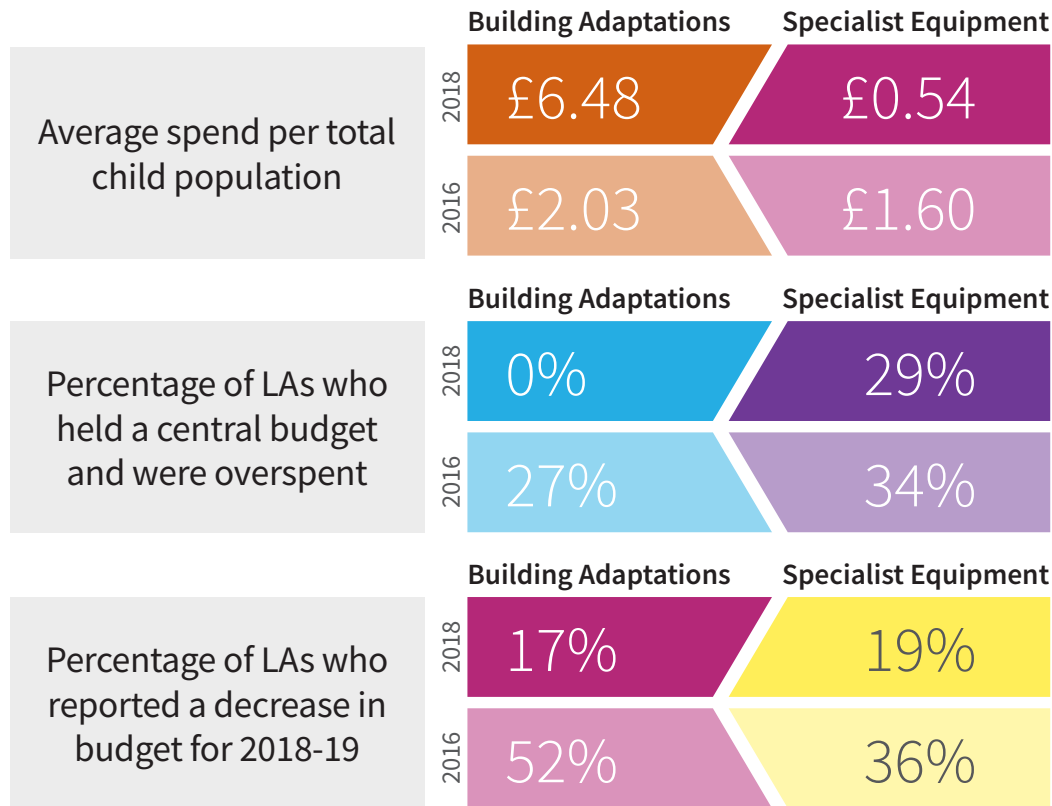
**14%** A health professional within an integrated service/structure.

**8%** A social care professional within an integrated service/structure.

**20% Other...**  
... of those who answered 'other' responses included; through a head of service or council based team, through the EHCP process or via an external medical or multi-disciplinary team.

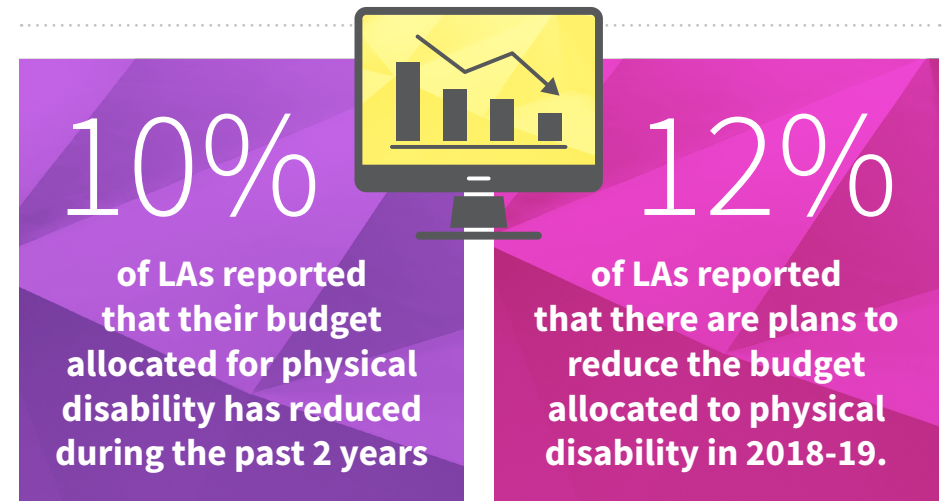


## Building adaptations and specialist equipment for PD learners



## EHC plan criteria for PD learners

There was a range of responses received from LAs about their EHC plan criteria. Many referred to the SEND Code of Practice or a local framework or document, some gave links to these documents.



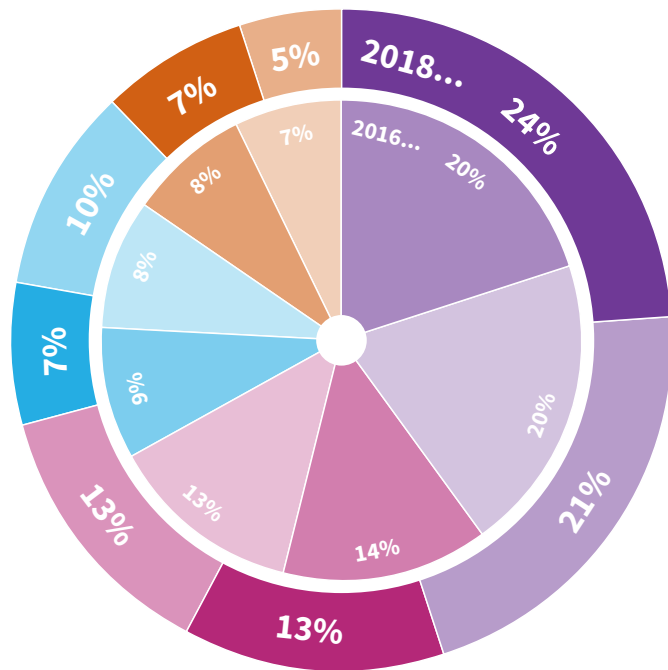
## How are adaptations in schools resourced?

- Responsibility delegated to all schools
- Adaptations funded in LA maintained schools only
- Funded from centrally held resources

- Joint funded with schools  
Most of those who answered if joint funded with schools suggested there was a threshold of around £1000-£2000, above which LAs would fund.
- Other



## How is specialist equipment resourced?



- Funded from centrally held equipment budget
- Funded from High Needs' funding/ via EHCP funding
- Via an integrated community equipment store
- Responsibility delegated to all schools
- Joint funded with health/ social care  
Of those who answered joint funded with health/ social care, some had a set threshold, others it depended on the type of equipment needed.
- Other
- Joint funded with schools  
Of those who answered joint funded with schools, most suggested that schools would fund smaller amounts (ranging from £200-£1000), with LAs then funding anything above the agreed threshold.
- Applications to charities and voluntary organisations  
Of those who reported different arrangements for Early Years children, most funding seemed to come through a different team of provision within the LA or from the Early Years block of funding.

## How are specialist PD school staff employed?



## Other staff members that are employed to support PD learners



pdnet would like to thank all of the Local Authorities that participated in the survey as well as the Association of Directors of Childrens Services (ACDS) for their support. We hope that the survey will continue to be repeated on a bi-annual basis so that over time national benchmarking data is built, strengthened and extended to include achievement data for PD learners.

## Contributing Local Authorities:

- Barnsley Council
- Bedford Borough Council
- Birmingham City Council
- Bracknell Forest Council
- Bradford Council
- Brent Council
- Brighton and Hove City Council
- Calderdale Council
- Cheshire West and Chester Council
- Derby City Council
- Derbyshire County Council
- Doncaster Council
- Dorset County Council
- Ealing Council
- Gloucestershire County Council
- Hampshire County Council
- Harrow Council
- Herefordshire Council
- Hounslow Council
- Hull City Council
- Isle of Wight Council
- Islington Council
- Kent County Council
- Leicestershire County Council
- London Borough of Barking and Dagenham Council
- London Borough of Camden
- London Borough of Hackney
- London Borough of Havering
- London Borough of Lambeth
- Medway Council
- Middlesbrough Council
- Newcastle City Council
- Norfolk County Council
- North Lincolnshire Council
- North Somerset Council
- North Yorkshire County Council
- Northamptonshire County Council
- Nottinghamshire County Council
- Oxfordshire County Council
- Plymouth City Council
- Portsmouth City Council
- Reading Borough Council
- Redbridge Council
- Rochdale Borough Council
- Salford City Council
- Solihull Council
- Southampton City Council
- St Helens Council
- Staffordshire County Council
- Stockport
- Stockport Metropolitan Borough Council
- Stockton-on-Tees Borough Council
- Stoke on Trent City Council
- Sunderland City Council
- Tower Hamlets Council
- Wakefield Council
- Warrington Borough Council
- Warwickshire County Council
- West Berkshire Council
- Wiltshire Council
- Wirral Council

[www.pdnet.org.uk](http://www.pdnet.org.uk)